Graduate and Professional Studies Academic Catalog

2012-2013

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INTRODUCTION

Inspired by faith and a spirit of ingenuity,
LeTourneau University integrates
learning, living and Christian leadership in
a community of integrity, academic quality
and technological innovation.

This 26-word Focus Statement captures the essence of what drives LeTourneau University. *Faith* and *Ingenuity* are the key words at LeTourneau University. As an evangelical Christian university, LeTourneau's foundation is based squarely on biblical principles and practice. Approximately 4,000 students from across the nation and around the world study at the home campus in Longview, on-line and at four other educational centers throughout Texas.

GENERAL INFORMATION ABOUT LETOURNEAU UNIVERSITY

- A strong values-based education centered on a Christian worldview
- Full accreditation by the Council on Colleges of the Southern Association of Colleges and Schools
- Consistent listing year after year by *U.S. News and World Report* in the top tier of "America's Best Colleges"
- Over sixty academic majors
- An aeronautical science program considered by the industry as one of the best four-year programs in the nation
- A world-renowned engineering program, as evidenced by high demand for LETU graduates
- A progressive School of Business, accredited by the International Assembly of Collegiate Business Educators
- A teacher education program with one of the highest success rates in the State of Texas
- Cutting-edge opportunities for undergraduate research through LETU's Office of Sponsored Programs
- Accelerated programs for adults - including online Bachelor's and Master's programs - through the School of Graduate and Professional Studies
- Spring and summer mission trips where hundreds of LETU students each year minister around the world
- Local community service opportunities allowing LETU students to volunteer over 20,000 hours annually (resulting in LETU being the only college or university in Texas nominated for the Governor's Volunteer Award)
- The LETU Center for the Development of Christian Leadership -- recognized by the City of Longview for exemplary service to the community
- Intercollegiate athletics
  - *for men:*
    baseball, basketball, golf, soccer, and tennis
  - *for women:*
    basketball, golf, soccer, softball, tennis, and volleyball
- A strong intramural activity program to involve students at every level of ability

- Over forty different student organizations from which to choose
- New and newly remodeled residence facilities
- State-of-the-art laboratories and classrooms with full multi-media capabilities and wireless computer networks

A world of opportunity awaits you at LeTourneau University, where "***Faith brings us together. Ingenuity sets us apart."***

MISSION

LeTourneau University is a co-educational, interdenominational Christian university built upon a foundation of Biblical authority, which seeks to glorify God by integrating faith, learning, and living. Recognizing that all knowledge comes from the Creator, the University helps students develop a maturing relationship with God, encouraging them to know Him through His Son, Jesus Christ. LeTourneau is a comprehensive academic institution, offering undergraduate, graduate, and continuing education, and setting standards of excellence in engineering, technology, the liberal arts, business, aeronautical science, education, and the sciences. These programs are distinguished by an approach that provides students with the pure intellectual excitement of learning, coupled with real life problem solving opportunities. At the core of all programs is an emphasis on developing communication and critical thinking skills.

This integrated philosophy of education extends to all aspects of student life at LeTourneau, providing tangible opportunities for intellectual, spiritual, emotional, social, and physical development. LeTourneau helps students mature and develop leadership skills, self-sufficiency, and self-discipline by providing a campus community that enables faculty, staff, and students to interact on a uniquely personal level. In addition, our university encourages the faculty and staff to serve as role models in spiritual, personal, and professional growth.

Beyond its campus in Longview, Texas, the University is mindful of the need for service and Christian witness in the broader community and throughout the world. LeTourneau serves its community through research and by responding to the need for educational programs to adult students at off-campus sites and educational centers. It encourages in its students the qualities of ingenuity and entrepreneurship that contribute to free enterprise and the democratic process. In addition, LeTourneau attracts students from many nations, sensitizing all students to other cultures. And it encourages students to responsibly communicate their views, values, and Christian faith to the world.

FAITH

A deep faith in God is the cornerstone of LeTourneau University. We believe that no education is complete until a student understands who God is and how to relate to Him through His Son, Jesus Christ. This belief influences all that we do and teach. While we believe that everyone must have the freedom to interpret God's truth individually, LeTourneau University recognizes certain basic tenets of the Christian faith. We believe the Scriptures of the Old and New Testaments are the only inspired, authoritative Word of God and are completely truthful and without error. We believe in one God, eternally existing in three persons: Father, Son, and Holy Spirit. We believe that Jesus Christ was begotten by the Holy Spirit, born of the Virgin Mary,

and is true God and true man. We believe that man, created in the image of God, sinned and thereby incurred not only physical death but also spiritual death, which is separation from God; that all human beings are born with a sinful nature, and that those who reach moral responsibility become sinners in thought, word, and deed. We believe that the Lord Jesus Christ died for our sins according to the Scriptures, as a representative and substitutionary sacrifice, and that all who believe in Him are justified on the basis of His shed blood. We believe in the resurrection of the crucified body of our Lord, in His ascension into Heaven, and His present life there for us as High Priest and Advocate. We believe in "that blessed hope" - the personal, visible, and imminent return of our Lord and Savior, Jesus Christ. We believe that all who receive by faith the Lord Jesus Christ are born again of the Holy Spirit and thereby become children of God; by Grace are we saved through faith. We believe in the bodily resurrection of the just and unjust, the everlasting blessedness of the saved, and the everlasting conscious punishment of the lost.

ACCREDITATION

Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)

- LeTourneau 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 LeTourneau University.

ABET

- LeTourneau University's bachelor's programs in engineering and engineering technology are accredited by the Engineering Accreditation Commission (EAC) and the Technology Accreditation Commission (TAC) of ABET, http://www.abet.org.

Federal Aviation Administration (FAA)

- The School of Aeronautical Science offers three programs that are approved by the FAA. The Airframe and Powerplant Mechanic curriculum is approved by the FAA under 14CFR Part 147. The Private, Instrument and Commercial Pilot curriculum is approved by the FAA under 14CFR Part 141. The Air Traffic Control curriculum is approved by the FAA under the AT-CTI program guidelines.

Texas State Board for Educator Certification (SBEC)

- LeTourneau University's teacher education program underwent its first program review and approval from the State Board for Educator Certification in October, 1993. It is accredited on an annual basis.

International Assembly for Collegiate Business Education (IACBE)

- LeTourneau University has received specialized accreditation for its business programs through the International Assembly for Collegiate Business Education (IACBE), located in Olathe, Kansas.

Texas Higher Education Coordinating Board (THECB)

- THECB does not require nonprofit, private institutions in Texas to have a state license to operate, as long as the institution is regionally accredited.

MEMBERSHIPS

LeTourneau University is a member of the Council for Christian Colleges and Universities (CCCU) and the Evangelical Council for Financial Accountability (ECFA) for responsible stewardship.

SCHOOL OF GRADUATE AND PROFESSIONAL STUDIES PROGRAMS

Graduate and professional programs at LeTourneau University are designed to meet the educational needs of non-traditional students who want to advance their career opportunities and personal knowledge. The distinctive characteristic of all program offerings is the integration of a Christian perspective into the teaching-learning experience.

LeTourneau's adult degree programs began in November, 1989, in Longview, Texas. Currently, degree programs are also offered in Athens, Bedford, Dallas, Harlingen, Houston (several locations), and Tyler, Texas and online.

Faculty members are highly qualified working professionals with strong academic credentials. They are carefully selected in order to provide a rich academic experience, which integrates theory with practical experience and Christian principles.

The School of Graduate and Professional Studies exists
To Change People's Lives
By Drawing them Closer to Christ
Through a Rich Educational Experience,
Recognized for its Excellent Professional Preparation,
Its Innovative Instructional Methods,
And Its Relational Community.

We will Prepare our Students
To be Highly Competent Professionals, and
To Live Life Fully, With Purpose and Joy,
Engaging Others with Christ's Love.

Engage your Mind.
Transform your Heart.
Live Boldly for Christ
In Every Workplace, Every Nation

ACADEMIC PROGRAMS

The following list of academic programs is administered through LeTourneau University's School of Graduate and Professional Studies. The undergraduate programs listed here are normally offered in a non-traditional format. The graduate programs include both traditional residential programs and non-traditional programs.

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Bachelor of Biblical Studies and Ministry (BBSM)	22
Business Administration	
Bachelor of Business Administration (BBA)	23
Bachelor of Business Administration in Aviation Management (BAV)	25
Bachelor of Business Management (BBM)	24
Bachelor of Business Management in Aviation Management (BMA)	26
Bachelor of Business Management in Nonprofit Management (BNP)	27
Bachelor of Science in Accounting (ACT)	18
Bachelor of Science in Finance (FINA)	32
Bachelor of Science in Human Resource Management (HRM)	37
Computer Information Systems	
Bachelor of Science in Computer Information Systems (CINS)	28
Bachelor of Science in Health Information Systems (HISG)	36
Criminal Justice	
Associate of Science in Criminal Justice (ACJ)	16
Bachelor of Criminal Justice (CRIJ)	29
Bachelor of Science in Criminal Justice (BSCJ)	30
Bachelor of Human Services (BHS)	39
Finance	
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Health Care	
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  - Marriage and Family Therapy Licensure (LMFT) 54
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  - Educational Administration Specialization 59
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    - Early Childhood – 6th Grade Teacher 60
    - 4th – 8th Grade Teacher 61

Engineering - *Longview only*
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- Master of Engineering (MENR) 63

Health Care Administration
- Master of Science in Health Care Administration (MSH) 64

Psychology
- Master of Arts in Psychology (MPSY) 64

Strategic Leadership
- Master of Strategic Leadership (MSL) 65

UNDERGRADUATE PROGRAMS

GENERAL EDUCATION

LeTourneau University desires that every student be broadly educated in foundational areas that enhance life, lifelong learning, critical thinking, and communication abilities. Students should be able to articulate, integrate, and apply their knowledge of these areas from a Christian worldview with a global perspective.

Each major in the School of Graduate and Professional Studies has specific requirements for general education courses. The following list shows the subject areas that may make up general education courses.

GENERAL EDUCATION COURSES
Bible*
Communications/Speech
English Composition
Foreign Language
History
Kinesiology
Literature
Mathematics
Natural Science
Orientation
Social Science/Humanities**

* Biblical studies are central to the mission of the institution. Prior to enrollment, Biblical studies courses are only considered for transfer on a case-by-case basis from institutions having a similar faith and mission. If these courses are not transferred, Bible courses must be taken at LeTourneau University. Nine hours of the General Education Bible requirement must be courses with a BIBL prefix. Ethics (3 credits) can apply toward Bible credits.

****** Courses such as the following will transfer toward the humanities or social science general education requirements:
Humanities: cross-cultural (CCLT3203 only), history, literature, philosophy, anthropology, and fine arts.
Social Science: cross-cultural (excluding CCLT1013 and CCLT3203), communications, geography, sociology, psychology, history, government, political science and economics.

Refer to pages regarding individual majors for specific program requirements.

ASSOCIATE DEGREES

ASSOCIATE OF INTERDISCIPLINARY STUDIES (AIS)

TOTAL CREDIT HOURS	**63**
GENERAL EDUCATION COURSES	
Bible	6
Communications/Speech	3
English Composition	6
Literature	3
History	3
Mathematics	3
Natural Science	3
Social Science/Humanities	6
SUBTOTAL General Education Credits	**33**
GENERAL ELECTIVES	30
TOTAL	**63**

Total: 33 credit hours of general education, 30 credit hours of electives for a total of 63 credit hours.

ASSOCIATE OF SCIENCE IN CRIMINAL JUSTICE (ACJ)

TOTAL CREDIT HOURS	**63**
CRIMINAL JUSTICE COURSES	
CRIJ 1303 Introduction to Criminal Justice	
CRIJ 1313 Criminal Law	
CRIJ 2303 Criminology	
Plus 15 hours of CRIJ electives	
Note: 9 hours of PSYC electives may be applied	
• **SUBTOTAL - MAJOR**	**24**
GENERAL EDUCATION COURSES	
Bible	6
Communications/Speech	3
English Composition	6
Literature	3
History	3
Mathematics	3
Natural Science with Lab	4
Social Science/Humanities	6
SUBTOTAL General Education Credits	**34**
GENERAL ELECTIVES	**5**
TOTAL	**63**

Total: 24 credit hours in major courses with grades of ‘C’ or above, 34 credit hours of general education, 5 credit hours of electives for a total of 63 credit hours.

ASSOCIATE OF SCIENCE IN HEALTH CARE MANAGEMENT (AHM)

TOTAL CREDIT HOURS	**63**

HEALTH CARE COURSES

HCMG 3113 The U.S. Health Care System
HCMG 3123 Health Care Delivery Systems
HCMG 4313 Legal, Social, and Ethical Aspects of Health Care
HCMG 4323 Regulation and Accountability in Health Care
HCMG 4333 Marketing Health Care Services
HCMG 4903 Integrating Faith & Work in Health Care
MGMT 3713 Management and Leadership -OR-
MGMT 4733 Organizational Behavior
MGMT 3733 Managing Human Resources
FINC 3723 Financial Analysis for Managers
Plus 3 credit hours of Health Care or Business Electives

• **SUBTOTAL - MAJOR**	**30**

GENERAL EDUCATION COURSES

Bible	6
Communications/Speech	3
English Composition	6
Literature	3
History	3
Mathematics	3
Natural Science	3
Social Science/Humanities	6
SUBTOTAL General Education Credits	**33**

TOTAL	**63**

Total: 30 credit hours in major courses with grades of ‘C’ or above, and 33 credit hours of general education for a total of 63 credit hours.

GRADUATION REQUIREMENTS ASSOCIATE DEGREES

To earn an Associate degree, students must satisfactorily complete the following graduation requirements.

1. The required curriculum with a minimum of 63 credit hours with a minimum cumulative GPA of 2.00.
2. A minimum of 16 credit hours must be completed at LeTourneau University.
3. Payment of all tuition and fees.
4. Approval of the faculty and the Board of Trustees.

BACHELOR DEGREES

BACHELOR OF SCIENCE IN ACCOUNTING (ACT)

TOTAL CREDIT HOURS	**126**

ACCOUNTING (36 hours)

ACCT 2103 Principles of Financial Accounting
ACCT 2113 Principles of Managerial Accounting
ACCT 3103 Intermediate Accounting I*
ACCT 3113 Intermediate Accounting II*
ACCT 3303 Cost Accounting
ACCT 3403 Federal Income Tax*
ACCT 4203 Advanced Accounting
ACCT 4233 Fraud Examination
ACCT 4403 Auditing*
ACCT 4413 Corporate Income Tax
ACCT 4423 Accounting Ethics*
ACCT 4503 Accounting Systems

BUSINESS (30 hours)

BUSI 4643 Business Research Methods
ECON 2103 Macroeconomics
ECON 2203 Microeconomics
FINC 3723 Financial Analysis for Managers -OR-
FINC 2743 Principles of Finance
MGMT 3713 Management & Leadership -OR-
MGMT 2303 Principles of Management
MGMT 4733 Organizational Behavior
MKTG 3773 Marketing Principles
BUSI 3753 Business Law
BUSI 4703 International Issues in Business
BUSI 4813 Strategic Management**

* These courses are not offered online and must be taken at LeTourneau University.

** All major courses must be completed prior to taking BUSI 4813 Strategic Management. A major field exam will be given during the capstone course.

• **SUBTOTAL - MAJOR**	**66**

<u>GENERAL EDUCATION COURSES</u>:

Bible	12
Communications/Speech	3
English Composition	6
Literature	3
History	3
Kinesiology	3
Math: 2183 or College Algebra, Statistics	6
Natural Science with Lab	8
• **SUBTOTAL – GENERAL EDUCATION**	**44**

ELECTIVE COURSES **16**

Total: 66 credit hours in major courses with grades of 'C' or above, 44 credit hours of general education, 16 credit hours of electives for a total of 126 credit hours.

ACCOUNTING

LeTourneau University's Accounting Program achieves excellence in accounting education by providing quality instruction delivered by individuals who have industry experience as well as classroom experience. Students have opportunities to learn through projects, internships, and study abroad programs. LETU accounting graduates have the knowledge, ethics, and integrity that employers require. This integrity is securely anchored in a Biblically-based approach to decision-making learned throughout the LeTourneau business curriculum.

Students may choose to take advantage of the 4 + 1 program at LeTourneau University. This program will provide qualified students the ability to complete a Bachelor's and Master's in 5 years and the required 150 hours to sit for the CPA exam.

CPA EXAM

For the most up-to-date information regarding requirement to sit for the CPA exam in Texas go to: http://www.tsbpa.state.tx.us/exam-qualification/examination-requirements.html Each state has a state board of public accountancy website for details regarding requirements.

LeTourneau's accounting curriculum meets Texas State Board of Public Accountancy requirements. It is the student's responsibility to ensure they meet the state's requirements to sit for the CPA exam.

BACHELOR OF SCIENCE IN AVIATION STUDIES (BSA)

TOTAL CREDIT HOURS	**126**

AVIATION STUDIES MAJOR (24 hours)
FINC 3723 Financial Analysis for Managers
BUSI 3783 Business Ethics
AERO 2423 Aviation Human Factors
AERO 3823 Aviation Management
AERO 4153 Aviation Safety Factors
AERO 4163 Aviation Law
3000-4000 level AERO/BUSI/MGMT Elective (3 hours)
AERO 4823 Aviation Management Capstone*
MAJOR ELECTIVES (15 hours)
AERO electives (transferred in)

This program is designed to be a degree-completion program to serve military students who have significant aeronautical science hours. To enroll in this major, students will have to transfer in 15 hours of accredited aeronautical science elective hours.

* All major courses must be completed prior to taking AERO 4823 Aviation Management Capstone.

• **SUBTOTAL - MAJOR**	**39**

<u>GENERAL EDUCATION COURSES</u>:

Bible	9
Communications/Speech	3
English Composition	6
Literature	3
History	3
Kinesiology	3
College Algebra and Trigonometry or Statistics	5
Physics w/Lab	4
Lab Science Elective	4
• **SUBTOTAL – GENERAL EDUCATION**	**40**

<u>ELECTIVE COURSES</u>	**47**

Total: 39 credit hours in major courses with grades of ‘C’ or above, 40 credit hours of general education, 47 credit hours of general electives for a total of 126 credit hours

BACHELOR OF SCIENCE IN BIBLICAL STUDIES AND MINISTRY (BSB)

TOTAL CREDIT HOURS	**126**

Major (36 hours)
33 Hour Core:
BIBL 3000-4000 New Testament Elective
BIBL 3000-4000 Old Testament Elective
BIBL 3000-4000 Elective or PHIL 3203 Christian Apologetics
CMIN 2103 Foundations for Christian Ministry
CCLT 1013 Contemporary World Missions
CMIN 3303 Evangelism and Discipleship
CMIN 3403 Ministry of Teaching
CMWA 2103 Worship Leadership
THEO 4103 Christian Doctrine I
THEO 4113 Christian Doctrine II
THEO 4213 Faith, Life, and Vocation Capstone*
Major Elective (3 hours)
3 hours of BIBL, CCLT, CMIN, CMWA, THEO Electives or Approved Electives

*These courses are only offered on a full-semester format.
** All major courses must be completed prior to taking THEO 4213 Integrating Faith into Life and Work Capstone.

SUBTOTAL - MAJOR	**36**

GENERAL EDUCATION COURSES:

Bible	12
Communications/Speech	3
English Composition	6
Literature	3
History	3
Kinesiology	3
Math: College Algebra and higher	6
Natural Science with Lab	8
• **SUBTOTAL – GENERAL EDUCATION**	**44**

ELECTIVE COURSES	**46**

Total: 36 credit hours in major courses, 44 credit hours of general education, 46 credit hours of general electives for a total of 126 credit hours.

BACHELOR OF BIBLICAL STUDIES AND MINISTRY (BBSM)

TOTAL CREDIT HOURS	**124**

Major (36 hours)
33 Hour Core:
BIBL 3000-4000 New Testament Elective
BIBL 3000-4000 Old Testament Elective
BIBL 3000-4000 Elective or PHIL 3203 Christian Apologetics
CMIN 2103 Foundations for Christian Ministry
CCLT 1013 Contemporary World Missions
CMIN 3303 Evangelism and Discipleship
CMIN 3403 Ministry of Teaching
CMWA 2103 Worship Leadership
THEO 4103 Christian Doctrine I*
THEO 4113 Christian Doctrine II*
THEO 4213 Faith, Life, and Vocation Capstone**
Major Elective (3 hours)
3 hours of BIBL, CCLT, CMIN, CMWA, THEO Electives or Approved Electives

*These courses are only offered on a full-semester format.
** All major courses must be completed prior to taking THEO 4213 Integrating Faith into Life and Work Capstone.

• **SUBTOTAL - MAJOR**	**36**

GENERAL EDUCATION COURSES:

Bible	12
Communications/Speech	3
English Composition	6
Literature	3
History	3
Math: College Algebra	3
Natural Science	3
Social Science/Humanities	6
• **SUBTOTAL – GENERAL EDUCATION**	**39**

ELECTIVE COURSES	**49**

Total: 36 credit hours in major courses, 39 credit hours of general education, 49 credit hours of general electives for a total of 124 credit hours.

BACHELOR OF BUSINESS ADMINISTRATION (BBA)

The Bachelor of Business Administration stresses skill development in the areas of management, decision-making, managerial accounting, finance, managerial economics, marketing, and business ethics. The emphasis in this program is on strategic thinking, operational decision-making, and leadership skills.

TOTAL CREDIT HOURS	**124**

MAJOR COURSES:

MGMT 3713 Management and Leadership
BUSI 3783 Business Ethics
MGMT 4733 Organizational Behavior
BUSI 4643 Business Research Methods
ACCT 2113 Principles of Managerial Accounting
ECON 3773 Principles of Economics -OR-
ECON 2103 Macroeconomics
FINC 2743 Principles of Finance
MKTG 3773 Marketing Principles
BUSI 3753 Business Law
MGMT 3733 Managing Human Resources
BUSI 4363 Project Management
BUSI 4703 International Issues in Business -OR-
BUSI 4623 International Travel Experience
BUSI 4813 Strategic Management*

* All major courses must be completed prior to taking BUSI 4813 Strategic Management. A major field exam will be given during the capstone course.

• **SUBTOTAL - MAJOR**	**39**

GENERAL EDUCATION COURSES:

Bible	9
Speech	3
English Composition	6
Literature	3
History	3
Math - Elementary Statistics	3
Natural Science	3
Social Science/Humanities	6

• **SUBTOTAL – GENERAL EDUCATION**	**36**

ELECTIVE COURSES	**49**

Total: 39 credit hours in major courses with grades of ‘C’ or above, 36 credit hours of general education, 49 credit hours of general electives

BACHELOR OF BUSINESS MANAGEMENT (BBM)

The Bachelor of Business Management emphasizes the leadership of people, effective management and stewardship, and the leadership of organizational change.

TOTAL CREDIT HOURS	**124**

MAJOR COURSES:

MGMT 3713 Management and Leadership
BUSI 3783 Business Ethics
ECON 3773 Principles of Economics -OR-
ECON 2103 Macroeconomics
FINC 3723 Financial Analysis for Managers
MKTG 3773 Marketing Principles
BUSI 4873 Dynamics of Leadership
MGMT 4733 Organizational Behavior
MGMT 3733 Managing Human Resources
MGMT 4713 Managing Innovation and Change
BUSI 4363 Project Management
BUSI 4703 International Issues in Business -OR-
BUSI 4623 International Travel Experience
BUSI 4763 Global Management Strategy*

* All major courses must be completed prior to taking BUSI 4763 Global Management Strategy. A major field exam will be given during the capstone course.

• **SUBTOTAL - MAJOR**	**36**

GENERAL EDUCATION COURSES:

Bible	9
Speech	3
English Composition	6
Literature	3
History	3
Math – College Algebra or higher	3
Natural Science	3
Social Science/Humanities	6

• **SUBTOTAL – GENERAL EDUCATION**	**36**

ELECTIVE COURSES	**52**

Total: 36 credit hours in major courses with grades of ‘C’ or above, 36 credit hours of general education, 52 credit hours of general electives

BACHELOR OF BUSINESS ADMINISTRATION IN AVIATION MANAGEMENT (BAV)

TOTAL CREDIT HOURS	**124**

BBA AVIATION MANAGEMENT MAJOR

MGMT 3713 Management and Leadership
BUSI 3783 Business Ethics
AERO 3823 Aviation Management
ACCT 2113 Principles of Managerial Accounting
AERO 2423 Aviation Human Factors
MGMT 4733 Organizational Behavior
BUSI 4643 Business Research Methods
ECON 3773 Principles of Economics -OR-
ECON 2103 Macroeconomics
FINC 2743 Principles of Finance
AERO 4153 Aviation Safety Factors
MKTG 3773 Marketing Principles
BUSI 3753 Business Law
AERO 4163 Aviation Law
BUSI 4703 International Issues in Business -OR-
BUSI 4623 International Travel Experience
AERO Elective (3 hrs)
BUSI 4813 Strategic Management*

* All major courses must be completed prior to taking BUSI 4813 Strategic Management. A major field exam will be given during the capstone course.

• **SUBTOTAL - MAJOR**		**48**

GENERAL EDUCATION COURSES:

Bible	9	
Communications/Speech	3	
English Composition	6	
Literature	3	
History	3	
Math – Elementary Statistics	3	
Natural Science	3	
Social Science/Humanities	6	
• **SUBTOTAL – GENERAL EDUCATION**		**36**

ELECTIVE COURSES	**40**

Total: 48 credit hours in major courses with grades of ‘C’ or above, 36 credit hours of general education, 40 credit hours of general electives for a total of 124 credit hours

BACHELOR OF BUSINESS MANAGEMENT IN AVIATION MANAGEMENT (BMA)

TOTAL CREDIT HOURS	**124**

BBM AVIATION MANAGEMENT MAJOR

MGMT 3713 Management and Leadership
BUSI 3783 Business Ethics
AERO 3823 Aviation Management
AERO 2423 Aviation Human Factors
MGMT 4733 Organizational Behavior
FINC 3723 Financial Analysis for Managers
AERO 4153 Aviation Safety Factors
AERO 4163 Aviation Law
MGMT 3733 Managing Human Resources
MGMT 4713 Managing Innovation and Change
BUSI 4703 International Issues in Business -OR-
BUSI 4623 International Travel Experience
AERO Elective (3 hrs)
BUSI 4763 Global Management Strategy*

* All major courses must be completed prior to taking BUSI 4763 Global Management Strategy. A major field exam will be given during this capstone course.

• **SUBTOTAL - MAJOR**	**39**

GENERAL EDUCATION COURSES:

Bible	9
Communications/Speech	3
English Composition	6
Literature	3
History	3
Math – College Algebra	3
Natural Science	3
Social Science/Humanities	6
• **SUBTOTAL – GENERAL EDUCATION**	**36**

ELECTIVE COURSES	**49**

Total: 39 credit hours in major courses with grades of ‘C’ or above, 36 credit hours of general education, 49 credit hours of general electives for a total of 124 credit hours

BACHELOR OF BUSINESS MANAGEMENT IN NONPROFIT MANAGEMENT (BNP)

TOTAL CREDIT HOURS	**124**

NONPROFIT MANAGEMENT MAJOR

MGMT	3713	Management and Leadership -OR-
	BUSI 4283	Nonprofit Leadership & Management
FINC	3723	Financial Analysis for Managers
MKTG	3773	Marketing Principles
BUSI	3783	Business Ethics
BUSI	4363	Project Management
BUSI	4333	Grant Writing
BUSI	3813	Philanthropy
BUSI	4343	Fundraising
BUSI	3823	Management of Volunteers
BUSI	3833	Nonprofit Law
BUSI	4983	Nonprofit Internship
BUSI	4793	Nonprofit Management Capstone*

* All major courses must be completed prior to taking BUSI 4793 Nonprofit Management Capstone. A major field exam/project will be given during the capstone course.

• **SUBTOTAL - MAJOR**	**36**

GENERAL EDUCATION COURSES:

Bible	9
Communications/Speech	3
English Composition	6
Literature	3
History	3
Math (College Algebra or higher)	3
Natural Science	3
Humanities/Social Science	6
• **SUBTOTAL – GENERAL EDUCATION**	**36**

ELECTIVE COURSES	**52**

Total: 36 credit hours in major courses with grades of ‘C’ or above, 36 credit hours of general education, 52 credit hours of general electives for a total of 124 credit hours.

BACHELOR OF SCIENCE IN COMPUTER INFORMATION SYSTEMS (CINS)

TOTAL CREDIT HOURS	**126**

COMPUTER SCIENCE (27 Hours)
COSC 1303 Computer Science*
COSC 2033 Programming for Information Systems*
COSC 4553 Information Security
COSC 3403 Software Engineering I
COSC 3503 Operating Systems -OR-
COSC 3453 Web Development
COSC 4203 Database Management
COSC 3023 Information Systems
COSC 3603 Networks and Data Communication
COSC 4303 Software Engineering II**

BUSINESS (9 hours)
BUSI 4363 Project Management
ACCT 2103 Principles of Financial Accounting -OR-
ACCT 2113 Principles of Managerial Accounting
FINC 3723 Financial Analysis for Managers

BUSINESS ELECTIVES (15 hours)

*These courses are only offered in a full-semester format.
** All COSC courses must be completed prior to taking COSC 4303 Software Engineering II. A major field exam will be given during this course.

SUBTOTAL - MAJOR		**51**
GENERAL EDUCATION COURSES:		
Bible	12	
Communications/Speech	3	
English Composition	6	
Literature	3	
History	3	
Kinesiology	3	
Math: College Algebra, Elementary Statistics, Discrete Math and Business Calculus	12	
Natural Science with Lab	8	
• **SUBTOTAL – GENERAL EDUCATION**		**50**
ELECTIVE COURSES		**25**

Total: 51 credit hours in major courses with grades of ‘C’ or above, 50 credit hours of general education, 25 credit hours of general electives for a total of 126 credit hours.

BACHELOR OF CRIMINAL JUSTICE (CRIJ)

TOTAL CREDIT HOURS	**124**

CRIMINAL JUSTICE MAJOR (21 hours)

CRIJ	1303	Introduction to Criminal Justice
CRIJ	1313	Criminal Law
CRIJ	2303	Criminology
CRIJ	3263	Constitutional Criminal Procedure
CRIJ	3213	Justice and Human Rights
CRIJ	4103	Administration of Criminal Justice
CRIJ	4703	Personal & Professional Ethics*

MAJOR ELECTIVES (15 hours)

CRIJ, PSYC or approved related electives
(Open choice, or see list of optional specializations)

* All major courses must be completed prior to taking CRIJ 4703 Personal & Professional Ethics. A major field exam will be given during this capstone course.

• **SUBTOTAL - MAJOR**	**36**

GENERAL EDUCATION COURSES:

Bible	9
Speech	3
English Composition	6
Literature	3
History	3
Math (College Algebra or above)	3
Natural Science	3
Intro to Psychology	3
Government/Social Science	3
Foreign Language	3
• **SUBTOTAL – GENERAL EDUCATION**	**39**

ELECTIVE COURSES	**49**

Total: 36 credit hours in major courses with grades of ‘C’ or above, 39 credit hours of general education, 49 credit hours of general electives for a total of 124 credit hours

Note: It will be important to watch number of upper level course selections. A minimum of 21 upper level hours are required in the major courses and 30 upper level hours are required overall.

BACHELOR OF SCIENCE IN CRIMINAL JUSTICE (BSCJ)

TOTAL CREDIT HOURS	**126**

CRIMINAL JUSTICE MAJOR (21 hours)

CRIJ	1303	Introduction to Criminal Justice
CRIJ	1313	Criminal Law
CRIJ	2303	Criminology
CRIJ	3263	Constitutional Criminal Procedure
CRIJ	3213	Justice and Human Rights
CRIJ	4103	Administration of Criminal Justice
CRIJ	4703	Personal & Professional Ethics*

MAJOR ELECTIVES (15 hours)

CRIJ, PSYC or approved related electives
(Open choice, or see list of optional specializations)

* All major courses must be completed prior to taking CRIJ 4703 Personal & Professional Ethics. A major field exam will be given during this capstone course.

• **SUBTOTAL - MAJOR**	**36**

GENERAL EDUCATION COURSES:

Bible	9
Speech	3
English Composition	6
Literature	3
History	3
Math (College Algebra or above)	6
Natural Science with Lab	8
Intro to Psychology	3
Government/Social Science	3
Kinesiology	3
• **SUBTOTAL – GENERAL EDUCATION**	**47**

ELECTIVE COURSES	**43**

Total: 36 credit hours in major courses with grades of ‘C’ or above, 47 credit hours of general education, 43 credit hours of general electives for a total of 126 credit hours

Note: It will be important to watch number of upper level course selections. A minimum of 21 upper level hours are required in the major courses and 30 upper level hours are required overall.

OPTIONAL CRIMINAL JUSTICE SPECIALIZATIONS

Specialization in Criminal Justice Management
(Optional: Hours used as part of the 15 related electives)
CRIJ 4623 Emergency Management
Plus 6 hours of the following:
MGMT 2303 Principles of Management -OR-
MGMT 3713 Management and Leadership
MGMT 4733 Organizational Behavior
MGMT 3733 Managing Human Resources
FINC 3723 Financial Analysis for Managers
MGMT 4313 Conflict Resolution

Specialization in Homeland Security
(Optional; Hours used as part of the 15 related elective hours)
9 hours of the following:
CRIJ 4603 Homeland Security
CRIJ 4623 Emergency Management
CRIJ 4633 Cyber Crime
CRIJ 4653 Terrorism and Counter-Terrorism

Specialization in Human Trafficking
(Optional: Hours used as part of the 15 related electives)
CRIJ 3433 Domestic Human Trafficking
CRIJ 4233 International Human Trafficking
CRIJ 4263 International Criminal Law

Approved Related Electives
MGMT 4313 Conflict Resolution
MKTG 3513 Public Relations
BUSI 4333 Grant Writing
CRIJ 3213 Justice and Human Rights
CRIJ 3263 Constitutional Criminal Procedure
CRIJ 3433 Domestic Human Trafficking
CRIJ 4233 International Human Trafficking
CRIJ 4263 International Criminal Law
CRIJ 4403 Restorative Justice
CRIJ 4603 Homeland Security
CRIJ 4623 Emergency Management
CRIJ 4633 Cyber Crime
CRIJ 4653 Terrorism and Counter-Terrorism
CRIJ 4903 Criminal Justice Internship
POLS 4103 American Constitutional Law
PSYC 4523 Addiction
PSYC 4303 Abnormal Psychology
PSYC 4113 Social Psychology
PSYC 4503 Physiological Psychology

BACHELOR OF SCIENCE IN FINANCE (FINA)

The Bachelor of Science degree in finance prepares students to fill strategic financial roles in either for-profit or non-profit organizations. The degree in finance will establish strong financial foundations, with critical thinking and analytical skills necessary to work in a very competitive financial environment. Finance concerns itself with the efficient allocation of capital in market economies. With the increasing growth in investments and capital markets, the need for college students to obtain more knowledge in finance is a high as ever.

The finance degree is structured for maximum flexibility to allow students to cover several fields in finance such as corporate finance, investments, financial risk, financial institutions, and international finance. This flexibility allows the student to select from a range of course areas to gain a broader knowledge of the finance area and its applications.
Students obtaining a degree in finance from LeTourneau University will be equipped to become financial managers, financial analysts, or financial investors.

TOTAL CREDIT HOURS 126

MAJOR

Finance Courses (21 hours)

FINC 3113 Financial Management*
FINC 3203 Financial Risk Management
FINC 3403 Investments*
FINC 4203 Advanced Finance
FINC 4303 International Finance
FINC 4343 Financial Analysis and Strategy
ECON 3103 Money & Banking

Major Electives from the following: (9 hours)

ACCT 3103 Intermediate Accounting I**
ACCT 3113 Intermediate Accounting II**
ACCT 4233 Fraud Examination
FINC 1073 Intro to Personal Finance
BUSI 4343 Fundraising
FINC 4923 Finance Internship
MKTG 3513 Public Relations

Required General Business Courses: (30 hours)

ACCT 2103 Principles of Financial Accounting
ACCT 2113 Principles of Managerial Accounting
MGMT 3713 Management and Leadership -OR- Management Elective (3 hrs)
ECON 2103 Macroeconomics
MKTG 3773 Marketing Principles
BUSI 3753 Business Law
BUSI 3783 Business Ethics
BUSI 4643 Business Research Methods
BUSI 4703 International Issues in Business -OR- BUSI 4623 International Travel Experience
BUSI 4813 Strategic Management***

* These courses are only offered in a full-semester format.
** These courses are only offered on-ground in a full-semester format.
*** All major courses must be completed prior to taking BUSI 4813 Strategic Management. A major field exam will be given during this capstone course.

- **SUBTOTAL - MAJOR 60**

BACHELOR OF SCIENCE IN FINANCE (CONT.)

GENERAL EDUCATION COURSES:

Bible	9	
Communications/Speech	3	
English Composition	6	
Literature	3	
History	3	
Kinesiology	3	
Math: 2183 or College Algebra, Statistics, Calculus w/Bus Appls	9	
Natural Science w/lab	8	
• **SUBTOTAL – GENERAL EDUCATION**		**44**
ELECTIVE COURSES		**22**

Total: 60 credit hours in the major courses, 44 credit hours of general education, 22 credit hours of general electives for a total of 126 credit hours.

BACHELOR OF HEALTH CARE MANAGEMENT (BHC)

TOTAL CREDIT HOURS	**124**

HEALTH CARE MANAGEMENT MAJOR (27 hours)

MGMT 3713 Management and Leadership -OR-
MGMT 4733 Organizational Behavior
FINC 3723 Financial Analysis for Managers
MGMT 3733 Managing Human Resources
HCMG 3113 The U.S. Health Care System
HCMG 3123 Health Care Delivery Systems
HCMG 4313 Legal, Social, and Ethical Aspects of Health Care
HCMG 4323 Regulation and Accountability in Health Care
HCMG 4333 Marketing Health Care Services
HCMG 4903 Integrating Faith & Work in Health Care*

MAJOR ELECTIVES (9 hours)

Health Care, Business, Management, or other approved electives:

HCIT 4343 Health Informatics
MGMT 2273 Small Business Management
BUSI 4643 Business Research Methods

* All major courses must be completed prior to taking HCMG 4903 Integrating Faith & Work in Health Care. A major field exam/project will be given during this capstone course.

• **SUBTOTAL - MAJOR**	**36**

GENERAL EDUCATION COURSES:

Bible	9
Communications/Speech	3
English Composition	6
Literature	3
History	3
Humanities/Social Science	6
Math (College Algebra or above)	3
Natural Science	3
• **SUBTOTAL – GENERAL EDUCATION**	**36**

ELECTIVE COURSES	**52**

Total: 36 credit hours in major courses with grades of ‘C’ or above, 36 credit hours of general education, 52 credit hours of general electives for a total of 124 credit hours

BACHELOR OF SCIENCE IN HEALTH CARE MANAGEMENT (BSH)

TOTAL CREDIT HOURS	**126**

HEALTH CARE MANAGEMENT MAJOR (27 hours)

MGMT	3713	Management and Leadership -OR-
	MGMT 4733	Organizational Behavior
FINC	3723	Financial Analysis for Managers
MGMT	3733	Managing Human Resources
HCMG	3113	The U.S. Health Care System
HCMG	3123	Health Care Delivery Systems
HCMG	4313	Legal, Social, and Ethical Aspects of Health Care
HCMG	4323	Regulation and Accountability in Health Care
HCMG	4333	Marketing Health Care Services
HCMG	4903	Integrating Faith & Work in Health Care*

MAJOR ELECTIVES (9 hours)

Health Care, Business, Management, or other approved electives:

HCIT	4343	Health Informatics
MGMT	2273	Small Business Management
BUSI	4643	Business Research Methods

* All major courses must be completed prior to taking HCMG 4903 Integrating Faith & Work in Health Care. A major field exam/project will be given during this capstone course.

• **SUBTOTAL - MAJOR**	**36**

GENERAL EDUCATION COURSES:

Bible	9
Communications/Speech	3
English Composition	6
Literature	3
History	3
Kinesiology	3
Math: College Algebra, Statistics	6
Natural Science with Lab	8
• **SUBTOTAL – GENERAL EDUCATION**	**41**

ELECTIVE COURSES	**49**

Total: 36 credit hours in major courses with grades of ‘C’ or above, 41 credit hours of general education, 49 credit hours of general electives for a total of 126 credit hours

BACHELOR OF SCIENCE IN HEALTH INFORMATION SYSTEMS (HISG)

TOTAL CREDIT HOURS	**126 hours**

HEALTH CARE MANAGEMENT
HCMG 3123 Health Care Delivery Systems
HCMG 4323 Regulation and Accountability in Health Care
HCIT 4343 Health Informatics
BUSINESS
MGMT 3713 Management and Leadership -OR-
Management Elective
FINC 3723 Financial Analysis for Managers
BUSI 4363 Project Management
COMPUTER SCIENCE
COSC 1303 Computer Science*
COSC 2033 Programming for Information Systems*
COSC 3023 Information Systems
COSC 3403 Software Engineering I
COSC 3503 Operating Systems -OR-
COSC 3453 Web Development
COSC 3603 Networks and Data Communication
COSC 4203 Database Management
COSC 4553 Information Security
CAPSTONE
HCMG 4903 Integrating Faith & Work in Health Care**
* These courses are only offered in a full-semester format.
** All major courses must be completed prior to taking HCMG 4903 Integrating Faith & Work in Health Care. A major field exam will be given during this capstone course.

• **SUBTOTAL - MAJOR**	**45**

GENERAL EDUCATION COURSES:

Bible	12
Communications/Speech	3
English Composition	6
Literature Elective	3
History Elective	3
Kinesiology Elective	3
Math:	9
MATH 1203 College Algebra w Applications	
MATH 1423 Elementary Statistics	
MATH 1803 Discrete Math	
Natural Science w/lab	8
• **SUBTOTAL – GENERAL EDUCATION**	**47**

ELECTIVE COURSES	**34**

Total: 45 credit hours in major courses, 47 credit hours of general education, 34 credit hours of general electives for a total of 126 credit hours.

BACHELOR OF SCIENCE IN HUMAN RESOURCE MANAGEMENT (HRM)

Human Resource Management
The Human Resource Management degree is designed to prepare students to sit for and pass the National Human Resource Certification Exam given annually by the Society of Human Resource Management. In this program, the student learns in-depth skills in human resource concepts, staffing procedures, compensation and benefits, and conflict resolution.

LETU's Bachelor of Science in Human Resource Management fully aligns with the Society for Human Resource Management (SHRM) HR curriculum guides.

TOTAL CREDIT HOURS	**126**

MAJOR

ACCT 2103 Principles of Financial Accounting
ACCT 2113 Principles of Managerial Accounting
BUSI 3753 Business Law
BUSI 3783 Business Ethics
ECON 2103 Macroeconomics
FINC 3723 Financial Analysis for Managers
MGMT 3713 Management & Leadership -OR-
MGMT 2303 Principles of Management
MGMT 4733 Organizational Behavior
MGMT 3733 Managing Human Resources -OR-
MGMT 3203 Human Resource Mgmt
MGMT 4103 Compensation and Benefits
MGMT 4203 Staffing
BUSI 3793 Negotiation Strategy
BUSI 4713 Managing Innovation and Change
MGMT 4313 Conflict Resolution
BUSI 3343 Employment Law
BUSI 4763 Global Management Strategy*

* All major courses must be completed prior to taking BUSI 4763 Global Management Strategy. A major field exam will be given during the capstone course.

• **SUBTOTAL - MAJOR**	**48**

BACHELOR OF SCIENCE IN HUMAN RESOURCE MANAGEMENT (CONT.)

GENERAL EDUCATION COURSES:

Bible	9	
Communications/Speech	3	
English Composition	6	
Literature	3	
History	3	
Kinesiology	3	
Math (College Algebra & Elementary Statistics)	6	
Natural Science w/lab	8	
• **SUBTOTAL – GENERAL EDUCATION**		**41 hours**
GENERAL ELECTIVE COURSES		**37 hours**

Total: 48 credit hours in major courses, 41 credit hours of general education, and 37 credit hours of general electives for a total of 126 credit hours.

BACHELOR OF HUMAN SERVICES (BHS)

TOTAL CREDIT HOURS	**124**

MAJOR COURSES (24 hours)

CRIJ	1303	Introduction to Criminal Justice -OR-
	CRIJ 1313	Criminal Law -OR-
	CRIJ 2303	Criminology
PSYC	4523	Addiction
BUSI	4333	Grant Writing
HUMS	1013	Introduction to Human Services
PSYC	3003	Theories and Techniques of Counseling
PSYC	4113	Social Psychology
PSYC	4303	Abnormal Psychology
CRIJ	4703	Personal and Professional Ethics*

MAJOR ELECTIVES (12 hours)

CRIJ, PSYC, or approved related electives

* All major courses must be completed prior to taking CRIJ 4703 Personal and Professional Ethics. A major field exam will be given during the capstone course.

• **SUBTOTAL - MAJOR**	**36**

GENERAL EDUCATION COURSES:

Bible	9
Speech	3
English Composition	6
Literature	3
History	3
Math (College Algebra or above)	3
Natural Science	3
Introduction to Psychology	3
• **SUBTOTAL – GENERAL EDUCATION**	**33**

ELECTIVE COURSES	**55**

Total: 36 credit hours in major courses with grades of ‘C’ or above, 33 credit hours of general education, 55 credit hours of general electives

Note: It will be important to watch number of upper level course selections. A minimum of 21 upper level hours are required in the major courses and 30 upper level hours are required overall.

BACHELOR OF ARTS IN INTERDISCIPLINARY STUDIES (ISA)

TOTAL CREDIT HOURS	**126**

MAJOR COURSES:

First Concentration*: 21 credit hours (minimum 6 hours upper level)
*The first concentration must be a program offered by LETU.

Second Concentration: 15 credit hours (minimum 6 hours upper level)

Third Concentration**: 15 credit hours (minimum 6 hours upper level)
******A minor (18 hours) may be substituted for the third concentration.

• **SUBTOTAL - MAJOR**	**51**

GENERAL EDUCATION COURSES:

Bible	12
Speech	3
English Composition	6
Foreign Language (6 elementary, 6 intermediate, one language)	12
History	3
Humanities	6
Kinesiology	3
Literature	3
Math (College Algebra or above)	3
Natural Science with Lab	8
Social Science/Humanities	6
Social Science	3
• **SUBTOTAL – GENERAL EDUCATION**	**68**

ELECTIVE COURSES	**7**

Total: 51 credit hours in major courses with grades of ‘C’ or above, 68 credit hours of general education, 7 credit hours of general electives

Note: It will be important to watch number of upper level course selections. A minimum of 21 upper level hours are required in the major courses and 30 upper level hours are required overall. Portfolio hours will not count toward upper level requirement.

BACHELOR OF SCIENCE IN INTERDISCIPLINARY STUDIES (ISS)

TOTAL CREDIT HOURS		**126**

MAJOR COURSES:

First Concentration*: 21 credit hours (minimum 6 hours upper level)
*The first concentration must be a program offered by LETU.

Second Concentration: 15 credit hours (minimum 6 hours upper level)

Third Concentration**: 15 credit hours (minimum 6 hours upper level)
******A minor (18 hours) may be substituted for the third concentration.

• **SUBTOTAL - MAJOR**		**51**

GENERAL EDUCATION COURSES:

Bible	12	
Speech	3	
English Composition	6	
History	3	
Kinesiology	3	
Literature	3	
Math (College Algebra or above)	6	
Natural Science with Lab	8	
• **SUBTOTAL – GENERAL EDUCATION**		**44**

ELECTIVE COURSES		**31**

Total: 51 credit hours in major courses with grades of ‘C’ or above, 44 credit hours of general education, 31 credit hours of general electives

Note: It will be important to watch number of upper level course selections. A minimum of 21 upper level hours are required in the major courses and 30 upper level hours are required overall. Portfolio hours will not count toward upper level requirement.

BACHELOR OF INTERDISCIPLINARY STUDIES
EARLY CHILDHOOD – 6th GRADE GENERALIST (BIS)

TOTAL CREDIT HOURS	**124**

EDUC 3343 Foundations of American Education and Culture
EDUC 3353 Development and Learning of the Young Child
EDUC 4143 Language Development of the Young Child
EDUC 3323 Planning and Assessment
READ 3003 The Teaching of Reading
EDUC 4153 Classroom Management and Organization for the Elementary/Middle School
EDUC 4133 Methods of Elementary Language Arts and Social Studies Instruction
EDUC 3133 Methods of Elementary Math and Science Instruction
READ 4103 Remediation of Reading Difficulties
READ 3343 Literature for Children and Adolescents
EDUC 4963 Certification Preparation
EDUC 4763 Differentiating Classroom Instruction*
EDUC 4186 Student Teaching in the Elementary School*

* All major courses must be completed prior to taking EDUC4763 Differentiating Classroom Instruction and EDUC 4186 Student Teaching which are to be taken together in the final semester.

• **SUBTOTAL - MAJOR**	**42**

GENERAL EDUCATION COURSES:

Bible	12
Communications/Speech	3
English Composition	6
Geography	3
History (including HIST4503 Texas & the American West)	6
Humanities (HUMA 2023 Children's Fine Arts)	3
Kinesiology/Physical Education	1
Literature	3
Math (College Algebra or higher **and** MATH 3503)	6
Natural Science (one physical science, one life science)	6
Political Science	3

• **SUBTOTAL – GENERAL EDUCATION**	**52**

ELECTIVE COURSES	**30**

Total: 42 credit hours in major courses with grades of 'C' or above, 52 credit hours of general education, 30 credit hours of general electives

BACHELOR OF INTERDISCIPLINARY STUDIES
4th – 8th GRADE GENERALIST (BIS)

TOTAL CREDIT HOURS	**124**

EDUC 3343	Foundations of American Education and Culture
EDUC 4223	Teaching the Middle School Student
MATH 3553	Math Practicum
EDUC 3323	Planning and Assessment
READ 3003	The Teaching of Reading
EDUC 4153	Classroom Management and Organization for the Elementary/Middle School
EDUC 4133	Methods of Elementary Language Arts and Social Studies Instruction
READ 4313	Reading in the Content Area
READ 4103	Remediation of Reading Difficulties
READ 3343	Literature for Children and Adolescents
EDUC 4963	Certification Preparation
EDUC 4763	Differentiating Classroom Instruction*
EDUC 4286	Student Teaching in the Middle School*

* All major courses must be completed prior to taking EDUC 4763 Differentiating Classroom Instruction and EDUC 4286 Student Teaching which are to be taken together in the final semester.

• **SUBTOTAL - MAJOR**	**42**

GENERAL EDUCATION COURSES:

Bible	12
Communications/Speech	3
English Composition	6
Geography	3
History (including HIST4503 Texas & the American West)	6
Humanities (HUMA2023 Children's Fine Arts)	3
Kinesiology/Physical Education	1
Literature	3
Math (College Algebra or higher **and** MATH3503)	6
Natural Science (one physical science, one life science)	6
Political Science	3

• **SUBTOTAL – GENERAL EDUCATION**	**52**

ELECTIVE COURSES	**30**

Total: 42 credit hours in major courses with grades of 'C' or above, 52 credit hours of general education, 30 credit hours of general electives

ADDITIONAL INFORMATION REGARDING EDUCATION PROGRAMS

ADMISSION TO TEACHER EDUCATION
Students must meet the following required proficiencies to be accepted into the Teacher Education program and allowed to take most Education courses. Test scores must be within the last 10 years.

Reading: THEA (260+), ACT (21+), SAT (500+ Critical Reading or 1050+ Composite score: critical reading and math), PRAXIS I (173+), ACCUPLACER (88+).

Writing: THEA (230+), ACT (21+), SAT (500+), PRAXIS I (172+), ACCUPLACER (Sentence Skills 84+ and WRITEPLACER 6+).

Oral Communications: DANTES/DSST (Principles of Public Speaking 47+), grade of C or higher in one semester of college level speech/oral communications.

Math: THEA (230+), ACT (21+), SAT (500+), PRAXIS I (171+), ACCUPLACER (77).

Critical Thinking: Show evidence of an overall GPA of 2.75+. GPA is calculated using LeTourneau grades as well as all regionally accredited coursework attempted.

Professional Communication and Demeanor: Students must have a record of professional behavior, effective communication and respectful interactions with others that reflect the established community behavior expectations and Christian mission and values of the university.

Student Teaching:
The Student Teaching course is taken along with the capstone course, EDUC4763 Differentiating Classroom Instruction, in the final fall or spring semester of the student's major courses. No other courses are to be taken in this semester without prior approval of the Program Director. Students complete the traditional 12-week student teaching assignment by enrolling in Student Teaching. Student placements will be done at the corresponding Educational Center or Site where the student attends.

Students opting to graduate without student teaching will not be eligible for Texas teacher certification until completing student teaching or seeking a two-semester internship position in a Texas P-12 TEA approved school. These students will also have to enroll in an Internship for two semesters. Students opting to graduate without student teaching must petition to substitute an additional six hours of coursework.

Observation Experience Requirement:
The educator preparation program requires 30 clock-hours of field-based experience to be completed prior to student teaching or internship. Up to 15 clock-hours of field-based experience may be provided by use of electronic transmission, or other video or technology-based method. These required hours are included in the student teaching and internship courses.

GPA Requirement for Education Programs:
Students must receive a grade of C or higher in all Education and Reading courses, with a minimum cumulative GPA of 2.75 or higher, to be eligible to be recommended for Texas teacher certification.

CONCENTRATIONS

Three concentrations are included in the Bachelor of Interdisciplinary Studies degree:

1. Education/Reading (21 hours)
2. English/Language Arts/Speech Communications/Reading (15 hours)
3. Social Studies/History/Geography/Political Science/Humanities (15 hours)

STATE CERTIFICATION EXAMINATIONS

Students enrolled in the program will begin preparing for state TExES examinations in areas of academic content and pedagogy. During this time, students will be required to take departmental qualifying tests in the appropriate certification areas. Students who pass a practice test with a score of 80% or above will be issued a test approval that will allow them to take the state TExES test.

TEACHER CERTIFICATION

When the Certification Officer has verified that a student has satisfactorily completed all of the certification requirements, the student will be recommended for state certification. The Director of Educator Certification is the administrator in charge of all procedures for finalizing the certification process. The Director works in conjunction with the Dean of the School of Education, the Education Program Director, Academic Advisors, and the student. The certification office web site is: http://www.letu.edu/_Academics/Education/education/cert_office/. Students should be aware that the State Board for Educator Certification establishes set fees for each certificate requested. http://www.sbec.state.tx.us

CERTIFICATION REQUIREMENTS

To obtain Texas Teacher Certification, students must successfully complete the following:

1. Complete the required curriculum with a minimum cumulative GPA of 2.75.

2. Complete all required major courses with a grade of C or higher.

3. Complete an approved field experience.

4. Pass the appropriate TExES content exam.
   EC-6: Elementary Generalist exam
   4-8: Generalist 4-8 Exam

5. Pass the EC-12 TExES Pedagogy and Professional Responsibilities exam.

6. Payment of all tuition and fees.

7. Recommendation of the Director of Educator Certification.

BACHELOR OF SCIENCE IN ORGANIZATIONAL DEVELOPMENT (ORD)

TOTAL CREDIT HOURS	**126**

MAJOR

MGMT 4313 Conflict Resolution
BUSI 3793 Negotiation Strategy
BUSI 4823 Mission, Values and Culture in Leadership
BUSI 4363 Project Management
BUSI 3853 Designing, Delivering and Coaching Learning and Training
PSYC 2013 Introduction to Psychology
PSYC 2403 Introduction to Organizational Development
PSYC 4113 Social Psychology
ECON 3773 Principles of Economics -OR-
ECON 2103 Macroeconomics
MGMT 3713 Management and Leadership
BUSI 4403 Project Definition and Planning
BUSI 4643 Business Research Methods
MGMT 4713 Managing Innovation and Change
MGMT 4733 Organizational Behavior
BUSI 4763 Global Management Strategy*

* All major courses must be completed prior to taking BUSI4763 Global Management Strategy. A major field exam will be given during this capstone course.

• **SUBTOTAL - MAJOR**	**45 hours**

GENERAL EDUCATION COURSES:

Bible	12
Communications/Speech	3
English Composition	6
Literature	3
History	3
Kinesiology	3
Math (College Algebra or higher and Statistics)	6
Natural Science with Lab	8

• **SUBTOTAL – GENERAL EDUCATION**	**44 hours**

GENERAL ELECTIVE COURSES	**37 hours**

Total: 45 credit hours in major courses, 44 credit hours of general education, and 37 credit hours of electives for a total of 126 credit hours.

BACHELOR OF PSYCHOLOGY (PSYC)

The Bachelor of Psychology provides the student with a broad knowledge in the field of psychology. This will prepare students equally well for graduate school in many areas of psychology or other related fields and/or employment in a wide range of settings, such as social work, management/personnel, Christian education, and ministry. This degree program is offered in the on-ground and online formats.

Upon completion of the bachelor's degree at LeTourneau, students interested in exploring the full range of careers in the field of psychology will want to pursue graduate studies. Students who go on to complete a master's degree may find employment opportunities in education, business and industry, health agencies, and counseling centers. A doctoral degree in various areas of psychology provides opportunities ranging from private practice to teaching and research.

TOTAL CREDIT HOURS	**124**

PSYC 2033 Professions in Psychology -OR-
PSYC 2143 Human Growth and Development
PSYC 3003 Theories and Techniques of Counseling
PSYC 3023 Basic Counseling Skills
PSYC 3133 Personality Theory
PSYC 3303 History and Systems of Psychology
PSYC 3403 Learning and Cognition
PSYC 4113 Social Psychology
PSYC 4303 Abnormal Psychology
PSYC 4403 Tests and Measurements
PSYC 4503 Physiological Psychology
PSYC 4603 Statistics and Research Methods I
PSYC 4713 Senior Seminar*

* All major courses must be completed prior to taking PSYC 4713 Senior Seminar.
A major field exam will be given during this capstone course.

• **SUBTOTAL - MAJOR**	**36**

GENERAL EDUCATION COURSES:

Bible	12
Communications/Speech	3
English Composition	6
Literature	3
History	3
Math 1423 Elementary Statistics	3
Natural Science	3
Introduction to Psychology	3
• **SUBTOTAL – GENERAL EDUCATION**	**36**

ELECTIVE COURSES	**52**

Total: 36 credit hours in major courses with grades of 'C' or above, 36 credit hours of general education, 52 credit hours of general electives

MINORS FOR BACHELOR DEGREES

Minors are not required for a Bachelor degree. A minor is an option for students to use their elective credits in a way that builds upon their professional goals and broad professional expertise.

BIBLICAL STUDIES MINOR

TOTAL CREDIT HOURS 18

BIBL 1033 Biblical Literature
THEO 4103 Christian Doctrine I
THEO 4113 Christian Doctrine II
Plus:
3 credits upper level New Testament elective
3 credits upper level Old Testament elective
3 credits upper level Bible elective

COMMUNICATION STUDIES MINOR

TOTAL CREDIT HOURS 18

COMM 2573 Interpersonal Communication
COMM 3013 Mass Communication Concepts
COMM 4303 Nonverbal Communications
Plus 3 COMM or approved electives (9 hours)
MGMT 4313 Conflict Resolution
MKTG 3513 Public Relations
BUSI 3793 Negotiation Strategy
CCLT 2103 Cross-Cultural Communication

CRIMINAL JUSTICE MINOR

TOTAL CREDIT HOURS 18

CRIJ Electives (including at least 6 hours of 3000-4000 level courses)
May include up to 6 hours of POLS
***** *The Criminal Justice Minor is not available to students in the BSCJ, CRIJ or BHS programs.*

HEALTH CARE MANAGEMENT MINOR

TOTAL CREDIT HOURS 18

HCMG 3113 The U.S. Health Care System
HCMG 4313 Legal, Social, and Ethical Aspects of Health Care
HCMG 4323 Regulation and Accountability in Health Care
HCMG 4333 Marketing Health Care Services -OR-
HCMG 3123 Health Care Delivery Systems
6 credit hours of Health Care or Business electives
***** *The Health Care Management Minor is not available to students in the BSH or BHC programs.*

LEADERSHIP MINOR

TOTAL CREDIT HOURS 18

MGMT 4733 Organizational Behavior
BUSI 3783 Business Ethics -OR-
PHIL 2063 Ethics
Plus 4 of the following (12 hours):
MGMT 4313 Conflict Resolution
MGMT 4403 Leading Organizational Change
BUSI 4283 Nonprofit Leadership and Management
BUSI 4863 Transformational Leadership
BUSI 4873 Dynamics of Leadership
BUSI 4853 Designing and Leading Effective Organizations
BUSI 4843 Servant Leadership
BUSI 4823 Mission, Values and Culture in Leadership
CCLT 2103 Cross-Cultural Communication
CCLT 3203 Religions of the World
HIST 3273 Profiles in Leadership
MGMT 2803 Introduction to Leadership

MANAGEMENT MINOR

TOTAL CREDIT HOURS 18

Required courses (9 hours):
MGMT 3713 Management and Leadership -OR-
MGMT 2303 Principles of Management
MGMT 3733 Managing Human Resources
MGMT 4733 Organizational Behavior
Plus 3 Management Electives (9 hours):
MGMT 4103 Compensation and Benefits
MGMT 4203 Staffing
BUSI 3793 Negotiation Strategy
MGMT 4713 Managing Innovation and Change
MGMT 4313 Conflict Resolution
MGMT 4343 Quality Management
BUSI 4363 Project Management
MGMT 4403 Leading Organizational Change
***** *The Management Minor is not available to students in the BBM or BNP programs.*

NONPROFIT MANAGEMENT MINOR

TOTAL CREDIT HOURS 18

MGMT 3713 Management and Leadership -OR-
BUSI 4283 Nonprofit Leadership & Management
BUSI 4333 Grant Writing
BUSI 3813 Philanthropy
BUSI 4343 Fundraising
BUSI 3823 Management of Volunteers
BUSI 3833 Nonprofit Law
***** *The Nonprofit Management Minor is not available to students in the BNP program.*

PROJECT MANAGEMENT MINOR

TOTAL CREDIT HOURS 18

BUSI 4363 Project Management -OR-
BUSI 4363 Project Management -OR-
ENGR 3022 Engineering Project Management -AND-
ENGR 4813 Senior Design Project -OR-
COSC 3403 Software Engineering I -AND-
COSC 4303 Software Engineering II
BUSI 4403 Project Definition and Planning
BUSI 4413 Project Implementation and Evaluation
BUSI 4433 Project Management Application
Plus 3 hours of general management from the following list:
MGMT 2303 Principles of Management
MGMT 4733 Organizational Behavior
MGMT 3713 Management and Leadership
AERO 3823 Aviation Management
Plus 3 hours of financial management from the following list:
FINC 3723 Financial Analysis for Managers
FINC 3113 Financial Management

The project management courses would give students the information needed to prepare for the Project Management Institute (PMI) Exam. Successful passage of the PMI Exam plus from 1500-4500-7500 hours of direct project management experience is needed to receive various Project Management Professional (PMP) certifications through PMI.

PSYCHOLOGY MINOR

TOTAL CREDIT HOURS 18

PSYC 2013 Introduction to Psychology
PSYC 3003 Theories and Techniques of Counseling
PSYC 4303 Abnormal Psychology
MATH 1423 Elementary Statistics
Plus 2 PSYC electives (6 hours)
***** *The Psychology Minor is not available to students in the BPSY or BHS programs.*

READING MINOR

TOTAL CREDIT HOURS 18

READ 3003 The Teaching of Reading
READ 3123 Integrated Language Skills
READ 3343 Literature for Children and Adolescents
READ 4103 Remediation of Reading Difficulties
READ 4313 Reading in the Content Area
READ 4363 ELL and Bilingual Literacy Methods
***** *Students must meet education proficiency requirements to take most reading courses.*

GRADUATION REQUIREMENTS
BACHELOR DEGREE PROGRAMS

To earn a bachelor degree, students must satisfactorily complete the following graduation requirements. Students returning after discontinuing studies for more than one year will come under the requirements of the newest LeTourneau University catalog. Students must satisfactorily complete*:

1. The required curriculum with a minimum cumulative GPA of 2.00.
2. A minimum of 31 credit hours taken at LeTourneau University.
3. A minimum of 21 upper level credit hours in major courses and a minimum of 30 upper level credit hours overall.
4. All required major courses with no grades below C.
5. All general education requirements.
6. General electives sufficient to complete a minimum of 124 credit hours required for the degree.
7. Completion of the General Education Proficiency Exam.
8. Successful completion of the English Proficiency Examination.
9. Payment of all tuition and fees.
10. Approval of the faculty and the Board of Trustees.

*These are minimum requirements. Some programs require more credit hours. See individual programs for specific requirements.

GRADUATE PROGRAMS

MASTER OF BUSINESS ADMINISTRATION (MBA)

The Master of Business Administration degree is designed to provide professionals with the appropriate knowledge, theory, and practical skills necessary to fill managerial and administrative positions in business, industry, education, government, and non-profit organizations. The MBA degree provides a comprehensive overview of all functional areas of business and administration. An integral part of the LeTourneau experience is to provide the student with a foundation of Christian values and ethics consistent with the mission of the university, which may be used throughout the student's personal and professional life. This degree program is offered in both the on-ground and online formats.

TOTAL CREDIT HOURS	**35**

MBAC	5113	Leadership and Ethics
BUSI	5101	Self-Leadership Assessment and Development
MBAC	5453	Quantitative Methods
MBAC	5203	Organizational Behavior
BUSI	5121	Work-Life Balance
MBAC	5213	Managerial Accounting
MBAC	5223	Managerial Economics
BUSI	5131	Spiritual Elements of Leadership
MBAC	5503	Managerial Finance
MBAC	6103	Human Resource Management
BUSI	5361	Developing an Ethical Climate
MBAC	6303	Marketing Management
MBAC	6163	Cross-Cultural Management -OR-
	BUSI	6623 International Travel Experience
BUSI	5141	Integrating Faith and Work
MBAC	6503	Strategic Management*

* All core courses must be completed prior to taking MBAC 6503 Strategic Management. A major field exam will be given during this capstone course.

There are no entrance prerequisites for the MBA; however, students are encouraged to complete coursework in the following areas to be well prepared for the rigor of the quantitative courses: accounting, economics, finance, and statistics. Students should also be familiar with Excel or similar software programs. Course prerequisites do apply.

MASTER OF ARTS IN COUNSELING (COUN)

The Master of Arts in Counseling meets the requirements of various state licensure boards, enabling graduates to sit for licensure exams and, upon passing, to practice in a variety of settings with a temporary license until licensure requirements are fully met. It is imperative that students understand that the degree program meets academic requirements for licensure, but additional requirements are necessary to satisfy state board expectations. This program will provide the student with the tools necessary for pursuing state licensure. The program offers specialization tracks in professional counseling (LPC), marriage and family therapy (LMFT) and school counseling (MSC).

Applicants to the M.A. in Counseling program who have not completed at least 12 hours of undergraduate psychology coursework (or 9 hours of undergraduate psychology coursework and 3 hours of statistics) with a grade of C or higher will be required to enroll in PSYC5003 Introduction to Counseling.

Applicants to the M.A. in Counseling program who have not completed Abnormal Psychology with a grade of C or higher will be required to take PSYC5013 Advanced Abnormal Psychology and earn a grade of C or higher prior to enrolling in PSYC5043 Psychopathology.

Applicants to the M.A. in Counseling program who have not completed Elementary Statistics or its equivalent with a grade of C or higher will be required to take MATH1423 Elementary Statistics and earn a grade of C or higher prior to enrolling in PSYC 5053 Research Methods.

PROFESSIONAL COUNSELOR LICENSURE (LPC)

TOTAL CREDIT HOURS		**48**
PSYC	5003	Introduction to Counseling -OR- Approved Elective
PSYC	5023	Counseling Skills and Techniques
PSYC	5033	Ethical, Legal & Professional Standards in Counseling Practice
PSYC	5043	Psychopathology: Diagnosis & Treatment of Mental Disorders
PSYC	5053	Research Methods
PSYC	5063	Theoretical Foundations
PSYC	5073	Lifespan Human Development
PSYC	5093	Counseling Diverse Populations
PSYC	5113	Human Sexuality
PSYC	5133	Psychological Testing, Clinical Appraisal & Diagnostic Evaluation in Counseling
PSYC	5143	Contemporary Approaches to Christian Counseling -OR- PSYC 5111, PSYC 5121 & PSYC 5131
PSYC	5153	Psychopharmacology
PSYC	5203	Group Counseling Methods
PSYC	5223	Career Counseling and Lifestyle Development
PSYC	6013	Counseling Practicum I
PSYC	6023	Counseling Practicum II

MARRIAGE AND FAMILY THERAPY LICENSURE (LMFT)

TOTAL CREDIT HOURS		**45**
PSYC	5003	Introduction to Counseling -OR- Approved Elective
PSYC	5023	Counseling Skills and Techniques
PSYC	5033	Ethical, Legal & Professional Standards in Counseling Practice
PSYC	5043	Psychopathology: Diagnosis & Treatment of Mental Disorders
PSYC	5053	Research Methods
PSYC	5063	Theoretical Foundations
PSYC	5073	Lifespan Human Development
PSYC	5093	Counseling Diverse Populations
PSYC	5113	Human Sexuality
PSYC	5133	Psychological Testing, Clinical Appraisal & Diagnostic Evaluation in Counseling
PSYC	5143	Contemporary Approaches to Christian Counseling -OR- PSYC 5111, PSYC 5121 & PSYC 5131
PSYC	5383	Family Assessment
PSYC	6013	Counseling Practicum I
PSYC	6023	Counseling Practicum II
PSYC	6033	Marriage and Family Therapy Practicum

M.A. COUNSELING: DUAL LICENSURE TRACK

Double Major: LPC and LMFT

TOTAL CREDIT HOURS		**60**
PSYC	5003	Introduction to Counseling *(or an approved elective)*
PSYC	5023	Counseling Skills & Techniques
PSYC	5033	Ethical, Legal & Professional Standards in Counseling Practice
PSYC	5043	Psychopathology: Diagnosis & Treatment of Mental Disorders
PSYC	5053	Research Methods
PSYC	5063	Theoretical Foundations
PSYC	5073	Lifespan Human Development
PSYC	5093	Counseling Diverse Populations
PSYC	5113	Human Sexuality
PSYC	5133	Psychological Testing, Clinical Appraisal and Diagnostic Evaluation in Counseling
PSYC	5143	Contemporary Approaches to Christian Counseling -OR- PSYC5111, PSYC5121, & PSYC5131
PSYC	5153	Psychopharmacology
PSYC	5183	Special Topics*
PSYC	5183	Special Topics*
PSYC	5203	Group Counseling Methods
PSYC	5223	Career Counseling & Lifestyle Development
PSYC	5383	Family Assessment
PSYC	6013	Counseling Practicum I
PSYC	6023	Counseling Practicum II
PSYC	6033	Marriage and Family Therapy Practicum

*Students will complete a minimum of 2 Special Topics courses for a total of 6 credit hours.

SCHOOL COUNSELOR LICENSURE (MSC)

The School Counselor Licensure Program is pending approval by Texas Education Agency

TOTAL CREDIT HOURS		**48**
PSYC 5023	Counseling Skills and Techniques	
PSYC 5033	Ethical, Legal & Professional Standards in Counseling Practice	
PSYC 5043	Psychopathology: Diagnosis & Treatment of Mental Disorders	
PSYC 5053	Research Methods	
PSYC 5063	Theoretical Foundations	
PSYC 5073	Lifespan Human Development	
PSYC 5093	Counseling Diverse Populations	
PSYC 5113	Human Sexuality	
PSYC 5133	Psychological Testing, Clinical Appraisal & Diagnostic Evaluation in Counseling	
PSYC 5153	Psychopharmacology	
PSYC 5203	Group Counseling Methods	
PSYC 5223	Career Counseling and Lifestyle Development	
EDUC 5363	Diversity in the Schools	
EDUC 5373	Research and Program Evaluation	
EDUC 6113	School Counseling Practicum I	
EDUC 6123	School Counseling Practicum II	

MASTER OF ARTS IN MARRIAGE AND FAMILY THERAPY (MFT)

The Master of Arts in Marriage & Family Therapy is a traditional graduate program, offered on ground at the main campus in Longview, Texas.

TOTAL CREDIT HOURS		**66**
PSYC	5012	Integrative Theology for Counselors
PSYC	5023	Counseling Skills & Techniques
PSYC	5033	Ethical, Legal & Professional Standards in Counseling Practice
PSYC	5043	Psychopathology: Diagnosis & Treatment of Mental Disorders
PSYC	5053	Research Methods
PSYC	5073	Lifespan Human Development
PSYC	5082	Family Systems Theory & Therapies
PSYC	5093	Counseling Diverse Populations
PSYC	5102	Theological & Spiritual Dynamics in Counseling
PSYC	5113	Human Sexuality -OR-
PSYC	5223	Career Counseling and Lifestyle Development
PSYC	5123	Cognitive-Behavioral Therapy
PSYC	5133	Psychological Testing, Clinical Appraisal and Diagnostic Evaluation in Counseling
PSYC	5153	Psychopharmacology
PSYC	5162	Trauma & Theodicy
PSYC	5172	Healthy Family Functioning
PSYC	5183	Special Topics
PSYC	5183	Special Topics
PSYC	5202	Professional, Personal & Spiritual Life of the Marriage and Family Therapist
PSYC	5203	Group Counseling Methods
PSYC	5383	Family Assessment
PSYC	5503	Sex Therapy
PSYC	6001	Professional Seminar in Marriage & Family Therapy and Professional Counseling
PSYC	6002	Applied Lab & Treatment Planning
PSYC	6012	Counseling and Marriage & Family Therapy Practicum
PSYC	6022	Counseling and Marriage & Family Therapy Internship I
PSYC	6032	Counseling and Marriage & Family Therapy Internship II

MASTER OF EDUCATION (M.Ed.)

SPECIALIZATION IN CURRICULUM AND INSTRUCTION
The specialization in Curriculum and Instruction is designed for those in the field of education to expand their knowledge and strengthen their teaching skills. These courses provide a breadth and depth of relevant information that will serve to enhance instructional effectiveness and facilitate student success. This Master's track culminates with the completion of a practicum or action research project through which participants recognize the link between theory and practical application of knowledge. Students opting for this specialization may be eligible for campus-based instructional leadership positions which could include department chairs, achievement coordinators, curriculum and instruction specialists, research and planning administrators and district coaches.

SPECIALIZATION IN EDUCATIONAL ADMINISTRATION
The specialization in Educational Administration is designed to provide the knowledge and experience necessary to become an effective school administrator. The demand for competent individuals to fill these positions is consistently increasing. Courses in this track cover a wide spectrum of content-specific areas, ranging from school finance to human resource management, all of which of which are essential to the efficient, daily operation of educational institutions. This Master's track culminates with an Internship / Practicum experience that allows the student to observe and participate in management and organizational activities. The Educational Administration specialization is ideally suited for administrative work in schools as principal, assistant principals, or other leadership roles. Students who want Texas Principal Certification must be Texas certified teachers with a minimum of two years teaching experience to be eligible to take the Texas principal certification exam.

SPECIALIZATION IN TEACHING AND LEARNING
The specialization in Teaching and Learning is designed to offer degreed individuals the opportunity to gain Texas teacher certification with the option of also earning an M.Ed. degree. The first block of courses in this specialization consists of the Texas Education Agency/State Board of Educator Certification (TEA/SBEC)-approved certification-specific classes, available for EC – 6 Generalist, 4 – 8 Generalist, and 4 – 8 Content.

MASTER OF EDUCATION (M.Ed.)
CURRICULUM AND INSTRUCTION SPECIALIZATION

TOTAL CREDIT HOURS	**36**

MEDU 5153 Psychological Frameworks for Educators
MEDU 5133 Communication and Collaboration
MEDU 5143 Educational Research for Effective Teaching
MEDU 5163 Public School Law
MEDU 5543 Administration of Special Programs
MEDU 5453 Curriculum and Instructional Design
MEDU 5463 Assessing Student Learning
MEDU 5473 Curriculum Evaluation
MEDU 5483 Advanced Methods in Classroom Management
MEDU 5493 Management and Delivery of Differentiated Instruction

A total of 6 credit hours of the following:

2 to 3 of the following:

MEDU 5101 Religion in Public Education
MEDU 5111 State Testing for Academic Accomplishment
MEDU 5121 Gangs at School
MEDU 5131 Leadership Styles, Assessments, and Inventories
MEDU 5141 Federal Funding of Public Education
MEDU 5151 School Vouchers
MEDU 5161 Disaster and Crisis Management
MEDU 5171 Effective English Language Learner Programs
MEDU 5181 Technology and Social Communities at School
MEDU 5191 Math and Reading Programs

3 to 4 credit hours of the following:

MEDU 5771 Practicum-Curriculum and Instruction -OR-
MEDU 5741 Action Research (may be taken more than once)
MEDU 5751 Action Research II (may be taken more than once)
MEDU 5761 Action Research III

MASTER OF EDUCATION (M.Ed.)
EDUCATIONAL ADMINISTRATION SPECIALIZATION

TOTAL CREDIT HOURS	**36**

MEDU 5153 Psychological Frameworks for Educators
MEDU 5133 Communication and Collaboration
MEDU 5143 Educational Research for Effective Teaching
MEDU 5163 Public School Law*
MEDU 5513 Introduction to Educational Administration
MEDU 5533 Administration of the EC-12 Curriculum*
MEDU 5573 Leadership at the Campus Level*
MEDU 5583 Human Resource Management in Educational Environments*
MEDU 5503 School Finance*
MEDU 5543 Administration of Special Programs*
MEDU 5911 Certification Preparation for Principal Candidates*

A total of 5 credit hours of the following:

1 to 2 of the following:

MEDU 5101 Religion in Public Education
MEDU 5111 State Testing for Academic Accomplishment
MEDU 5121 Gangs at School
MEDU 5131 Leadership Styles, Assessments, and Inventories
MEDU 5141 Federal Funding of Public Education
MEDU 5151 School Vouchers
MEDU 5161 Disaster and Crisis Management
MEDU 5171 Effective English Language Learner Programs
MEDU 5181 Technology and Social Communities at School
MEDU 5191 Math and Reading Programs

3 to 4 credit hours of the following:

MEDU 5781 Practicum-Educational Administration* (taken 4 times for Texas Principal Certification) -OR-
MEDU 5741 Action Research (may be taken more than once)
MEDU 5751 Action Research II (may be taken more than once)
MEDU 5761 Action Research III

*Courses required for Principal Certification. MEDU 5911Certification Preparation for Principal Candidates must be taken before student can take state exam.

Requirements for Texas Principal Certification

Two years of experience as a classroom teacher, as defined by chapter 230, subchapter Y of Title 19 -Texas Administrator Code, is required. Students must provide evidence of two years of teaching experience and a current teaching certificate before they are eligible to apply to the Certification Office to take the TExES Principal exam. Upon receiving a successful score on the TExES Principal exam, and completing all other program coursework for the Master of Education, Educational Administration, students may apply to be recommended for state certification. For more information on certification requirements, please contact the Educator Certification Office at: http://www.letu.edu/_Academics/Education/education/cert_office/

MASTER OF EDUCATION (M.Ed.)
TEACHING AND LEARNING SPECIALIZATION

EC-6 CERTIFICATION

TOTAL CREDIT HOURS	**42**

MEDU 5233 Theory and Practice in Classroom Management*
MEDU 5303 Children, Adolescents, and Learning*
MEDU 5253 Foundations of Literacy Instruction*
MEDU 5373 Effective Methodologies for Language Arts and Social Studies Instruction*
MEDU 5333 Effective Methodologies for Math and Science Instruction*
MEDU 5223 Differentiated Instruction for Individualized Learning*
MEDU 5743 Certification Preparation*
MEDU 5356 Student Teaching EC-6* -OR-
MEDU 5713 Internship EC-6 **
MEDU 5153 Psychological Frameworks for Educators
MEDU 5133 Communication and Collaboration
MEDU 5143 Educational Research for Effective Teaching
MEDU 5163 Public School Law
Plus three of the following (3 hours):
MEDU 5101 Religion in Public Education
MEDU 5111 State Testing for Academic Accomplishment
MEDU 5121 Gangs at School
MEDU 5131 Leadership Styles, Assessments, and Inventories
MEDU 5141 Federal Funding of Public Education
MEDU 5151 School Vouchers
MEDU 5161 Disaster and Crisis Management
MEDU 5171 Effective English Language Learner Programs
MEDU 5181 Technology and Social Communities at School
MEDU 5191 Math and Reading Programs

* Courses required for Teacher Certification. MEDU5223 is a capstone course for the certification courses. MEDU5743 is to be taken after MEDU5223. Student teaching should be scheduled at the end of the Teacher Certification courses. Be sure to check course prerequisites.
** Course to be taken 2 times

FIELD EXPERIENCE REQUIREMENT:
The educator preparation program requires 30 clock-hours of field-based experience to be completed prior to student teaching or internship. Up to 15 clock-hours of field-based experience may be provided by use of electronic transmission, or other video or technology-based method.

PROFESSIONAL COMMUNICATION AND DEMEANOR:
Students must have a record of professional behavior, effective communication and respectful interactions with others that reflect the established community behavior expectations and Christian mission and values of the university. This proficiency must be verified prior to beginning field experience.

MASTER OF EDUCATION (M.Ed.)
TEACHING AND LEARNING SPECIALIZATION
4–8 CERTIFICATION

TOTAL CREDIT HOURS		**42**
MEDU 5233	Theory and Practice in Classroom Management*	
MEDU 5313	Teaching the Young Adolescent*	
MEDU 5253	Foundations of Literacy Instruction*	
MEDU 5283	Assessment and Instructional Planning*	
MEDU 5213	Content Area Reading and Writing*	
MEDU 5223	Differentiated Instruction for Individualized Learning*	
MEDU 5743	Certification Preparation*	
MEDU 5386	Student Teaching 4-8* -OR-	
MEDU 5723	Internship 4-8 **	
MEDU 5153	Psychological Frameworks for Educators	
MEDU 5133	Communication and Collaboration	
MEDU 5143	Educational Research for Effective Teaching	
MEDU 5163	Public School Law	

Plus three of the following (3 hours):

MEDU 5101	Religion in Public Education
MEDU 5111	State Testing for Academic Accomplishment
MEDU 5121	Gangs at School
MEDU 5131	Leadership Styles, Assessments, and Inventories
MEDU 5141	Federal Funding of Public Education
MEDU 5151	School Vouchers
MEDU 5161	Disaster and Crisis Management
MEDU 5171	Effective English Language Learner Programs
MEDU 5181	Technology and Social Communities at School
MEDU 5191	Math and Reading Programs

* Courses required for Teacher Certification. MEDU5223 is a capstone course for the certification courses. MEDU5743 is to be taken after MEDU5223. Student teaching should be scheduled at the end of the Teacher Certification courses. Be sure to check course prerequisites.

** Course to be taken 2 times

FIELD EXPERIENCE REQUIREMENT:

The educator preparation program requires 30 clock-hours of field-based experience to be completed prior to student teaching or internship. Up to 15 clock-hours of field-based experience may be provided by use of electronic transmission, or other video or technology-based method.

PROFESSIONAL COMMUNICATION AND DEMEANOR:

Students must have a record of professional behavior, effective communication and respectful interactions with others that reflect the established community behavior expectations and Christian mission and values of the university. This proficiency must be verified prior to beginning field experience.

STATE CERTIFICATION EXAMINATIONS

Students enrolled in the program will begin preparing for state TExES examinations in areas of academic content and pedagogy. During this time, students will be required to take departmental qualifying tests in the appropriate certification areas. Students who pass a practice test with a score of 80% or above will be issued a test approval that will allow them to take the state TExES test.

TEACHER CERTIFICATION

When the Certification Officer has verified that a student has satisfactorily completed all of the certification requirements, the student will be recommended for state certification. The Director of Educator Certification is the administrator in charge of all procedures for finalizing the certification process. The Director works in conjunction with the Dean of the School of Education, the Education Program Director, Academic Advisors, and the student. The certification office web site is: http://www.letu.edu/_Academics/Education/education/cert_office/. Students should be aware that the State Board for Educator Certification establishes set fees for each certificate requested. http://www.sbec.state.tx.us

MASTER OF SCIENCE IN ENGINEERING (MEGR)

The Master of Science in Engineering is a residential program on the Longview campus. It consists of 30 credit hours with 24 hours of coursework and 6 hours of thesis. Exact coursework will be determined by the faculty advisor in conjunction with the Graduate Committee.

TOTAL CREDIT HOURS	**30**

24 credit hours*:
Engineering courses as determined by Specialization and Faculty Advisor
Optional:
- Up to 6 credit hours of upper division Math, Computer Science or Engineering (non-dual credit)
- Up to 6 credit hours of LETU Dual-credit Engineering courses
- Up to 6 credit hours of Graduate Math or Computer Science course
- Up to 3 credit hours of Graduate Business electives

6 credit hours required
ENGR 6893 Thesis (to be taken more than once)

MASTER OF ENGINEERING (MENR)

The Master of Engineering is a residential program on the Longview campus. This is a **non-thesis** option that consists of 30 credit hours of coursework. Exact coursework will be determined by the faculty advisor in conjunction with the Graduate Committee.

TOTAL CREDIT HOURS	**30**

30 credit hours*:
Engineering courses as determined by Specialization and Faculty Advisor
Optional:
- Up to 6 credit hours of upper division Math, Computer Science or Engineering (non-dual credit)
- Up to 6 credit hours of LETU Dual-credit Engineering courses
- Up to 6 credit hours of Graduate Math or Computer Science course
- Up to 3 credit hours of Graduate Business electives

<u>Specialization Options for Master of Science in Engineering and Master of Engineering</u>
Biomedical Engineering
Civil Engineering
Computer Engineering
Electrical Engineering
Materials Joining Engineering
Mechanical Engineering

* A student's complete plan of study must be approved by his/her graduate committee.

MASTER OF SCIENCE IN HEALTH CARE ADMINISTRATION (MSH)

TOTAL CREDIT HOURS	**35**

HCAD 5213 Health Care Organization & Administration
HCAD 5223 Service Marketing Management
HCAD 5233 Health Care Finance
HCAD 5313 Law, Ethics, and Values in Health Care Settings
HCAD 5323 Health Care Policy
BUSI 5243 Analyzing Data and Trends -OR-
MBAC 5453 Quantitative Methods
MBAC 6103 Human Resource Management -OR-
BUSI 5203 Dynamics of Teams and Communities
HCAD 6943 Applied Research Seminar -OR-
HCAD 6953 Health Care Internship
5 hours of the following:
HCAD 5141 Current issues in Health Care
HCAD 5241 Observations in Health Care Leadership
BUSI 5101 Self-Leadership Assessment & Development
BUSI 5121 Work-Life Balance
BUSI 5131 Spiritual Elements of Leadership
BUSI 5361 Developing an Ethical Climate
BUSI 5141 Integrating Faith & Work
6 hours of HCAD, MBAC, or BUSI electives (the following courses are recommended):
BUSI 5343 Leading Faith-Based Organizations
HCIT 5343 Health Information Systems
BUSI 5313 Organizational Effectiveness

MASTER OF ARTS IN PSYCHOLOGY (MPSY)

The Master of Arts in Psychology is a non-licensure program for counseling ministries, designed for those students desiring a basic counseling skill set yet not interested in pursuing counseling or marriage & family therapy licensure. The program includes a core of clinical and counseling courses, as well as graduate-level electives available through psychology or other graduate programs.

TOTAL CREDIT HOURS	**35**

PSYC 5003 Introduction to Counseling
PSYC 5023 Counseling Skills and Techniques
PSYC 5033 Ethical, Legal & Professional Standards in Counseling Practice
PSYC 5073 Lifespan Human Development
PSYC 5383 Family Assessment
PSYC 5203 Group Counseling Methods
PSYC 6003 Counseling Practicum for non-licensure track
GRADUATE ELECTIVES – PSYC, MEDU, BUSI, BIBL (14 credit hours)

MASTER OF STRATEGIC LEADERSHIP (MSL)

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The Master of Strategic Leadership degree is an interdisciplinary graduate degree that provides an opportunity for students to develop their leadership abilities and strategic perspective through in-depth study in these areas.

TOTAL CREDIT HOURS			**35**
BUSI	5213	The Art of Leadership	
BUSI	5101	Self-Leadership Assessment and Development	
BUSI	5223	The Strategy-Focused Organization	
BUSI	5203	Dynamics of Teams and Communities	
BUSI	5121	Work-Life Balance	
BUSI	5313	Organizational Effectiveness	
BUSI	5323	Leadership in a Global Society	
BUSI	5131	Spiritual Elements of Leadership	
BUSI	5243	Analyzing Data and Trends	
BUSI	6623	International Travel Experience -OR-	
	BUSI	5353	Communication and Culture in a Global Society
BUSI	5361	Developing an Ethical Climate	
BUSI	5373	Strategic Thinking and Planning	
BUSI	5383	Organizational Change and Development	
BUSI	5141	Integrating Faith and Work	
BUSI	5403	Strategic Leadership in Practice*	

* All core courses must be completed prior to taking BUSI 5403 Strategic Leadership in Practice.

GRADUATION REQUIREMENTS
MASTER DEGREE PROGRAMS

To earn a Master's degree, students must satisfactorily complete the following:

1. The required curriculum with a minimum cumulative GPA of 3.00, with no more than 20% of the program hours with grades of C in the required curriculum. A grade of D will not apply toward graduation requirements.

2. A minimum residency of 75% of program hours completed from LeTourneau University.

3. All graduation requirements completed in no more than seven years at LeTourneau.

4. Payment of all tuition and fees.

5. Approval of the faculty and the Board of Trustees.

ADMISSIONS

LeTourneau University is dedicated to quality instruction that seeks to educate the whole person through the integration of the Christian faith with learning. The university admits students who are supportive of its mission and who are most likely to benefit from an education presented from this unique perspective.

Regular admissions status may be granted after all admissions requirements have been met. Admitted students may also have admissions conditions, such as academic observation or academic probation, as outlined in the Student Policies section. Notification of regular or provisional admission, along with any conditions, is sent to the applicant after review and approval of all admissions documents.

ADMISSIONS REQUIREMENTS AND PROCEDURES

UNDERGRADUATE

LeTourneau University accepts learners for the undergraduate programs on the basis of their qualifications. Decisions for admission are based on previous academic records and the student's potential to succeed in a university setting.

While personal interviews are not normally required, they may be requested of some applicants prior to admission. The university reserves the right to admit only students who hold promise of academic success and whose personal character and ethics are consistent with the institutional mission. Withdrawal may be required should an applicant intentionally withhold or falsify pertinent information.

1. Submit a completed application for admission to the program. Completed applications are valid for one year.

2. Submit official transcripts of all undergraduate work and any graduate work, attempted or completed, sent directly from the institution to the appropriate Academic Advisor designated at the time of application. Failure to provide a complete record of all academic work may result in the student not being accepted into the university or, if already enrolled, being withdrawn from the university.

   Applicants with 15 attempted hours of college-level work or less from regionally accredited institutions or ACE credits must provide a final, official high school transcript, or official GED certificate.

   Homeschooled students with 15 semester hours of college-level work or less are required to submit the information listed in the previous points, except that in place of an official high school transcript, the homeschooled student must submit a detailed transcript of their program of studies, signed by their teacher. This transcript should include the type of curriculum used for home studies, and the name of any coordinating organization. Any other information describing the applicant's extracurricular activities, internships, etc., may

also be submitted. An SAT or ACT score must be submitted. Since home school curricula vary greatly, a significant amount of emphasis must be placed on the standardized test score to determine eligibility for admission. Homeschooled students are encouraged, but not required, to obtain a GED through the appropriate state agency.
For applicants with foreign transcripts, a copy of the original transcript will be accepted, preferably with an English translation. Transcripts, however, must be evaluated course by course by either Educational Credential Evaluators (ECE), World Education Services, Inc. (WES), or SpanTran Educational Services, Inc. before evaluation and processing by LeTourneau University.

For regular admission, applicants must have an overall GPA of 2.50 in previous college academic work or an equivalent high school GPA if they have no previous college work. Only grades of C or above in college-level work will be considered for transfer.

3. Applicants must be at least 21 years of age at the time of application.

4. Applicants whose native language is not English must submit a paper test score of at least 550 or an internet based test score of 80 on the Test of English as a Foreign Language (TOEFL), or a test score of at least 590 on the Test of English for International Communication (TOEIC). The English proficiency requirement may also be met by providing a minimum of 6 on the IELTS.

5. Applicants must be supportive of the Christian mission of LeTourneau University through the integration of the Christian faith with learning and in agreement with the Student Behavioral Expectations.

6. Decision of the Admissions Committee is final.

GRADUATE

LeTourneau University accepts graduate students on the basis of their qualifications. Decisions made by the Admissions Committee are based upon predictors of academic success such as previous academic records, professional and managerial work experience, appropriate interpersonal skills, writing ability, and the student's potential to succeed at the graduate level. In some cases, the Graduate Admissions Committee may assign leveling courses, such as ENGL 5113 Writing with Power and Style for students with weak writing abilities.

While personal interviews are not normally required, they may be requested of some applicants prior to admission. The university reserves the right to admit only students who hold promise of academic success and whose personal character and ethics are consistent with the institutional mission. Withdrawal may be required should an applicant intentionally withhold or falsify pertinent information.

1. Submit a completed application for admission to the program. Completed applications are valid for one year.

2. Submit official transcripts of all undergraduate work and any graduate work, attempted or completed, sent directly to the appropriate Academic Advisor designated at the time of application. Failure to provide a complete record of all academic work may result in the

student not being accepted into the university or, if already enrolled, being withdrawn from the university.

3. For regular admissions acceptance, the applicant must have a bachelor's degree from a regionally accredited college or university with a minimum grade point average of 2.80 (on a 4.00 scale). Applicants who do not meet the GPA requirements for regular acceptance into the graduate program may be allowed to enter on academic probation if the GPA for their last 60 hours is at least 2.80 (on a 4.00 scale) and all other admissions criteria are successfully met.

4. Applicants whose native language is not English must submit a paper test score of at least 550 or an internet based test score of 80 on the Test of English as a Foreign Language (TOEFL), or a test score of at least 590 on the Test of English for International Communication (TOEIC). The English proficiency requirement may also be met by providing a minimum of 6 on the International English Language Testing System (IELTS).

5. Applicants must be supportive of the Christian mission of LeTourneau University through the integration of the Christian faith with learning.

6. The decision of the Graduate Admissions Committee will be final.

Applicants to graduate programs who do not meet the GPA requirements for entrance must submit a resume that includes relevant full-time work experience. Upon review of the resume and other admissions materials, the Graduate Admissions Committee may admit the applicant on academic probation or may give students the option of taking the Graduate Management Aptitude Test (GMAT) or Graduate Record Exam (GRE) to receive further consideration. The GMAT is the preferred exam for MBA applicants.

PROVISIONAL ACCEPTANCE (PARALLEL ENROLLMENT):
Undergraduate juniors may apply for admission to the Master degree programs through the School of Graduate and Professional Studies. If the student meets all entrance requirements other than degree completion, the student will be accepted provisionally into the program. Undergraduate students accepted provisionally will be allowed to take graduate courses during their final 3 semesters. Students on Provisional Acceptance will be limited to 12 credit hours in the graduate program. The student must notify their Advisor when their undergraduate degree has been conferred. The student will then be changed to a regular admission status providing all requirements are met.

ADDITIONAL ADMISSIONS REQUIREMENTS FOR THE GRADUATE BUSINESS PROGRAMS

- Provide a well-written, 2-page essay that discusses a difficult professional situation you have faced and how you have used your strengths and your expertise to succeed in spite of the challenge. What did you learn from the experience? Explain how what you have learned shaped your current thinking, behavior, and goals. Content, writing mechanics, style, and clarity will be considered in the admission decision.

ADDITIONAL ADMISSIONS REQUIREMENTS FOR GRADUATE ENGINEERING PROGRAMS

1. For regular admissions standing, the applicant must have a bachelor's degree in engineering or a closely related field from a regionally accredited college or university at the time of

attendance with a minimum cumulative grade point average of 3.0 (on a 4.0 scale). An applicant whose grade point average is below 3.0 will be reviewed by the Graduate Admissions Committee for Engineering, which will consider whether the applicant may be admitted on academic probation.

Students currently enrolled as undergraduates must apply for admission into the program and be accepted provisionally before registering for the graduate version of any course.

2. A satisfactory score on the verbal and math portions of the Graduate Record Exam (GRE) is required for admission into the graduate program. An applicant whose combined GRE score is below 1100 or Analytical Writing score is below a 3.5 will be reviewed by the Graduate Admissions Committee for Engineering, which will consider whether the applicant may be admitted on academic probation.

3. Provide a well-written, 2-page essay that discusses a difficult professional situation you have faced and how you have used your strengths and your expertise to succeed in spite of the challenge. What did you learn from the experience? Explain how what you have learned shaped your current thinking, behavior, and goals. Content, writing mechanics, style, and clarity will be considered in the admission decision.

4. Two letters of reference, preferably from a supervisor or instructor must be provided by the applicant.

5. For current LETU undergraduate engineering students and alumni who have graduated in the last five years, the GRE score and the letters of recommendation will be waived.

6. The Graduate Admissions Committee for Engineering will consider all indicators of success from the above criteria in making admissions decisions. The decision of the Admissions Committee will be final.

ADDITIONAL ADMISSIONS REQUIREMENTS FOR THE M.A. IN COUNSELING and M.A. IN MARRIAGE AND FAMILY THERAPY PROGRAMS

1. Applicant must have a minimum cumulative GPA of 3.00 (on a 4.00 scale).

2. Applicant must submit one academic reference and one spiritual/character reference. The reference should address the applicant's ability to write effectively, their desire and ability to learn, and their aptitude to be an effective counselor or marriage and family therapist.

3. Applicants who meet initial admission requirements must complete a successful interview with a faculty member or faculty committee.

4. Applicants must submit a well-written sample of their writing to provide evidence of their ability to write effectively and synthesize graduate-level information. Content, writing mechanics, style and clarity will be considered.

Note: Although not needed for admission, applicants to the School Counseling program must provide evidence of two years of teaching experience prior to certification.

Applicants to Counseling programs who have not completed at least 12 hours of undergraduate psychology coursework (or 9 hours of undergraduate psychology coursework and 3 hours of

statistics) with a grade of C or higher will be required to enroll in PSYC 5003 Introduction to Counseling.

Applicants to Counseling programs who have not completed Abnormal Psychology with a grade of C or higher will be required to take PSYC 5013 Advanced Abnormal Psychology and earn a grade of C or higher prior to enrolling in PSYC 5043 Psychopathology.

Applicants to Counseling programs program who have not completed Elementary Statistics with a grade of C or higher will be required to take MATH1423 Elementary Statistics and earn a grade of C or higher prior to enrolling in PSYC 5053 Research Methods.

Students seeking provisional admission (ability to complete dual enrollment courses) must meet the same admission requirements as those seeking regular admission.

ADDITIONAL ADMISSIONS REQUIREMENTS FOR THE M.ED. PROGRAMS

Master of Education (M.Ed.) – Curriculum and Instruction

- Provide a well-written, 2-page essay that discusses an example of how you improved your classroom or work environment. What did you learn from that experience? Explain how what you have learned affects your current attitude and behavior. Content, writing mechanics, style, and clarity will be considered in the admission decision.

Master of Education (M.Ed.) – Educational Administration Specialization

1. Applicants must show evidence of two years teaching experience in a PK-12 classroom, TEA approved school preferred.

2. It has been said that the most important traits of an effective educational administrator are the ability to communicate, collaborate, and make wise decisions. Provide a detailed 2-page, written example of how you have developed or are developing those abilities. Content, writing mechanics, style, and clarity will be considered in the admission decision.

Master of Education (M. Ed.) – Teaching and Learning Specialization

1. Applicants must meet the following proficiencies for admission. Test scores must be within the last 10 years.

   Reading: THEA (260+), ACT (21+), SAT (500+ Critical Reading score or 1050+ Composite score: critical reading and math), PRAXIS I (173+), ACCUPLACER (88+).

   Writing: THEA (230+), ACT (21+), SAT (500+), PRAXIS I (172+), ACCUPLACER (Sentence Skills 84+ and WRITEPLACER 6+), GRE (4+).

   Oral Communications: DANTES/DSST (Principles of Public Speaking 47+), grade of C or higher in one semester of college level speech/oral communications.

   Math: THEA (230+), ACT (21+), SAT (500+), PRAXIS I (171+), ACCUPLACER (77+), GRE (500+ Quantitative score).

2. Applicants should have passed the appropriate Content Exam or Pre-admission Content Test for state teacher certification to show competency in the subject area. As part of the application, student should provide the date they took the exam.
    a. EC-6: Generalist exam
    b. 4-8: Generalist exam or subject area of teaching field
    c. 8-12: Subject area of teaching field

3. Students who have not passed the Generalist Content exam must meet the following requirements:
    a. Applicants seeking elementary certification must have completed a minimum of 24 undergraduate hours in a combination of subjects taught in the elementary school with a GPA of 2.75 or higher. Subjects include English, mathematics, natural science, social studies, physical education, and a subject in art, music, or drama.
    b. Applicants seeking middle school generalist certification must have completed 24 undergraduate hours consisting of six hours of history/government; six hours of math; six hours of science; and six hours of English with a 2.75 GPA.

Completed applications and assessment records are valid for one year. Following one year, the student will need to submit an updated application and official transcripts of any coursework attempted since the initial application.

SPECIAL

Non-degree seeking students interested in taking single courses at LeTourneau University must meet the following requirements:

1. Complete a Single Class Application which is valid for one semester.

2. Have earned a high school diploma or equivalent. Students wanting to take a graduate level course must provide an official transcript showing an earned bachelor's degree with a GPA of at least 2.80 from a regionally accredited institution.

3. Meet any prerequisites for the course to be taken.

4. Student is responsible for ensuring the correct course is taken and prerequisites are met.

5. Undergraduate students are limited to 15 credit hours as a special student. Graduate students are limited to 12 credit hours as a special student. If further coursework is desired, the student should apply for regular admission.

Note: Non-degree seeking (Special) students are not eligible for federal financial aid.

DUAL ENROLLMENT

Decisions for admission are based on previous academic records and the student's potential to succeed in university level courses. In some cases, a Counselor's recommendation may be requested. Applicants for Dual Enrollment must meet the following requirements:

1. Must be at least 16 years of age.

2. Have not completed a high school diploma.

3. Maintain a minimum high school GPA of 3.00.

4. Applicants must be supportive of the Christian mission of LeTourneau University through the integration of the Christian faith with learning and in agreement with the Student Behavioral Expectations.

ORIENTATION

Upon acceptance to the university, all students will be automatically enrolled in the new student orientation course. An email will be sent to students with enrollment information. The Orientation is a self-paced course, facilitated by the Front Porch team, which will provide students with information about LeTourneau history, how to use Blackboard, understanding the degree requirements, registration information, and other helpful information for their student experience. All new students are required to complete the orientation course. Undergraduate students with fewer than 30 hours of transfer credit and undergraduate students admitted on Academic Probation or Academic Observation will take LETU 1073 Strategies for Adult Learning in their first semester.

ASSIST Program

Undergraduate students admitted on Academic Probation or Academic Observation will also be enrolled in the ASSIST program. This program is designed to provide supplemental academic instruction and guidance to the non-traditional students through their first-year college experience. The program is designed to help students be successful as they transition from one semester to the next with the goal of reaching graduation. During the first year experience, ASSIST students will work very closely with their Academic and Retention Advisor to ensure they are enrolled in the correct courses, complete the appropriate diagnostic exams, and receive tutorial assistance as needed.

ACCEPTANCE OF TRANSFER CREDITS

Clear course equivalencies, articulation agreements between schools, or common course numbering will be evaluated and credit given accordingly. Course descriptions will be evaluated to see if an equivalency exists. If no clear equivalency exists, a general elective credit or elective credit in the course area will be given. LeTourneau University only accepts official transcripts for credit. An official transcript is sent directly to LeTourneau University from the issuing institution. LeTourneau University only accepts transfer credits that carry a grade of at

least a 'C' or its equivalent. Courses and grades transferred from other institutions do not count in the LeTourneau University grade point average (GPA).

Transfer Credit from Non-Regionally Accredited Four-Year Institutions. Determination of acceptability of transfer credit from non-regionally accredited institutions remains at the discretion of LeTourneau University. The institution at which the credits were earned should supply three letters verifying acceptance of credits earned by three regionally accredited institutions. In the event that these letters cannot be obtained, additional documentation will be required in order for LeTourneau to consider the courses for transfer. If the courses are considered for transfer, existing transfer credit policies, including evaluation of courses by discipline experts, will apply to the credit from that institution. Credits accepted will be limited to a maximum of 30 semester hours.

Transfer Credit from International Colleges and Universities. Transcripts will need to be evaluated by Educational Credential Evaluators, Inc. or World Education Services before being sent to the University. Credit is accepted based on the U.S. letter grade equivalent for the post-secondary grading method used. At LeTourneau University's discretion on a case by case basis, other upper level exams and tests, such as A-levels, French Baccalaureate, and other such well-established measures, may be considered for acceptance of credit by the Registrar's Office based on recommendation from one of the credential evaluating services.

UNDERGRADUATE:

Credits received from an institution accredited by one of the six U.S. regional accrediting associations will transfer to LeTourneau University. LeTourneau University only accepts transfer credits that carry a grade of at least a C or its equivalent on official transcripts. Transferred course grades are not used in the calculation of the LeTourneau University cumulative GPA. Transferred courses will be evaluated by the Assessment Center and applied toward the appropriate requirements. A minimum of twenty-one credit hours of an undergraduate major must be taken at LeTourneau. Transfer courses determined to be equivalent to required major courses will be considered duplicating and cannot be counted toward those hours needed to meet graduation requirements.
Nationally recognized examinations such as College Level Examination Program (CLEP) **subject only**, Defense Activity for Nontraditional Education Support (DANTES/DSST), Proficiency Examination Program (PEP), Advanced Placement (AP), and military courses that are evaluated by the American Council on Education (ACE) are treated in the same manner as transferred credit. The number of credits awarded for courses recommended by ACE is at the discretion of LeTourneau University. A maximum of 30 semester hours of ACE evaluated credit in technical areas may be applied to degree requirements. The National College Credit Recommendation Service (National CCRS) reviews formal courses and educational programs sponsored by non-collegiate organizations and makes appropriate college-level credit recommendations for the courses and programs evaluated. Participating programs may charge a fee for a transcript, but LeTourneau University does not charge to put the hours on the LETU transcript. Current students should request approval to take exams and must complete the exams prior to the semester in which the student intends to graduate.

GRADUATE:

Applicants may transfer in graduate credit up to 25% of the specific program, provided a grade of B or above was received, the graduate credit was earned at a regionally accredited institution, and the courses have been evaluated as equivalent by LeTourneau University.

REQUEST TO CHANGE DEGREE PROGRAMS

Students may change degree programs with the following provisions:

1. Students must meet all the admissions requirements for the new program.

2. Students who wish to change from one program to another must submit the Change of Major Form through their Academic Advisor. All previous academic work will be re-assessed through the Assessment Office on the main campus.

READMISSION TO THE UNIVERSITY

Students who have withdrawn from the university or have not attended for one calendar year must submit an updated application and official transcripts of coursework attempted since their last date of enrollment at LeTourneau. The university reserves the right to review each re-entry application. Re-entering students must be in good standing with the university academically, behaviorally, and financially. Students returning after discontinuing studies for more than one year will come under the requirements of the newest LeTourneau University catalog

STUDENT POLICIES

ACADEMIC EXCELLENCE

Graduates of LeTourneau University should leave their respective programs fully prepared for their profession and their calling in life. A solid academic education based on Christian principles is a critical piece of achieving one's calling. Hard work and determination to achieve excellence in academics paves the way toward a bright future for students. The educational process at LeTourneau University equips students to make informed decisions in life and enables them to achieve career goals. The intrinsic value of a quality education is a stepping stone to a higher level of comprehension and a commitment to life-long learning, making a better person in all the aspects of life.

LeTourneau University is committed to providing students a high quality education. Exceptional faculty is the foundation of excellence. Our faculty members are active scholars and respected professionals who embrace hands-on learning and teach from a Christian perspective. Students are held to a very high standard of learning and academic performance. From our challenging courses, students develop pride in their academic achievement and receive a high quality education. When our students graduate, they attain a degree that is highly regarded among employers.

ACADEMIC ADVISING

The School of Graduate and Professional Studies regards academic advising as a very important service to the adult student. Academic Advisors provide academic planning assistance and counsel to the adult student from the beginning of the student's program through graduation. Students are encouraged to contact an Academic Advisor for advising assistance. For questions concerning the suitability of courses for transfer from other schools, students should contact the Prior Learning Assessment (PLA) Coordinator.

EXPECTATIONS FOR STUDENT BEHAVIOR AND COMMUNICATIONS

LeTourneau University strives to provide an educational setting that is distinctive. Emphasis is placed on high academic standards, problem-solving experiences, and spiritual development centered on our faith in Jesus Christ. LeTourneau University is committed to the total development of its students so that they can become effective professionals who contribute in positive ways to their homes, communities, and workplaces. Standards have been established to provide the framework for an environment that is conducive to personal, social, and spiritual growth.

In order to provide the best learning environment for students, the university has set the following behavioral expectations. A student's enrollment at LeTourneau University involves a moral agreement with the university that the behavioral guidelines will be followed as a matter of each student's personal honor. To reinforce the expectations, all incoming students must sign the Student Behavioral Agreement, by which the student explicitly agrees to the expectations set by the university.

As part of the Student Behavioral Agreement, students explicitly agree to the Honor Code for Academic Integrity: "I affirm that I will uphold the highest principles of honesty and integrity in all my endeavors at LeTourneau University and foster an atmosphere of mutual respect within and beyond the classroom. I pledge that I will neither give nor receive unauthorized aid on any assignments or exams. I will properly cite all sources on written assignments to avoid plagiarism."

General Behavioral Expectations

- Students are expected to exhibit behavior in the classroom, online, in person, and over the phone, that is considerate of other students, faculty, and staff and in keeping with the Christian mission of the institution.
- Disorderly or destructive actions, threatening behavior, intimidation, insubordination, abuse, harassment, assault, sexual harassment, racial intimidation, or other threatening behavior will not be tolerated.
- Students are expected to exhibit a good personal appearance, characterized by cleanliness, neatness, and good taste. Clothing that distracts from the academic purpose or that would reflect values contrary to Biblical standards is not acceptable. Clothing should be modest so that it does not draw unnecessary attention to the wearer.
- Students must refrain from participation in sexually immoral activities and the use of profanity and obscenity (whether spoken or written, including email, texting, and language within personal websites, blogs, and social networks).
- The use of tobacco and the use or influence of alcoholic beverages is not permitted on the Longview campus or at any off-campus class sites**.**
- Students may not use illegal drugs.
- The university expects students to adhere to federal, state, and local laws. Students who have been charged with a misdemeanor or felony are required to notify the Vice President of the School of Graduate and Professional Studies within five (5) days of being charged.
- Under no circumstance is any person permitted to bring any weapon, licensed or unlicensed, on to any university campus location, including any building, facility, or grounds owned, leased, or operated by the university. "Weapons" include but are not limited to firearms, B.B. guns, pellet guns, paint guns, ammunition, swords, spears, blow guns, martial arts weapons, crossbows, bows and arrows, switchblades, and all other knives with a blade over five and one-half inches. A complete definition of "weapons" may be found in Penal Code Section 46.
- Students must comply by the policies of the university, including the disciplinary process. Abuse of the discipline process, including but not limited to the following: 1) Failure to obey the notice of a disciplinary hearing or university official to appear for a meeting or hearing: 2) Falsification, distortion, or misrepresentation of information within a discipline meeting: 3) Failure to comply with the discipline imposed by University officials.
- Students who choose to reside on the Longview campus will also be expected to abide by the Christian Life and Behavioral Standards set forth in the Student Handbook for traditional students.
- Students are expected to communicate appropriately with others, as defined by the Student Etiquette for Communication.

Students who choose to violate the behavioral expectations (whether the behaviors are observed by a member of the LeTourneau community, verbally described, or personally shared for the public in verbal or written form, for example, through personal website or social network),

are subject to administrative intervention and disciplinary action, which may include Disciplinary Warning, Disciplinary Probation, Suspension, and/or Dismissal. The disciplinary action taken in a particular situation may reflect consideration of the student's previous behavior and attitudes, the severity of the offense, and/or the welfare of the student, other students, and the University.

Discipline for Unacceptable Behavior

If a student engages in unacceptable behavior, academic dishonesty, or inappropriate communication in a learning environment, in public student areas, in phone conversations with students, faculty or staff, or on social networking sites, the faculty or staff member should submit an Unsatisfactory Progress/Behavior Report as soon as possible after the event. The Office of Quality Control and Retention ("the Front Porch") will process the report and contact the student as soon as possible.

Disciplinary Responses by the Front Porch office may include an oral statement to the student that he or she has violated behavioral guidelines, a written notice to the student that he or she has violated behavioral guidelines, and/or a recommendation for review by an administrative committee.

In ongoing or severe cases of unacceptable behavior, a copy of the report will be forwarded to the Office of the Vice President of the School of Graduate and Professional Studies, who may convene an administrative committee to determine whether further disciplinary action should be taken. The administrative committee may place the student on disciplinary probation or disciplinary suspension, or may dismiss the student from the University on the basis of unacceptable behavior. Students on disciplinary probation may not participate in activities where the student represents the university to an outside organization, such as an internship, practicum, student teaching, international trip, or competing as an intercollegiate athlete.

The student will receive written notification of any disciplinary action taken by the administrative committee. If the student wishes to appeal the disciplinary action, they must do so in writing to the Vice President of the School of Graduate and Professional Studies within one week of receipt of the decision. In the case of an appeal, the decision of the Vice President of the School of Graduate and Professional Studies is final.

ANTI-HARASSMENT POLICY AND PROCEDURES

The University is committed to vigorously enforcing the policy against harassment—including but not limited to sexual harassment, sexual violence, coercion, intimidation, and exploitation. Other examples of harassment include unwelcome slurs, jokes, verbal, graphic or physical conduct, or other intimidating, hostile, or offensive communication relating to an individual's race, religion, sex, age, national origin, or disability.

If a student feels that they have been or are being harassed, they should communicate with the alleged harasser and request that the behavior stops immediately and/or propose a course of action to resolve the situation. If the matter cannot be resolved at that level or if the student does not feel comfortable communicating directly with the alleged harasser, then the student should report the event. Traditional students should report the event(s) to the Dean of Students office. Nontraditional students should report the event(s) to the office of the Vice President of the School of Graduate and Professional Studies. If the student feels uncomfortable reporting the event to those individuals, the student may contact the Human Resources Director.

If an employee or a university guest feels that they have been or are being harassed, they should communicate with the alleged harasser and request that the behavior stops immediately and/or propose a course of action to resolve the situation. If the matter cannot be resolved at that level or if they do not feel comfortable communicating directly with the alleged harasser, then they should report the event(s) to the Human Resources Director.

Reports of harassment should include the following information: name and contact information of the person feeling harassed and the alleged harasser, a description of the specific acts alleged (including dates, times, and locations), names of any potential witnesses, and action taken by any party to address the behavior.

If the alleged behavior includes physical violence, the incident should also be reported to the university police.

All reported or suspected occurrences of harassment will be promptly and thoroughly investigated. The investigation will begin with 10 working days of the receipt of the complaint. All harassment complaints will be investigated as quickly as possible, generally within 30 working days.

In all cases where a student is alleged as either party, the Human Resources Director will consult the Dean of Students for traditional students or the Vice President of the School of Graduate and Professional Studies for nontraditional students. Harassment complaints involving minors (individuals under 18 years of age) will be reported by the Human Resource Director to the university police, and the minor's parent or legal guardian will be notified of the complaint by university administration.

Where harassment is determined to have occurred, the University will take prompt, appropriate disciplinary action, including written warnings and possible suspension without pay, transfer and/or termination for employees; and disciplinary warning, probation, suspension, or dismissal for students. Retaliation against anyone who files harassment complaints or cooperates in the investigation of the same is not permissible and will not be condoned.

STUDENT ETIQUETTE FOR COMMUNICATION

All students are expected to communicate professionally and to abide by standards of personal communication and online network etiquette in all aspects of the academic program. These standards include, but are not limited to, the following:

1. *Courtesy.* Be polite and use appropriate language at all times. In electronic communication, users may not send, or encourage others to send, discourteous or abusive messages. Remember that humor and satire are subject to misinterpretation!

2. *Appropriate language.* Vulgarity, obscenity, and other language which might be offensive to others are strictly prohibited.

3. *Consideration.* Students should be mindful of their responsibility to avoid practices which may disrupt other students' educational experience. This includes classroom behavior and posts to instructors and students in course discussion boards.

4. *Academic Focus.* All electronic communication is intended to relate to the overall academic goals of the course and assigned texts and questions that relate to their experience at LeTourneau.

5. *Responsibility.* Students will take responsibility for all activity involving his or her email account, will not allow others to use their LETU password, and will comply with copyright laws.

If a student does not comply with the student etiquette for communication guidelines regarding a course, the instructor should take the following steps.

1. The student will be given a verbal or written warning.

2. The instructor records a grade of “0” for the student’s weekly Discussion Grade and/or Participation Grade and submits an Unsatisfactory Progress/Behavior Report.

3. In ongoing or severe cases, the instructor files a complaint with the Front Porch.

ADMINISTRATIVE PROBATION, SUSPENSION, AND DISMISSAL

Students who are found to be in violation of the Student Community Expectations may be placed on administrative probation, suspension, or dismissal depending on the severity of the offense as determined by the Vice President of the School of Graduate and Professional Studies. Other causes for dismissal include the disruption of the learning environment, dishonesty, endangering the welfare of other students, harassment of students, faculty or staff, and other evidence of disregard for the regulations of the university. Students will be notified in writing of any disciplinary action taken by the university.

APPEAL AND DUE PROCESS

In the case of disciplinary action, the student may make a written appeal to the Vice President of the School of Graduate and Professional Studies within five working days after notification of the disciplinary action. Final action rests with the administration of the university.

REGISTRATION RECOMMENDATIONS

It is recommended that undergraduate coursework not exceed 18 credit hours per semester. The recommended maximum for graduate coursework is 15 credit hours per semester. Any student wishing to register for more than the recommended maximum must get permission from the Vice President of the School of Graduate and Professional Studies.

SCHEDULE CHANGES

DROPPING OR ADDING A COURSE
A $25 fee will be assessed for dropping a course once the course has started.

If a student is using financial aid to assist in payment of course charges, dropping a course may affect their financial aid eligibility. A student using financial aid who anticipates having to drop a course should contact the Financial Aid Office on the Longview campus to determine the impact on his or her aid eligibility. Undergraduate students who drop below six credit hours per semester will not be eligible for student loans. Graduate students who drop below four credits per semester will not be eligible for student loans.

The deadline to add for all courses is four days prior to the official start date of the module, providing the student's account balance is clear. The deadline to drop a course and have the course removed from the transcript is prior to the second meeting or session. The deadline to withdraw from a course and receive a "W" on the transcript is at approximately 75% of the course.

CLASS PARTICIPATION

Students are expected to attend and actively participate in all classes and assignments. LETU realizes that unexpected situations can arise that do not allow students to attend class as planned. In the event of any absence, students must contact their instructor immediately (preferably in advance of the missed class) to explain the reason for the absence and ask if they may make it up online or with additional work. Instructors are empowered and encouraged to provide opportunities for students to make up the missed work if the absence was unavoidable. It is the student's responsibility to drop a course if they are not able to meet course requirements.

Students should also arrive on time for class. In accelerated programs it is critical that students participate in the full class time. Late arrivals also create a distraction for the rest of the class.

The class participation policy for all adult programs is as follows:

1. Students are required to engage in a substantial way in the first week of each course.

2. Students who are unable to participate in any session should contact their instructor prior to the week or session to make arrangements for submitting assignments.

3. Lack of participation in the full class session may result in grading penalties, to be determined by the instructor.

4. Students who are unable to complete the scheduled course should drop the course. See the refund policy to determine any applicable refunds.

GRADING POLICY

GRADE REPORTS

Grade reports are made available to students approximately two weeks after the end of each course on MyLetu. Official grades are recorded and kept by the Registrar's Office and transcripts can be requested by sending an official request to the Office of the Registrar.

GRADE APPEAL PROCESS

The faculty member is responsible for the evaluation of student academic work and assigning of course grades. Once a grade has been submitted to the Office of the Registrar, only the instructor can change the grade, except in the case of a grade appeal. Failure of the student to submit the appeal within the required time will negate the student's complaint.

The following process is available for students who wish to appeal a final grade received in a course:

1. Student contacts the instructor to discuss the course grade.

   Within three weeks after the final course grade was posted, the student must contact the instructor in writing to identify the reason why the course grade was unwarranted and request a possible grade change. If the instructor decides that a grade change is warranted, the instructor will send written notification to the Assistant Dean and will notify the student of the change.

   If the instructor does not agree that a grade change is warranted, the student has the right to appeal the grade. Grade appeals should not be made frivolously. Appropriate grounds for grade appeals include situations in which the grade given is alleged to be inconsistent with the course syllabus or in which inappropriate professional conduct or unfairness have influenced the grade. In order to appeal a grade, the student must be prepared to document performance on all course work and explain why the grade received is not consistent with the course expectations expressed in the syllabus.

2. Student sends a written appeal to the Assistant Dean.

   If a student wishes to submit a grade appeal, they must do so in writing within two weeks of receiving notification of the instructor's final decision. The student should send a letter or email to the appropriate Assistant Dean. The letter of appeal should include rationale why the course grade was unwarranted and how it was inconsistent with the course syllabus. The student should also include copies of any coursework in question. The Assistant Dean will carefully review all facts and evidence in the case and determine a decision in a reasonable period of time after receipt of the appeal. The Assistant Dean will notify the student of the grade appeal decision in writing.

3. Student sends a written appeal to the Vice President of the School of Graduate and Professional Studies.

A final appeal may be made in writing to the Vice President of the School of Graduate and Professional Studies. This final appeal must be sent within two weeks of receiving notification of the Director's decision. The letter of appeal should include rationale why the course grade was unwarranted and how it was inconsistent with the course syllabus. The student should also include copies of any coursework in question. The Vice President will carefully review all facts and evidence in the case and may convene a group of faculty for further deliberation. The Vice President will make the decision in a reasonable amount of time after receipt of the appeal and will notify the student of the final grade appeal decision in writing.

The decision of the Vice President of the School of Graduate and Professional Studies is final.

GRADES AND GRADE POINTS

Academic standing is determined by grades earned from class work and examinations. Grade point averages (GPA) are determined on a 4.00 basis. The letter grades W, I, and X do not count in the GPA, nor do grades from other institutions. The WF grade is calculated on the same basis as an F. Five grades are given for passing work, with significance as follows:

Letter Grade	Description	Grade Points
A = 90 - 100	Excellent	4
B = 80 - 89	Good	3
C = 70 - 79	Satisfactory	2
D = 60 - 69	Poor (but passing*)	1
S	Pass	

*In the graduate programs a grade of D will not count toward meeting graduation requirements.
*For all undergraduate programs, a grade of D is not passing for major courses or for English Composition I and II.
Additional grades may be given as follows:

U	Unsatisfactory
I	Incomplete for circumstances beyond the control of the student
F	Failed: no credit except by repeating the course
W	Withdrawn, without penalty
WF	Withdrawn, failing
X	No grade has been reported by the instructor

INCOMPLETE GRADES

If a student is unable to complete work for a course due to illness, emergency, or reasonable cause, assignment of the grade of incomplete or "I" may be warranted. The student should discuss the possibility of an "I" with their instructor. Students must have completed the majority of the course work to be eligible for an Incomplete. An "I" should not be assigned when a student has failed to meet the obligations of the course in the absence of any illness, emergency or reasonable cause. The Incomplete form should be used in order to assure that both the student and the instructor have a clear understanding of what work is to be completed and the deadline for completion of that work.

The instructor will set the deadline for the student's submission of remaining work. The deadline must not be later than the end of the 4th week after the course has ended. When the deadline has passed, the instructor has one week to submit the change of grade to the Registrar's Office and the Assistant Dean. If a change of grade has not been submitted by the end of the 5th week, the "I" will be converted to an "F."

REPEATING A COURSE

UNDERGRADUATE:

Grade Repeat: Students may repeat courses but will only receive credit once for a repeated course toward fulfillment of requirements for a degree. All grades received for the course (regardless of the number of times repeated) will be used in computing the cumulative grade point average.

Grade Replacement: If a student repeats a course, they may have the prior grade removed from the cumulative grade point average if the following guidelines are met:

1. Only undergraduate courses taken at LeTourneau University in which the student earned the grade of D, F, or WF may be repeated and have the prior grade removed from the cumulative GPA. However, all grades will be represented on the transcript.

2. The exact course name and number is repeated at LeTourneau University.

3. If an undergraduate course is repeated in which a grade of F was previously earned, the grade received when repeated will automatically be recorded and the previous F grade for the course will be removed from the cumulative GPA. However, all grades will be represented on the transcript.

4. If a course is repeated in which a grade of D was previously earned, the student should complete a Declaration of Course Repeat Form and submit it to the Office of the Registrar prior to the first class meeting of the course being repeated.

5. The prior grade which has been removed from the computation of the cumulative GPA will not count toward hours attempted, hours completed, or total grade points, but the course name and original grade will remain on the transcript.

6. Graduation honors will be determined by considering all resident hours taken at LeTourneau University, including repeated and unused courses, as well as the full cumulative GPA.

GRADUATE:

Grade Repeat: Graduate students may repeat any course in which a grade of C or lower has been earned, but students will receive credit only once toward fulfillment of degree requirements. The course name, original grade, and all repeated grades will remain on the student's transcript. The prior grade will not count toward fulfillment of degree requirements, but will be included in attempted hours and cumulative GPA calculations.

Grade Replacement: Students may repeat a course and have the prior grade **removed from the calculation** of the cumulative GPA if the following guidelines are met:

1. The exact course name and number is repeated at LeTourneau University.
2. A course in which a grade of C or lower has been earned may be repeated twice.
3. No more than 20% of the required hours for a program may be replaced.
4. A *Declaration of Course Repeat Form* (online) should be submitted to the Office of the Registrar prior to the start of the repeated course to ensure correct GPA calculation.

ACADEMIC OBSERVATION, PROBATION AND SUSPENSION

ADMISSION ON ACADEMIC OBSERVATION OR PROBATION

UNDERGRADUATE:

Applicants desiring to enter who do not meet the minimum cumulative GPA requirement of 2.50 for admission may be admitted on Academic Observation or Academic Probation. Students with 0-30 attempted credit hours may be admitted on Academic Observation if their cumulative GPA is 2.00-2.49 or on Academic Probation if their cumulative GPA is 1.50-1.99. Students with 31 or more attempted credit hours may be admitted on Academic Observation if their cumulative GPA is 2.00 to 2.49 or Academic Probation if their cumulative GPA is 1.90-1.99. Students admitted on either Academic Observation or Academic Probation will take LETU 1073 Strategies for Adult Learning within their first semester enrolled. Students on Academic Observation or Academic Probation will be required to obtain advisor approval before registering for the next semester.

When admitted on Academic Probation, a student who does not attain a cumulative GPA of at least 2.00 at the completion of the first semester taken at LeTourneau University will be subject to Academic Suspension. Students who achieve a 2.00 cumulative GPA at the completion of the semester will be removed from Academic Probation. Students admitted on Academic Observation may stay on Academic Observation indefinitely. There is no time limit on Academic Observation.

GRADUATE:

Students who do not meet the minimum cumulative GPA for admission may be admitted on Academic Probation.

When admitted on Academic Probation, a student who does not attain a cumulative GPA of at least 3.00 at the completion of the first semester taken at LeTourneau University, with no more than one grade of C or lower in a course, will be subject to Academic Suspension. Students who achieve a GPA of at least 3.00 at the completion of the semester will be removed from Academic Probation.

ACADEMIC PROBATION OR OBSERVATION AFTER ACADEMIC GOOD STANDING

UNDERGRADUATE:

Whether admitted in good academic standing or on probation, all students must maintain a minimum cumulative GPA of 2.50 to remain in academic good standing. If the cumulative GPA is between 2.00 and 2.49, the student will be placed on Academic Observation. If the cumulative GPA falls below a 2.00, the student will be placed on Academic Probation.

A student who has previously been in good academic standing and has been placed on Academic Probation should strive to attain a cumulative GPA of at least 2.00 after the next semester completed at LeTourneau University to be removed from Academic Probation. The student also has the option of raising the GPA by repeating a LeTourneau course in which a D or F has been received. Only the second grade of the repeated course will be used to calculate the cumulative GPA (see Repeating a Course – Undergraduate).

Students on Academic Probation who do not achieve a cumulative GPA of at least 2.00 after completing the first semester will be subject to Academic Suspension. Students who achieve

2.00 to 2.49 will be moved to Academic Observation. Students who achieve a 2.50 at the completion of the semester will be removed from all academic restrictions.

GRADUATE:
Whether admitted in good academic standing or on probation, all graduate students must maintain a minimum cumulative GPA of 3.00 to remain in academic good standing. If the cumulative GPA falls below a 3.00, the student will be placed on Academic Probation.

A student who has previously been in academic good standing and has been placed on Academic Probation should strive to attain a cumulative GPA of at least 3.00 at the completion of the next semester at LeTourneau University. The student also has the option of raising the GPA by repeating a LeTourneau course in which a grade lower than a B has been received (see Repeating a Course – Graduate).

Students on Academic Probation who do not achieve a cumulative GPA of at least 3.00 at the completion of the next semester at LeTourneau University will be subject to Academic Suspension. Students who achieve a cumulative GPA of at least 3.00 will be removed from Academic Probation.

ACADEMIC SUSPENSION

UNDERGRADUATE:
Academic Suspension results from the failure to meet the terms of Academic Probation. Students on Academic Suspension will not be allowed to enroll in a course for a minimum of six months and must apply for readmission to the university.

Suspended students who wish to apply for readmission to the university should send a letter of appeal to the Vice President of the School of Graduate and Professional Studies indicating a rationale why readmission might lead to academic success. Students who are not readmitted will be dismissed from the university. Students who are granted readmission will enter on Academic Probation and must achieve a cumulative GPA of at least 2.00 at the completion of the next semester at LeTourneau University or be subject to dismissal. Students who achieve a 2.00 at the completion of the semester will be moved to Academic Observation.

GRADUATE:
Academic Suspension results from the failure to meet the terms of Academic Probation. Students on Academic Suspension will not be allowed to attend class for a minimum of six months and must apply for readmission to the university.

Suspended students who wish to apply for readmission to the university should send a letter of appeal to the Vice President of the School of Graduate and Professional Studies on the Longview campus indicating a rationale why readmission might lead to academic success. Students who are not readmitted will be dismissed from the university; students who are granted readmission will enter on Academic Probation and must achieve a cumulative GPA of at least 3.00 after the next semester attempted at LeTourneau University or be subject to dismissal. Students who achieve a GPA of 3.00 after one semester will be removed from Academic Probation.

WITHDRAWAL POLICY

A student who wishes to drop all credit hours in a given semester is considered officially withdrawn from the university.

1. Tuition credit for courses which the student is currently attending will be according to the Tuition Refund Policy.

2. To officially withdraw from the university, students must log in to their account to submit a drop/withdraw request form or give written notice to their Academic Advisor. The Registration Specialists will receive and process the withdrawal and notify the appropriate offices of the effective date of withdrawal.

3. All assessed fees are not refundable.

4. A student using financial aid who withdraws from the university should also contact the Financial Aid Office on the Longview campus.

ACADEMIC DISMISSAL

Dismissal from the university is meant to be permanent. Any student who has previously been academically suspended or who has demonstrated a deficiency that makes it unreasonable to anticipate eventual completion of degree requirements may be subject to academic dismissal. Students may also be dismissed for violation of the Academic Honesty policy or the Student Community Expectations.

ACADEMIC HONESTY

A foundation of mutual trust is essential to the learning community. That trust is broken when the ethical standards of right and wrong are violated through academic dishonesty.

Academic dishonesty is a serious breach of trust within the LeTourneau University community because it violates the regard for truth essential to genuine learning and Christian consistency. From a broader perspective, it hurts all students and their peers who try to do their work with integrity. Therefore, it cannot be tolerated by the university.

Academic dishonesty is not qualitatively different from other types of dishonesty. It consists of misrepresentation in an attempt to deceive. In an academic setting, this may take any number of forms, such as:

- Copying or using unauthorized aids in a test, including take-home or online examinations, papers, or projects.
- Plagiarism, the submission of work created by someone else as if it were one's own, presenting the work of someone else without acknowledging the source.
- Looking at an examination paper or answer sheet of another student.
- Obtaining before or during the administration of a test, unauthorized information regarding the test.
- Submitting the same academic work for credit more than once without consent.
- Cooperating or aiding in any of the above.

Students should be aware that all written assignments should be submitted via SafeAssign, an instrument that identifies plagiarism.

Academic dishonesty, including cheating, plagiarism and/or falsification is a serious matter that will lead to disciplinary action. Penalties will vary, depending on the severity of the offense, and may include a failing grade on an individual assignment or exam, a failing grade for the course, disciplinary probation, disciplinary suspension, and/or dismissal from the University.

Instructors will report all cases of academic dishonesty to the Assistant Dean of the School of Graduate and Professional Studies. The Assistant Dean will notify the Office of the Vice President of the School of Graduate and Professional Studies, who monitors academic offenses and ensures appropriate disciplinary actions.

PRIVACY OF STUDENT RECORDS

LeTourneau University does not release information concerning students to prospective employers, government agencies, credit bureaus, etc., without the written consent of the student, except as provided by law. Students and alumni applying for jobs, credit, graduate study, etc., can expedite their applications by providing the university with written permission to release their records, specifying which records and to whom the release should be made. Written consent is not required for the disclosure of disciplinary action or other information to parents of students who are dependents for federal income tax purposes. Unless a student has submitted credible evidence of non-dependence, parents requesting information may generally be granted access after submitting to the university an affidavit or other evidence of federal income tax dependency.

The university has designated the following categories of information as directory information that may be released to the public without consent of the student: name, date and place of birth, class year, home address and telephone number, university address and telephone number, major field of study, dates of attendance at LeTourneau University, degrees, honors and awards received, participation in officially-recognized sports and activities, and previous educational institution most recently attended. Students may request that certain categories of directory information may not be released to the public without their written consent. Such requests must be filed with the Registrar by September 1 of the academic year in question. The information will then be withheld for the balance of that academic year. If the information is to be withheld in subsequent academic years, new requests must be filed.

The Family Educational Rights and Privacy Act (FERPA) afford students certain rights with respect to their education records. They are:

1. The right to inspect and review the student's education records within 45 days of the day the University receives a request for access. Students should submit to the registrar or the head of the academic department written requests that identify the record(s) they wish to inspect. The University official will make arrangements 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.

2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading. Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her 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 consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception that permits disclosures without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

4. The right to withhold disclosure of "Directory Information." Directory Information includes: student's name, address, telephone listing, e-mail address, photograph, major, dates of attendance, grade level, enrollment status, participation in officially recognized activities and sports, physical factors (height and/or weight of athletes), degrees, honors, and awards received. Enrolled students may withhold disclosure of "Directory Information" under FERPA of 1974. To withhold disclosures, written notification must be received by the Office of the Registrar by September 15 of the Fall semester. Forms requesting the withholding of "Directory Information" are available in the Office of the Registrar. LeTourneau University assumes that failure in the part of the student to specifically request the withholding of categories for "Directory Information" indicates individual approval for disclosure.

5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by LeTourneau University to comply with the requirements of FERPA. The name and address of the office that administers FERPA is as follows:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

Further information about University policy with respect to the privacy of student records may be obtained from the University Registrar’s Office.

NAME CHANGE POLICY

LeTourneau University maintains educational records under the student's full, legal name. Official documents and transcripts will be issued only under this name. The university maintains the records of former students under the full, legal name the student had when last enrolled.

A current or former student may change the name on his or her permanent academic record by presenting a signed request and a notarized copy of the appropriate documentation to the University Registrar. To correct the spelling or the proper sequence of the name, the student must present a notarized copy of the student's birth certificate. To change the name, the student must present a notarized copy of the signed court order showing the new legal name. To assume the spouse's name following marriage, a student must present a notarized copy of the marriage certificate. To discontinue use of the married name after a divorce, the student must present a notarized copy of a divorce decree or signed court order showing the new name.

TRANSCRIPTS

The Registrar will issue official transcripts upon receipt of a signed request after all financial obligations are in order. Official transcripts should be sent directly to another college or university or to an official of an organization. All transcripts released to the student will be stamped "issued to student." This advises a third party that the student had personal possession of the transcript.

Transcripts of credits earned at high school or other colleges are not available for distribution by LeTourneau University. These transcripts must be requested from the school awarding the credit. For information on their ACT or SAT scores, students should inquire at their high school.

TRANSCRIPT UPDATES

Often the undergraduate student will add credit hours to his or her degree plan for requirements that do not have to be completed in the classroom at LeTourneau University. These credits may have been earned through pre-approved transfer courses at other colleges and universities or they may be credits awarded from portfolio, CLEP (subject exams only), DSST, or ACE.

In order to be regarded as official, transcripts must be sent directly from the institution issuing the transcripts to the Assessment Center, LeTourneau University, Longview, Texas. In order to be official, other credit-bearing documents must be sent directly from the official sources of records to the Assessment Center, LeTourneau University in Longview, Texas. When these official transcripts or documents have been received, evaluated, and added to the student's degree plan, the Assessment Center will notify the student through email of such an update.

CATALOG GOVERNING GRADUATION

Students in continuous enrollment must meet the degree requirements of the catalog in effect when they entered the University, unless arrangements have been made with the dean of the school and the Registrar to graduate under a later catalog. Students returning after discontinuing studies for one year will come under the requirements of the newest LeTourneau University catalog.

GRADUATION POLICIES

Graduation ceremonies are held in the spring (May) and the fall (December) of each year. Students are eligible for graduation upon satisfactory completion of all degree requirements. To apply for participation in graduation ceremonies, the student must submit and fulfill the requirements of the Intent to Graduate Form.

Students must have a clear account balance and must have returned any Access cards issued to them to the Educational center to be clear to receive a diploma.

INTENT TO GRADUATE

Students intending to complete all degree requirements must complete an Intent to Graduate Form and submit it to the Office of the Registrar by the appropriate filing deadline according to the following schedule:

(Degree Conferral Date) DEGREE REQUIREMENTS COMPLETED BY:	FILING DEADLINE:	PARTICIPATE IN COMMENCEMENT:
December 16, 2012	October 1, 2012*	December 15, 2012 (Longview)
May 5, 2013	February 1, 2013*	May 4, 2013 (Longview) May 11, 2013 (Houston)
August 25, 2013	February 1, 2013**	May 4, 2013 (Longview) May 11, 2013 (Houston)
August 25, 2013	June 1, 2013***	Non-Participants

* December and May participating candidates must have no more than twelve hours outstanding, including paid portfolio credits, as of their filing deadline. All outstanding hours must be complete before the degree conferral date.

** August participating candidates must have no more than 18 hours outstanding, including paid portfolio credits, as of their filing deadline. All outstanding hours must be complete before the degree conferral date.

*** August candidates not participating in commencement ceremonies must have no more than nine hours outstanding, including paid portfolio credits, as of their filing deadline. All outstanding hours must be complete before the degree conferral date.

Students who fail to complete degree requirements by the degree conferral date on the Intent to Graduate Form will be required to re-submit an additional Intent to Graduate Form by the appropriate filing deadline along with an additional graduation fee. Candidates for graduation who have transfer credit from another institution must submit official transcripts to LeTourneau University within 30 days from their scheduled diploma conferral date. If the transcripts are not received by that date, students will be required to resubmit an Intent to Graduate Form by the appropriate filing deadline along with an additional graduation fee.

PAYMENT OF GRADUATION FEE

A graduation fee is due at the time the Intent to Graduate Form is filed with the Office of the Registrar. Payment may be made online at www.letu.edu/studentpayments. Forms submitted without the fee paid will not be processed and will be returned to the student. The fee covers the diploma and related administrative costs. The fee must be paid whether or not the student plans to participate in the graduation ceremony.

GRADUATION AUDIT REPORT

Graduation audits are conducted for students who anticipate completing degree requirements by the May, August, or December deadlines. After the filing deadline, all students who filed an Intent to Graduate Form will receive a Graduation Audit Report from the Office of the Registrar.

PARTICIPATION IN COMMENCEMENT

Although participation in commencement is not required, it is the desire of the administration, faculty, and staff that all students take part in the ceremony. Graduation ceremonies are held at the end of the fall (December) and spring (May) semesters. Students planning to participate must do so in the ceremony that occurs in the filing period for which they applied. Students who complete graduation requirements by the May or August deadlines may participate in the May ceremony. Students who complete graduation requirements by the December deadline may participate in the December ceremony.

Participation in commencement ceremonies does not assure the conferring of a degree. All degrees are conferred after verification by the University Registrar that all degree requirements have been met.

GRADUATION – ACADEMIC HONORS

Undergraduate students earning a Bachelor's degree with a minimum of 60 credit hours taken in courses at LeTourneau University may qualify for academic honors for outstanding scholarship and merit. Academic honors are contingent upon certification by the University Registrar after all grades are recorded. All resident hours, including repeated and unused courses, are included in the total cumulative GPA calculations. Students must meet the criteria for graduation honors two weeks prior to the graduation ceremony in order to wear an honors medal at the ceremony. (Generally this includes grades received through module 2 of the graduating semester.) Three possible distinctions may be awarded:

Cum Laude - Awarded to students who achieve a LeTourneau GPA from 3.40 to 3.59.

Magna Cum Laude - Awarded to students who achieve a LeTourneau GPA from 3.60 to 3.79.

Summa Cum Laude - Awarded to students who achieve a LeTourneau GPA of 3.80 or higher.

Graduate students are not eligible for these honors.

UNDERGRADUATE ACADEMIC RECOGNITION

ACADEMIC ACHIEVEMENT AWARDS

In order to honor undergraduate students who have excelled in their academic work at LeTourneau, but who fall short of the minimum 60 credit hours at LeTourneau needed for academic honors, the university has instituted an academic recognition certificate program. Students who graduate from LeTourneau University's adult undergraduate programs with a minimum cumulative GPA of 3.60 (on academic course work completed at LeTourneau University) will receive a certificate of Academic Achievement. Students who graduate with a minimum cumulative GPA of 3.95 (on academic course work completed at LeTourneau University) will receive a certificate of Outstanding Academic Achievement. Eligible students will automatically receive this award; no application is needed. Students who participate in

commencement will receive the certificate at the Honors Ceremony preceding the commencement ceremony.

ALPHA SIGMA LAMBDA
Alpha Sigma Lambda is a national honor society for adults in higher education. It is open to undergraduate students only. Students with at least 61 earned credit hours and at least 35 credit hours earned from LeTourneau University in the adult program and who are in the top 10% of the eligible students based on GPA are considered for membership in Alpha Sigma Lambda. Students who qualify are identified and invited to join this organization twice a year. Membership in Alpha Sigma Lambda is by invitation only.

WHO'S WHO IN AMERICAN COLLEGES AND UNIVERSITIES
Each fall, undergraduate students are nominated for membership to *Who's Who in American Colleges and Universities* by the faculty and staff at each Educational Center. Final selections are based on scholarship ability and contribution to the campus and community.

ENGLISH PROFICIENCY EXAM

The English Proficiency Exam (EPE) is a graduation requirement and is required of all bachelor degree candidates to ensure the student's understanding of English usage and writing skills. The exam should be taken after the student has completed ENGL 1023 English Composition II or equivalent. Transfer students who have earned 6 hours for English Composition before entering LETU will complete the EPE during their first semester at LETU.

The English Proficiency Exam is a two-part online exam. The objective section tests for grammatical usage, punctuation, spelling, and subject-verb agreement. There is also a required five-paragraph essay that will demonstrate a student's writing skills. The student is allowed one re-take if the exam is not successfully completed, with a score of at least 70%, on the first attempt.

If a student is unsuccessful in passing the exam on the second try, he/she will be required to take and successfully complete ENGL 4113 Writing with Power and Style as soon as possible.

Academic Advisors will direct students in registering for the exam. Students are to have passed the English Proficiency Exam or ENGL 4113 with a grade of C or better by the time they reach 90 earned credit hours.

GENERAL EDUCATION PROFICIENCY EXAM

The General Education Proficiency Exam (GEP) is a graduation requirement and is required of all bachelor degree candidates to determine the student's proficiency in critical thinking, reading, writing and mathematics in the context of humanities, social sciences and natural sciences. This exam assesses academic skills as opposed to subject knowledge.

The GEP is an online exam that students will take after reaching 45 earned credit hours in lower level general education and elective course work. Students will receive email instructions for the exam at the appropriate time. It is not necessary for a student to study for this exam. A grade will not be assigned as this is a pass/fail exam. The exam must be completed prior to the semester in which the student intends to graduate.

ASSESSMENT OF PRIOR LEARNING FOR CREDIT

LeTourneau University is among more than 500 colleges and universities that are involved in assessing students' prior learning for academic credit that may be applied toward an undergraduate degree. The Council for Adult and Experiential Learning (CAEL), an educational association founded in 1974 to promote the acceptance of the awarding of college credit for experiential learning, has led the way in developing and implementing assessment techniques. LeTourneau University uses the academic guidelines developed by CAEL and the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) in awarding credit to students who document prior learning as a means of receiving college credit for experiential learning.

PRIOR LEARNING ASSESSMENT (PLA)

PLA refers to the process of recording and analyzing knowledge gained through informal means. LETU2073 Personal and Professional Assessment is a course that will help students identify life-learning events and through various writing exercises will help the student develop critical thinking skills. Three credit hours and a grade will be earned for the course. Completion of LETU2073 with a grade of C or higher is a prerequisite for submission of Life Learning Essays for assessment of college-level learning. Essays will be evaluated by a university faculty member or academically qualified consultant. No grades are assigned; only credit is awarded. A maximum of 12 PLA credit hours may be earned through these essays. There will be no portfolio fees for any PLA or Portfolio credits awarded to students who earned a grade of C or higher in LETU2073.

PORTFOLIO PROCESS

The portfolio process enables the student to receive college credit for college-level documented learning which takes place outside the traditional classroom. Typical classroom environments that would support the portfolio process would include trade schools, business schools, professional schools, computer courses, and employer sponsored courses/training. Government regulated certifications/licenses and foreign language proficiencies may also be considered for college credit by portfolio.

Each portfolio submitted is evaluated by a university faculty member or academically qualified consultant. No grades are assigned; only credit is awarded.

Students desiring to receive college credit for learning gained through documented learning experiences must submit documentation in portfolio format to the PLA Coordinator at the Longview campus for evaluation. The portfolio evaluation process averages four to six weeks. Portfolio seminars are available online to provide guidance for students interested in documenting prior learning experiences.

Portfolios may be submitted according to the following guidelines:

1. After registration into LeTourneau's adult program.
2. It is recommended that portfolios be submitted within one year after entering the undergraduate program in order to avoid unnecessary delays in meeting graduation requirements. Such delays may occur when the number of portfolio credits received is less than expected and additional coursework is required.

PORTFOLIO SUBMISSION

In compliance with appropriate policies and filing dates for graduation, portfolios submitted to receive credit to meet graduation requirements must be received by the following deadlines:

Graduation Month:	Submission Deadline:	Payment Deadline:
December	August 15th	October 1st
May/August	December 15th	February 1st
August Non-Participants	April 15th	June 1st

A maximum of 30 hours may be earned through the portfolio and Life Learning Essay process, with a maximum of 20 hours available in one topic area. All portfolio charges must be paid in full before hours earned are placed onto a LeTourneau University transcript.

PORTFOLIO PROCESS FEES

Processing Fees	$75 per Initial Submission $75 per Addendum Submission $75 per Re-evaluation Submission
Hours Earned Through Portfolio	$50 per Credit Hour

Partial payment for credit received will result in forfeiture of any remaining credit awarded through portfolio unless the original portfolio is resubmitted along with a Portfolio Request for Previously Assessed Credits Form. Portfolio addendums and requests for re-evaluations may be submitted as often as desired for the maximum of thirty credits. The above fees are applicable for each addendum and each re-evaluation to portfolio submitted. Portfolio fees are non-refundable.

There will be no portfolio fees for any PLA or Portfolio credits awarded to students who earned a grade of C or higher in LETU2073.

Additional information regarding the process, including the *Portfolio Documented Handbook* may be viewed at http://www.letumydegree.com/portfolio-links.asp.

RESIDENCY REQUIREMENTS

Students must complete at least 25% of the total semester hours required for their degree at LeTourneau University. Once a student has successfully completed that number of hours at LETU, they will have satisfied the residency requirement for graduation.

DOUBLE MAJORS

LeTourneau University will permit the student to pursue a bachelor's or master's degree with a double major but does not necessarily encourage the student to do so. Students must complete all prerequisites, supporting courses, and departmental requirements for each major. When the two majors are for different degrees (for example a Bachelor of Arts and a Bachelor of Science), students may choose between the two degrees.

Alternatively, they may choose to receive the two degrees at the same graduation ceremony, in which case the following conditions apply.

1. For this discussion, the first degree is the degree of the declared major containing the greatest number of required semester hours. The student must complete additional residency hours equal to 25% of the total program hours of the second degree above the number required by the major of the first degree. None of these additional hours can be in courses applied to the major of the first degree, but they may be in courses required in the other major. In all cases, the student must meet all requirements for each declared major in each degree.
2. For undergraduate students, at least 12 semester hours of the 30 must be upper level credit and in a different field from that of the major in the first degree.
3. A separate application for graduation for each degree must be submitted at the same time, accompanied by the payment of one graduation fee plus one reapplication for graduation fee.

Certain major and/or degree combinations may not be feasible and may not be permitted by the University. Students interested in a double major should contact their Academic Advisor.

EARNING A SECOND DEGREE

Under exceptional circumstances, students may be permitted to return to study for a second bachelor's or master's degree. Students need to contact an Academic Advisor for specific requirements for completing a second degree.

1. The student must complete additional residency hours equal to 25% of the total program hours of the second degree above the number required by the major of the first degree and not applied to the previous degree.
2. For undergraduate students, at least 12 semester hours of the 30 must be upper level credit and in a different field from that of the major in the first bachelor's degree.
3. All requirements listed for the second degree must be satisfied according to the latest catalog in effect at the time of official declaration of major for the degree.
4. A separate application for graduation must be submitted for the second degree accompanied by the payment of a second graduation fee.

CLASS ASSIGNMENT FORMAT

All papers, projects, and homework assignments are to be word processed or typed and presented in the American Psychology Association (APA) format unless the instructor of the course directs otherwise.

AUDIT POLICY

Permission to register for a course as an audit student must be requested through an Academic Advisor at the nearest Educational Center. Permission will be contingent upon space available. A limited number of audit seats will be available per course. Although the course will appear on the transcript as an audit, no grade or credit will be given. Official academic credit will not be given at a later date as a result of the audit. While allowing class attendance, auditing a course does not usually include grading of assignments or participation in group work or exams. Students auditing a course must be registered and have paid all fees in order to attend class. Auditing fees include a $35 registration fee and a $100 per course audit fee. Online courses may be audited if space is available. Students desiring to audit an online course must register at the end of the registration period so that students receiving credit for the course have first rights to the available seats.

FINANCIAL PLANNING

TUITION STRUCTURE

Students are expected to meet financial obligations for the program according to a set schedule. Any questions regarding payments or problems associated with making payments should be directed to the Student Accounts Office of the School of Graduate and Professional Studies. If the student chooses to apply for federal financial aid to assist in paying educational expenses, the Free Application for Federal Student Aid (FAFSA) must be completed and submitted online **prior** to registration. The FAFSA should be filed online at www.fafsa.ed.gov.

TUITION RATES

LeTourneau University reserves the right to change the tuition and fee schedule at any time. Tuition and fee schedules are assessed annually each fall. However, tuition and fees will remain constant during each academic year. Late fees are assessed for past due balances. There is a $30 charge for any check returned due to insufficient funds.

TUITION RATES FOR 2012-2013

	Per Credit Hour	*Total for 3 hour Course*
Lower Level Non-Major Courses	$ 350.00	$1,050.00
Upper Level Non-Major Courses	$ 350.00	$1,050.00
All COSC Courses	$ 350.00	$1,050.00
All EDUC/READ Courses	$ 375.00	$1,125.00
MATH courses (Upper Level)	$ 375.00	$1,125.00
PSYC Courses (Upper Level Major)	$ 415.00	$1,245.00
CRIJ Courses (Upper Level Major)	$ 415.00	$1,245.00
Business Courses (Upper Level Major)	$ 435.00	$1,305.00
Aviation Courses (Upper Level Major)	$ 435.00	$1,305.00
Health Care Mgmt (Upper Level Major)	$ 350.00	$1,050.00
MBA & MSL Courses	$ 640.00	$1,920.00
Master of Health Care	$ 540.00	$1,620.00
M.Ed. Courses	$ 530.00	$1,590.00
Masters of Arts in Counseling	$ 540.00	$1,620.00
Masters of Arts in Psychology	$ 540.00	$1,620.00
Masters in Engineering	$ 800.00	$2,400.00
M.A. Marriage and Family Therapy	$ 575.00	$1,725.00
ENGL1001 and MATH1123 only	$ 210.00	$ 630.00
Dual Enrollment Courses (online)	$ 120.00	$ 360.00
Dual Enrollment (area high schools)	$ 85.00	$ 255.00

STUDENT ACCOUNTS POLICIES AND PROCEDURES

The following procedure governs the payment of student tuition and fees:

1. Payments can be made by Visa, Discover, MasterCard, and American Express on the LeTourneau University payment website**,** www.letu.edu/studentpayments.

Payments can also be made by check, cashier's check, or money order payable to LeTourneau University, and mailed to P.O. Box 7668, Longview, TX 75607-7668, Attention: Student Accounts. Students who prefer may bring their payments to the nearest Educational Center. Cash payments cannot be accepted at the Educational Centers.

If a student presents two checks that are returned for insufficient funds, the university will no longer accept personal checks from that student. Payment must then be made by cashier's check, money order, or credit card.

2. All students who intend to use federal financial aid to assist them in paying their educational expenses must have their Free Application for Federal Student Aid (FAFSA) filed and provide any required supporting documents no later 10 calendar days before the start of the semester module.

3. Students using Financial Aid as their method of payment and who have a balance due exceeding the Financial Aid that they are awarded have the option of a three-month payment plan at the beginning of each semester. The first installment of the payment plan is due no later than the confirmation deadline for the module, which is the Thursday before the start of the module.

4. Students who are designated as a self pay for payment method have the option of a three-month payment plan at the beginning of each semester. The first installment of the payment plan is due no later than the confirmation deadline for the module, which is the Thursday before the start of the module.

5. A student will not be allowed to attend a course if payment is not received in the Student Accounts Office by the confirmation deadline for the first payment and by the due dates of the payment plan for subsequent payments.

6. All students are required to complete the Financial Policies and Procedures through Web Registration.

7. Students will not be allowed to continue to the next semester if their accounts are in arrears.

8. The issuing of transcripts and the granting of degrees are contingent on the student's account being paid in full. This includes all tuition and fees. Houston students must return Educational Center access cards or pay the replacement cost.

9. All outstanding tuition and fees must be paid before a student can re-enter LeTourneau University.

10. If a student is paying a past due balance and needs immediate validation of the receipt of that payment, the payment must be made by cashier's check, money order, or credit card. If payment is made by regular check, there will be a two-week waiting period before the release of a transcript, diploma, or any other proof of a cleared balance can be given by LeTourneau University.

TUITION CREDIT POLICY

DROPPING A COURSE
Tuition credits are computed on charges for tuition only.

1. Tuition is credited according to the following policy for three credit hour courses offered in a five or seven week format:
   a. Written notification of dropping prior to the first on-ground class session or online class week: 100% of tuition amount.
   b. Written notification of dropping prior to the second on-ground class session or online class week: 60% of tuition amount.
   c. Written notification of dropping prior to the third on-ground class session or online class week: 40% of tuition amount.
   d. Written notification of dropping after the third on-ground class session or online class week: No tuition credit.

2. Tuition is credited according to the following policy for three credit hour courses offered in a semester-long format:
   a. Written notification of dropping prior to the start of the second week: 100% of tuition amount.
   b. Written notification of dropping prior to the start of the fourth week: 75% of tuition amount.
   c. Written notification of dropping prior to the start of the fifth week: 50% of tuition amount.
   d. Written notification of dropping after the start of the fifth week: No tuition credit.

3. Tuition for one credit hour and zero credit hour courses is credited only if the student gives written notice of dropping prior to the course start date.

4. TEACH and M.Ed. Students: With written notification of dropping internship or student teaching, the tuition credit policy is calculated from the <u>first day of the term</u> as follows:

   a. Written notification of dropping prior to the start of the third week: 100% of the tuition amount.
   b. Written notification of dropping prior to the start of the fourth week: 75% of tuition amount.
   c. Written notification of dropping prior to the start of the fifth week: 50% of tuition amount.
   d. Written notification of dropping after the start of the fifth week: No tuition credit.

5. Tuition for dual credit courses is credited only if the student gives written notice prior to the course start date.

6. An administrative fee of $25 will be charged when dropping courses that have begun.

7. Students will be charged full tuition when a course is retaken.

8. The Financial Aid Office will review changes in enrollment status caused by a dropped course to determine if any aid received will be returned to the appropriate aid sources, in

compliance with federal regulations. Refunds to students of tuition credits from the dropped course will not be processed until the Financial Aid Office has completed this review.

FINANCIAL AID POLICY FOR THOSE WHO WITHDRAW FROM THE UNIVERSITY

Many LeTourneau University Graduate and Professional Studies students utilize federal and state sources of funding. When a student is determined to have withdrawn, the Financial Aid Office reviews the Federal (Return to Title IV Refund) Policy and calculates the refund, if any funds received by the student must be returned to the federal aid programs.

1. Students who wish to officially withdraw from the university must log in to My.Letu.edu to submit a drop/withdraw request form or give written notice to their Academic Advisor. The Registration Specialists will receive and process the withdrawal and notify the appropriate offices of the effective date of withdrawal.

2. All assessed fees are not refundable.

3. Any tuition credit for courses which the student is currently registered will be processed according to the Tuition Refund Policy.

4. Students who have received Federal Title IV funds as part of their financial aid packages are subject to the funds being returned. The school, as determined by the Federal Return to Title IV Calculation Policy, will return the funds to the specific programs in the following order of priority.

   a. Federal Unsubsidized Direct Loan funds.
   b. Federal Subsidized Direct Loan funds.
   c. Federal Perkins Loan Program funds.
   d. Federal PLUS Loan funds (Grad PLUS included).
   e. Federal Pell Grant Program funds.
   f. Federal SEOG Program funds.
   g. Federal TEACH Grant Program funds.

   The federal Title IV refund calculation is based on a percentage of attendance within the term of withdrawal. Students with federal aid who withdraw (or are suspended) after a term begins, but before completing 60% of the term, may be required to have a portion of their federal Title IV funds returned. The percentage of Title IV aid to be returned is equal to the number of days remaining in the term divided by the number of calendar days in the term. Scheduled breaks of more than four consecutive days are excluded from the calculation.

5. If a student begins attendance in a term, but withdraws prior to the financial aid posting to the student's account, the student may still be eligible for a portion of the aid. The Financial Aid Office will determine the aid that could have been disbursed and calculate if the student is eligible for a Post Withdraw Disbursement. The student will be offered the post withdraw disbursement in writing and will have a limited time to accept or decline the offer.

6. After the above steps have been followed, if any credit balance exists in the student's account, it will be refunded to the student. However, it is possible that the withdrawn student will owe a balance to the university, after the university's tuition credit policy has applied any tuition credit back to the student's account and the federal Title IV calculation has been performed to remove any necessary funds from the student's account returning them to the program source. In this case, a hold will be placed on the student's account and the student will be required to pay the balance in full prior to re-entry or receipt of a transcript. Students will have the option to establish a payment plan with a third party billing service to repay the balance.

FINANCIAL AID

Students who are U.S. citizens or have permanent residence status in the United States are eligible to apply for federal financial aid to assist in paying educational expenses. Students must complete the Free Application for Federal Student Aid (FAFSA) to be considered for all of the following federal and state programs. The FAFSA must be completed and filed each calendar year. After the FAFSA has been submitted, a Student Aid Report (SAR) will be sent by standard mail or by e-mail to the student by the Department of Education. The Financial Aid Office may require additional documents and/or forms before it can determine financial aid eligibility. Once all additional information has been submitted, the Financial Aid Office will determine eligibility for federal and state aid based on the Cost of Education (COA), Expected Family Contribution (EFC) and other program criteria.

If the student chooses financial aid to assist in meeting their financial obligations, **all** financial aid forms must be completed and returned to the Financial Aid office well before each academic year begins. Forms to be completed and submitted include items such as verification information, signed award letters, Direct Loan Entrance Counseling and the Master Promissory Note (MPN).

FEDERAL PELL GRANT

(Undergraduate only)
A Federal Pell Grant, unlike a loan, does not have to be repaid. Pell Grants are considered a foundation of federal financial aid, to which aid from other federal and nonfederal sources might be added. The maximum Pell Grant award for the 2012-2013 award year is $5,550. The maximum can change each award year and depends on program funding. The amount a student is awarded is based on financial need, enrollment status, and program costs. The Student Aid Report will show if you are eligible for a Pell Grant based on the Expected Family Contribution (EFC).

FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT (FSEOG)

This program is designed to assist undergraduate students with exceptional financial need (based on the EFC) and gives priority to students who receive Federal Pell Grants. Students may be awarded $100-$1,000 annually based on the availability of funds and need. Funds are limited.

FEDERAL TEACH GRANT

The Teacher Education Assistance for College and Higher Education (TEACH) Grant Program, provides up to $4,000 a year in grant assistance to students who are completing or who plan to

complete course work needed to begin a career in teaching. In exchange for the grant, a student must sign an "Agreement to Serve" as a full-time teacher at certain low-income schools and within certain high-need fields for at least four academic years within eight years after completing (or ceasing enrollment in) the course of study for which the candidate received a grant. TEACH Grant recipients must submit evidence of employment as certified by the chief administrative officer of the school upon completion of each year of teaching service. If the grant recipient fails or refuses to carry out his or her teaching obligation, the amounts of the TEACH Grants received are treated as an unsubsidized Direct Loan and must be repaid with interest.

TEXAS TUITION EQUALIZATION GRANT PROGRAM (TEG)

Texas residents attending a private institution such as LeTourneau University may be considered for a Tuition Equalization Grant (TEG) from the State of Texas. Students who have completed the regular financial aid application process and have established financial need will be considered for this grant by the Financial Aid Office. Undergraduate students must be enrolled at least three-quarter time (9 credit hours per semester), complete at least 24 credit hours during the academic year, and maintain a cumulative grade point average of 2.50. Funds are offered on a first come first served basis and are limited. Funds will only be disbursed during the Fall and Spring semesters.

WILLIAM D. FORD FEDERAL DIRECT LOAN PROGRAM

Federal Direct Student Loans

Direct Loans (subsidized and unsubsidized) are low-interest loans available to assist eligible students. First-time borrowers at LeTourneau University must complete Direct Loan Entrance Counseling, and a Direct Master Promissory Note (MPN) to complete the loan process. These are completed online. A student must be enrolled as a degree seeking student or in an eligible certification program to be offered a Direct Loan.

Federal Direct Parent Loan for Undergraduate Students (Direct PLUS)

Direct PLUS loans are available to parents of dependent students enrolled in undergraduate programs in order to help pay education expenses. Loan qualifications are based on an acceptable credit history. Both the student and parents must also meet other general eligibility requirements for federal student financial aid.

Federal Direct PLUS Loans for Graduate & Professional Degree Students (Direct GradPLUS)

Graduate and professional degree students are eligible to borrow under the Direct GradPLUS Loan Program up to their cost of attendance minus other aid. Students must have applied for their annual loan maximum eligibility under the Federal Direct Loan Program before applying for a Direct GradPLUS loan. The terms and conditions applicable to Direct PLUS Loans also apply to Direct GradPLUS loans. Loan qualifications are based on the student’s (borrower) acceptable credit history. Applicants for these loans are required to complete the Free Application for Federal Student Aid (FAFSA).

SATISFACTORY ACADEMIC PROGRESS POLICY

Federal regulations require that a student must be making satisfactory academic progress if they are receiving Federal Title IV Financial Aid Funds. This includes Federal Pell Grants, Federal Supplemental Equal Opportunity Grant (FSEOG), Federal Perkins Loans, Federal Direct Loans, Federal Parent PLUS loans, Federal Graduate PLUS loans, and Federal Work Study.

All students enrolled at LeTourneau University who receive financial aid through LETU or the Federal Title IV Assistance Programs must meet the satisfactory academic progress requirements as defined below in order to be eligible for further aid.

Students' satisfactory academic progress will be checked annually after each spring semester.

At the end of the academic year (spring semester) if the student does not meet both the qualitative and quantitative requirements, the student will be placed on **financial aid suspension.**

QUALITATIVE REQUIREMENTS

Students must maintain a minimum cumulative grade point average (GPA) at LeTourneau to remain eligible for federal and state financial aid. See below.

Undergraduate - cumulative GPA of 2.00
Graduate - cumulative GPA of 3.00

Transfer hours do not count towards the GPA requirement.

QUANTITATIVE REQUIREMENTS

Students must successfully earn at least 66.67% of their attempted coursework during the evaluation period, normally the academic year. Grades of incomplete or withdrawn courses will not be counted as earned hours, but will be counted as attempted hours. Repeated courses will be counted as attempted hours. Remedial coursework will not be included in quantitative calculations.

The student (both undergraduate and graduate) must also complete their program measured in credit hours in a maximum timeframe no longer than 150% of the minimum published length of the program. Transfer hours applied toward your degree will count as attempted and completed hours for the maximum timeframe.

A student pursuing a second degree will have a new maximum time frame.

APPEAL PROCESS

If a student is placed on financial aid suspension, the student may write a letter of appeal to the Director of Financial Aid and email it to FinAid@letu.edu. To remain in any coursework registered for during the current semester, the student must submit the appeal within 5 working days of the suspension date. The appeal must address why the student has failed to make satisfactory academic progress, if there were any mitigating circumstances that prevented

academic success, and what has changed in the student's situation to enable the student to demonstrate satisfactory progress at the next evaluation point.

Some examples of mitigating circumstances may include:

1. Death in the family.
2. Serious injury or illness of the student or a family member.
3. Certain temporary work situations, which have caused excessive work hours.

If a student placed on financial aid suspension does not submit an appeal within 5 working days of the suspension date or make other payment arrangements with the Student Accounts Office, they will be administratively withdrawn from all courses registered for that semester and their financial aid will be cancelled for that semester and subsequent semesters during the next academic year. If they missed the initial appeal deadline and had their financial aid suspended for that semester, they may submit an appeal for consideration for enrollment in later modules, but must submit it no later than 2 weeks prior to the start of the module.

Each appeal will be reviewed within one week by the School of Graduate and Professional Studies Financial Aid Appeals Committee and a final decision made. Due to the extremely short time between semesters, students may remain in their courses while the Appeals Committee makes their decision. Students will be notified in writing regarding the outcome of their appeal.

If the appeal is approved and the student is able to meet SAP within one semester, the student's status will be changed to financial aid probation. Students on financial aid probation should work with their academic advisor carefully to ensure that they have the greatest chance of academic success. If a student is not able to meet SAP within one semester, the student will be placed on an academic plan. An academic plan will be developed by the School of Graduate and Professional Studies Academic Services which will enable the student to meet the financial aid satisfactory academic progress requirements within a specific point in time, normally from 2-3 semesters. The plan will be reviewed at the end of each payment period (semester) through the end of the plan.

At the end of the financial aid probation period or the academic plan period, if a student has met the financial aid academic requirements, the student will be placed in a good status. If the student does not meet the required standards, the student will again be placed on financial aid suspension from LETU. A second appeal is permitted.

If an appeal is not approved and the student is still academically eligible, then the student on financial aid suspension will be allowed to continue courses at their own expense until the financial aid satisfactory academic progress requirements are met. If the appeal is not approved and the student wishes to withdraw from a class that they are currently enrolled for when they receive the appeal decision, the student has three business days to request that they be administratively withdrawn from their courses, which will result in a full refund of their tuition charges for that course.

When a student on financial aid suspension continues to enroll in coursework by paying cash, which results in their meeting of the Satisfactory Academic Progress requirements (both Qualitative and Quantitative), they should contact the Director of GAPS Financial Aid in writing to request a review of their status and eligibility for financial aid by sending an email to FinAid@letu.edu.

Definitions:
Appeal. Appeal means a process by which a student who is not meeting the institution's satisfactory academic progress standards petitions the institution for reconsideration of the student's eligibility for federal title IV, state or institutional financial aid assistance.

Financial aid probation. Financial aid probation means a status assigned by an institution to a student who fails to make satisfactory academic progress and who has appealed and has had eligibility for aid reinstated.

Financial aid suspension. Financial aid suspension means a status assigned by an institution to a student who fails to make satisfactory academic progress. This student is no longer eligible for federal title IV, state, or institutional financial aid assistance. A student may appeal this suspension.

VETERAN'S BENEFITS

For information on veteran's benefits for the program, contact the Registrar's Office of the university. The Registrar's Office certifies East Texas student enrollment with the Veteran's Administration. Certification for students outside the East Texas area is processed by the Certification Officer located at the Houston Educational Center. The University does not determine eligibility for payment nor the amount of veteran's benefits. Eligibility and amount of benefits are determined by the Veteran's Administration.

It is the responsibility of the student receiving the vocational rehabilitation benefits through the Veteran's Administration to notify the Registrar's Office or Certification Officer located at the Houston Educational Center within 24 hours when absent from any classes. It is the responsibility of the student to notify the University of any enrollment status or class status change.

GENERAL STUDENT INFORMATION

CAMPUS SAFETY AND EMERGENCY PROCEDURES

Students should adhere to the policies and procedures of their Educational Center or Site. In the case of an emergency, students on the Longview campus should follow the Emergency Procedures located by the exit doors of each building.

CRIME PREVENTION AND SUSPECT IDENTIFICATION
Report suspicious persons or activities immediately to appropriate security personnel. Statistics concerning criminal occurrences on each campus are maintained by the LeTourneau University Police and are published on the University web site.

CAMPUS SECURITY INCIDENTS
Security incidents that occur which involve students or university personnel, their cars, or other possessions on university campuses should be reported to the appropriate Director on site.

CHANGES IN STUDENT INFORMATION

It is important to keep contact information updated with the University. Students making an address, telephone, or name change must submit a Change of Student Information Form. This form may be accessed by logging in to the student's account. Once the correct contact information has been submitted, an Academic Systems Team member will enter the information in the official database.

CHAPLAINCY PROGRAM – MASTER'S TOUCH

Master's Touch is a chaplaincy program ministering to adult students attending LeTourneau University. Juggling work, family obligations and school can be stressful. For times when it all seems to be too much or if the student just needs someone to listen, a chaplain is available. Students may contact the Front Porch (http://www.letufrontporch.com) staff to be connected with a chaplain. Each LETU chaplain holds a degree in theology, biblical studies or a closely related field. Most serve as pastors, lay counselors, or hold staff positions at local churches.

CLASSROOM POLICY

Only registered LeTourneau students are permitted in classrooms. Any exceptions must be approved by the appropriate Director on site prior to the beginning of the class.

COMPUTER PIRACY

The owner of a computer program is responsible for the restrictions of the license agreement and should know the details of the agreement for his or her software. Software piracy is theft and will be treated as such.

COUNSELING SERVICES

The professional staff of the university Counseling Office is available for counseling services upon request of the student. When social and career counseling involve testing, a modest testing fee will be assessed. The Counseling Office is located on the LeTourneau University campus in Longview.

DISTRIBUTION OF UNAUTHORIZED MATERIAL

LeTourneau University does not permit the distribution of unsolicited materials to students such as newsletters, surveys, memorandums, or other materials without written permission from the Vice President of the School of Graduate and Professional Studies.

INCLEMENT WEATHER

On rare occasions, class sessions may be canceled due to severe weather or some other emergency. When this occurs, notification will be posted on the GAPS website (www.Adults.Letu.edu) and through the local media. Students who live in areas that prohibit them from getting to class because of inclement weather should contact their instructor as soon as possible.

Normally, the class session that was missed will be made up online through Blackboard and will be coordinated by the instructor.

NON-DISCRIMINATION POLICY

LeTourneau University does not discriminate on the basis of race, color, national origin, sex, handicapping condition, or age in the pursuit of educational goals and objectives.

PLACEMENT SERVICES

The Career Development Office provides information and assistance concerning on-campus interviewing opportunities, job openings, and job search seminars for prospective graduates. The Career Development Office is located on the LeTourneau University campus in Longview.

STUDENT COMPLAINT POLICY

LeTourneau University desires to resolve student concerns and complaints in an expeditious, fair, and amicable manner. These policies apply to both prospective and current students, hereafter referred to generally as students.

INFORMAL COMPLAINT PROCEDURES

It is the wish of the University to provide an education and services of high quality to its students and to provide equity and harmony in the application of university policies and procedures. When a student has a concern, resolution should be sought through informal communication with the appropriate instructor, school dean, staff member, or administrative officer who may be able to help rectify or clarify the situation before a formal written complaint is initiated. Concerns

expressed by students should be addressed by the person receiving the concern, to the best of their ability, assisted by the appropriate office on campus who handles the issue of concern and/or the supervisor of the faculty or staff member hearing the concern. Informal student concerns include items expressed verbally or in an electronic format such as email, texting, etc. If the student's concern is not resolved at the informal level, then the student has the right to submit a formal written complaint by following the procedures outlined below.

FORMAL COMPLAINT PROCEDURES

This Student Complaint Policy does not supersede specific policies involving special cases such as grade appeals, sexual harassment, appeal and due process, etc. The formal written complaint procedures do not apply in those cases, since policies and procedures for those special cases are outlined separately.

1. **Lodging a Formal Student Complaint:** A student who wishes to lodge a formal complaint with the University must complete and submit the Formal Written Student Complaint Form available online at www.letu.edu\complaint, including a narrative description of the complaint, the date(s) which the problem became evident, and a statement of the desired resolution. A link to the form will also be provided on the www.adults.letu.edu site for nontraditional students. Electronic notification of receipt of the Formal Written Student Complaint Form will be sent to the Office of the Provost, which will forward it to the appropriate cabinet level officer for action.

2. **Administrative Complaint Acknowledgment:** The cabinet level officer will send a written acknowledgment to the student within five working days indicating: (1) that the complaint has been received, (2) the nature of the complaint, and (3) that the student will receive a written response after deliberation within approximately ten working days. A copy of the acknowledgment letter will be sent to the Office of the Provost.

3. **Administrative Deliberation and Response:** The cabinet level officer will determine whether to assign the investigation and resolution of the complaint to the administrator overseeing the area of complaint or consider the matter themselves.

   Administrative disposition of the complaint will generally consist of investigation into the source of the complaint, consideration of previous efforts to resolve the issue, and evaluation of any contingencies which will aid in the deliberation and disposition of the problem.

   The responding administrator will send the student a written statement of attempted resolution to the problem within 10 working days after receipt of the complaint. A copy of the deliberation response will be sent to the appropriate cabinet level officer and the Office of the Provost.

4. **Student Appeal Process:** Upon receiving a deliberation response to the written complaint, the student has the right of appeal to successive levels of administrators within the area. In each case, the student will receive an acknowledgment of the complaint within five working days and a deliberation response within ten working days from the date of the acknowledgment letter. The student's appeal to the next level must be received within 10 working days, or the matter will be considered fully resolved.

5. **Administrative Levels for Student Complaints:** For students in nontraditional programs – the normal order of administrative levels designated for student complaints will be as

follows:

- Vice President for the School of Graduate and Professional Studies
- Provost & Executive Vice President

The only appeal beyond the executive cabinet-level officer is to the President of the University. The decision of the President will be final.

STUDENT COMPLAINTS TO EXTERNAL AGENCIES

Students should exhaust the avenues of communicating informal student concerns and Formal Written Student Complaints before filing a complaint with the appropriate regulatory agency, such as accrediting bodies and/or appropriate state government agencies. If a complaint is not satisfactorily resolved internally, the student may then file a complaint with the external agency. Generally, the accrediting bodies and state agencies require that students exhaust internal complaint processes before considering a complaint.

LeTourneau University is accredited by the Commission on Colleges, Southern Association of Colleges and Schools. If a student wishes to file a complaint to this regulatory body, they can find the appropriate formal complaint form and processes on the website: http://sacscoc.org/.

Students who would like to make a complaint to the appropriate agency for the state of Texas should contact the Consumer Protection Division at the Office of the Attorney General of Texas, https://www.oag.state.tx.us/consumer/complain.shtml

Students enrolled in online programs who live outside of Texas should contact the appropriate state agency for handling complaints in the student's state. A listing of states that LeTourneau serves and the corresponding state agency contact information for states outside of Texas can be found at http://www.adults.letu.edu/downloads/State-Agencies.pdf .

Students who think that LeTourneau University is in violation of federal laws concerning discrimination against a person with a disability or a member of a protected class should contact the Department of Education Office for Civil Rights, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-1100 or http://www.ed.gov/ocr.

STUDENTS WITH DISABILITIES

ADMISSION

When seeking admission to LeTourneau University, a student with a disability should be aware of the admissions standards. The standard admissions criteria also apply to students with disabilities who are interested in attending. The admissions application process for students with disabilities is the same as that of other students. It is the student's prerogative to reveal the disability in the application for admissions. If revealed, the disability will not enter into the admissions decision. A student can choose to disclose by filling out the Disability Disclosure form and submitting it as part of their application package.

ACADEMIC PROGRAM

LeTourneau University has no specific programs for students with disabilities. The appropriate academic support, deemed reasonable and necessary by law, will be provided to students with documented disabilities that have been accepted according to the university's admissions

criteria. Students must understand that academic standards at LeTourneau University are rigorous and programs within the School of Graduate and Professional Studies are normally offered in an accelerated format.

A student may be considered unqualified for admission to a program if his/her disability would require individualized supervision or the lowering of program requirements. No modifications will be made and no substitute courses will be accepted if they would fundamentally alter the nature of the educational program. A requirement that is essential to a degree will not be waived.

FINANCIAL AID
All financial aid including federal, state, or private grants; scholarships; and loans will be administered without discrimination to any student, regardless of disability, who is admitted to LeTourneau University. The amount of financial aid may be affected by the reduced course load of any student, including that reduction which disabled students may require.

SELF-IDENTIFICATION
Students enrolled in an institution of higher education are required to self-identify if they would like to request academic support services on the basis of a disability. All new LeTourneau University students are encouraged to contact the Front Porch (http://www.letufrontporch.com) in the early stages of their college enrollment. Pre-registration services include meeting to provide information about eligibility for academic support services and accommodations, and appropriate documentation of disability.

Students should complete the Disability Disclosure form and send documentation of their disability directly to the Front Porch in the School of Graduate and Professional Studies. The Front Porch staff will contact the student to acknowledge receipt of the form and documentation, will determine eligibility for services/accommodations, and will then notify the student of their eligibility status and available accommodations**.**

Since courses in the School of Graduate and Professional Studies are normally taught using an accelerated calendar, the student must provide the documentation to the Front Porch early in the registration process. Students are strongly encouraged to communicate their intended course schedule to the Front Porch at least eight weeks before the upcoming semester begins. Certain resources may not be available to students during their first course of any given semester if this information is not provided in a timely manner.

DOCUMENTATION
Students are required to provide documentation of a disability to the Front Porch prior to the provision of academic support services or facility adjustments. In the case of a medical disability of mobility, sensory, health, or physical limitations, a complete medical report and formal diagnosis from a physician is necessary. The deadline for providing documentation is 60 days prior to the beginning of the initial semester, to allow time to provide adequate coordination of services.

In the case of a learning or psychological disability, acceptable documentation includes a psycho-educational evaluation and formal diagnosis performed by a licensed therapist who specializes in learning disabilities. The evaluation must delineate the nature of the student's learning problem and describe any factors that entitle the student to academic support services. Each evaluation must include an assessment of broad cognitive functioning (e.g. the WAIS-R

test), specific cognitive processing (discussing visual spatial abilities, auditory and visual memory, fine motor ability, executive functions, and selective attention), oral language ability, and achievement levels. All scores must be reported and interpreted.

The physical or psycho-educational evaluations must also explain how the student's ability to perform routine school tasks is affected by the disability and recommend modifications that would be reasonable and necessary at LeTourneau University. Documentation may be no more than three years old.

ACADEMIC SUPPORT

After appropriate documentation has been provided to the Front Porch, accommodation(s) will be determined on an individual basis dependent upon documented need for services and the university's assessment of the individual's need as related to his or her academic program. These services may include liaison with faculty members, promotion of self-advocacy skills, and securing appropriate classroom/learning accommodations. It is expected that students will submit an updated request for accommodation(s) each semester and will communicate their intended course schedule to the Front Porch at least eight weeks before the upcoming semester begins to allow sufficient time to arrange for accommodations.

At the student's request and upon receipt of a signed consent form, the Front Porch will contact the appropriate Assistant Dean within the School of Graduate and Professional Studies who will notify the appropriate instructor of the recommended, specific accommodation(s). The student will then contact the instructor(s) to discuss the accommodation(s).

Reasonable accommodation involves a level of shared responsibility, cooperation, and communication among faculty, staff, and students in order to ensure academic integrity and provide equal educational opportunities for students with disabilities. Ultimately, it is the student's responsibility to tell the Front Porch if adjustments are not working out well.

Students who receive academic auxiliary aids and services from the university, based on the university's assessment of the need related to the academic program, will be required to apply for state and/or federal funds for which they may be eligible and to reimburse the university for expenses incurred. Examples of those sources include but are not limited to the Texas Rehabilitation Commission, the Texas Commission for the Blind, or the Veteran's Administration.

> **Note**: *Despite the university's attempts to address the needs of students with disabilities, a situation or need may develop for which it has no policy. In that case, the university will rely on its Christian educational mission to make fair and reasonable accommodation, within the guidelines of the law, when the need is called to the university's attention.*

TEXTBOOKS AND COURSE MATERIALS

Textbooks and course materials information is available online for all current courses. Students are responsible for accessing this information and purchasing their textbooks in a timely manner. Through the online registration process, students have the option of purchasing their textbooks from the university's preferred vendor, efollett.com. For students with a current FAFSA on file, textbooks may be charged to the students' account if purchased within established windows.

VEHICLE REGULATIONS

Parking is provided for students at each Educational Center and Site, and students should adhere to all appropriate policies and procedures as they relate to each particular Center or Site. All drivers on all LeTourneau University properties must have liability insurance in accordance with Texas State Law and a current, valid license for the type of vehicle they operate.

LONGVIEW CAMPUS ONLY:

- Vehicle registration/zone parking stickers are required for all motor vehicles, motorcycles and bicycles operated or parked on university property. Registration information is required to be current and accurate. Registration stickers are NOT TRANSFERRABLE from one vehicle to another and must be properly displayed.
- Parking stickers may be obtained from an Academic Advisor in Longview Hall (Monday – Friday); via the Forms & Publications section of the LETU Start Page (www.letu.edu/start); or from Campus Security, 24 hours a day, seven days a week.
- Parking stickers are to be affixed on the upper-center area of the front windshield adjacent to the rear-view mirror mounting bracket.
- Park in designated areas only. The library parking lot is the closest available parking for adult students. Parking on grass is not allowed.
- Parking zone restrictions are in effect Monday through Friday from 7:00 a.m. to 5:00 p.m., except for Tyler East, Trinity, and the Quads where parking lots are zoned 24 hours a day, seven days a week. Zone parking is not in effect on designated holidays. The Longview Hall parking lot is for University guests and handicapped persons ONLY. This lot is not to be used by students at any time.
- LeTourneau University's policy requires both operator and passenger to wear a helmet when operating or riding a motorcycle on university property.
- Drivers who have questions or problems related to these regulations should contact the Director of Security at 903-233-4441.

ENFORCEMENT AND FINES (Longview Campus Only):

All personnel in the Department of Campus Security, whether on-duty or off-duty, in plain clothing or in uniform, are empowered to enforce the regulations of the University by issuing citations to violators.

Citations may be appealed in writing to the Director of Campus Security within ten days of the date of the citation. If, in the opinion of the Director, there is not an obvious reason to dismiss the citation, the charge will be upheld. If the student wishes to appeal the Director's determination, he/she may make that appeal in writing to the Associate Dean for Student Life. The Associate Dean for Student Life will notify Campus Security and the student of the outcome within a reasonable period of time. This decision is final.

LIBRARY AND LEARNING RESOURCES

The Margaret Estes Library of LeTourneau University, Longview, serves as the center for library services to all faculty and students currently enrolled in both undergraduate and graduate programs. The Library contributes to the educational process by providing access to information resources that support the research demands of the curriculum. Support is also available at each center through the Learning Environment Coordinator or designated Student Affairs person.

The Library's Web site at www.letu.edu/library provides links to all the information available through the Library including the online catalog, electronic books, journal articles and newspapers. The site additionally includes information about the Library's hours, personnel and policies.

By phone, email or in person, librarians provide the following personalized services:

- **Bibliographic Instruction and Reference Services:** available for prescheduled introductory classes and by phone or email as needed for specific questions. Assistance in identifying and locating relevant materials is provided by contacting LindaHaynie@letu.edu.

- **Document Delivery Services:** full text documents from resources owned by the Library can be delivered through email scanned documents, postal service, or fax.

- **InterLibrary Loan Services:** for materials not available locally, submit online requests through the Library website/Research Databases/FirstSearch. Articles can be emailed directly to the student. *Allow two weeks for requests to be filled.*

- **Online Database Services:** access to training, tutorials, and databases for free and fee-based citation, abstract, and full-text articles, books and information online is available through the website. For assistance contact the reference librarian, LindaHaynie@letu.edu.

- **TexShare Card:** provides access to public and college collections in member Texas libraries located throughout the state. Local library use policies can be found at www.texshare.edu/generalinfo/about/programs.html. TexShare Cards issued through LeTourneau University are valid while enrolled in LeTourneau courses.

The Library supports the research needs of the LeTourneau University community. For questions regarding the Library's services or resources call 903-233-3260.

COURSE DESCRIPTIONS

UNDERGRADUATE COURSE DESCRIPTIONS

All courses described in this section are listed alphabetically by course prefix and are coded to guide students in course selections. Prefix letters designate the department responsible for teaching the course. The first digit of the number identifies the academic level of the course, the next two digits identify the specific course within the department, and the last digit indicates the credit hour value of the course. Some courses have specific prerequisites listed in the course description. Prerequisites must be taken before the student can enroll in the specified course. As courses may be available in multiple lengths and delivery formats, students should check schedules carefully to ensure correct course registration.

ACCT 1173 FUNDAMENTALS OF ACCOUNTING
A study of the accounting process, with emphasis on identifying, recording, classifying, and interpreting transactions and other events relating to proprietorships, partnerships, and corporations. (3 credits)

ACCT 2103 PRINCIPLES OF FINANCIAL ACCOUNTING
An introduction to the accounting process, with emphasis on identifying, recording, classifying, and interpreting transactions and other events relating to proprietorships and partnerships. (3 credits)

ACCT 2113 PRINCIPLES OF MANAGERIAL ACCOUNTING
A continuation of BACT 2103, examining accounting procedures for corporations, financial statement analysis, and managerial uses of accounting data. (3 credits) *Prerequisite: ACCT 2103.*

ACCT 3103 INTERMEDIATE ACCOUNTING I
A comprehensive study of the concepts, principles, and practices of modern financial accounting, with emphasis on the recognition and measurement of assets and liabilities. (3 credits) *Prerequisite: ACCT 2103.*

ACCT 3113 INTERMEDIATE ACCOUNTING II
A continuation of ACCT 3103 with emphasis on issues relating to stockholders' equity, dilutive securities, investments, and the measurement of income. (3 credits) *Prerequisite: ACCT 2103.*

ACCT 3303 COST ACCOUNTING
The concepts and purposes underlying the developing and reporting of cost accounting information are studied. Topics include job order costing, process costing, standard cost systems, and variance analysis. (3 credits) *Prerequisite: ACCT2113.*

ACCT 3403 FEDERAL INCOME TAX
An introduction to federal income tax laws and regulations, the determination of income tax liabilities, and the preparation of tax returns for individuals. (3 credits)

ACCT 4203 ADVANCED ACCOUNTING
A study of accounting theory as applied to external reporting, business combinations and consolidations, partnerships, government and nonprofit entities, and fiduciaries. (3 credits) *Prerequisite: ACCT 3103.*

ACCT 4233 FRAUD EXAMINATION
This course will provide an overview of occupational fraud and the basic concepts of forensic accounting and fraud examination. The course will focus on detecting the most common types of occupational fraud, how each type of fraud is committed, and developing and implementing prevention strategies. (3 credits)

ACCT 4403 AUDITING
A study of the theory of auditing, covering audit procedures, professional ethics, auditor's legal liability, evidence gathering, internal control, and audit reports. (3 credits) *Prerequisites: ACCT 3103.*

ACCT 4413 CORPORATE TAX ACCOUNTING
Particular attention is given to income tax accounting regulations applicable to partnerships, corporations, estates, and trusts. (3 credits)

ACCT 4423 ACCOUNTING ETHICS
A study of ethical reasoning and professional responsibility in the accounting profession. Students will study the meaning of integrity, objectivity and independence as defined by the American Institute of CPAs. (3 credits) *Prerequisite: ACCT 3103.*

ACCT 4503 ACCOUNTING SYSTEMS
A study of the principles and procedures of accounting systems design and installation, with emphasis on audit technique and audit trail considerations in both manual and computer based systems. (3 credits) *Prerequisite: ACCT 2103.*

AERO 2423 AVIATION HUMAN FACTORS
An introduction to the relationship between person and machine. Develops an understanding of the need to optimize design to allow for better person-machine interaction in aviation. Introduces the student to the psychological and physiological limitations of humans in complex operating environments. (3 credits)

AERO 3823 AVIATION MANAGEMENT
An introduction to the principles of aviation management. Topics include management functions, organizations, flight and maintenance operations, and safety and liability. (3 credits)

AERO 4153 AVIATION SAFETY FACTORS
A comprehensive view of safety programs in aviation business. Study includes safety program organizations, accident investigation, accident and incident reporting, and modifying organizational behavior toward the goal of embracing a culture of safety. (3 credits)

AERO 4163 AVIATION LAW
Designed to cover the scope of all regulations concerning domestic and international aviation (traffic rules, agencies, operation, aircraft, and people) in accordance with international, federal, state, and local agencies. Includes case histories, liens, security interest in aircraft, international conferences, bilateral and multilateral agreements, and criminal statutes. Case studies and assignments will include domestic and international scenarios. (3 credits)

AERO 4823 AVIATION MANAGEMENT CAPSTONE
This course serves as the capstone experience for aviation management and aviation studies students. Students will draw on skills learned in their major courses to demonstrate their ability to evaluate aviation management scenarios using case studies. The class will also discuss strategies regarding the integration of faith in their work in the field of aviation. (3 credits) *Prerequisites: AERO 2423, AERO 3823, AERO 4153, AERO 4163, BUSI 3723, & BUSI 3783.*

BIBL 1033 BIBLICAL LITERATURE
This survey provides an overall perspective for understanding the Bible within its historical and cultural setting. The course will focus on the reading of significant portions of the Bible so that students may grasp the framework and themes of the Old and New Testaments as well as the relationship between the Testaments. Throughout the course students will also develop skills in interpreting and applying the Bible to contemporary situations. (3 credits) *Duplicates BIBL 1073 and BIBL 2073 combined.*

BIBL 1043 BIBLICAL FOUNDATIONS FOR LIVING
An introductory course highlighting the relationship between Biblical teaching and contemporary Christian living. This initial experience in the integration of faith and learning focuses on principles of Biblical interpretation and application. Students learn how to interpret core Biblical passages so as to give guidance for some of the tough issues Christians face today. (3 credits)

BIBL 1073 NEW TESTAMENT PRINCIPLES
This course is a study of New Testament principles drawn from the Gospels, Acts, the New Testament letters, and Revelation, and the practical application of New Testament principles to personal and professional living. (3 credits) *Duplicates BIBL 1033.*

BIBL 2073 OLD TESTAMENT PRINCIPLES
This course is a study of the Old Testament with biblical principles and theology drawn from the books of the Law, History, Poetry, Major Prophets, and Minor Prophets and with practical application to personal and professional living. (3 credits) *Duplicates BIBL 1033.*

BIBL 3103 PENTATEUCH
A Study of the books of Genesis, Exodus, Leviticus, Numbers, and Deuteronomy. These books are treated as a foundation for the total Biblical revelation. The content of each book is studied with emphasis on the covenants, the historical background and cultural setting, and the practical applications of the Scriptural message to modern times. (3 credits) *Prerequisites: BIBL1033 and BIBL 1043.*

BIBL 3303 POETICAL BOOKS
A detailed study of the books of Job, Psalms, Proverbs, Ecclesiastes, Lamentations and Song of Solomon. Included is a study of Hebrew poetical forms with special attention given to the wisdom, devotional, and Messianic elements of the Poetical Books. (3 credits) *Prerequisites: BIBL1033 and BIBL 1043.*

BIBL 3503 THE LIFE AND TEACHINGS OF CHRIST
An exegetical and topical study of the life and teachings of Jesus Christ as presented in the gospels of the New Testament. Consideration is given to the message of each gospel within its socio-historical setting. Literary structure, hermeneutical considerations, and personal applications are included. (3 credits) *Prerequisite: BIBL1043 recommended.*

BIBL 3613 PAUL'S PRISON LETTERS
An exegetical study of Paul's prison letters (Ephesians, Philippians, Colossians, Philemon, I & II Timothy, and Titus) in their socio-historical setting. Literacy structure, hermeneutical considerations, theological argumentation, and personal applications are included.
(3 credits)

BIBL 3643 SPIRITUAL FORMATION
This course is focused on the Spiritual Formation of students. It is designed to guide students through a process of Scriptural Examination, Personal Reflection, and the use of a Spiritual Growth Assessment Instrument to measure both individual and corporate Spiritual Formation status. The outcomes of this course will guide students to describe their Spiritual Formation status, identify spiritual strengths and weaknesses, and discover ways to utilize those strengths for kingdom purposes while identifying weaknesses for improvement. The overarching goal of this course will be to guide students toward a lifetime of Spiritual Formation both individually and corporately through the many facets of spiritual development contained in this course. (3 credits)

BIBL 4413 PHYSICAL SETTINGS OF THE BIBLE
A travel-abroad study tour to a country relevant for biblical study. Sites relevant to biblical events, biblical backgrounds, and early church history will be explored. Archaeological, historical, literary, and biblical materials are correlated with sites and features in each country and region visited. (3 credits)

BIBL 4971-4973 SPECIAL TOPICS
Courses to be utilized for seminars and special lectures in topics which are not offered on a regular basis. This course may be taken more than one time when the topics are different.
(1-3 Credits)

BIOL 1014 LIFE SCIENCE
A study of the major areas of biology including cell biology, energetic, genetics, natural selection, diversity, plant and animal systems, and ecology. This course will meet the School of Graduate and Professional Studies requirement for a lab science. (4 credits)

BIOL 1073 PRINCIPLES OF LIFE SCIENCE
This course is designed for the college student who is a novice in science. It provides the basic knowledge to enable the student to make informed life choices and to pick up a heightened appreciation for the natural world. This course also encourages critical thinking that emphasizes problem solving with scientific data. (3 credits)

BUSI 1073 INTRODUCTION TO PERSONAL FINANCE
This course focuses on the key concepts, tools, techniques, and processes of financial planning. Topics include the establishment of financial goals within a framework of effective stewardship, ways to build wealth, effective investment strategies, proper use of credit, effective budgeting techniques, expense control strategies, and lease/purchase analysis. Sources of investment information, security valuation, and investment planning are introduced. As part of the course requirements, students will develop a financial plan. (3 credits)

BUSI 1173 INTRODUCTION TO BUSINESS
This course is an introduction to business principles and practices. Topics include forms of business ownership, ethics and social responsibility, the business environment, and an introduction to the functional areas of business. (3 credits)

BUSI 3343 EMPLOYMENT LAW
This course is an introductory survey of the evolving law of the workplace. Topics covered include collective bargaining, constitutional protection, discrimination laws, health insurance and compensation, vesting, the Employee Retirement Income Security Act of 1974 (ERISA), the Americans with Disabilities Act (ADA), Family and Medical Leave Act, labor law, Occupational Safety and Health Act (OSHA) and other laws of the workplace. (3 credits)

BUSI 3753 BUSINESS LAW
A study of the historical background and role of law in business and society; general principles of the law of contracts, personal property, secured transactions, sales and commercial paper, the Uniform Commercial Code as adopted in Texas plus other applicable Texas statutes. (3 credits)

BUSI 3783 BUSINESS ETHICS
This course provides a Biblical framework for business ethics with applications to contemporary issues in business and management. It provides a learning environment wherein each student may review his or her personal values and strengthen decision skills needed in resolving ethical dilemmas. (3 credits)

BUSI 3793 NEGOTIATION STRATEGY
This course is designed to strengthen the student's skills in multiple types of negotiation situations. Students learn the dynamics of a negotiation, how to plan strategy, conduct initial research, modify his/her negotiation behavior, and leverage unbalanced power situations. (3 credits)

BUSI 3813 PHILANTHROPY
This course helps students develop the knowledge, skills, tools, and values of twenty-first century philanthropists. Students will explore the role of philanthropy in American society and the complex relationships between foundations, donors, grantees and social change. (3 credits)

BUSI 3823 MANAGEMENT OF VOLUNTEERS
This course will emphasize strategic volunteer engagement featuring resources and tools for maximizing a volunteer program's impact. This course will reveal how organizations facing a difficult economic climate can still meet their missions through effectively utilizing their most important resources-volunteers. (3 credits)

BUSI 3833 NONPROFIT LAW
This course is a study of current ideas and approaches related to nonprofit law, governance, and mission. Discussion covers distinctions between nonprofit, educational, charitable, social action, membership, cultural, scientific, environmental, and trade associations as they relate to incorporation, legal standing, tax-exempt status, and governance. Topics include nonprofit governance and trustee issues, as well as lobbying and advocacy, nonprofit liability, personnel and unrelated business income tax. (3 credits)

BUSI 3853 DESIGNING, DELIVERING AND COACHING LEARNING AND TRAINING
This course will provide a basic foundation for designing and delivering coaching training. Topics will include core coaching skills, coaching models, the Biblical basis for coaching, coaching in change management, coaching for positive change, learning styles, cognitive preferences, and using coaching in the training environment. (3 credits)

BUSI 4283 NONPROFIT LEADERSHIP AND MANAGEMENT
In this course, students are exposed to foundational concepts of nonprofit leadership and management. Topics include: strategic management of nonprofit organizations, challenges of leading nonprofit organizations, nonprofit governance, advancement, and current trends in nonprofit management. (3 credits)

BUSI 4333 GRANT WRITING
This course teaches students how to identify sources of funding and write grants for non-profit organizations. (3 credits) *Prerequisite: ENGL 1873 and ENGL 2173 or equivalents.*

BUSI 4343 FUNDRAISING
This course examines the critical role of fundraising and development in successful nonprofit organizations. Students will learn to analyze, plan, and evaluate a comprehensive fundraising program and to create elements of a professional fundraising portfolio. The course will also explore management and leadership issues associated with the rapidly changing field of development and philanthropy. (3 credits)

BUSI 4363 PROJECT MANAGEMENT
This course presents principles and methods of project management and explains how project management relates to organizational strategy and how it intersects with organizational dynamics. Students will learn the critical elements of project management and utilize project management software. (3 credits)

BUSI 4403 PROJECT DEFINITION AND PLANNING
This course focuses on the design, planning and scheduling elements of the project management process. Other elements include project team development, resource planning, risk assessment, and budgeting. (3 credits) *Prerequisite: MGMT 4363 or ENGR 3022 and ENGR 4813, or COSC 3403 and COSC 4303.*

BUSI 4413 PROJECT IMPLEMENTATION AND EVALUATION
This course focuses on the implementation and closeout phases of a project. Students will work with a team to execute a project plan, evaluate and manage common barriers, integrate ethics and integrity into the project process, and apply methods of evaluation. (3 credits) *Prerequisite: BUSI 4403.*

BUSI 4433 PROJECT MANAGEMENT APPLICATION
Students will demonstrate a mastery of project management skills, using simulation tools. The processes, tools, and techniques of project management will be applied to a team project. (3 credits) *Prerequisite: BUSI 4413.*

BUSI 4623 INTERNATIONAL TRAVEL EXPERIENCE
Students have the opportunity to experience the dynamics of doing business globally while understanding the impact of differing cultures. The trip will allow students to engage with business leaders, experience cultural events, and visit international companies. Students who are unable to participate in this experience will take BUSI4703 International Issues in Business in its place. (3 credits) *Course may be taken 3 times for credit, with different destinations*.

BUSI 4643 BUSINESS RESEARCH METHODS
Students will learn common processes and methods of business research, including the process of clarifying the research question, developing a research proposal, designing a research strategy, data collection, analysis, and interpretation, and research reporting. (3 credits) *Prerequisite: MATH 1423 Elementary Statistics.*

BUSI 4703 INTERNATIONAL ISSUES IN BUSINESS
A study of the issues involved by the internationalization of markets and competition for both small proprietorships and large corporations. (3 credits)

BUSI 4763 GLOBAL MANAGEMENT STRATEGY
This course serves as the capstone experience for Bachelor of Business Management students. Students will use the knowledge and skills learned in their major courses to demonstrate their ability to effectively evaluate business management principles using case studies, internal diagnostic techniques and external environmental analysis. (3 Credits) *Prerequisite: All other major courses must be satisfactorily completed prior to enrollment.*

BUSI 4793 NONPROFIT MANAGEMENT CAPSTONE
This course is the capstone experience for nonprofit management majors. Students will draw on skills learned in their major courses to demonstrate their ability to evaluate nonprofit management scenarios using case studies. The class will also discuss strategies regarding the integration of faith in the area of nonprofit management. (3 credits) *Prerequisite: All other major courses must be satisfactorily completed prior to enrollment.*

BUSI 4813 STRATEGIC MANAGEMENT
This course serves as the capstone experience for Bachelor of Business Administration students. Drawing on skills learned in the core curriculum and utilizing the case study method of instruction, students learn to analyze industries and companies, formulate strategic vision and strategic plans, and implement corporate-level, business-level, and functional-level plans. (3 credits) *Prerequisite: All other major courses must be satisfactorily completed prior to enrollment.*

BUSI 4823 MISSION, VALUES AND CULTURE IN LEADERSHIP
Students will learn the importance of mission, values, culture, and ethics in developing foundational characteristics of organizations. Students will learn how to effect organizational change through assessment and modification of the mission, values, and culture of the organization, (3 credits) *Prerequisite: MGMT 3713.*

BUSI 4843 SERVANT LEADERSHIP
Students examine foundational concepts of servant leadership within a historical concept, beginning with the study of Jesus Christ as the foundation of servant leadership, and continuing on to modern perspectives of servant leadership. Students will develop leadership competencies consistent with a Biblical framework for servant leadership. (3 credits) *Prerequisite: MGMT 3713.*

BUSI 4853 DESIGNING AND LEADING EFFECTIVE ORGANIZATIONS
Students examine how to design and lead effective organizations, including understanding the systems and structures of the organization, and the design of appropriate structures, communication systems, and reward systems. In this course, students undertake the analysis and modification of an actual organization, applying their management and leadership skills to effect organizational change. (3 credits) *Prerequisite: MGMT 3713*

BUSI 4863 TRANSFORMATIONAL LEADERSHIP
In this course, students learn concepts and skills of transformational leadership through the examination and application of leadership theories and contemporary leadership examples. The case method is sued to provide opportunities for critical thinking and analysis of organizations, and to give students opportunities to practice transformational approaches to organizational leadership. (3 credits) *Prerequisite: MGMT 3713.*

BUSI 4873 DYNAMICS OF LEADERSHIP
This is an introductory survey course in organizational leadership. Areas of discussion and emphasis include the differences between leadership and management, visionary leadership, problem solving, team building, communication and communicating across boundaries, power distribution and delegation, liaison skills, and effective planning. A wide variety of teaching methods will be employed to illustrate these topics, including case studies, role plays, research, and hands-on exercises. (3 credits)

BUSI 4923 BUSINESS INTERNSHIP
Invited student will receive supervised experience in performing duties in an actual business environment with emphasis on observing the decision making process and achieving desired results. (3 credits) *Prerequisite: Consent of the Dean or Assistant Dean.*

BUSI 4983 NONPROFIT INTERNSHIP
The student receives career preparation in the nonprofit management area by observing, planning, directing, and evaluating applied management through a supervised work experience in a nonprofit organization. Experiences and observations of the work processes are discussed and applied. (3 credits) *Prerequisite: Completion of 18 hours of nonprofit management coursework.*

CCLT 1013 CONTEMPORARY WORLD MISSIONS
A survey of missionary endeavor in the contemporary world, the principles of missions, and the Biblical basis for missions. Included also are the relationships between the western missionary and non-missionary personnel and the national church. (3 credits)

CCLT 2103 CROSS-CULTURAL COMMUNICATION
A study of human communication across cultures. The role of economic, political, technological, social, and religious values in the communication process will be studied. Principles of verbal and non-verbal intercultural communication will be discussed. (3 credits)

CCLT 3203 RELIGIONS OF THE WORLD
A study of the doctrines and present practices of the major world religions, such as Islam, Hinduism, Buddhism, Shinto, and Judaism. Religious beliefs and practices of animism and tribal religions are also included. (3 credits)

CHIN 2003 ELEMENTARY CHINESE I
This course will enable students to develop ACTEL's novice-high level proficiency in Chinese. It will include elementary levels of listening, speaking, reading and writing skills as well as exposure to common elements of Chinese culture, geography, history, philosophy, customs, festivals and traditions. (3 credits)

CHIN 2103 ELEMENTARY CHINESE II
This course will enable students to develop ACTEL's intermediate-low level proficiency in Chinese. It will include advanced levels of listening, speaking, reading and writing skills as well as understanding of Chinese culture, geography, history, philosophy, customs, festivals and traditions. (3 credits) *Prerequisite: CHIN 2003.*

CMIN 2103 FOUNDATIONS FOR CHRISTIAN MINISTRY
An exploration of the Biblical, theological, historical, contextual, and experiential foundations for ministry in the world today. Consideration is given to various opportunities for ministry, as students work towards a personal philosophy of ministry. (3 credits)

CMIN 3303 EVANGELISM AND DISCIPLESHIP
The first half of the course addresses the development and principles of personal evangelism and the second half addresses the principles and methods of personal discipleship. Special attention is given to the student's own spiritual growth and role as a spiritual leader. The course analyzes spiritual decision-making processes, the art of persuasive communication, and spiritual formation. Incorporates individual experiences in personal evangelism and small group discipleship. Attention is given to the call, spiritual disciplines, ministerial ethics, and the Christian lifestyle. (3 credits) *Prerequisite: BIBL 1033.*

CMIN 3403 MINISTRY OF TEACHING
A course that explores teaching and learning theories specifically for those working in Christian ministry. A Biblical philosophy of Christian education will be explored, choosing and critiquing Christian education curriculum will be discussed, and an understanding of teaching methods and learning styles will be utilized in observation and practice of teaching in ministry settings. (3 credits) *Prerequisite: BIBL 1033.*

CMWA 2103 WORSHIP LEADERSHIP
A study of common worship service components and their delivery, including the meaning and practice of a variety of Church rituals such as preaching, communion, baptism, parent/child dedications, funerals, weddings, and seasonal days. Consideration is given to broadening and deepening students' understanding of the relationship between overall worship service design and individual worship elements, providing a general view of the purpose of worship and the role of the worship leader. (3 credits) *Prerequisite: COMM 1873 or equivalent.*

COMM 1873 SPEECH COMMUNICATIONS
This course is an introduction to theories and methods of public speaking and group communication. The student will be exposed to the effective use of visuals in presentations. (3 credits)

COMM 2573 INTERPERSONAL COMMUNICATIONS
A course designed to develop and improve one-on-one communication skills. Emphasis is on communication theory and on the processes that foster good interpersonal relationships**.** (3 credits)

COMM 3013 MASS COMMUNICATION CONCEPTS
This study explores the development, application, and interactions of mass media (print, visual, and electronic) and their influences on society. Emphasis is given to recognizing the cultural formation aspects of mass media and to becoming ethical producers and critical consumers of media by evaluating messages in the light of Biblical instruction. (3 credits)

COMM 3703 BUSINESS COMMUNICATIONS FOR MANAGERS
The importance of professionalism in all types of communication will be stressed. In addition to speaking and writing skills, special emphasis will be placed on listening skills, interpersonal communication, and presentation skills. (3 credits)

COMM 4303 NONVERBAL COMMUNICATION
A study of the non-verbal dimensions of interpersonal communication to enhance understanding and judgment abilities. Includes consideration of physical behavior, facial expression, eye behavior, personal appearance, personal space, voice, touch and use of objects. (3 credits)

COSC 1303 COMPUTER SCIENCE
An introduction to the field of computer science. Problem solving strategies, basic data structures, and an introduction to algorithms in the context of a modern programming language. A first course in programming with an emphasis on scientific and engineering applications. (3 credits)

COSC 2033 PROGRAMMING FOR INFORMATION SYSTEMS
A second semester study of computing principles. Abstract data types, object-oriented programming concepts, and introductory topics of graphical-user interfaces, unit testing, and file structures. Students hone their problem solving skills through a variety of programming assignments. (3 credits) *Prerequisite: COSC 1303 or consent of instructor.*

COSC 3023 INFORMATION SYSTEMS
An overview of the five components of modern computerized information systems: hardware, software, procedures, people, and data. A study of existing systems and the strategic roles they play in business. An introduction to business data processing using modern applications and programming languages. (3 credits) *Prerequisite: COSC 2033.*

COSC 3403 SOFTWARE ENGINEERING I
The application of object-oriented analysis and design methods to develop commercial software. Emphasis is placed on software process maturity, software development life cycles, software documentation, and team projects. (3 credits) *Prerequisite: COSC 2033.*

COSC 3453 WEB DEVELOPMENT
An introduction to programming Internet applications. This course is a study of contemporary web-based technologies and development techniques, including scripting languages and server-side databases as well as development support systems. (3 credits) *Prerequisite: Prerequisite: COSC 2033.*

COSC 3503 OPERATING SYSTEMS
An introduction to the principles and concepts of operating systems to include process management, memory management, and storage management. Emphasis is placed on learning the principles and then applying them in various systems programming exercises. (3 credits) *Prerequisite: COSC 2033.*

COSC 3603 NETWORKS AND DATA COMMUNICATION
An introduction to the principles and concepts of network-based communication between software processes. This includes the organization of WANs and LANs, the function of gateways and routers, and the use of protocols at the application, transport and network layers. Emphasis placed on the TCP/IP protocol suite. Exercises focus on studying network traffic and developing TCP- and UDP-based client/server programs.(3 credits) *Prerequisite: COSC 2033.*

COSC 4203 DATABASE MANAGEMENT
A study of data modeling, relational databases, normalizing techniques, query languages, managerial aspects of database administration, and trends in database administration. Programming is done in a 4GL language. (3 credits) *Prerequisite: COSC 2033.*

COSC 4303 SOFTWARE ENGINEERING II
Application of software project management, requirements analysis, design, implementation, and testing to the development of large software systems. Emphasis is on software process improvement, requirements management, software testing techniques, quality assurance, configuration management, risk management and group projects. (3 credits) *Prerequisite: COSC 3403.*

COSC 4553 INFORMATION SECURITY
Principles and concepts of information security to include cryptography, access control, protocols, secure software, and forensics. Emphasis is on learning the principles and then applying them in various programming or hands-on scenarios. (3 credits) *Prerequisite: Prerequisite: COSC 2033.*

CRIJ 1303 INTRODUCTION TO CRIMINAL JUSTICE
This course is a study of the history and philosophy of criminal justice. This course includes the law; law enforcement functions; corrections; and the court system. (3 credits)

CRIJ 1313 CRIMINAL LAW
This course is a study of criminal law. This course focuses on the differences between civil and criminal law; defining crime; defenses; and constitutional law pertaining to criminal justice. In addition, this section addresses the fundamentals of sociology and philosophy of the law and criminal liability. (3 credits)

CRIJ 2303 CRIMINOLOGY
This course is the study of the nature, causes, and control of criminal behavior in criminal justice. The theories of criminology that will be discussed for this section are classical theories; positivist theories; conflict theories; and integrated theories. (3 credits)

CRIJ 3213 JUSTICE AND HUMAN RIGHTS
The course examines various approached for the foundation of human rights and explores justice from a Biblical perspective. It examines the development of the Western legal tradition as the foundation for modern justice and human rights concepts. (3 credits)

CRIJ 3263 CONSTITUTIONAL CRIMINAL PROCEDURE
This course provides an analysis of U.S. Constitutional Law, emphasizing landmark Supreme Court decisions that impact criminal justice practice. It will focus on the sources of power and restraint for each branch of government and how those powers and limitations affect the field of criminal justice. (3 credits)

CRIJ 3433 DOMESTIC HUMAN TRAFFICKING
This course will provide a broad perspective on the incidence, prevalence, and pervasiveness of slavery in the United States in its myriad of forms. It takes a Biblical perspective in its human rights approach to the issue and seeks a multi-disciplinary solution in discussing methods to combat modern-day slavery and human trafficking. It will examine both Federal and State laws, police responses, and advocacy within civil society. (3 credits)

CRIJ 4103 ADMINISTRATION OF CRIMINAL JUSTICE
This course will introduce the student to the dynamics and functions of the administration and supervisory roles in policing and in the criminal justice field. Topics for this course will include police organizations and management; critical issues such as corruption; the police subculture; and the criminal liability attached to administrative roles in criminal justice. (3 credits) *Prerequisite: CRIJ 1303, CRIJ 1313.*

CRIJ 4233 INTERNATIONAL HUMAN TRAFFICKING
This course focuses on the Trafficking Victim's Protection Act's ranking of nations of the world with regard to their responses to the issue of human trafficking in their own countries. It will examine specific regional issues of modern slavery and trafficking to include brick-making in India, chocolate farming in the Ivory Coast, the fishing industry in Ghana, prison labor in China, and sexual trafficking in the post-Soviet and former Eastern Bloc countries. The effects of capitalism and globalization will be investigated from a Biblical worldview and applied as potential solutions to the aforementioned situations. (3 credits)

CRIJ 4263 INTERNATIONAL CRIMINAL LAW
This course looks at international law as it applies to the human tragedies of genocide, child soldiers, gendered violence, religious violence, torture, and the response of the international community at governmental and non-governmental levels to include peacekeeping and refugee issues. The approaches these to these topics are from a human dignity perspective since all people are created in the image of God. (3 credits)

CRIJ 4403 RESTORATIVE JUSTICE
This course will introduce the student to the criminal justice system as it pertains to the court systems and corrections components in law enforcement. (3 credits) *Prerequisite: CRIJ 1303, CRIJ 1313.*

CRIJ 4603 HOMELAND SECURITY
This course will introduce the student to Homeland Security prior to and after 9/11. This course will discuss the crimes, departments, and changes in the law since 9/11 that created to the inception of Homeland Security. (3 credits) *Prerequisite: CRIJ 1303, CRIJ 4103.*

CRIJ 4623 EMERGENCY MANAGEMENT
This course will introduce the student to the response and identification of risk analysis and disaster preparedness as it pertains to law enforcement and law enforcement management. This course will examine the social functions of the police in dealing with risk analysis and disasters, as well as, identifying the role of the community and police organization/management. (3 credits) *Prerequisite: CRIJ 1303, CRIJ 1313.*

CRIJ 4633 CYBER CRIME
This course will be an introductory course into the field of cyber crimes in criminal justice. This course will identify the types of crimes that constitute cyber crime related offenses; constitutional laws; investigative techniques; and the role cyber crimes has in international issues and terrorism in society today. (3 credits) *Prerequisite: CRIJ 1303, CRIJ 1313.*

CRIJ 4653 TERRORISM AND COUNTER-TERRORISM
Students examine the use of fear and systematic terror against civilians as a means of coercion to achieve monetary, religious, political, or ideological goals. Students will also gain knowledge of the practices, tactics, techniques, and strategies that governments, militaries, police agencies and corporations adopt to prevent terrorism and ways they respond to terrorist threats and/or acts. (3 credits) *Prerequisite: CRIJ 1303, CRIJ 1313, CRIJ 4603.*

CRIJ 4703 PERSONAL & PROFESSIONAL ETHICS
This capstone course examines the theories and practices in the areas of morality, values, and ethics as they pertain to criminal justice with special consideration given to application of Christian ethical principles for professionals working in the Criminal Justice field. (3 credits) *Prerequisite: All other major courses must be satisfactorily completed prior to enrollment.*

CRIJ 4903 CRIMINAL JUSTICE INTERNSHIP
A supervised field experience in a criminal justice, juvenile justice, or related agency. *Senior standing and approval of department chair is required.* (3 credits) *Prerequisite: Completion of major courses and the approval of the CRIJ Program Director.*

CRIJ 4993 SPECIAL TOPICS IN CRIMINAL JUSTICE
Course to be utilized for seminars and special lectures in topics in criminal justice which are not offered on a regular basis. This course may be taken more than one time when the topics are different. (3 credits)

ECON 2103 MACROECONOMICS
An introduction to the nature and theory of Economics and the theoretical tools of macroeconomics. The course includes the introduction of supply and demand, examination of national income accounting, the role of government to include fiscal and monetary policy, the American banking system, and international trade. (3 credits)

ECON 2203 MICROECONOMICS
A study of microeconomics beginning with demand and supply theory and continuing with examination of the costs of production, price and output determination under pure competition, monopoly, oligopoly, and monopolistic competition (the study of price-taking and price-searching firm). (3 credits)

ECON 3103 MONEY & BANKING
A study of the fundamental theories of money and banking. It is a study of the economic role of the banking system and financial institutions, the Federal Reserve System, monetary policy, and instruments of international finance. (3 credits) *Prerequisite: ECON 2103.*

ECON 3773 PRINCIPLES OF ECONOMICS
This course is an introduction to the nature and theory of economics. It includes a study of the concepts of supply and demand, business costs (from an economic perspective), plus price and output determination under pure competition, monopolistic competition, oligopoly, and monopoly. Also included in the course is a review of money and banking principles along with the operation of the Federal Reserve System, national income accounting, fiscal and monetary policy, and international trade. (3 credits) *Prerequisite: BUSI 4643 preferred.*

EDUC 3133 METHODS OF ELEMENTARY MATH AND SCIENCE INSTRUCTION
Students focus on making mathematics and science meaningful to children. Objectives cover Texas Essential Knowledge and Skills (TEKS) required to prepare teachers of mathematics and science in Texas, as well as national standards. Topics include use of manipulatives, use of technology, planning and evaluating developmentally appropriate lessons, direct instructions, cooperative learning, planning for diversity, and adaptations for special populations. Students observe, then design and teach mathematics and science lessons in elementary school classrooms. (3 credits) *Prerequisite: Education Proficiencies (PROF).*

EDUC 3323 PLANNING AND ASSESSMENT
This course focuses on instructional design for the classroom. Students will explore all phases of instructional planning, including modifications for diverse populations and exceptional learners. It will give them practical experience in writing objectives, using various formats of lesson plans, planning units of instruction, and planning assessment. Other topics will include authentic assessment, TEKS integration, thematic design, and content across the curriculum. (3 credits) *Prerequisite: Education Proficiencies (PROF).*

EDUC 3343 FOUNDATIONS OF AMERICAN EDUCATION AND CULTURE
The study of the present educational system and its social impact and future implications in historical, philosophical, and sociological perspective. This course is an introduction to the teaching profession. (3 credits)

EDUC 3353 DEVELOPMENT AND LEARNING OF THE YOUNG CHILD
Students explore the theoretical perspectives, development, and enhancement of cognitive, social, and emotional abilities in young children as it relates to classroom learning. Special emphasis will be placed on developmentally appropriate practices as it relates to the early years. (3 credits) *Prerequisite: Education Proficiencies (PROF).*

EDUC 4123 CURRICULUM FOR THE MIDDLE SCHOOL
The course focuses on the foundational subjects taught in the middle school grades. Understanding and mastery of the TEKS and Standards for language arts, social studies, mathematics, and science in Grades 4-8 will be the focus of course content, as well as an overview of the enrichment curriculum for that level. (3 credits) *Prerequisite: Education Proficiencies (PROF).*

EDUC 4133 METHODS OF ELEMENTARY LANGUAGE ARTS AND SOCIAL STUDIES INSTRUCTION
Students focus on providing an integrated approach to social studies and language arts. The social studies emphasis is on the geography of Texas, the United States, and the world, including map skills. Language Arts emphasis is on focus of methods of developing communication skills – reading, writing, listening, and speaking – in elementary students. Objectives cover the TEKS, required to prepare teachers of social studies and language arts in Texas elementary schools, as well as national standards. Topics include design and evaluation of developmentally appropriate inquiry and problem-solving lessons, cooperative learning, construction of unit plan, planning for diversity, learning styles, discipline for group activities, and adaptations for special populations. Students observe, then design and teach language arts and social studies lessons in elementary-level classrooms. (3 credits) *Prerequisite: Education Proficiencies (PROF), READ 3003.*

EDUC 4143 LANGUAGE DEVELOPMENT OF THE YOUNG CHILD
Students study the development, assessment, and enhancement of oral and written language. Emphasis is placed on emerging literacy from birth to five years old. Students observe and participate in early childhood language development activities in assigned schools. (3 credits) *Prerequisite: Education Proficiencies (PROF), EDUC 3353.*

EDUC 4153 CLASSROOM MANAGEMENT AND ORGANIZATION FOR THE ELEMENTARY/MIDDLE SCHOOL
Students focus on motivation and discipline for elementary school students, as well as methods of organization of students, materials, and resources in the classroom. Topics include setting up and enforcing rules, consequences, and rewards; adaptations for special needs students; arranging the classroom for efficient use; and managing skills lessons such as physical education, art, and music. (3 credits) *Prerequisite: Education Proficiencies (PROF).*

EDUC 4173 HISTORICAL PERSPECTIVES AND LEGAL IMPLICATIONS FOR INDIVIDUALS WITH DISABILITIES
This course is a comprehensive overview of historical trends, theoretical background, and empirical research that addresses issues related to instruction of individuals with disabilities. Emphasis is given to legal issues, definitions, characteristics, professional roles, identification procedures, technology, and interagency coordination. Academic experiences in an instructional setting will be included. (3 credits) *Prerequisite: Education Proficiencies (PROF).*

EDUC 4186 STUDENT TEACHING IN THE ELEMENTARY SCHOOL
Students apply what they have learned about lesson design and evaluation, discipline, diversity, learning styles, teaching strategies, adaptations for special populations, classroom management, and motivation. Students will have teaching experiences in one level from Early Childhood-6th Grade. Twelve weeks plus one week observation. (6 credits) *Prerequisite: Education Proficiencies (PROF), approval of Coordinator of Education Field Experience.*

EDUC 4223 TEACHING THE MIDDLE SCHOOL STUDENT
Students will design and implement instructional models for the middle school classroom. Diverse instructional techniques, such as cooperative learning, team teaching, technology integration, and experiential learning, which address diverse learning styles and developmentally appropriate practices for students in grades 4 - 8 will be emphasized. (3 credits) *Prerequisite: Education Proficiencies (PROF).*

EDUC 4286 STUDENT TEACHING IN THE MIDDLE SCHOOL
Students apply principles of planning, instruction, evaluation, management, and discipline; selecting appropriate teaching and learning strategies; developing a variety of appropriate lesson plans and assessments; demonstrating effective teaching practices with diverse populations; using effective discipline management techniques; managing students and classrooms; promoting personal professional growth; and working cooperatively with other professionals in the 4th-8th grade classroom. Twelve weeks plus one week observation. (6 credits) *Prerequisite: Education Proficiencies (PROF), approval of Coordinator of Education Field Experience.*

EDUC 4373 METHODS OF DIFFERENTIATING INSTRUCTION FOR INDIVIDUALS WITH DISABILITIES
This course will emphasize research-based methods and strategies for teaching individuals with exceptionalities. Emphasis given to differentiation in response to the various disability categories identified in the Individuals with Disability Education Act (IDEA). Academic experiences in an instructional setting will be included. (3 credits) *Prerequisite: EDUC 4173.*

EDUC 4763 DIFFERENTIATING CLASSROOM INSTRUCTION
This course focuses on differentiating classroom instruction to meet the needs of all students including gifted and talented, ESL/bilingual, at-risk, dyslexic, Special Ed., and 504 as well as the "average" learner. This is a capstone course for all education programs. (3 credits) *Prerequisite: All other core courses must be satisfactorily completed prior to enrollment in EDUC 4763. Education Proficiencies (PROF), READ 3003.*

EDUC 4923 ELEMENTARY INTERNSHIP
This course is designed for post-baccalaureate teachers-of-record. It includes classroom applications of planning, instruction, evaluation, management, and discipline; selecting appropriate teaching and learning strategies; developing a variety of appropriate lesson plans and tests; demonstrating effective teaching practices with diverse populations; using effective discipline management techniques; managing students and classroom; promoting professional growth; and working cooperatively with other professionals. Must be repeated for one additional semester to meet internship requirements. (3 credits) *Prerequisite: Approval of Coordinator of Education Field Experience.*

EDUC 4933 MIDDLE SCHOOL INTERNSHIP
This course is designed for post-baccalaureate teachers of record. It includes classroom applications of planning, instruction, evaluation, management, and discipline; selecting appropriate teaching and learning strategies; developing a variety of appropriate lesson plans and tests; demonstrating effective teaching practices with diverse populations; using effective discipline management techniques; managing students and classroom; promoting professional growth; and working cooperatively with other professionals. Must be repeated for one additional semester to meet internship requirements. (3 credits) *Prerequisite: Approval of Coordinator of Education Field Experience.*

EDUC 4963 CERTIFICATION PREPARATION
This course is designed to review the TExES competencies for the Pedagogy and Professional Responsibility (PPR) certification. All candidates for teacher certification must enroll in this class prior to taking the certification exam at the state level. (3 credits) *Prerequisite: EDUC 4763.*

EDUC 4971 - 4973 SPECIAL TOPICS
Courses to be utilized for seminars and special lectures in topics which are not offered on a regular basis. This course may be taken more than one time when the topics are different. (1-3 Credits)

ENGL 1004 COLLEGE WRITING
A foundational course with individualized instruction in preparation for more advanced course work. This course includes a required lab component. Emphasis is on effective personal and expository writing. Students who pass with a grade of C or better may proceed to ENGL 2173. Students who pass with a grade of D will be required to take ENGL 1873 or repeat ENGL 1004. Comparable to ENGL 1013 and ENGL 1873, only one needs to be successfully completed. (4 credits) *Grade of C or above required for successful completion.*

ENGL 1013 ENGLISH COMPOSITION I
A study of effective writing, reading, and speaking. Emphasis is on effective personal and expository writing. Comparable to ENGL 1004 and ENGL 1873, only one needs to be successfully completed. (3 credits) *Grade of C or above required for successful completion.*

ENGL 1023 ENGLISH COMPOSITION II
A study of argumentation/logic and writing for the professions with an emphasis on using the personal computer to plan, draft, and revise written projects. Each student is required to write a fully documented research paper. Comparable to ENGL 2173, only one needs to be successfully completed. (3 credits) *Prerequisite: ENGL 1013 or equivalent. Grade of C or above required for successful completion.*

ENGL 2393 GREAT WRITERS OF THE WESTERN WORLD
This course presents an overview of the great writers of the Western World, primarily from the United States, their contributions to literature, and the impact of their writings on Western thought. (3 credits)

ENGL 2603 CREATIVE WRITING
A seminar on how to write short stories, poems, and plays for publication. (3 credits)

ENGL 2873 LITERATURE FOR LEADERS
A study of classic literary texts designed to develop reflective views of leadership. Special emphasis will be placed on the importance, self-direction, ideals, obstacles, and social benefit of successful leaders as portrayed in works of imaginative literature. (3 credits)

ENGL 4113 WRITING WITH POWER AND STYLE
Students will develop their ability to write with clarity, grace, and style. Through writing, editing, and revision exercises, students will learn what can be done to make writing correct, clear, and precise. The course also addresses word choice, power verbs, phrasing, elaboration techniques, audience awareness, and visual design to enhance clarity and impact in academic and professional writing. (3 credits) *Prerequisites: English Composition I and II.*

ENGL 4813 C.S. LEWIS: THE MAN AND HIS WORKS
This course is designed to introduce the student to the well-known Christian author, C.S. Lewis, and his writings. Specific objectives include enjoying and understanding his major writings and becoming acquainted with the various types of literature in which Lewis excelled. (3 credits)

ENGL 4973 SPECIAL TOPICS
Course to be utilized for seminars and special lectures in topics which are not offered on a regular basis. This course may be taken more than one time when the topics are different. (3 Credits)

ENVT 1114 INTRODUCTION TO ENVIRONMENTAL SCIENCE
This concepts-oriented course is a survey of physical, biological, and social processes affecting the environment and exploration of current environmental issues. Topics include principles for understanding the environment; population and community dynamics; biodiversity of species and landscapes; conservation, remediation, and restoration ecology; water, air, and soil quality; and environmental issues, policies, and law. (4 credits)

FINC 2743 PRINCIPLES OF FINANCE
A study of the conceptual framework for determining the value of the firm and the cost of capital to the firm, as impacted by investment, financing, and dividend policy, with consideration given to risk/return tradeoff. (3 credits) *Prerequisite: ACCT 2113 or ACCT 3713.*

FINC 3113 FINANCIAL MANAGEMENT
A study of financial strategy in the processes of obtaining and managing funds of the corporation. Included are cash flow and working capital management, capital financing models, dividend and stock policy, and the examination of expansions and mergers. (3 credits) *Prerequisite: ACCT 2103.*

FINC 3203 FINANCIAL RISK MANAGEMENT
This course provides a survey of risk, financial risk and banking. It provides a systematic approach to financial risk management considered by financial institutions and corporations. Students are expected to learn and apply financial risk concepts such as interest rate risk, credit risk, market risk, default risk, and duration. Various traditional and modern risk evaluations will be covered such as credit scores, repricing, VAR (Value at Risk), and credit metrics . (3 credits) *Prerequisites: ECON 2103 and FINC 3113.*

FINC 3403 INVESTMENTS
This course is designed to serve investors who are or will be actively developing and monitoring investment portfolios. Techniques, methods, and strategies for implementing investment goals are examined in a portfolio and risk/return trade-off context. Topics include an overview of personal finance and investment, mutual funds, commodities, and other investment vehicles. (3 credits) *Prerequisites: ECON 2103 and FINC 3113.*

FINC 3723 FINANCIAL ANALYSIS FOR MANAGERS
This class is designed to sharpen the student's skill in the interpretation and analysis of financial statements. The key financial statements are introduced, as well as important accounting conventions and relationships between various accounts. The focus is placed on the use of financial information to improve the effectiveness of managerial decision-making. (3 credits)

FINC 4203 ADVANCED FINANCE
This course provides an introduction to the fastest growing areas in finance such as fixed-income securities, derivative securities and financial applications. The study of derivative securities provides the student with a robust understanding of options and futures in the market. Upon successful completion of this course, the student is expected to possess a working knowledge of issues regarding both valuations and applications of derivative securities. This course may also include other special topics in financial management. (3 credits) *Prerequisites: ECON 2103 and FINC 3113.*

FINC 4303 INTERNATIONAL FINANCE
In this course, students explore the international financial environment, including international financial markets and international flow of funds. Other topic include exchange rate behavior and risk management, financing international trade, international cash management, direct foreign investment, multinational capital budgeting, and country risk analysis. (3 credits) *Prerequisites: ECON 2103 and FINC 3113.*

FINC 4343 FINANCIAL ANALYSIS AND STRATEGY
This course integrates and applies the financial principles and techniques learned in previous finance courses. Emphasis will be placed on the ethical dimensions of financial policy and case methodology will be used throughout. (3 credits) *Prerequisites: ECON 2103 and FINC 3113.*

FINC 4923 FINANCE INTERNSHIP
The student will receive supervised experience in performing duties in a business environment with emphasis on financial transactions and financial decision-making. (3 credits) *Prerequisite: FINC 3113 and consent of instructor.*

GEOG 2013 WORLD REGIONAL GEOGRAPHY
An introduction to the field of geography. The course examines the physical and cultural geography of the world's regions with an emphasis on the five fundamental themes of geography. (3 credits)

HCIT 4343 HEALTH INFORMATICS
Introduces the concepts and practices of health care informatics. Examines emerging informatics technologies and processes including consumer informatics, the internet, electronic medical records, and information exchange. Includes methods in which health care informatics could transform health care delivery and impact the marketplace, organizations and individuals. (3 credits)

HCMG 3113 THE U.S. HEALTH CARE SYSTEM
Introduces the historical development and contemporary structure of U.S. health care services. Examines a wide range of delivery settings and providers, the role of government and regulatory bodies, sources of health care funding, and related current issues. (3 credits)

HCMG 3123 HEALTH CARE DELIVERY SYSTEMS
Examines the evolution and structure of integrated health care delivery systems from the perspectives of quality, access, and costs. Explores issues related to urban versus rural settings, managed care, reimbursement, regulatory requirements, and institutional accreditation. (3 credits)

HCMG 4313 LEGAL, SOCIAL, AND ETHICAL ASPECTS OF HEALTH CARE
Studies the legal and ethical issues involved in the management and delivery of health care services, and the interrelations between hospital, physician, and patient. Examines health care services for diverse populations. (3 credits)

HCMG 4323 REGULATION AND ACCOUNTABILITY IN HEALTH CARE
This course is intended to familiarize the student with state and federal health regulations and accountability factors. Current issues will be discussed and evaluated. (3 credits)

HCMG 4333 MARKETING HEALTH CARE SERVICES
The development and selection of appropriate strategies for the most effective marketing of health care services. Includes long-term planning through market analysis, forecasting, and model building problems. (3 credits)

HCMG 4903 INTEGRATING FAITH & WORK IN HEALTH CARE
Guides the student in formulation of a philosophy of life, providing the base for such concerns as ethics in health care, accountability, respect for human rights, and responsible lifestyle from a Biblical world view. (3 credits) *Prerequisite: All other major courses must be satisfactorily completed prior to enrollment.*

HCMG 4933 HEALTH CARE INTERNSHIP
Designed to provide the student the opportunity to integrate all previously learned health care management knowledge and skills. The management area of study and the practicum are mutually agreed upon by the student, the faculty member, and the health facility preceptor. (3 credits) *Prerequisite: Approval of Program Director.*

HCMG 4943 RESEARCH PROJECT
Student combines research and practical implementation of theories and concepts and develops an individual health care related project. The project examines a current problem in health care delivery. (3 credits)

HIST 2113 AMERICAN HISTORY TO 1865
A general survey of the establishment and growth of the American nation from the colonial period to the end of the Civil War. Covers the social, political, economic, and cultural life of the new nation, giving particular stress to the reasons behind the near dissolution of the union. (3 credits) *Cannot be taken for credit by anyone who has passed Early American History*.

HIST 2123 AMERICAN HISTORY FROM 1865
A continuation of the survey of American life beginning with the reconstruction period and extending to the present. Political, economic, diplomatic, and military history are covered along with the contributions of minority groups. (3 credits) *Cannot be taken for credit by anyone who has passed Recent American History.*

HIST 2173 GLOBAL HISTORY SINCE 1918
This course is a study of recent world history from the end of World War I to the present. Major political, economic, and cultural developments that impact global relations will be analyzed. (3 credits)

HIST 3273 PROFILES IN LEADERSHIP
A study of the lives of great men and women who are recognized as representing different leadership styles and personality characteristics. This course will analyze the factors that contributed to each person's success or failure as a leader. (3 credits)

HIST 4503 TEXAS AND THE AMERICAN WEST
A study of the history and legends of the West with a particular focus on Texas. The course covers such topics as the Hispanic influence on Texas and the West, the Native American experience, American expansion and the Texas Revolution, Texas as a republic and as a state, and the development of the cattle and mining frontiers. (3 credits)

HUMA 1153 INTRODUCTION TO FINE ARTS
A survey course giving exposure to various music and art forms through their historical developments in the western world. Musical forms from classical to modern are explored. Art forms such as architecture, sculpture, and painting are traced from the Greek-Roman period to the present. (3 credits)

HUMA 2023 CHILDREN'S FINE ARTS
Using concepts, processes and skills related to the creative self-expression of fine arts, students will learn about the content of elementary fine arts curriculum as well as strategies for integrating the appreciation of music and art into elementary classes. Students will actively participate in applied learning experiences related to the elementary art, music, and other fine arts curriculum at elementary-level schools. (3 credits)

HUMA 2133 HUMAN CULTURE AND SOCIETY
This course is an introductory study of human culture and society involving the concepts of culture, status, marriage, kinship, and political, economic, and religious systems, with emphasis on both the practical and theoretical understanding of cultures. (3 credits)

HUMS 1013 INTRODUCTION TO HUMAN SERVICES
Introduction to the field of human services, the administration and funding of human services agencies, and the skills needed to be an effective human services professional. Provides a broad perspective of the different types of clients and the service options available to empower them to solve life's problems. Includes discussion of integrating faith into the practice of working in the human services field. (3 credits)

INTL 2103 INTRODUCTION TO INTERNATIONAL RELATIONS
The theories of international relations and the methods of diplomacy will be analyzed in the context of a global society. How international crises may be resolved or decreased in intensity will also be studied by examining such topics as the causes of war and the role of non-state factors such as nationalism and terrorism. (3 credits)

INTL 3113 INTERNATIONAL POLITICS
The foreign policies of the major powers will be studied as well as the internal factors which motivate nation-state goals. The impact and role of lesser powers as well as international organizations on global politics will also be examined. (3 credits)

INTL 3443 COMPARATIVE POLITICS
A study of how different government systems work. Both the government systems of major powers as well as those governments in lesser-developed countries will be evaluated and compared. In evaluating governments in lesser-developed countries the role and impact of the government on economic and social development will be emphasized. (3 credits)

INTL 4991-4993 SPECIAL TOPICS
This course will be used for graduating seniors to research a problem and prepare a policy memorandum and project analysis regarding an issue or problem related to international relations or development. (1-3 credits) Approval required for registration.

KINE 1273 PERSONAL WELLNESS
This course explores issues involved in achieving and maintaining personal wellness, including the beneficial effects of a healthy lifestyle and how to implement and live such a lifestyle. Course concepts include fitness, nutrition, stress management, and muscular and cardiovascular strength and endurance. (3 credits)

KINE 3423 KINESIOLOGY & PHYSIOLOGY FOR LAW ENFORCEMENT
A theoretical and practical study of movement and the physiological effects of movement as related to the law enforcement community and the public. (3 credits)

LETU 1073 STRATEGIES FOR ADULT LEARNING
This course introduces students to the LeTourneau University community and prepares them with the necessary tools to be a successful student. Students will learn about R.G. LeTourneau and the history and distinctiveness of LeTourneau University. Students will explore their learning styles and their unique strengths, and then design a plan of action for academic and professional success that honors God's unique design for their life. Reflective activities will improve thinking and writing skills and introduce students to the concept of integrating faith, learning, and work. (3 credits)

LETU 2073 PERSONAL AND PROFESSIONAL ASSESSMENT
This course is designed to help students articulate their personal and professional learning as applicable for prior-learning assessment. Students will develop writing skills by practicing various writing strategies to promote analytical thinking and effective communication. Course content includes the development of lifelong learning skills. (3 credits) *Prerequisite: English Comp I or equivalent.*

MATH 1083 BUSINESS MATH
This course focuses on the application of mathematical processes to business decisions. Topics include fundamental mathematical processes, word problems and equations, weights and measures, decimals, fractions, percentages, interest and credit calculations, and advanced business operations. (3 credits) *AIS or Elective credit only.*

MATH 1123 INTERMEDIATE ALGEBRA
A study of algebra beginning with signed numbers through quadratic equations, including algebraic expressions, factoring, linear equations, linear inequalities, linear functions, and systems of equations in two variables. Recommended for students whose ACT/SAT or placement scores indicate low proficiency in algebra. Will not fulfill math requirements. (3 credits) *Elective credit only.*

MATH 1203 COLLEGE ALGEBRA WITH APPLICATIONS
A study of linear and quadratic equations, exponential and logarithmic functions, and linear inequalities with emphasis on business applications. (3 credits) *This course may not be taken for credit by anyone who has passed MATH 2183.*

MATH 1252 TRIGONOMETRY
A study of the trigonometric functions, identities, solving triangles, inverse trigonometric functions, and complex numbers. (2 credits)

MATH 1423 ELEMENTARY STATISTICS
An introduction to statistics that includes descriptive statistics, probability, probability distributions, sampling theory, correlation, regression, and non-parametric statistical tests. (3 credits) *Prerequisite: MATH 1123 or equivalent, or acceptable placement score.*

MATH 1803 DISCRETE MATHEMATICS
Topics include set theory, relations, propositional logic and proofs, algebraic structure, graph theory, and Boolean algebra. Techniques of proof introduced include proof by specialization and division into cases, indirect proof, existence and uniqueness proofs, and induction. (3 credits) *Prerequisite: MATH 1203 or equivalent.*

MATH 2183 MATH MODELING FOR DECISION MAKING
A course in computational and algebraic decision making as it applies to business situations. Included is the study of real numbers, linear equations, inequalities, polynomials, exponents, and radicals. This course may not be taken for credit by anyone who has passed MATH1203. (3 credits) *Prerequisite: MATH 1123 or equivalent, or acceptable placement score.*

MATH 3503 MATHEMATICAL CONCEPTS
Mathematical concepts such as probability, statistics, geometric constructions, measurement, ratio and proportion, pre-algebra, and basic tests and measurements concepts including interpretation of data. Use of manipulatives in learning mathematical concepts. Only applicable to graduation requirements of education students. (3 credits) *Prerequisite: MATH 1123 or equivalent, or acceptable placement score.*

MATH 3553 MATH PRACTICUM
This course includes techniques for enhancing the learning of mathematics. The focus is on the use of manipulatives, calculators, Internet resources, and other tools to augment the problem solving nature of mathematics. Only applicable to graduation requirements for BIS 4th-8th students. (3 credits) *Prerequisite: Education Proficiencies (PROF) and MATH 1123 or equivalent, or acceptable placement score.*

MGMT 2273 SMALL BUSINESS MANAGEMENT
This course introduces students to the challenges of entrepreneurship and small business management. Students learn about their entrepreneurial and small business management potential. They also learn important factors in building a business plan, including forms of ownership, building a marketing plan, managing cash flow, securing capital, and managing a small business. (3 credits)

MGMT 2303 PRINCIPLES OF MANAGEMENT
An introductory survey of the fundamental principles of management and the functions of planning, organizing, and controlling. The course provides the student with a basis for thinking about complex business operations as they relate to the management process. (3 credits)

MGMT 2803 INTRODUCTION TO LEADERSHIP
This course provides an introduction to organizational leadership from a Christian perspective. Students learn fundamental concepts of leadership, visionary leadership, team building, communication, power, and liaison skills. A variety of learning methods, including case studies, role plays, research, and other experiential methods are used to promote learning of Christian leadership concepts. (3 credits)

MGMT 3713 MANAGEMENT AND LEADERSHIP
An introduction to management and leadership, and the functions of planning, organizing, leading, and controlling. The focus is on developing managerial and leadership competencies in the areas of communication, planning and administration, strategic action, self-management, global awareness, and teamwork. (3 credits)

MGMT 3733 MANAGING HUMAN RESOURCES
This is a course in the management of the human resources of an organization. Topics covered include recruitment, selection, planning, training and development, compensation and benefits, workplace safety, and labor relations. (3 credits)

MGMT 4103 COMPENSATION AND BENEFITS
Effective use of compensation and benefit concepts and principles to understand, apply, and develop Human Resource Management policies and practices that contribute to organizational goals. Topics include incentive and merit pay, pay satisfaction, compensation legislation, and the distribution of pay benefits. (3 credits)

MGMT 4203 STAFFING
This course helps the student design and manage successful organizational staffing practices. Students will be challenged to conceptualize the complex set of internal influences (such as organizational strategy, culture, and resources), as well as external influences beyond organizational control such as laws, regulations, and labor markets that define the boundaries within which staffing activities must take place. (3 credits)

MGMT 4313 CONFLICT RESOLUTION
An integrated and interdisciplinary approach to the issues of conflict, conflict resolution, and negotiation strategy. Includes model of conflict; conflict among individuals, groups, and the organization. (3 credits)

MGMT 4343 QUALITY MANAGEMENT
This course examines issues of quality management, including planning and organizing for quality improvement, cost of quality, customer and vendor relations, process control, quality control, purchasing and inventory management, and management of the continuous improvement process. Concepts relevant to both manufacturing and service operations are presented. (3 credits)

MGMT 4403 LEADING ORGANIZATIONAL CHANGE
This course presents the topic of change as an organizational element that can be strategically managed. Using the case study method, students learn to identify and modify the dynamics of employee behavior in ambiguous situations to help achieve organizational goals. (3 credits) *Prerequisite: MGMT 3313 or MGMT 4733.*

MGMT 4713 MANAGING INNOVATION AND CHANGE
A study of the systematic discipline needed for building, maintaining and extending competitive advantage through the managerial process. The case study method is stressed. Study areas include change agents, consulting activities, resistance to change, organizational diagnosis, and organizational structure changes. (3 credits)

MGMT 4733 ORGANIZATIONAL BEHAVIOR
The study of individual and group behavior viewed from a managerial perspective within the organizational setting. Attention is focused on applications by managers of theory and research about interaction among individual employees and employee groups and teams.
(3 credits)

MKTG 3513 PUBLIC RELATIONS
A study of the history of public relations and its function that has become ever more important to business over the years. Public relations is compared to advertising and studied from a values-oriented approach in the development and nurturing of relationships between an organization and its various publics. This overview provides the student the opportunity to practice writing different forms of communication that contribute to these business relationships, including, but not limited to, news releases and full public relations campaigns for real world companies. (3 credits) *Prerequisite: MKTG 3773 or MKTG 2503.*

MKTG 3773 MARKETING PRINCIPLES
This course is an integrated analysis of the role of marketing within the organization. An examination will be made of the factors affecting consumer behavior, the development of marketing strategies, and the recognition of marketing variables. (3 credits)

PHIL 2063 ETHICS
An overview of the basic philosophical alternatives in ethics and an examination of specific contemporary ethical issues from a Christian perspective. (3 credits)

PHIL 2073 GREAT IDEAS THROUGH THE CENTURIES
A survey of the major philosophical systems that have shaped modern thought and culture. Western and non-western philosophies will be examined as they impact both society and the individual. (3 credits)

PHYS 2173 PHYSICAL SCIENCE
This course is a survey of physical science. Emphasis is placed on important observations and basic laws of the physical universe, how new understanding is gained through the process of the scientific method, and contributions of outstanding scientists. Areas of applications include motion, energy, electricity, heat, sound, light, atoms, nuclei, chemistry, meteorology, and geology. (3 credits)

POLS 2103 FEDERAL, STATE, AND LOCAL GOVERNMENT
The structure and operation of American government on the national, state, and local levels stressing an understanding of legislative and administrative procedure. Special attention is given to Texas government policy and processes. (3 credits)

POLS 2873 AMERICAN POLITICAL FOUNDATIONS
This course is a study of American government that emphasizes the values by our legal system and how a citizen can function effectively. The role of business and other institutions in politics will be analyzed. (3 credits)

POLS 4103 AMERICAN CONSTITUTIONAL LAW
An introduction to American constitutional law consisting of the study of material from Supreme Court opinions. Readings will cover such topics as federalism, separation of powers, interstate commerce, personal liberty, and civil rights. (3 credits)

PSYC 1273 STRESS MANAGEMENT AND EMOTIONAL HEALTH
This course of instruction is designed to examine the theories related to the development of a healthy personality. Emphasis is placed on the interaction of cognition, perception, psychophysiology, and behavior conducive to positive emotional, physical, and mental health. (3 credits)

PSYC 2013 INTRODUCTION TO PSYCHOLOGY
Basic study of human behavior. Fundamental theories, problems, and procedures relating to human activity. Biological, social, and cultural factors in development. (3 credits)

PSYC 2033 PROFESSIONS IN PSYCHOLOGY
This course provides an introduction to the psychology major and career opportunities in psychology, counseling, and the helping professions. Students are provided with opportunities to develop career planning and decision-making skills that will help them achieve success as a psychology major and in a psychology career. Students will observe in a psychological setting under the supervision of a psychologist or social worker and write about their experiences. Assessment of personal goals, values, interests, and abilities is emphasized. (3 credits)

PSYC 2143 HUMAN GROWTH AND DEVELOPMENT
A study of the social, cognitive, and emotional aspects of development from birth to death. Theory and recent research will be discussed. (3 credits)

PSYC 2403 INTRODUCTION TO ORGANIZATIONAL DEVELOPMENT
A study of the fundamentals of Organizational Development (OD) theories, principles, concepts, practices, interdisciplinary aspects, and how OD is used to direct change in an organization. (3 credits)

PSYC 2583 MARRIAGE AND THE FAMILY
A study of family relationships from courtship to death. Patterns of husband-wife, parent-child, and parent-youth relationships in contemporary society. A Christian view of the institution of marriage and family is given in order to provide a better understanding of how Biblical principles can be applied to practical family problems in a changing world. (3 credits)

PSYC 3003 THEORIES AND TECHNIQUES OF COUNSELING
This course provides an introduction to the key theoretical concepts and therapeutic techniques of the major approaches to counseling and psychotherapy. The practical applications and empirical support of each counseling approach are discussed. Areas of convergence and divergence of each counseling approach are evaluated within a broader Christian framework. (3 credits) *Prerequisite: PSYC 2013.*

PSYC 3023 BASIC COUNSELING SKILLS
This course focuses on basic counseling skills that facilitate growth in helping relationships. Students are provided with opportunities to practice and develop essential attending, listening, and facilitation skills. Other topics addressed in this course include biblical principles of helping counseling skills for special populations, and ethical and professional issues. Recommended for all students interested in counseling, ministry, or other helping professions. (3 credits) *Prerequisites: PSYC 2013 and PSYC 3003.*

PSYC 3133 PERSONALITY THEORY
A study of the major psychological theories of personality development and change. Among the theories covered will be those of Freud, Jung, Erikson, Rogers, Skinner, and others. (3 credits) *Prerequisite: PSYC 2013.*

PSYC 3303 HISTORY AND SYSTEMS OF PSYCHOLOGY
Survey of the history of psychology from the early Greek philosophers to the present. Various schools of psychology including structuralism, functionalism, behaviorism, Gestalt psychology, and transpersonal psychology will be covered. (3 credits) *Prerequisite: PSYC 2013.*

PSYC 3403 LEARNING AND COGNITION
A study of traditional and current approaches to learning in humans and animals. Behavioral, social-learning, and cognitive approaches to learning will be specifically addressed. Discussion will include the development of skills such as reasoning, problem solving, memory, language, and perception. (3 credits) *Prerequisite: PSYC 2013*.

PSYC 3503 PSYCHOLOGY OF GENDER
This course examines the psychology of using gender as a framework for life. How do our conceptions of male and female affect cognition, emotion, and behavior? Topics studied will include biology and gender; gender and culture; gender roles and stereotypes; gender identity development; and gender, mental health, and psychopathology. (3 credits) *Prerequisite: PSYC 2013.*

PSYC 3513 HEALTH PSYCHOLOGY
This course examines the contributions of the discipline of psychology to the promotion and maintenance of health, the prevention and treatment of illness, the identification of etiologic and diagnostic correlates of health, illness, and related dysfunction, and to the analysis and improvement of the health care system and health policy formation. The biopsychosocial model is used to frame discussion of topics such as stress, high-risk behaviors, coping with chronic or catastrophic illness, and promoting health in children and the elderly. (3 credits) *Prerequisite: PSYC 2013.*

PSYC 3533 JUVENILE PSYCHOLOGY & BEHAVIOR
A study of developmental, behavioral, and emotional aspects of adolescence; emphasis on current research, theories, issues, and problems. (3 credits) *Prerequisite: PSYC 2013.*

PSYC 4113 SOCIAL PSYCHOLOGY
A study of how people think about, influence, and relate to one another. Topics include the accuracy of our impressions, attitudes, conformity, persuasion, group influence, prejudice, aggression, altruism, and conflict and peacemaking. (3 credits) *Prerequisite: PSYC 2013.*

PSYC 4303 ABNORMAL PSYCHOLOGY
A study of various psychological disorders with reference to their effect both on the individual and on those with whom they associate. (3 credits) *Prerequisite: PSYC 2013.*

PSYC 4403 TESTS AND MEASUREMENTS
A study of the principles of psychological testing, including both the theoretical and practical foundations underlying the construction, implementation, and interpretation of various psychological instruments. Achievement, intelligence, personality, and career instruments will be examined. (3 credits) *Prerequisites: MATH 1423 and PSYC 2013.*

PSYC 4503 PHYSIOLOGICAL PSYCHOLOGY
A survey of psychological, biological, and ethical issues relating to various physiological processes. Gender roles and stereotyping will be discussed as well as the nervous system, brain functions, and psychopharmacology. (3 credits) *Prerequisite: PSYC 2013.*

PSYC 4523 ADDICTION (cross listed as CRIJ 4523)
This course introduces students to the major theories of addiction. It includes recognizing the effects of addictions, an overview of outpatient and inpatient treatment options, the concept of codependence and the impact of addictions on the individual, family, and culture. Topics will include, but are not limited to, drug, gambling, and sexual addictions. (3 credits) *Prerequisite: PSYC 2013.*

PSYC 4603 STATISTICS AND RESEARCH METHODS I
An examination of research methods and controls used in psychology. Ethical issues of experimentation, design techniques, and evaluation of psychological research will be analyzed. Students will learn to write APA style reports and will be expected to design and conduct an experimental research project. (3 credits) *Prerequisites: MATH 1423 and PSYC 2013.*

PSYC 4713 SENIOR SEMINAR
This seminar provides an exploration of contemporary approaches to the integration of psychology and the Christian faith. Students are required to discuss primary and secondary resources in psychology and theology, evaluate and integrate the major theoretical perspectives in psychology within a broader Christian worldview, and articulate their own understanding of faith integration. (3 credits) *Prerequisite: All other major courses must be satisfactorily completed prior to enrollment in PSYC 4713.*

READ 2003 INTRODUCTION TO LANGUAGE AND LITERACY
Students will examine literacy acquisition and development, with an emphasis on interactions among language, reading, writing, and cognition. Topics include methods of using basal readers, children's literature, phonics instruction, and whole language; and ways of organizing and managing early reading instruction. (3 credits)

READ 3003 THE TEACHING OF READING
Students focus on the developmental stages of reading, including word recognition skills, comprehension, integration of the language arts, and vocabulary development. Topics include theoretical foundations, teaching approaches, modifying instruction for special needs students, and ways of organizing and managing reading instruction in a regular classroom. (3 credits)

READ 3123 INTEGRATED LANGUAGE SKILLS
Students focus on the teaching of reading and writing by integration of phonics and whole language perspectives. Topics include word identification strategies as well as comprehension and study skills. (3 credits) *Prerequisite: Education Proficiencies (PROF) and READ 3003.*

READ 3133 INTEGRATED READING AND WRITING METHODS
Students focus on the integration of methods used to teach reading, writing, and phonics. The course examines theoretical and practical aspects related to word identification strategies, comprehension, study skills, technological literacy, implementation of TEKS, process writing, integration of language skills across content areas, student motivation, and assessment driven instructional methods. (3 credits) *Prerequisite: READ 3003.*

READ 3343 LITERATURE FOR CHILDREN AND ADOLESCENTS
Students will explore traditional and modern children's books of various cultural milieus, classified by genres. Course topics include creative drama using various adaptations of children's literature, readers' theater, puppetry, and creative props. (3 credits)

READ 4103 REMEDIATION OF READING DIFFICULTIES
The focus of this course is the exploration of the physical, sociological, and psychological causes of individual differences in literacy learning. Students will discover methods for diagnosing reading needs and providing remediation activities as they interact with individual children and groups during the process of reading and writing instruction. (3 credits) *Prerequisite: Education Proficiencies (PROF), READ 3003.*

READ 4313 READING IN THE CONTENT AREA
Students learn principles of diagnosing reading difficulties and methods of helping students to develop stronger reading skills in content areas, including pre-reading, word attack and study skills; reading and writing across the curriculum; and state academic tests for students. (3 credits)

READ 4363 ELL AND BILINGUAL LITERACY METHODS
This course will focus on issues in education related to linguistic, cultural and ethnic diversity within the context of English Language Learners/Bilingual students. The goal is to help students translate theory into practice by learning various methods and techniques for teaching these students with emphasis on techniques for oral language development, reading, and writing. Students will compare/contrast various programs, methods, their specifics, and when and how to use them for various instructional objectives. (3 credits) *Prerequisite: Education Proficiencies (PROF), READ 3003. Suggested additional course for M.Ed. programs: READ 3123.*

SPAN 1113 ELEMENTARY SPANISH I
Pronunciation, fundamentals of grammar and syntax, vocabulary building, readings, and conversation in the Spanish language. (3 credits)

THEO 4013 CHRISTIAN DOCTRINE I
A systematic study of the basic doctrines of Scripture, God, humanity, and sin. This course does not fulfill the Bible elective general education requirement. (3 credits) *Prerequisite: BIBL 1033, BIBL 1043, one 3000 level Old Testament course, one 3000 level New Testament course, and permission of instructor.*

THEO 4113 CHRISTIAN DOCTRINE II
A systematic study of the basic doctrines of Christ, the Holy Spirit, salvation, the church, and last things. This course does not fulfill the Bible elective general education requirement. (3 credits) *Prerequisite: BIBL 1033, BIBL 1043, one 3000 level Old Testament course, one 3000 level New Testament course, BIBL 4013, and permission of instructor.*

THEO 4213 FAITH, LIFE, AND VOCATION CAPSTONE
This course will synthesize all major goals of the program as they relate to a student's calling. Specific attention will be given to understanding the student's role in God's mission for the world. A major portion of the course will be practical in nature that will expose students to real-life situations and case studies not only in the sphere of a particular ministry context, but in the global arena as well. Other topics pertaining to the integration of faith, life, and vocation will be covered as well. (3 credits) *Prerequisite: All other major courses must be satisfactorily completed prior to enrollment.*

GRADUATE COURSE DESCRIPTIONS

All courses described in this section are listed alphabetically by course prefix and are coded to guide students in course selections. Prefix letters designate the department responsible for teaching the course. The first digit of the number indicates the sequence in which the course is usually taken, the next two digits identify the specific course within the department; and the last digit indicates the credit value of the course in credit hours. Some courses have specific prerequisites listed in the course description. Prerequisites must be taken before the student can enroll in the specified course.

BEGR 5213 BIOLOGICAL CONTROL SYSTEMS
Control system properties and analysis; time and frequency response; stability; digital control systems; and application to living systems. (3 credits) *Prerequisite: ENGR 3423 or equivalent.*

BEGR 5713 MUSCULOSKELETAL BIOMECHANICS
The musculoskeletal analysis of human movement; theoretical modeling and experimental verification in the biomechanics laboratory. Detailed understanding of relationships between ground reaction forces, electromyogram, and movement data. (3 credits) *Prerequisites: MEGR 2023; BEGR 3313 and COSC 1303 or equivalents.*

BUSI 5101 SELF-LEADERSHIP ASSESSMENT AND DEVELOPMENT
Various assessment tools will be used to identify students' abilities and leadership styles. Students will learn how individuals can develop their abilities through thoughtful self-reflection and lead themselves during times of challenge. Students will also develop a personal leadership development plan. (1 credit)

BUSI 5121 WORK-LIFE BALANCE
Students will explore ways to establish and maintain balance and harmony between leaders' different areas of responsibility and influence. It extends the concept of self-leadership and self-care into the personal realms of family and community and discusses how drawing boundaries increases personal and professional effectiveness. (1 credit)

BUSI 5131 SPIRITUAL ELEMENTS OF LEADERSHIP
Considers the relationship between faith and leadership through exploration of students' own experiences of leadership and spirituality, informed by recent research and readings from the fields of leadership, spiritual formation, theology, sociology, and psychology. (1 credit)

BUSI 5141 INTEGRATING FAITH AND WORK
Students will evaluate their readiness to integrate their faith into their work and their growth as leaders, as stated in their personal development plans. Specific steps will be taken to answer the question: how does faith impact your actions in your professional life. (1 credit)

BUSI 5203 DYNAMICS OF TEAMS AND COMMUNITIES
Students will understand the way groups work and develop skills for leading groups of various sizes. Face-to-face, distance, and virtual communication strategies and tools will be discussed. Topics will also include the impact of diversity, conflict resolution, mentoring and how to deal effectively with difficult people. (3 credits)

BUSI 5213 THE ART OF LEADERSHIP
Explores leadership theories, models, and styles through an examination of current leadership literature and discussions of effective leadership practice. (3 credits)

BUSI 5223 THE STRATEGY-FOCUSED ORGANIZATION
Introduces the concept of the strategy-focused organization. Topics will include elements of organizational behavior, organizational culture, mission and vision, purposeful strategic planning, and accountability result in an effective organization moving forward in a positive direction. (3 credits)

BUSI 5243 ANALYZING DATA AND TRENDS
Explores both quantitative and qualitative techniques used to analyze data from a variety of research sources. Examines how to understand research, to interpret statistical results, and to identify trends important to strategic decision making. (3 credits)

BUSI 5313 ORGANIZATIONAL EFFECTIVENESS
Focuses on strategies for organizational performance enhancement, exploring associated theories, practices, techniques, and skills, including an overview of systemic processes necessary to deliver quality results. The mechanics, structures, dynamics of effective quality and improvement process teams are covered, as are issues related to continuous improvement programs. (3 credits)

BUSI 5323 LEADERSHIP IN A GLOBAL SOCIETY
Examines leadership from a multinational perspective concerning local, regional, and global issues affecting organizational planning and implementation, including economic forces, cross-cultural differences, and dynamics of international work groups. Students will explore leadership practices and functions necessary to become effective in a global society. (3 credits)

BUSI 5343 LEADING FAITH-BASED ORGANIZATIONS
Considers the unique challenges and opportunities experienced when leading faith-based organizations. Topics include the heightened importance of mission as critical to identity and communications, the view of customers, employees, and constituents from a faith-based and mission-oriented perspective, the practical tension between organizational effectiveness and discipleship, and the importance of effectively engaging the faith community with the organization. (3 credits)

BUSI 5353 COMMUNICATION AND CULTURE IN A GLOBAL SOCIETY
Students will explore differences in ethics, communication, body language, and cultures from a global perspective. The impact of geography, power distance, history, and language through differing cultures in a global society will be studied to increase understanding. Questions of faith and perspective will be addressed. (3 credits)

BUSI 5361 DEVELOPING AN ETHICAL CLIMATE
Examines leadership strategies for generating and maintaining an organizational climate that fosters ethical behavior as normative process. Students will explore methods to minimize dilemmas, reinforce ethical practices, and shape organizational values to build organizational integrity and trust. (1 credit)

BUSI 5373 STRATEGIC THINKING AND PLANNING
Students are introduced to the concepts, varied procedures, and tools that are used in organizational strategic planning. Topics include the fundamentals of the strategic alignment of people, resources, and processes to the vision, mission, and purpose. Discussion also includes how to develop the ability to think strategically. (3 credits)

BUSI 5383 ORGANIZATIONAL CHANGE AND DEVELOPMENT
Examines the structural and environmental forces that influence the leadership process within organizations. Students will learn to identify an organization's readiness for change and appropriate intervention and change strategies. Issues examined will include power and resistance, human motivation and behavior, organizational shadow, intervention in systems, and the fostering of change-oriented cultures. (3 credits)

BUSI 5403 STRATEGIC LEADERSHIP IN PRACTICE
This applied integrated project is a capstone course designed to advance students' abilities to put learned strategic leadership abilities into practice. Students will complete one of the following project options: a research project; an intervention project; a venture plan; or an applied leadership/consulting project. (3 credits)

BUSI 6623 INTERNATIONAL TRAVEL EXPERIENCE
Students have the opportunity to experience the dynamics of doing business globally while understanding the impact of differing cultures. The trip will allow students to engage with business leaders, experience cultural events, and visit international companies. Students who are unable to participate in this experience will take BUSI 5353 Communication and Culture in a Global Society in its place. (3 credits)

CVGR 6313 CONCRETE CONSTRUCTION AND DESIGN
Extension of structural design techniques developed in CVGR 3324 Design of Timber and Steel Structures to the design of concrete structures and elements. It covers concrete technology, analysis and design of reinforced concrete beams, slabs, columns, footings, and walls. Introduces the different types of reinforced concrete floor systems and the fundamentals of pre-stressed concrete structures including a more detailed coverage of structural loadings caused wind and seismic events. (3 credits) *Prerequisite: CVGR 3324*.

CVGR 6513 HYDROLOGY
This course provides a real-world, applications-oriented introduction to engineering hydrology with an emphasis on design. It will familiarize students with a range of important surface and groundwater hydrological processes. The course introduces statistical analyses in the context of hydrologic problem-solving, covers the components of the hydrologic budget, discusses hydrograph analysis and routing, and introduces groundwater hydrology, urban hydrology, hydrologic models and hydrologic design. (3 credits) *Prerequisite: CVGR 3623*.

EEGR 5433 ADVANCED ELECTRICAL POWER SYSTEMS
Analysis and design of power delivery systems operating over a wide range of currents and voltages with emphasis on conversion from electric to thermal energy for welding applications. (3 credits) *Prerequisites: EEGR 2053 and ENGR 2122 or equivalent.*

EEGR 5513 ADVANCED ELECTORMAGNETIC FIELDS AND WAVES
Vectors, static electric and magnetic fields in dielectric and. magnetic materials, principles relating to Maxwell's and Poisson's equations and use of the wave equation. (3 credits) *Prerequisites: COSC 1303, EEGR 2053, MATH 2203, and PHYS 2023 or equivalent.*

EEGR 5613 COMMUNICATIONS ENGINEERING
The theory and functions of electronic communication elements including signal analysis, random processes, statistical averages, transmission lines, and antennas. (3 credits) *Prerequisites: EEGR 2063, EEGR 4513, and MATH 3403 or equivalents.*

EEGR 6423 DIGITAL COMPUTER CONTROL AND FUZZY & ADAPTIVE CONTROL SYSTEMS Application of microcomputers to control systems. Topics include sampled data systems, digital control analysis, and digital controller design. Analysis and design of control systems using advanced control techniques. Topics include state models, computer simulation, fuzzy logic, neural networks, and adaptive controls. (3 credits) *Prerequisite: ENGR 3423 or equivalent.*

EEGR 6453 ADVANCED SIGNALS AND SYSTEMS
Principles of signal processing using sampled data including z-transformers, FIR filters, IIR filters, FFT, and implementations. Random processes and modulation. (3 credits) *Prerequisites: EEGR 2163 or equivalent.*

ENGL 5113 WRITING WITH POWER AND STYLE
Students will develop their ability to write with clarity, grace, and style. Through writing, editing, and revision exercises, students will learn what can be done to make writing correct, clear, and precise. The course also addresses word choice, power verbs, phrasing, elaboration techniques, audience awareness, and visual design to enhance clarity and impact in academic and professional writing. (3 credits)

ENGR 5103 SYSTEMS ANALYSIS
Processes that enable successful implementation of complex systems, including systems theory, optimization, robust design, modeling and simulation. (3 credits) *Prerequisite: ENGR 3813 and MATH 2203 or equivalent.*

ENGR 5423 ADVANCED MECHATRONICS
Analysis and design of control systems that contain motors, sensors, and controllers integrated with mechanical components and mechanisms. Topics include system modeling and dynamic analysis, controller design, motor analysis, and applications. (3 credits) *Prerequisites: EEGR 3213, MATH 2203, MEGR 2023, and PHYS 2023 or equivalents.*

ENGR 5600 GRADUATE SEMINAR
Special seminar for undergraduate students for topics relevant to graduate study and research. (0 credits)

ENGR 5941-5993 SPECIAL TOPICS
A one-to-three credit hour course to be utilized for seminars, special lectures or directed studies in topics which are not offered in the catalog, and as a vehicle for developing new courses. Also for individual or group research. This course may be taken more than one time when the topics are different. (1-3 credits)

ENGR 6223 ADVANCED ENGINEERING MATHEMATICS
Concepts, solution methodologies, and applications of ordinary and partial differential equations, complex variables, and vector calculus. (3 credits) *Prerequisite: MATH 2203 or equivalent.*

ENGR 6600 GRADUATE SEMINAR
Special seminar for topics relevant to graduate study and research. (0 credits)

ENGR 6893 THESIS
The equivalent of three lecture hours a week. Offered on the credit/no credit basis only. Prerequisite: Graduate standing in engineering and consent of the graduate adviser. May be taken more than once. (6 credits required)

ENGR 6941-6993 SPECIAL TOPICS
A one-to-three credit hour course to be utilized for seminars, special lectures or directed studies in topics which are not offered in the catalog, and as a vehicle for developing new courses. Also for individual or group research. This course may be taken more than one time when the topics are different. (1-3 credits)

HCAD 5141 CURRENT ISSUES IN HEALTH CARE: TOPICS TBD
Course examines a current issue in health care. This course may be taken twice when the topics are different. (1credit)

HCAD 5241 OBSERVATIONS IN HEALTH CARE LEADERSHIP
This shadowing experience focuses on the administration of health programs. Students will explore contemporary issues and their impact on emerging leadership and management theory. (1 credit)

HCAD 5213 HEALTH CARE ORGANIZATION & ADMINISTRATION
This is an overview of the contemporary health care system. It examines the historical antecedents, patients, providers, payers, and current health policies. It also provides an overview of the mission, environment, and organizational design of today's health services organizations. Finally, it describes and analyzes U.S. health insurance programs, including private and public insurers, health insurance demand, health plan types, premiums, and reimbursement systems. (3 credits)

HCAD 5223 SERVICE MARKETING MANAGEMENT
A study of key marketing concepts within the health care industry. Emphasis will be on evaluating service marketing management with a market share perspective including pricing, promotion and distribution of services. (3 credits)

HCAD 5233 HEALTH CARE FINANCE
An in-depth study of terminology, processes, functions, and reports commonly encountered in financial operations of health care programs or agencies. This course introduces the concepts of basic managerial financial functions, such as budgeting, accounting, cost analysis, reimbursement methods, and the responsibilities of financial management. (3 credits)

HCAD 5313 LAW, ETHICS, AND VALUES IN HEALTH CARE SETTINGS
This course identifies ethical issues in health care and related legal and social implications. Issues are analyzed from a values perspective. Emphasis will be placed on decision-making and the operation of heath care as a business. (3 credits)

HCAD 5323 HEALTH CARE POLICY
This course is a survey and a critical analysis of federal and state health policy processes. It focuses on the evaluation of health care outcomes and the effectiveness and efficiency of contemporary health services. Students analyze cases dealing with administrative and policy issues in health services including problem solving in ill-defined, multifaceted situations, operational health program evaluation models, and health planning documentation models. (3 credits)

HCAD 6943 APPLIED RESEARCH SEMINAR
This course requires the student to investigate research methods and apply an appropriate method to a problem applicable to health care administration. Focus is on the practical application of theory. The student will demonstrate a broad understanding of multi-faceted issues within health care and administration. (3 credits)

HCAD 6953 HEALTH CARE INTERNSHIP
Designed to provide the student the opportunity to integrate all previously learned health care administration knowledge and skills. The administrative area of study and the practicum are mutually agreed upon by the student, the faculty member, and the health facility preceptor. (3 credits) *Prerequisite: Approval of Program Director.*

HCIT 5343 HEALTH INFORMATION SYSTEMS
This course provides an introduction to health information technology. It covers planning, selecting, implementing, using, and managing health information technology applications. Students will become familiar with needs assessment, system selection, security and confidentiality issues, and contract negotiations. This course examines the role of the health-care manager in the health information technology process. Students will develop problem-solving skills when completing case study assignments and discussion questions regarding health information technology topics. (3 credits)

MBAC 5113 LEADERSHIP AND ETHICS
This course provides the foundation for the two integrative themes of the MBA program—leadership and ethics. Leadership is examined from both a theoretical and practical perspective, with an emphasis on servant leadership. An ethical framework for management decision-making is established and used. Graduate learners are given the opportunity to explore their leadership styles and learn how to effectively apply them in leadership settings. (3 credits)

MBAC 5203 ORGANIZATIONAL BEHAVIOR
An examination of the theory and practice of organizational behavior management from the line manager's perspective. The class examines the roles of individual differences, perception, learning, motivation, group dynamics, teams, conflict, stress, communication, power, politics, leadership, and other factors having an impact on individual job and overall organizational performance in contemporary organizations. Secular theories are examined, and then compared to important biblical principles and precepts. Computer-based and other experiential exercises are used to enhance learning and integration of key management skills related to managing human behavior at work. Emphasis is placed on the underlying causes of human behavior in organizations. (3 credits)

MBAC 5213 MANAGERIAL ACCOUNTING
This course presents a review of financial accounting techniques and an in-depth examination of the uses of accounting information from a management perspective. Students examine the preparation and analysis of financial reports for control, costing, methods, and systems of planning and control. Emphasis is placed on the use of computerized tools in the preparation and analysis of accounting reports. (3 credits)

MBAC 5223 MANAGERIAL ECONOMICS
This course is a detailed study of how economic principles affect the internal and external organizational environment. Market structure and alternative forms of organizational architecture are explored. The roles of bounded rationality and transaction costs in determining organizational effectiveness are examined. (3 credits) *Prerequisite: MBAC 5453 or equivalent.*

MBAC 5453 QUANTITATIVE METHODS
This course explores quantitative tools for managerial decision-making, laying a foundation for using these tools throughout the program. Some of the tools covered include linear programming, probability, descriptive statistics, analysis of variance, and regression models. (3 credits)

MBAC 5503 MANAGERIAL FINANCE
This course is designed to help managers understand financial analysis so that they can work effectively with financial decision-makers in organizations. Topics covered include financial statement analysis, risk and return, discounted cash flow analysis, the cost of capital, capital budgeting, long-term financing, and working capital management. (3 credits)
Prerequisites: MBAC 5213 and MBAC 5453.

MBAC 5923 BUSINESS INTERNSHIP
Invited students will participate in a supervised experience focused around a special project for a for-profit or non-profit organization. (3 credits) *Prerequisite: Consent of the Dean or Assistant Dean.*

MBAC 5941-5943 SPECIAL TOPICS
Courses to be used for seminars and special lectures in topics which are not offered on a regular basis. This course may be taken more than one time when the topics are different. (1-3 credits)

MBAC 6103 HUMAN RESOURCE MANAGEMENT
This course challenges graduate learners to examine and manipulate, via experiential and role-playing exercises, the major activities and subject areas necessary for the successful strategic management of an organization's people. Topic areas include human resource planning, job analysis, law, recruitment and selection, development, performance appraisal, and compensation and benefits. (3 credits)

MBAC 6163 CROSS-CULTURAL MANAGEMENT
This course represents a comprehensive introduction to and survey of international cultural management. Topics include national and organizational culture, managing transitions and relocations, diversity among global work cultures, and the business characteristics of host nationals from the world's most attractive business arenas. The strategic implications of managing a multinational firm are also examined. (3 credits)

MBAC 6233 QUALITY AND OPERATIONS MANAGEMENT
In this course, a strategic approach to continuous quality improvement is established and quality paradigms are examined. Operations management concepts are integrated with quality concepts to produce an organization-wide approach to quality. Graduate learners are given the opportunity to analyze the operations of their workplace and develop a continuous improvement plan. (3 credits)

MBAC 6303 MARKETING MANAGEMENT
A study of advanced marketing management, especially product, price, promotion, and distribution problem solving. The legal and social environment within which marketing problems occur is also discussed. (3 credits) *Prerequisite: MBAC 5453.*

MBAC 6503 STRATEGIC MANAGEMENT
This course is designed to integrate and summarize MBA course work and provide students with interrelated cases for study and analysis. In this course, graduate learners examine strategic processes that influence the direction of an organization. Students learn techniques for defining the mission and objectives of an organization, understanding competitive forces and industry dynamics, analyzing components of sustained competitive advantage, matching organizational strengths with environmental opportunities, and developing strategies and policies to achieve the organization's mission and balance the interests of relevant stakeholders. (3 credits) *Prerequisites: all courses in the MBA sequence must be completed prior to enrolling in this course.*

MEDU 5101 RELIGION IN PUBLIC EDUCATION
Special in-depth study of religion in public education (1 credit)

MEDU 5111 STATE TESTING FOR ACADEMIC ACCOMPLISHMENT
Special in-depth study of state accountability systems (1 credit)

MEDU 5121 GANGS AT SCHOOL
Special in-depth study of gangs at school (1 credit)

MEDU 5131 LEADERSHIP STYLES, ASSESSMENTS, AND INVENTORIES
Special in-depth study of leadership styles (1 credit)

MEDU 5133 COMMUNICATION AND COLLABORATION
This course is designed to address the responsibilities of professional educators beyond the classroom, including communication with parents, colleagues and external agencies within the community, as well as collaboration with peers, administration, district and state personnel. Teacher leadership and school processes provide the framework for these explorations of effective collaboration. (3 credits)

MEDU 5141 FEDERAL FUNDING OF PUBLIC EDUCATION
Special in-depth study of the federal funding of public education (1 credit)

MEDU 5143 EDUCATIONAL RESEARCH FOR EFFECTIVE TEACHING
This course is designed to prepare teachers and educational leaders to connect theory, research, and practice in applied research within the educational setting in order to enhance student achievement. (3 credits)

MEDU 5151 SCHOOL VOUCHERS
Special in-depth study of school vouchers (1 credit)

MEDU 5153 PSYCHOLOGICAL FRAMEWORKS FOR EDUCATORS
This course is designed to provide an overview of the contributions of psychology to the teaching-learning process. Strategies for integrating unique needs within a psychological framework help teachers and educational leaders connect theory with practice. (3 credits)

MEDU 5161 DISASTER AND CRISIS MANAGEMENT
Special in-depth study of disaster and crisis management (1 credit)

MEDU 5163 PUBLIC SCHOOL LAW
This course is designed to provide an overview of school law for educators and provides a study of the legal basis for school control, the relation of the federal and state governments to public education, the district as the unit of school control, and legal duties and responsibilities of the state and local boards of education. Special emphasis is given to the value and necessity of ethical principles in our educational community. (3 credits)

MEDU 5171 EFFECTIVE ENGLISH LANGUAGE LEARNER PROGRAMS
Special in-depth study of effective English language learner programs (1 credit)

MEDU 5181 TECHNOLOGY AND SOCIAL COMMUNITIES AT SCHOOL
Special in-depth study of technology and social communities at school (1 credit)

MEDU 5191 MATH AND READING PROGRAMS
Special in-depth study of math and reading programs (1 credit)

MEDU 5213 CONTENT AREA READING AND WRITING
This course is designed to provide students with effective literacy-based strategies for success in content classes across the curriculum. Focus is on effective comprehension and study skills, integrated reading and writing activities, and meeting the needs of all learners. (3 credits)

MEDU 5223 DIFFERENTIATED INSTRUCTION FOR INDIVIDUALIZED LEARNING
This course is designed to provide students with research-based strategies for facilitating the success of all EC-12 learners. Areas of focus include implementing modifications for special needs and ELLs, extending instruction for GT and high achievers, and effectively dealing with at-risk students. This capstone course is designed to be complete after all other required Teacher Certification courses have been passed. Advisor approval is required for enrollment. (3 credits)

MEDU 5233 THEORY AND PRACTICE IN CLASSROOM MANAGEMENT
This course focuses on the teacher's role in creating positive and productive learning environments through effective organization and management in the elementary and middle school classrooms. Areas of emphasis include the importance of routines and procedures, establishing expectations, consistency, and providing constructive feedback. Contemporary research in the area is analyzed and discussed. (3 credits)

MEDU 5253 FOUNDATIONS OF LITERACY INSTRUCTION
This course examines a variety of research-based instructional practices in literacy education. Areas of focus include emergent literacy, comprehension, appropriate assessment tools and procedures (including state-mandated processes), the integration of reading and writing, and the implementation of successful programs. (3 credits)

MEDU 5283 ASSESSMENT AND INSTRUCTIONAL PLANNING
This course provides an overview of the wide variety of assessment techniques currently being used to evaluate student learning and to make instructional decisions. Teacher-made tests, authentic assessment, formal/informal assessments, and standardized tests will be addressed. Additional attention will be given to Texas state assessments, including TAKS, RPTE, and SDAA. (3 credits)

MEDU 5303 CHILDREN, ADOLESCENTS AND LEARNING
This course explores the theoretical foundations of cognitive, social, and emotional development, their impact on EC–6 student learning, and relevant TEKS- specific instructional implications. Areas of emphasis include learning styles, motivation, and practical application. (3 credits)

MEDU 5313 TEACHING THE YOUNG ADOLESCENT
This course addresses the teaching of young adolescents, focusing on developmental stages, middle school organizational patterns, instructional methodology, and parent/community connections. Special attention is given to TEKS integration and relevant application across content areas (3 credits)

MEDU 5323 FOUNDATIONS OF SECONDARY EDUCATION
Students explore the basic philosophical and historical foundations that undergird the American educational system. This course focuses on how cognitive, social, and emotional development affects a student's perspectives and attitudes about learning and education. Practical TEKS-based applications of these dynamics are interwoven. (3 credits)

MEDU 5333 EFFECTIVE METHODOLOGIES FOR MATH AND SCIENCE INSTRUCTION
This course examines the best practices and current trends in math and science instruction with the goal of enabling students to become effective EC-6 teachers who facilitate success in all learners. Areas of focus include the use of manipulatives, the scientific process, and appropriate TEKS and technology integration. (3 credits)

MEDU 5343 THEORY AND PRACTICE IN CLASSROOM MANAGEMENT 8-12
This course provides students substantial practical experiences as they master and implement preventive and positive classroom management strategies for the secondary classroom, in order to provide optimal learning environments for the classroom. (3 credits)

MEDU 5356 STUDENT TEACHING EC-6
Students implement what they have learned about effective classroom instruction in the school setting. Focus is on a practical application of the role of the teacher as a "reflective practitioner." Students will have teaching experiences in Grades EC-6. Twelve weeks plus one week observation. (6 credits)

MEDU 5363 EFFECTIVE INSTRUCTIONAL METHODOLOGIES 8-12
This course focuses on the selection and implementation of developmentally-appropriate teaching methods, instructional delivery and evaluation techniques to facilitate success for all secondary learners in courses across the curriculum. (3 credits)

MEDU 5373 EFFECTIVE METHODOLOGIES FOR LANGUAGE ARTS AND SOCIAL STUDIES INSTRUCTION This course provides students with a research-based approach to language arts and social studies instruction in the EC-6 classroom. Areas of focus include developmentally-appropriate inquiry and problem-solving, process writing, cooperative learning, and a functional approach to content-centered instruction across the curriculum. (3 credits)

MEDU 5386 STUDENT TEACHING 4-8
Students implement what they have learned about effective classroom instruction in the school setting. Focus is on a practical application of the role of the teacher as a "reflective practitioner." Students will have teaching experiences in Grades 4-8. Twelve weeks plus one week observation. (6 credits)

MEDU 5396 STUDENT TEACHING 8-12
Students implement what they have learned about effective classroom instruction in the school setting. Focus is on a practical application of the role of the teacher as a "reflective practitioner." Students will have teaching experiences in Grades 8-12. Twelve weeks plus one week observation. (6 credits)

MEDU 5453 CURRICULUM AND INSTRUCTIONAL DESIGN
This course addresses the theoretical and practical issues related to curriculum and instructional design with respect to philosophical, sociological, and pedagogical foundations. Individuals completing this course will be able to critically assess, implement, and design developmentally-appropriate learning opportunities for all students. (3 credits)

MEDU 5463 ASSESSING STUDENT LEARNING
This course provides a reflective examination of the wide variety of tools and techniques used in effectively evaluating student learning. Emphasis is on the critical relationship between appropriate assessment and relevant instruction for students of all abilities and learning styles. (3 credits)

MEDU 5473 CURRICULUM EVALUATION
This course is designed to provide an in-depth study of the curriculum evaluation process with a focus on the beliefs and practices of curriculum evaluation, the relationship between these two constructs, and the link between theory and practice. (3 credits) *Prerequisite: MEDU 5453*.

MEDU 5483 ADVANCED METHODS IN CLASSROOM MANAGEMENT
This course, designed for EC–12 teachers, explores a broad spectrum of research-based strategies for increasing instructional effectiveness and maximizing student learning. Areas of focus include the importance of a positive classroom climate and dealing appropriately with non-productive situations. (3 credits) *Available Fall and Spring only*

MEDU 5493 MANAGEMENT AND DELIVERY OF DIFFERENTIATED INSTRUCTION
This course is designed to provide students with foundational theory and practice related to effective instructional strategies and programs for all EC–12 learners. Areas of focus include familiarization with the wide scope of student needs and abilities, the content and validity of existing support programs, and the goal of maximizing learning for the "whole child." (3 credits) *Prerequisite: MEDU 5543*.

MEDU 5503 SCHOOL FINANCE
A study of the role of school finance in the educating students. School districts receive funding from a variety of sources (federal, state, and local) and must allocate funds for effective education of pupils, maintenance of facilities, and the overall operation of the school. (3 credits)

MEDU 5513 INTRODUCTION TO EDUCATIONAL ADMINISTRATION
This introductory course deals with the basic premises and activities of educational management including economic, political, and societal influences. It is the first course in the Educational Administration specialization. (3 credits)

MEDU 5533 ADMINISTRATION OF THE EC-12 CURRICULUM
This course provides a study of the various factors which influence curriculum change, the roles and responsibilities of different personnel and agencies in curriculum planning, procedures in implementing curriculum change, and current programs in public school curriculum. (3 credits)

MEDU 5543 ADMINISTRATION OF SPECIAL PROGRAMS
This course focuses on the planning, implementation, evaluation, and improvement of a variety of school-supported special programs including special and compensatory education, bilingual and ESL, adult and continuing education, and career and technology education. Emphasis is on program effectiveness while meeting local, state, and national standards and requirements. (3 credits)

MEDU 5573 LEADERSHIP AT THE CAMPUS LEVEL
This course provides an examination of the roles and responsibilities of the principal as the facilitator of campus leadership. Consideration is given to organization, program curriculum, plant supervision, and evaluation for the principal functioning at the elementary, middle, and/or secondary school. The course will also focus on the educational leader as an ethical role model, decision-maker, and teacher. (3 credits)

MEDU 5583 HUMAN RESOURCE MANAGEMENT IN EDUCATIONAL ENVIRONMENTS
This course is designed to provide knowledge of principles and practices of human resource management in the public schools. In addition to the basic functions of recruitment, assignment, evaluation, development, and employee relations, students will study the role of politics in school leadership. The strategic nature of the school leader's role is also explored. (3 credits)

MEDU 5713 INTERNSHIP EC-6
This course is only available for employed EC–6 teachers of record seeking Texas teacher certification and meeting “Highly Qualified” requirements of “No Child Left Behind.” Areas of emphasis include creating a positive classroom environment, providing effective instruction, a working knowledge of the TEKS and state assessments, experiencing professional growth, working cooperatively with other professionals and effectively meeting the needs of all students. This course must be repeated for one additional semester to meet Internship requirements. (3 credits per semester for a total of 6 credits) *Prerequisite: Approval of Coordinator of Education Field Experience.*

MEDU 5723 INTERNSHIP 4-8
This course is only available for employed 4-8 teachers of record seeking Texas teacher certification and meeting “Highly Qualified” requirements of “No Child Left Behind.” Areas of emphasis include creating a positive classroom environment, providing effective instruction, a working knowledge of the TEKS and state assessments, experiencing professional growth, working cooperatively with other professionals and effectively meeting the needs of all students. This course must be repeated for one additional semester to meet Internship requirements. (3 credits per semester for a total of 6 credits) *Prerequisite: Approval of Coordinator of Education Field Experience.*

MEDU 5733 INTERNSHIP 8-12
This course is only available for employed 8-12 teachers of record seeking Texas teacher certification and meeting “Highly Qualified” requirements of “No Child Left Behind.” Areas of emphasis include creating a positive classroom environment, providing effective instruction, a working knowledge of the TEKS and state assessments, experiencing professional growth, working cooperatively with other professionals and effectively meeting the needs of all students. This course must be repeated for one additional semester to meet Internship requirements. (3 credits per semester for a total of 6 credits) *Prerequisite: Approval of Coordinator of Education Field Experience.*

MEDU 5741 ACTION RESEARCH
This course requires the student to investigate the action research model and to define a relevant problem applicable to the educational setting. This problem will serve as the basis for other action research courses. Focus is on the practical application of theory. (1 credit, can be taken 2 times) *Prerequisite: MEDU 5143*.

MEDU 5743 CERTIFICATION PREPARATION
This course is designed to review the TExES competencies for the Pedagogy and Professional Responsibility (PPR) certification. All candidates for teacher certification must enroll in this class prior to taking the certification exam at the state level. A practice test will be offered to all students at one of the LeTourneau University educational sites. (3 credits) *Prerequisites*: *MEDU 5133, MEDU 5143, MEDU 5153, MEDU 5163, MEDU 5223.*

MEDU 5751 ACTION RESEARCH II
This course requires the student to explore relevant information in a literature review and design a methodological approach to a defined problem. Focus is on examining literature important to the research problem and the application of the action research model. (1 credit, can be taken 2 times) *Prerequisite: MEDU 5741*.

MEDU 5761 ACTION RESEARCH III
This course requires the student to implement an approved methodological approach to a defined problem and to analyze the findings. Focus is on the application of the action research methodology, the tabulation of findings, and the summary of the research results. (1 credit, can be taken up to 2 times) *Prerequisite: MEDU 5751*.

MEDU 5771 PRACTICUM – CURRICULUM AND INSTRUCTION
This course is designed to provide intensive study and field experience in activities/problems relating to a specific leadership role at campus or district level. Practicum or Action Research required for degree. (1 credit, taken 4 times) *Prerequisite: MEDU 5453*.

MEDU 5781 PRACTICUM – EDUCATIONAL ADMINISTRATION
This course is designed to provide intensive study and field experience in activities/problems relating to a specific leadership role at campus or district level. Required for certification for principals. (1 credit, taken 4 times) *Prerequisite: MEDU 5573*.

MEDU 5911 CERTIFICATION PREPARATION FOR PRINCIPAL CANDIDATES
This course is designed to review the TExES competencies for the principal certification. All candidates for the principal certification must enroll in this class prior to taking the certification exam at the state level. (1 credit) *Prerequisites: MEDU 5573, MEDU 5533, MEDU 5163, MEDU 5583, MEDU 5503, MEDU 5543.*

MEGR 5423 MECHANICAL VIBRATIONS
Vibration of single degree of freedom systems, natural and forced motions, and dynamic loading; multidegree of freedom systems and approximate methods; vibration of elastic bodies. Applications include packaging, fatigue, critical speed determination, and vibration suppression. (3 credits) *Prerequisites: MATH 2203, MEGR 2023, and MEGR 3323 or equivalents.*

MEGR 6513 FLUID MECHANICS
The fundamentals of fluid mechanics are reviewed, followed by a consideration of classic viscous and inviscid flow solutions. Topics include steady and unsteady viscous flows, boundary layers, potential flows and superposition. (3 credits) *Prerequisites: MEGR 3513.*

MEGR 6941-6943 SPECIAL TOPICS
A one-to-three credit hour course to be utilized for seminars, special lectures or directed studies in topics which are not offered in the catalog, and as a vehicle for developing new courses. Also for individual or group research. This course may be taken more than one time when the topics are different. (1-3 credits)

MJEG 6123 ADVANCED NONDESTRUCTIVE EVALUATION OF MATERIALS
Analytical and numerical modeling of elastic- and electromagnetic wave/material interactions are taught for dimensional analysis, material property determination, and flaw detection. Experimental shear wave ultrasonics and eddy current evaluation are emphasized for determining elastic moduli and thermal conductivity of advanced metals and metal matrix composites. Experimental techniques are applied to engineering materials testing, including metals, ceramics, polymers and composites for the aerospace and defense industries. (3 credits) *Prerequisites: PHYS 2023, ENGR 2313 and MJEG 4123 or equivalents.*

MJEG 6223 ADVANCED MATERIALS MANUFACTURING TECHNOLOGIES
Manufacturing and engineering performance of dispersion- strengthened metals, powder-metallurgy products, ceramic- and polymeric-composites are discussed. Emphasis is placed on solid-state joining technologies such as induction- and laser brazing, friction stir welding, surface modification techniques for improved wear and corrosion performance, etc. Multi-component layers in rapid-prototyping and dissimilar structural combinations are examined for the micro-electronics, biomedical and aerospace industries. Laboratory includes use of advanced analytical evaluation techniques such as the Scanning Electron Microscope. (3 credits) *Prerequisite: MJEG 3343 and MJEG 4223 or equivalent.*

MJEG 6313 ADVANCED ENGINEERING MATERIALS
Modem metallic alloys, polymeric composites and ceramics used in aerospace, electronics, biomedical and transportation industries will be presented from a basic Materials Science perspective, as well as using numerical modeling and experimental techniques. Current manufacturing methods, such as rapid prototyping, powder metallurgy, friction stir processing, etc will be incorporated in the course. Evaluation of high temperature, wear and corrosion behavior will be incorporated in lab exercises, together with issues on environmental, health and recycling problems related to these advanced materials. (3 credits) *Prerequisite: ENGR 2313 or equivalent.*

MJET 5623 JOINING PROCESSES
Focused study of solid-state welding processes, with emphasis on High Frequency and Friction Stir welding of high performance steels. Process fundamentals, high temperature deformation, interface diffusion, heat and mass transfer phenomena will be studied in detail. (3 credits)

PSYC 5003 INTRODUCTION TO COUNSELING
A study of the major approaches and classic research within counseling psychology, this course is designed to introduce students to professional counseling. Students will review history and systems, personality theory, the mind-body connection, and basic research methods of psychology. Students will be introduced to the concepts of psychotherapy and personal, group, and family counseling. Specialties within the field of counseling and other mental health disciplines will be reviewed. Consideration will be given to the role of the Christian faith within the context of professional counseling. *This course is required for students following the non-licensure track and for students following the licensure track who enter the program with less than 12 hours in psychology or 9 hours of psychology and 3 hours of statistics.* (3 credits)

PSYC 5012 INTEGRATIVE THEOLOGY FOR COUNSELORS
Consideration of historical, systematic, Biblical and philosophical theology as relevant to issues of the nature of God and man. Students examine the implications of theology upon the counseling context and receive additional training in explicit integration. (2 credits)

PSYC 5013 ADVANCED ABNORMAL PSYCHOLOGY
This class is a study of various psychological disorders, their origins and available treatments. The course will use an integrative approach to consider all components of psychopathology: biological, social, psychological, and spiritual. Students will be required to complete a research project on a category of disorders, evidencing mastery of material prerequisite to an understanding of assessment and diagnosis. *This course is a prerequisite course for PSYC 5043 and is required for COUN students who have not received a C or higher in abnormal psychology in previous undergraduate or graduate coursework. It is not part of the normal COUN track. It may be used as a program elective for the MPSY or COUN programs.* (3 credits)

PSYC 5023 COUNSELING SKILLS AND TECHNIQUES
A study designed to train students in skills necessary to establish and maintain an effective helping relationship. Basic methods, skills and techniques of counseling such as empathy, paraphrasing, reflecting, clarification and summarizing will be taught using both lecture and experiential means. Students will have the opportunity to practice these and many other basic skills through role-plays, recordings (video and audio) and supervised counseling sessions. (3 credits)

PSYC 5033 ETHICAL, LEGAL & PROFESSIONAL STANDARDS IN COUNSELING PRACTICE
A study of professional standards, ethical guidelines, legal aspects of practice, standards of preparation for the profession, objectives of professional organizations, and the professional identity of persons providing direct counseling services. The ethical discussions include input from the profession, one's internal values, and Judeo-Christian influence. Students will explore issues, professional and ethical/legal, affecting mental health practitioners in daily practice. (3 credits)

PSYC 5043 PSYCHOPATHOLOGY: DIAGNOSIS & TREATMENT OF MENTAL DISORDERS
A study of psychopathology to aid the student in understanding problems of definition and classification of abnormal human behavior; development of skill in making diagnoses; a working knowledge of the diagnostic categories in the DSM-IV-TR; and an understanding of the varying philosophies relative to diagnosis and treatment of abnormal behavior. The student will gain an appreciation of the interaction of Christian belief systems with a view of normal and abnormal behavior. (3 credits) *Prerequisite: PSYC 5013 or previous undergraduate or graduate coursework in abnormal psychology with a grade of C or higher.*

PSYC 5053 RESEARCH METHODS
A study of the scientific method of social and psychological research in order to aid the student in understanding the theoretical bases of scientific research. The student will develop a working knowledge of the research methods and problems associated with doing human research. The student will gain the ability to recognize both excellent and poor quality research and research methods. (3 credits) *Prerequisite: MATH 1423 or BUSI 4643 or Statistics with a grade of C or higher.*

PSYC 5063 THEORETICAL FOUNDATIONS
A study of selected theories of counseling as they apply to normal and abnormal human behavior in order to aid the student in identification of a preferred counseling theory based on the student's understanding of selected theories and self-understanding of personal values, basic beliefs, and personality. Theories of individual, couple, and marriage counseling are considered. The student will learn to understand and integrate the Christian worldview as it impacts the counselor and counseling relationships. (3 credits)

PSYC 5073 LIFESPAN HUMAN DEVELOPMENT
A study in developmental psychology which focuses on physical, cognitive, social, emotional, sexual, and personality development from conception to death within the context of basic theories of development. (3 credits)

PSYC 5082 FAMILY SYSTEMS THEORY & THERAPIES
Examination of the philosophy, theoretical and practical foundations of the family systems approach to marital and family counseling/therapy. The major theorists, theories, various models, and practices are examined. The primary focus is upon the theories, principles, and language that support the numerous marriage and family therapy models. Among other theoretical models, Bowen Family Systems Theory is delineated. (2 credits)

PSYC 5093 COUNSELING DIVERSE POPULATIONS
A study in multicultural counseling that focuses on developing theories and strategies that match the individual and cultural background of the client, as well as expanding counseling to include the multiple helping roles of family, community, and cultural groups. The course will serve as an introduction to the literature, concepts, and skills required to counsel people from populations considered diverse. Coursework will emphasize factors of diversity such as ethnicity, gender, social identification, physical challenges (e.g. hearing impaired, learning disabled, etc.) and the appropriate counseling interventions for working with such populations. Cultural identity development theory will also be covered in this course. (3 credits)

PSYC 5102 THEOLOGICAL & SPIRITUAL DYNAMICS IN COUNSELING
Beginning with an examination of the psychology of spirituality (focusing particularly on the ways in which psychological and spiritual dynamics interact in health and in pathology), this course provides a foundation for addressing spirituality in clinical practice. Clinical implications of the theoretical foundation will be developed by means of reflection on case material as presented by both the professor and students. (2 credits)

PSYC 5111 CONTEMPORARY APPROACHES TO CHRISTIAN COUNSELING I
A consideration of the history of Christians in psychology. Students will study the beginnings of the integration movement and the various individuals and schools of thought that impacted the current relationship between psychology and Christianity. Emphasis will be placed on activity through the 1970s. (1credit) *Cannot be taken if student has successfully completed PSYC5143.*

PSYC 5113 HUMAN SEXUALITY
This course provides a basic introduction to counseling for sexual issues. Students are introduced to a theology of sexuality, a basic model of addressing sexual issues in counseling, basics of sexual biology and psychology, sexual development, sexual dysfunction, and basic intervention techniques for sexual problems. Students also are challenged in their own growth and development in this area. (3 credits)

PSYC 5121 CONTEMPORARY APPROACHES TO CHRISTIAN COUNSELING II
A study of selected contemporary approaches to Christian Counseling. Students will consider the evolution of the relationship between psychology and Christianity and the views that have continued to impact the field. The course will survey the theories of some of the leading figures in the field of Christian Counseling and will consider primarily the era from 1980 through 2000. (1 credit) *Cannot be taken if student has successfully completed PSYC 5143.*

PSYC 5123 COGNITIVE-BEHAVIORAL THERAPY
The purpose of this course is to develop students' knowledge and skill in the cognitive-behavioral approach to counseling with applications to mental health counseling and marital & family counseling. Students examine theoretical foundations, research findings, basic principles, assessment techniques, and the intervention strategies of Cognitive-Behavioral Therapy with particular emphasis on a family systems perspective. The practical applications of this therapy are examined, and executive skills required of the cognitive behavioral therapist are instilled. Students will demonstrate skills in this approach of counseling in class. These examinations are applied to a wide variety of problems in living and are framed within a Christian theological context. (3 credits)

PSYC 5131 CONTEMPORARY APPROACHES TO CHRISTIAN COUNSELING III
A study of selected contemporary approaches to Christian Counseling. Students will consider the evolution of the relationship between psychology and Christianity and the views that have continued to impact the field. The course will survey the theories of some of the leading figures in the field of Christian Counseling and will consider primarily the era since 2000. (1 credit) *Cannot be taken if student has successfully completed PSYC 5143.*

PSYC 5133 PSYCHOLOGICAL TESTING, CLINICAL APPRAISAL AND DIAGNOSTIC EVALUATION IN COUNSELING
A study in theoretical issues and research in clinical assessment with special reference to administration and interpretation of testing procedures and clinical interviewing. Specific training with various methods including personality assessments, interest inventories, behavioral assessments, aptitude and achievement tests, and interviewing techniques. (3 credits) *Prerequisite: PSYC 5053.*

PSYC 5143 CONTEMPORARY APPROACHES TO CHRISTIAN COUNSELING
A study of selected contemporary approaches to Christian Counseling. The course will survey the theories of some of the leading figures in the field of Christian Counseling, such as Larry Crabb, Jay Adams, Gary Collins, Charles Solomon, Robert McGee, Paul Meier, Frank Minirth, John Drakeford, Paul Tournier, David & Vera Mace, Christian Midelfort, Gary Moon, Mark McMinn, and others. (3 credits) *This is the same course as PSYC 5111, 5121 and 5131 combined.*

PSYC 5153 PSYCHOPHARMACOLOGY
A study to acquaint students with the neurotransmitter systems of the central nervous system and to discuss therapeutic agents which influence these transmitter systems. Provides comprehensive information on the applications and actions of psychotropic drugs, both in therapy and in the etiology and treatment of disorders. (3 credits)

PSYC 5162 TRAUMA & THEODICY
Examination of theodicy as it relates to the life of the counselor and its application to counseling with special attention given to trauma and recovery. Impersonal aspects of theodicy and the application of a theology of hope are emphasized. To live as a human being is to be confronted

with the vexing problem of evil and human suffering. Evil constitutes a major philosophical and theological problem for theists. This course will philosophically and biblically explore the nature of the problem of evil, and examine ways of coping with evil and suffering in human experience and in Christian life. This course treats the theological and philosophic effects of crises, disasters, and other trauma-causing events on persons of all ages, as embodied in the theological/philosophical problem of theodicy. (2 credits)

PSYC 5172 HEALTHY FAMILY FUNCTIONING
This course is designed to provide an integrative analysis of the characteristic behaviors of healthy families and marriages derived from five primary sources: direct observation of healthy families, the literature from major family therapy theorists, the empirically-based schemas of optimal family health, the research of behavioral correlates of healthy functioning, and the empirically based models of healthy marital and family functioning. The course is designed to inform the graduate student about optimal families and to relate this material conceptually to clinical assessment and interventions. Students also examine healthy functioning across the family developmental stages. Students who complete this course will gain a perspective to balance their exposure to the significant literature and training for marriage and family therapists that is skewed toward pathology. (2 credits)

PSYC 5183 SPECIAL TOPICS
Students will be introduced to theory- and practice-specific content related to marriage and family therapy. Each course will give students the opportunity to develop skills from a variety of clinical approaches. (3 credits) Examples of special topics courses include but are not limited to:

BRIEF/SOLUTION-FOCUSED & COMMUNICATION APPROACHES TO MFT
Students examine theoretical foundations, basic principles, assessment techniques, and intervention strategies of these three major schools of marriage and family therapy: Brief, Solution-Focused, and the Communication Approach to marriage and family counseling. The course is taught from a systems theory perspective and in the context of a Christian worldview.

STRUCTURAL & BEHAVIORAL MARRIAGE & FAMILY THERAPY
Students examine theoretical foundations, basic principles, assessment techniques, and intervention strategies of these two major schools of marriage and family therapy: Structural MFT and Behavioral MFT. The role of the marriage and family counselor in a variety of practice settings and in relation to other helping professions is discussed. The course is taught from a systems theory perspective and in the context of a Christian worldview.

CONTEXTUAL, NARRATIVE, & INTERPERSONAL THERAPIES
Students examine theoretical foundations, basic principles, assessment techniques, and intervention strategies of these three major schools of counseling: Contextual Marriage and Family Therapy, Narrative Therapy, and Interpersonal Therapy. The course is taught from a systems theory perspective and in the context of a Christian worldview.

ADDICTIONS COUNSELING
This course introduces students to treatment literature and practices relevant to a wide variety of impulse control disorders. Treatment programs (inpatient and outpatient settings) that focus on substance abuse will receive the majority of attention. Instructors provide direct applications to mental health and marital and family counseling.

PSYC 5202 PROFESSIONAL, PERSONAL & SPIRITUAL LIFE OF THE MARRIAGE AND FAMILY THERAPIST
Examines the process of Christian formation from both historical and personal perspectives. Attention is given to the unique personal and spiritual demands of the life and work of the counselor, the historical figures of the Church, and the contributions of modern-day scholars. Students are encouraged to focus on their own personal and spiritual formation and to view this dynamic as being foundational to the counseling process. (2 credits)

PSYC 5203 GROUP COUNSELING METHODS
A study of group counseling theories and techniques. Types of groups, dynamics and methods of practice with groups, and analysis of group leadership and group processes will be considered. Students will practice leading groups. (3 credits) *Prerequisite: PSYC 5023.*

PSYC 5223 CAREER COUNSELING AND LIFESTYLE DEVELOPMENT
A study of theories of vocational choice, the process of career and lifestyle decision making and sources of occupational information. The student will also study trends in the world of work, career development theories and practical applications, career education and sources and uses of occupational, educational and social information. Emphasis is on developing skills for assisting individuals and groups in career development and planning. (3 credits)

PSYC 5383 FAMILY ASSESSMENT
A study of the assessment and diagnosis of familial issues. Normative family development is explored. Assessment is considered based on the theories presented in Theoretical Foundations. Assessment of personality is studied in the context of family systems. Structural family issues are considered using the genogram method. (3 credits)

PSYC 5503 SEX THERAPY
This specialization course takes an in-depth look at treatment for sexual dysfunction. Areas of primary focus include the diagnosis and treatment of sexual dysfunctions specific to desire, pain, arousal and orgasm. (3 credits) *Prerequisite: PSYC 5113 or evidence of similar training*

PSYC 6001 PROFESSIONAL SEMINAR IN MARRIAGE & FAMILY THERAPY AND PROFESSIONAL COUNSELING
This seminar is designed to assist the students in the integration of their graduate experiences, to prepare them for clinical practice, and to assess their current level of competency across 14 content areas. To assess the students, the instructors will administer the Counselor Preparation Comprehensive Examination. Strengths and weaknesses will be identified. Remedial work may be assigned and required before graduation. Students are provided with information regarding professional identity with ACA and other professional societies. (1 credit)

PSYC 6002 APPLIED LAB & TREATMENT PLANNING
The lab is designed to prepare students to conduct intake interviews, maintain appropriate documentation and conduct effective treatment planning, and maximize the supervision process. Special attention is given to use of the DSM for diagnosis, treatment planning and practice. Emphasis is placed on increased awareness of self/personality and the core conditions of a therapeutic relationship; practice of basic counseling skills in role-play; ethical issues, management of crises, making appropriate referrals, and other topics relevant to the counseling process including information on licensure and credentialing and professional involvement in the counseling profession through ACA and its associations such as IAMFC, ASERVIC and AMHCA. Additional information is given on societies such as APA, AAMFT and CAPS. Students must receive approval for continuance on the Student Qualifying Evaluation. Professor may

recommend or require additional courses or other remedial work. (2 credits) *Prerequisites: PSYC 5023, PSYC 5033, PSYC 5043.*

PSYC 6003 COUNSELING PRACTICUM FOR NON-LICENSURE TRACK
An introductory supervised professional field-based experience for students not pursuing professional licensure. Emphasis is on instruction in advanced counseling methods and techniques, development of a personal theory of counseling, and counseling practice with supervision. A minimum of 100 clock hours is required for the course. This course serves as a capstone for the M.A. in Psychology program; graduate electives may be taken after this course if desired. (3 credits) *Prerequisites: Prerequisites: PSYC 5023, PSYC 5033. This course should be taken in the last semester of the program and can be taken simultaneously with other courses.*

PSYC 6012 COUNSELING AND MARRIAGE & FAMILY THERAPY PRACTICUM
An introductory supervised professional field-based experience that is primarily in the provision of direct counseling services. Students serve under the direct supervision of a licensed mental health professional. Emphasis is on instruction in advanced counseling methods and techniques, development of a personal theory of counseling, and counseling practice with supervision. (A minimum of 150 clock hours is required.) (2 credits) *Prerequisites: PSYC 5023, PSYC 5033, PSYC 5043.*

PSYC 6013 COUNSELING PRACTICUM I
An introductory supervised professional field-based experience that is primarily in the provision of direct counseling services. Students serve under the direct supervision of a licensed mental health professional. Emphasis is on instruction in advanced counseling methods and techniques, development of a personal theory of counseling, and counseling practice with supervision. (A minimum of 150 clock hours is required.) (3 credits) *Prerequisites: PSYC 5023, PSYC 5033, & PSYC 5043.*

PSYC 6022 COUNSELING AND MARRIAGE & FAMILY THERAPY INTERNSHIP I
A supervised professional field-based experience that is primarily in the provision of direct counseling services. Students serve under the direct supervision of a licensed mental health professional. Emphasis is on the transition from student to becoming a professional counselor (for the MFT track, a marriage & family counselor). (A minimum of 150 clock hours is required.) (2 credits) *Prerequisite: PSYC 6013.*

PSYC 6023 COUNSELING PRACTICUM II
A supervised professional field-based experience that is primarily in the provision of direct counseling services. Students serve under the direct supervision of a licensed mental health professional. Emphasis is on the transition from student to becoming a professional counselor (LPC and LMFT). (A minimum of 150 clock hours is required.) (3 credits) *Prerequisite: PSYC 6013.*

PSYC 6032 COUNSELING AND MARRIAGE & FAMILY THERAPY INTERNSHIP II
A supervised professional field-based experience that is primarily in the provision of direct counseling services. Students serve under the direct supervision of a licensed mental health professional. Emphasis is on the application of techniques and the limited, supervised practice of marriage and family therapy. (A minimum of 150 clock hours is required.) (2 credits) *Prerequisite: PSYC 6023.*

PSYC 6033 MARRIAGE AND FAMILY THERAPY PRACTICUM
A supervised professional field-based experience that is primarily in the provision of direct counseling services. Students serve under the direct supervision of a licensed mental health professional. Emphasis is on the application of techniques and the limited, supervised practice of marriage and family therapy. (A minimum of 150 clock hours is required.) *Prerequisite: PSYC 6023.*

ADMINISTRATIVE DIRECTORY

SCHOOL OF GRADUATE AND PROFESSIONAL STUDIES

Carol C. Green, Ph.D., Vice President for Graduate and Professional Studies, since 2008
Chris W. Fontaine, M.S., Assistant Vice President for Enrollment Management and Marketing, since 1999.
Janet Munger, B.A., Director of Enrollment Management, since 1999.
J. Lisa Stewart, MBA, Director of Quality Control & Retention, since 2002.
Ronda Burrows, MBA, Director of Fiscal Services, Graduate and Professional Studies, since 1998.
Kathryn L. Majzner, M.S., University Registrar, since 2002.

*Years of service are cumulative, not necessarily all in current position.

SCHOOL OF GRADUATE AND PROFESSIONAL STUDIES FACULTY

Ackley, Richard T., M.S., Stephen F. Austin University.
Adams-Gainer, Lindsey, M.B.A., LeTourneau University.
Agee, James, M.A., Trevecca Nazarene University; Ph.D., State University of New York.
Ames, Jimmy, M.S., Southeastern Oklahoma State University; Ed.D., Oklahoma State University.
Anderson, Rosalind, M.Ed., Stephen F. Austin State University.
Anderson, Timilee J., M.A., Stephen F. Austin.
Andrews, Brett K., M.B.A., Oral Roberts University; Ph.D., Walden University.
Armstrong, Pamela S., M.Ed., The University of Texas at Tyler.
Armstrong, Stephen, M.A.T., Bowling Green State University; Ed.D., Texas A&M University at Commerce.
Arnett, Gail R., M.S., University of Missouri; C.P.A., State of Texas.
Arnold, Charles, M.Ed., University of Texas at Tyler; J.D., South Texas College of Law.
Arnold, David D., JD, Vanderbilt University.
Arnold, Jamie L., M.A., Houston Baptist University.
Baas, Brent, M.S., Western Michigan University; Ph. D., Wayne State University.
Baggett, Darla L., M.Ed., Stephen F. Austin State University; Ed.D., Texas Tech University.
Bailey, Carl W., M.A., Austin College.
Baker, Donna R., M.Ed., Texas A&M University at Commerce; D.Min., Houston Graduate School of Theology; M.A., Amberton University.
Baker, Kathryn C., M.Ed., University of Houston.
Baker, Stanley K., M.A., Dallas Baptist University.
Baldwin, Rickie, M.B.A., Amber University; Ph.D., Nova Southeastern University.
Ball, Steven L., Ph.D., University of Kansas.
Balog, J. Kevin, M.S., Central Michigan University; Ed.D., Northern Illinois University.
Bass, Brande R., M.S., Texas Tech University; M.Ed., Texas Tech University.
Batts, Martin, M.Div., Trinity Evangelical Divinity School; M.A., University of Dallas; S.T.M., Dallas Theological Seminary; Ph.D., University of Dallas.
Becker Jr., Les, M.B.A., LeTourneau University.
Bellamy, Emily, CPA, State of Texas; MBA, Texas State University.

Benton, Kay D., M.A., Jerusalem University College.
Birdsong, Rebecca, M.Ed., Stephen F. Austin State University.
Black, F. Michael, M.S., Texas A&M University; A.C., Texas A&M University; Ph.D., Madison University.
Bolt, Bill M., M.Ed., Stephen F. Austin State University.
Bourne, Bea B., M.A., Webster University, D.M. University of Phoenix.
Bradford, Kendra A., MA, University of Texas at Austin.
Bronleewe, Ted W., Th.M., Dallas Theological Seminary.
Brown, Allen R., M.A., Lamar University; Ed.D., Texas A&M University at College Station.
Brown, Donald, M.Ed. University of Idaho.
Brown, Melva D., M.B.A., University of Phoenix.
Bullard, Holly R., M.Ed., Texas Tech University; Ed.D., Texas Tech University.
Burnett, Jr., Weldon, MCA, Delta State University.
Campbell, Neil P., M.S.L.S., Case Western Reserve University; M.B.A., Texas Tech University.
Cannedy, Lloyd L., M.S.H.A., University of Alabama; M.B.A., Samford University; Ph.D., University of Iowa.
Caraway, Kimberly C., M.Ed., Stephen F. Austin State University.
Carl, Harold F., M.Div., Gordon-Conwell Theological Seminary; Ph.D., Westminster Theological Seminary.
Carlock, Gaylord W., M.S., University of Texas at Arlington; Ph.D., Southern Methodist University.
Carlson, Fredric J., M.B.A., Michigan State University; Ph.D., St. Louis University.
Carr, Tony L., D.Min., Dallas Theological Seminary; Th.M, Dallas Theological Seminary.
Carroll, III, William, M.Div. Southwestern Baptist Theological Seminary; Ph.D. Southwestern Baptist Theological Seminary.
Castro, Juan R., M.A., University of New Orleans; Ph.D., University of New Orleans.
Chandler, Darryl R., M.Div., Southwestern Baptist Theological Seminary.
Chang, Chow Ling, Ph.D., Rensselaer Polytechnic Institute.
Childress, Nancy, M.A., University of Houston at Clear Lake.
Claeys, John R., Th.M., Dallas Theological Seminary.
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Copy for the descriptive chapters and the list of officers for this catalog issue was prepared as of June 30, 2012. Information about fees and expenses, financial aid and scholarships applies to the academic year 2012-2013. Plans of study, course titles, fees, expenses, and other matters described herein are subject to change at the discretion of the University.

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