



Texas Christian University

TCU Graduate 2025-2026 Catalog

About TCU	7
Academic Calendar	8
Accreditation and Affiliations	9
Course Abbreviations	10
Directory Information - Administration	11
History of TCU	55
Material Resources	62
Chairs and Professorships	62
Endowed Scholarships	64
Named Lectureships	83
Research and Departmental Funds	84
Mission, Vision and Values	92
TCU Global	92
Academic Services and Support	94
Center for Instructional Services	95
Information Technology	95
Mary Couts Burnett Library	96
Student Access and Accommodations	97
The William L. Adams Center for Writing	97
William H. Koehler Center for Instruction, Innovation and Engagement	97
Undergraduate Prerequisites	98
Admission Requirements	98
Admission for TCU Seniors	98
Conditional Admission	98
International Student Admission	98
Non-Degree Graduate Admission	99
TCU Faculty Admission	99
Unconditional Admission	99
Visiting Graduate Student Admission	99
Workshop Admission	99
Application Procedures	99
Contact Information	100
Graduate Entrance Examinations	100
Miscellaneous Charges	100
Payment	100
Refunds	101
Tuition and Fees	101
Financial Aid	102
Federal and State Student Financial Aid	103
Division of Student Affairs	104
Bicycle Regulations	104
Campus ID Card	105
Campus Recreation and Wellness Promotion	105
Center for Career and Professional Development	105
Counseling and Mental Health Center	106
Educational Conduct Process	106
Dining Services	107
Gender Resource Office	107
Health Center	107
Required Vaccines	107
Required Health Insurance	108
Housing and Residential Life	108
Intercultural Center	109
International Services	109
Leadership and Student Involvement	109
Office of Emergency Management	109
Office of Religious and Spiritual Life	109
Parking and Transportation	110
Student Identity and Engagement	110
Student Veteran Services	111
Substance Use & Recovery Services	111
TCU Global	111
TCU Public Safety	113
Waiver of Responsibility	113

Academic Conduct Policy	126
Bill of Student Rights and Responsibilities	128
Drug Use Policy	129
Firearms and Deadly Weapons Policy	129
Graduation Participation	129
Legal Sanctions for Illegal Use of Alcohol or Other Drugs	129
Non-Discrimination Policy	129
Student Grievance Procedure	130
University Communications	130
University Judicial System	130
AddRan College of Liberal Arts	133
English	133
Accelerated MA in English	133
English, MA	133
English MA/Ph.D. and Rhetoric and Composition Ph.D. Admission Requirements	133
English, PhD	133
Rhetoric and Composition, PhD	134
Comparative Race and Ethnic Studies	134
CRES Graduate Certificate Requirements	135
CRES Graduate Certificate Portfolio (CRES 70001) 1 hour	135
Supplemental Concentration in Research and/or Pedagogy	135
Criminology & Criminal Justice	136
Criminology & Criminal Justice, MS	136
Leadership, Executive and Administrative Development (LEAD) Certificate	137
History	137
History, MA	137
History, PhD	137
Master of Liberal Arts	138
Women & Gender Studies Graduate Certificate	139
Bob Schieffer College of Communication	139
Communication Studies Degree Program	140
Communication Studies, MS	140
Strategic Communication, MS	141
College of Education	141
College of Education Programs	141
Accelerated Master's Option	143
Accelerated Master's Option Special Education	143
Clinical Mental Health Counseling, MEd	144
Curriculum and Instruction, MEd	145
Educational Leadership, MEd	147
Human Services, MEd	148
School Counseling, MEd	149
Probationary School Counseling	149
Special Education, MEd.	150
School Leadership-Principal Certification Only	151
School Leadership-Superintendent Certification Only	151
Educational Leadership Programs	152
Educational Leadership, MBA/Ed.D.	153
Educational Leadership, EdD	153
Program of Study (Higher Education Contexts)	155
Educational Studies: Curriculum Studies, Ph.D.	156
Educational Studies: Counseling and Counselor Education, PhD	157
Educational Studies: Educational Leadership MBA/PhD	159
PhD in Educational Studies: Educational Leadership (Focus in Higher Education)	162
Educational Studies: Educational Leadership, PhD	163
Educational Studies: Science Education, PhD	167
Texas Principal-as-Instructional Leader or Superintendent Certificates	168
Certificate in Health Professions Education	169
College of Fine Arts	169
Art History, MA	169
Studio Art, MFA	170
School of Music	172
Musical Arts, DMA	172
Music, MM and MME	179

String Performance, MM	180
Music Theory, MM	181
Composition, MM	182
Piano Performance, MM	184
Organ Performance, MM	185
Collaborative Piano, MM	186
Piano Pedagogy, MM	187
Voice Pedagogy, MM	188
Voice Performance, MM	189
Wind and Percussion Performance, MM	190
Musicology, MM	191
Band Conducting, MM	192
Choral Conducting, MM	193
Orchestral Conducting, MM	194
Music Education, MME	195
Piano Pedagogy, MME	196
Artist Diploma (Post-Baccalaureate) in Piano	197
Artist Diploma (Post-Baccalaureate) in Percussion, Winds, Voice, or Strings	198
PhD in Health Sciences	199
PhD Program Requirements	199
Master of Science in Nursing	201
Nursing Education, MSN	202
Doctor of Nursing Practice	202
Doctor of Nursing Practice - Doctor of Philosophy Bridge (effective Fall 2025)	203
Executive Nurse Leadership & Practice DNP (MSN to DNP)	204
Post-Baccalaureate DNP (BSN to DNP)	206
Family Nurse Practitioner (FNP)	207
Adult Gerontology Acute Care Nurse Practitioner (AGACNP)	209
Psychiatric-Mental Health Nurse Practitioner (PMHNP)	210
Clinical Nurse Specialist (CNS)	211
Psychiatric-Mental Health Nurse Practitioner (PMHNP)	212
Nursing Education Post-Graduate Certificate	213
School of Nurse Anesthesia	213
Nursing Practice - Anesthesia, DNAP	215
Nurse Anesthesia Curriculum	217
DNAP to MHSc Degree Option	218
AA-C (Certified Anesthesiologist Assistant) to DNAP Program Track, School of Nurse Anesthesia	218
Advanced Pain Management Fellowship and Certificate Program	220
Pain Management Curriculum	220
Doctor of Occupational Therapy (OTD)	221
Communication Sciences and Disorders	224
Speech-Language Pathology, MS	224
Athletic Training, MS	226
Athletic Training, MS	228
Kinesiology, MS	231
Master of Social Work	232
Social Work, MSW	235
MSW and MATM/MTS/MDIV-Dual Degree Program	236
Women & Gender Studies Certificate	237
Critical Race and Ethnic Studies Certificate	237
Neeley School of Business	237
Neeley School Graduate Program Academic Policies	238
MBA Programs	239
MBA, Full-Time	240
MBA, Full-Time Accelerated	241
MBA, Professional (Evening)	241
MBA, Professional Accelerated (Evening)	241
MBA, Energy Professionals	242
MBA, Energy Professionals Accelerated	242
MBA, Executive	242
Educational Leadership, MBA/Ed.D.	243
Physics with Business Option, Ph.D.	244
Business Analytics, MS	244
Supply Chain Management, MS	244

Accounting, MAc	245
Accelerated Master of Accounting Option	246
Analytics Certificate	247
BizTech Certificate	247
Energy Certificate	248
Entrepreneurship and Innovation Graduate Certificate	248
Health Policy and Management Certificate	248
Certificate in Supply Chain Management	249
Sustainable Energy and ESG Certificate	249
College of Science & Engineering	249
Biology	249
Biology, MA (Non-Thesis)	250
Biology, MS	250
Biology, Ph.D.	250
Chemistry & Biochemistry	251
Chemistry, MA (Non-Thesis Option)	252
Chemistry, MS	252
Chemistry, Ph.D.	252
Environmental & Sustainability Sciences	253
Environmental Science, MA	253
Environmental Science, MS	254
Environmental Management, MEM	254
Sustainability, MS	255
Geological Sciences	255
Geology, MS	256
Mathematics	256
Mathematics, MAT	256
Mathematics, MS	257
Mathematics, Ph.D.	258
Nutritional Sciences	259
Dietetics, MS	259
Nutrition MS, without DPD Verification	260
Nutrition MS, with DPD Verification	261
Physics & Astronomy	263
Physics, MA	263
Physics, MS	263
Physics, Ph.D.	264
Physics/Astrophysics Option, (Ph.D.)	265
Physics/Biophysics Option (Ph.D.)	265
Physics/Business Option, (Ph.D.)	266
Psychology	267
Non-Terminal Psychology, MA	267
Non-Terminal Psychology, MS	267
Developmental Trauma, MS	268
Graduate Quantitative Psychology Minor	268
Psychology, Ph.D.	269
Ranch Management Graduate Certificate	269
Accounting Department	270
AddRan Department	273
Biology Department	273
Chemistry and Biochemistry Department	274
College of Communications Department	275
College of Science & Engineer Department	276
Comm Science & Disorders Department	277
Communication Studies Department	277
Comparative Race and Ethnic St Department	278
Counseling, Societal Chng, Inq Department	278
Criminology & Criminal Justice Department	280
Curriculum & Instruction Department	280
Doctor of Nursing Practice Department	281
Educ Leadership and Higher Ed Department	281
English Department	283
Environmental Science Department	285
Fine Arts Department	286

Geology Department	286
Grad Studies Department	287
History Department	287
Info Systems & Supply Chain Department	288
Kinesiology Department	289
Master of Liberal Arts Department	290
Mathematics Department	292
Music Department	293
Neeley School of Business Department	295
Nurse Anesthesia Department	295
Nursing Department	298
Nutritional Sciences Department	301
Physics Department	301
Psychology Department	302
Social Work Department	303
Strategic Communication Department	306
TCU Global Department	307
Women & Gender Studies Department	309
All Programs	309
All Courses	326

About TCU

About TCU

Texas Christian University offers graduate education in numerous fields, ranging from the highly abstract to the applied and professional. Because graduate education should be a broadening experience as well as a deepening of knowledge gained from undergraduate programs, the University offers students many options for their graduate studies. But there is a common thread running through all programs - a commitment to excellence and, to the highest standards of scholarship in the disciplines and professions represented in the University.

TCU affords its graduate students many advantages: an excellent library; many outstanding research facilities and laboratories; broad-based computer services; an excellent atmosphere for learning; and, most importantly, the opportunity to study with an outstanding and dedicated faculty, many of whom are scholars of national and international reputation. In all of its graduate programs, TCU seeks to foster teaching, learning and research of the highest quality.

For applications and online information about graduate programs at TCU, see www.graduate.tcu.edu.

[About TCU](#)

Mission, Vision and Values

Mission, Vision and Values

The mission of Texas Christian University, a private comprehensive university, is **to educate individuals to think and act as ethical leaders and responsible citizens in the global community** through research and creative activities, scholarship, service, and programs of teaching and learning offered through the doctoral level.

Our Vision

To be a world-class, values-centered university.

Our Core Values

TCU Values:

- Academic and personal achievement.
- Intellectual inquiry and the creation of knowledge.
- Artistic and creative expression.
- A heritage of service in pursuit of the greater good.
- Personal freedom and integrity.
- The dignity of and respect for the individual.
- Active appreciation for the array of human experience and the potential of every human being.

[About TCU](#)

Accreditation and Affiliations

Accreditation and Affiliation

Texas Christian University is accredited by the [Southern Association of Colleges and Schools Commission on Colleges](#) (SACSCOC) to award baccalaureate, masters, and doctoral degrees. Questions about the accreditation of Texas Christian University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website

Other memberships and accreditation directly related to graduate study include:

- Southern University Conference
- Association of American Colleges
- National Association of Schools of Art and Design
- National Association of Schools of Music
- American Chemical Society
- Texas Education Agency
- International Association for Management Education
- American Speech-Language-Hearing Association
- Graduate Management Admissions Council
- The Association of Texas Graduate Schools
- Texas Board of Nurse Examiners
- Council of Graduate Schools
- Conference of Southern Graduate Schools
- Association of Texas Graduate Schools
- Commission on Collegiate Nursing Education
- Association to Advance Collegiate Schools of Business
- Accrediting Council on Education in Journalism and Mass Communication
- Association of Graduate Liberal Studies Program
- Council for Accreditation of Counseling and Related Educational Programs

[About TCU](#)

Oak Ridge Associated Universities

Oak Ridge Associated Universities

Since 1962, students and faculty of Texas Christian University have benefited from its membership in Oak Ridge Associated Universities (ORAU). ORAU is a consortium of 98 colleges and universities and a contractor for the U.S. Department of Energy (DOE) located in Oak Ridge, Tennessee. ORAU works with its member institutions to help their students and faculty gain access to federal research facilities throughout the country; to keep its members informed about opportunities for fellowship, scholarship, and research appointments; and to organize research alliances among its members.

Through the Oak Ridge Institute for Science and Education (ORISE), the DOE facility that ORAU operates, undergraduates, graduates, post-graduates and faculty enjoy access to a multitude of opportunities for study and research. Students can participate in programs covering a wide variety of disciplines, including business, earth sciences, epidemiology, engineering, physics, geological sciences, pharmacology, ocean sciences, biomedical sciences, nuclear chemistry and mathematics. Appointment and program length range from one month to four years. Many of these programs are especially designed to increase the numbers of under-represented minority students pursuing degrees in science and engineering-related disciplines. A comprehensive listing of these programs and other opportunities, their disciplines, and details on locations and benefits can be found in the *ORISE Catalog of Education and Training Programs*, which is available at www.orau.gov/orise/educ.htm, or by calling either of the contacts below.

ORAU's Office of Partnership Development seeks opportunities for partnerships and alliances among ORAU's members, private industry and major federal facilities. Activities include faculty development programs, such as the Ralph E. Powe Junior Faculty Enhancement Awards, the Visiting Industrial Scholars Program, consortium research funding initiatives, faculty research and support programs, as well as services to chief research officers.

Please visit www.orau.org for more information about ORAU and its programs.

[About TCU](#)

Nondiscriminatory Policy

Non-Discrimination Policy

TCU is committed to providing a positive learning, living, and working environment free from unlawful discrimination, harassment, sexual misconduct, and retaliation. In support of this commitment, TCU policies prohibit discrimination and harassment based on age, race, color, religion, sex, sexual orientation, gender, gender identity, gender expression, national origin, ethnic origin, disability, predisposing genetic information, covered veteran status, and any other basis protected by law.

The **Office of Institutional Equity (OIE)** is responsible for responding to all reports of discrimination, harassment, sexual misconduct and retaliation.

Please use the following links to review [TCU Policy 1.008 Prohibited Discrimination, Harassment, Sexual Misconduct and Retaliation](#) or to review [TCU Policy 1.009 Responding to Reports of Prohibited Discrimination, Harassment, Sexual Misconduct, and Retaliation](#).

To make a report, you may call OIE at 817-257-8228, email oie@tcu.edu, visit us at The Harrison, Suite 1800 or click here: [Make a Report](#).

To learn about the [Campus Community Response Team \(CCRT\)](#) and Report a Bias Incident click here: <https://inclusion.tcu.edu/campus-community-response-team/>

Title IX

TCU's Title IX Coordinator works within OIE. Andrea Vircks-McDew serves as TCU's Title IX Coordinator. You may call 817-257-8228 to make a report, email oie@tcu.edu or a_vircks@tcu.edu, or make a report [here](#). Additional Title IX resources and information are available at <https://www.tcu.edu/institutional-equity/title-ix/index.php>.

Mandatory Reporters

ALL TCU employees, except confidential resources, are considered Mandatory Reporters. Mandatory reporters are required to immediately report to OIE any conduct that raises Discrimination, Harassment, Sexual Misconduct (Title IX or Violence Against Women (VAWA)) or Retaliation. Mandatory reporters cannot promise to refrain from forwarding the information to OIE.

Confidential On-Campus Resources

Campus Advocacy, Resources & Education

www.care.tcu.edu

817-257-5225

Counseling & Mental Health Center

www.counseling.tcu.edu

817-257-7863

Religious & Spiritual Life

www.faith.tcu.edu

817-257-7830

On Campus Resources

TCU Police

www.police.tcu.edu

817-257-8400 Non-emergency

817-257-7777 Emergency

Academic Calendar

Fall 2025

Date	Description
August 18, Monday	First Day of Classes for This Session
September 1, Monday	Labor Day Holiday
October 8, Wednesday	Fall Break. Classes Recess at 10 p.m.
October 13, Monday	Fall Break Ends. Classes Resume at 8 a.m.
November 21, Friday	Thanksgiving Break. Classes Recess at 10 p.m.
December 1, Monday	Classes Resume from Holiday at 8 a.m.
December 3, Wednesday	Last Day of Class for This Session
December 4-5, Thurs.-Fri.	Study day
December 8-12, Mon.-Fri.	Final Exams
December 13	Commencement
Interession	
Monday, Dec. 15	First Day of Classes This Session
Friday, Jan. 9	Last Day of Class for This Session

Spring 2026

January 12, Monday	First day of classes this session
March 13, Friday	Classes Recess for Spring Break, 10:00 pm
March 23, Monday	Classes Resume after Spring Break, 8:00 am
April 2, Thursday	Classes Recess for Good Friday Holiday, 10:00 pm
April 3, Friday	Good Friday Holiday, no classes will be held
April 29, Wednesday	Last day of class for this session
April 30-May 1, Thur.-Fri	Study Day
May 4-8, Mon.-Fri.	Final Exams
May 8-10, Sat.-Sun.	Commencement Weekend

Summer 2026

May 11, Monday	May & 8WK Sessions Begin
May, 25, Monday	Memorial Day Holiday
May 29, Friday	May Session Ends
June 1, Monday	Jun Session Begins
June 19, Friday	Juneteenth Holiday
July 3, Friday	Independence Day Holiday
July 2, Thursday	JUN & 8WK Sessions End
July 6, Monday	JLY Session Begins
July 31, Friday	JLY Session Ends

Accreditation and Affiliations

Texas Christian University is accredited by the [Southern Association of Colleges and Schools Commission on Colleges \(SACSCOC\)](#) to award baccalaureate, masters, and doctoral degrees. Questions about the accreditation of Texas Christian University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website

Other memberships and accreditation directly related to graduate study include:

- Southern University Conference
- Association of American Colleges
- National Association of Schools of Art and Design
- National Association of Schools of Music
- American Chemical Society
- Texas Education Agency
- International Association for Management Education
- American Speech-Language-Hearing Association
- Graduate Management Admissions Council
- The Association of Texas Graduate Schools
- Texas Board of Nurse Examiners
- Council of Graduate Schools
- Conference of Southern Graduate Schools
- Association of Texas Graduate Schools
- Commission on Collegiate Nursing Education
- Association to Advance Collegiate Schools of Business
- Accrediting Council on Education in Journalism and Mass Communication

- Association of Graduate Liberal Studies Program
- Council for Accreditation of Counseling and Related Educational Programs

Course Abbreviations

- ACCT - Accounting
- ANTH - Anthropology
- ARED - Art Education
- ARHI - Art History
- ARST - Studio Art
- BIOL - Biology
- BUSI - Business
- CHDV - Child Development
- CHEM - Chemistry
- CHIN - Chinese
- CITE - Computer Information Technology
- COMM - Communication Studies
- COSC - Computer Science
- COSD - Comm-Sciences-Disorders
- CRES - Comp Race and Ethnic Studies
- CRJU - Criminal Justice
- CRWT - Creative Writing
- ECON - Economics
- EDAD - Education Administration
- EDCS - Education - Curriculum Studies
- EDEC - Education - Early Childhood
- EDEL - Education - Elementary
- EDGU - Education - Guidance Counselor
- EDHE - Higher Education Leadership
- EDLE - Educational Leadership
- EDMS - Education - Middle School
- EDMT - Education - Mathematics
- EDSC - Education - Science
- EDSE - Education - Secondary
- EDSP - Education - Special
- EDUC - Education - General
- ENGL - English
- ENSC - Environmental Science
- ENTR - Entrepreneurship
- FINA - Finance
- FREN - French
- FTDM - Film-Televisn-Digital-Media
- GEOG - Geography
- GEOL - Geology
- GRMN - German
- HCHS - Harris College Health Sciences
- HIST - History
- INSC - Info-Systems-Supply-Chain
- INTR - Interdisciplinary
- JOUR - Journalism and Strategic Communication Courses
- KINE - Kinesiology
- MALA - Master of Liberal Arts
- MANA - Management & Leadership
- MARK - Marketing
- MATH - Mathematics
- MEDA - Media Arts
- MUSI - Music
- MUSP - Music Performance
- NAPN - Nursing Advanecd Practice Nurse
- NCNL - Clinical Nurse Leader
- NCNS - Clinical Nurse Specialist
- NDNP - Nursing Practice
- NRAN - Nurse Anesthesia
- NTDT - Nutritional Sciences
- NUAL - Nursing Adminstrtr and Leader
- NUED - Nursing Education
- NURS - Nursing
- PHIL - Philosophy

- [PHYS - Physics](#)
- [PSYC - Psychology](#)
- [RAMA - Ranch Management](#)
- [RELI - Religion](#)
- [RLEM - Ralph Lowe Energy Management](#)
- [SOCI - Sociology](#)
- [SOWO - Social Work](#)
- [SPAN - Spanish](#)
- [STCO - Strategic Communication](#)
- [WGST - Women & Gender Studies](#)
- [WRIT - Writing](#)

Directory Information - Administration

Directory Information - Administration

Directory Information - Administration

Academic Administrators

Academic Administrators

Floyd L. Wormley, Jr., Ph.D.—Provost and Vice Chancellor for Academic Affairs

Susan Mace Weeks, D.N.P. — Vice Provost

Frank Hernandez, Ph.D.—Dean of the College of Education

M.Francyne Huckaby, Ph.D.—Associate Provost of Faculty Affairs

T. Dwayne McCay, Ph.D.—Interim Dean of the College of Science and Engineering

Christopher Watts, Ph.D.—Dean of Harris College of Nursing and Health Sciences

Heath Einstein, Ph.D. —Vice Provost for Enrollment Management

Tracy Hull, M.S.—Dean of the Mary Couets Burnett Library

Sonja Watson, Ph.D.—Dean of AddRan College of Liberal Arts

Megan Soyer, C.P.A.—Associate Provost for Academic Planning, Budgeting and Operations

Craig Crossland, Ph.D.— Dean of the Neeley School of Business

Kristie Bunton, Ph.D.—Dean of the Bob Schieffer College of Communication

Amy Hardison Tully, D.M.A.—Teresa Ann Carter King Dean of the College of Fine Arts

Ronald Pitcock, Ph.D.—Dean of the John V. Roach Honors College

Stuart Flynn, Ph.D.—Dean of the TCU and UNTHSC School of Medicine

Reginald A. Wilburn, Ph.D.—Associate Provost of Undergraduate Affairs

Directory Information - Administration

Academic Advising

Academic Advising

Angela Thompson, B.A., M.A., Ed.D.-Executive Director

Blake Henson, B.M., M.M., D.M.A—Assistant Director

Pamela Andrews, B.A., M.A., M.S.-Director of Technology Systems, Academic Advising

Joanna Schmidt, Ph.D., —IT Knowledge & Web Content Specialist

Franchesca Scott, B.S.—Academic Adviser

Alicia Smith, B.A.—Academic Adviser

Melanie Navarro, B.A., MSSW—Academic Adviser

Sarah Hogue, B.S., M.A., PhD Academic Adviser

Helpline: academic_advising@tcu.edu

Directory Information - Administration

Athletics

Athletics

Administration

Mike Buddie —Director of Intercollegiate Athletics

Mike Sinuefeld—Senior Deputy Athletics Director / Chief Administrative Officer

Ryan Peck - Senior Deputy Athletics Director for External Affairs/Revenue Generation

Gretchen Bouton—Deputy Athletics Director /Student Services

Bennett Askew – Sr. Associate Athletics Director/Athletics Financial Officer

Monica Ray-Goth—Executive Assistant to the Athletics Director

Jeanette Bradley – Manager of Athletics Internal Operations

Yesi Madrigal—Athletics Administration - Coordinator of Office Services

Academics

Shawn Worthen—Senior Associate Athletics Director of Academic Services

Dana Blount – Assistant Athletics Director / Academic Services

Amy Adams—Director of Strategic learning

Morgan Sumner – Director of Football Academic Services

Sarah Liles – Learning Specialist Robin Smits – Learning Specialist

Haley Meier – Academic Advisor

Grace Hnizdil – Academic Advisor

Chloe Shelby – Academic Advisor

Dallas Thomas – Academic Advisor

Shaliyah Rhoden – Graduate Assistant

Mariah Roberts – Graduate Assistant

Jennifer Latson – Administrative Assistant

Patricia Atchley – Administrative Support

Broadcasting

Brian Estridge—Director of Broadcasting

Business Office

Bennett Askew—Sr. Associate Athletics Director/Athletics Financial Officer

Cameron Campbell – Associate Athletics Director/Business and Finance

Marianne Kemme – Assistant Athletics Director/Business and Finance

Easton Wolf – Graduate Assistant

Communications

Steven Schoon—Associate Athletics Director for Communications and Creative Content

Brandie Davidson—Assistant Director of Athletics Communications

Brady Johnson – Assistant Director of Athletics Communications

Connor Allen – Assistant Director of Athletics Communications

Price Seymour – Graduate Assistant

Compliance

Greg Featherston –Deputy Athletics Director Compliance

Erin Brown—Assistant Athletics Director Compliance

Morgan Jacob – Director of Compliance

Tatiana Cummings – Director of Compliance

Nick DiMento – Compliance Coordinator

Kat Rogers – Graduate Assistant

Creative Content

Taylor Smith – Director of Athletics Creative Content

Clayton Regian – Director of Athletics Video Production

Katie Connolly – Assistant Director of Athletics Creative Content

Kedrin Rayburn – Assistant Director of Athletics Creative Content

Zach Campbell – Associate Director of Graphic Design

Aaron Curry – Assistant Director of Graphic Design

Karen Hastings – Video Producer Intern

Chinanu Obike – Video Producer Intern

Equipment Services

Justin Shaw – Director of Equipment Services

David Case- Director of Football Equipment

Victor Ignatiev – Associate Director /Equipment Services

Brad Andrews – Assistant Director / Equipment Services

John Channell – Graduate Assistant

Jacob Pendleton – Graduate Assistant

Facilities

Sassan Sahba—Senior Associate Athletics Director of Facilities and Event Operations Management

Blake Reynolds—Director of Athletic Facilities and Operations

Winn Walker—Director of Game Day Operations

Scott Ziegner – Game Day Operations Coordinator

Cristhian Barajas – Facilities Coordinator Assistant

Salvador Rivera – Receivables and Game Day Operations Assistant

Chase Gonzalez – Graduate Assistant

Darren Murphy – Graduate Assistant

Frog Club

Nick Parsons – Associate Athletics Director/Loyalty Giving Immanuel

Kerr-Brown – Assistant Athletics Director/Major Giving

Anthony LoCascio – Director of Development/Major Gifts

Allie Weber Assistant Director of Strategic Communications

Megan Muret – Development Associate

Ashtin Crawford– Director / Donor Experience

Julia Musacchio – Assistant Director/ Donor Experience

Ali Huxel –Coordinator of Office Services

Trevor Wyckoff – Graduate Assistant

Block T Association

Dameon Myres – Assistant Director

Human Performance

Zachariah Dechant—Assistant Athletics Director

Kaz Kazadi – Assistant Athletics Director

Taylor Larson—Associate Director

Ryan Jackson – Associate Director

Garry Christopher – Associate Director

Michael Wood—Sr. Assistant Director

Logan Uyetake – Assistant Director

Charles Simmons – Assistant Director

Tyrell Brown – Assistant Director

Chris Dawson – Assistant Director

Brett Bower – Assistant Director

Shauna Boles – Director of Recovery and Wellness

Braden Durham – Graduate Assistant

Brett Bower – Graduate Assistant

Katie Hamilton – Graduate Assistant

Information Technology

Matt Coffey- Assistant Director / Athletics Technology

Brian Martin – Coordinator / Athletics

Marketing

Julie Austin—Senior Associate Athletics Director / Marketing, Branding and Licensing

Rory Rutledge—Assistant Athletics Director

Mitch Nimmer –Assistant Director

Katie Schaum – Assistant Director

Deanna Cardillo—Director of Branding and Licensing

Natalie Montoya—Graduate Assistant

Ryan Panitz—Graduate Assistant

Spirit

Brittani McLaurin – Director of Spirit

Jarred Hayden—Assistant Cheer Coach

Kiley Bell – Assistant Cheer Coach

Autumn Flaherty – Cheer Coordinator

Marley Blanchard -Assistant Showgirls Coach

Jenna Shuffield –Assistant Showgirls Coach

Jason Lesikar—Rangers Coordinator

Kelly Kailey Castles – Rangers Coordinator

Michaela Harris – Rangers Coordinator

Sports Medicine

David Gable—Associate Athletics Director for Sports Medicine

Miranda Jensen—Associate Director of Sports Medicine

Matt Herrill—Associate Director of Sports Medicine

Maxx Akel—Assistant Athletic Trainer

Emma Hoffman—Assistant Athletics Trainer

Ryan Rodems—Assistant Athletic Trainer

Sam King –Assistant Athletic Trainer

Jenna Foss—Assistant Athletic Trainer

Petra Knight – Assistant Athletic Trainer

Jordan Tucker – Assistant Athletic Trainer

Codey Scott – Assistant Athletic Trainer

Danny Wheat—Assistant Athletic Trainer

Khari Smith – Assistant Athletic Trainer

Lindsay Bartle – Assistant Athletic Trainer

Megan Six – Assistant Athletic Trainer

Curtis Talley – Assistant Athletic Trainer

Olivia Allen – Sports Medicine Intern

Madison Williams – Sports Medicine Intern

Claudette Cole—Insurance Coordinator **Sports Nutrition**

Jessica Hylander—Assistant Athletics Director / Sports Nutrition

Victoria Dahan – Assistant Director for Sports Nutrition

Andie Rhoden – Sports Dietitian

Shauna Golper – Sports Dietitian

Delaney DeSantis – Sports Nutrition Fellow

Hailee Howell –Fueling Station Co-Manager

Kinney Taylor – Fueling Station Co-Manager

Technology

Student Athlete Development

Ray Walls—Associate Athletics Director for Student Athlete Development

Zayin West –Graduate Assistant

Georgia Bates –Graduate Assistant

Marc Poland—Graduate Assistant

Tennis Center

Craig Smith—Director of Bayard H. Friedman Tennis

Jaron Householder—Horticultural Assistant

Elaine Martinez—Administrative Assistant

Ticket Office

Sean Conner –Senior Associate Athletics Director / Ticket Operations

Dan Riester—Director of Ticket Operations

Alanna Carlton – Assistant Ticket Manager

Rachel Herriff – Assistant Ticket Manager

Riley Self –Graduate Assistant Learfield TCU Ticketing Solutions

Scott Jackman—Director of Sales

Kathleen Wall—Assistant Director of Premium Seating and Development

Wayne Davis –Account Executive

Bailey Mitchell – Account Executive

Eric Koenemann—Data Analyst

Baseball

Kirk Saarloos—Head Coach

Bill Mosiello —Associate Head Coach

John DiLaura – Assistant Coach

Dave Lawn – Assistant Coach

Meredith Montgomery—Assistant Athletics Director for Baseball Operations

Cooper Sholder – Director of Operations

Colton Lovelace—Director of Player Personnel

Jake Silverman – Director of Program Development

Basketball (Men's)

Jamie Dixon—Head Coach

Tony Bedford—Associate Head Coach

Duane Broussard—Assistant Coach

Jamie McNeilly – Assistant Coach

Thomas Montigel – Assistant Athletics Director for Men's Basketball Operations

Corey Santee—Assistant Coach/Player Development Coordinator

Michael Rice – Assistant Coach/Scouting and Analytics

Kendra Coleman—Coordinator of Office Services

Chris Parker —Graduate Assistant

Basketball (Women's)

Mark Campbell—Head Coach

Xavier Lopez—Associate Head Coach

Minyon Moore—Assistant Coach

Nia Jackson—Assistant Coach

Nolan Wilson – Assistant Coach

Jessi Craig—Assistant Coach/Assistant Athletics Director for Women's Basketball Operations

Adeola Akomolafe—Director of Recruiting Operations and Student Athlete Development

Christi Garza—Coordinator of Office Services

Equestrian

Haley Schoolfield—Director of Equestrian

Melissa Dukes—Head Western Coach

Logan Fiorentino—Head Hunt Seat Coach

Daniella Salaverria-Hill —Graduate Assistant

Gisele Kates—Coordinator of Office Services

Football

Sonny Dykes—Head Coach

Ryan Dorchester – General Manager

Kendal Briles – Associate Head Coach/Offensive Coordinator/Quarterbacks

Andy Avalos – Defensive Coordinator

Julius Brown – Cornerbacks Coach

A.J. Ricker – Co-Offensive Coordinator/Offensive Line

Malcolm Kelly—Assistant Head Coach/Outside Receivers Coach

JaMarcus McFarland – Defensive Line Coach

Julius Brown – Cornerbacks Coach

Mitch Kirsch – Cornerbacks Coach

Jimmy Smith – Running Backs Coach

Tre Watson —Safeties/Nickels Coach

Ken Wilson – Linebackers Coach

Mike Anthony – Assistant Coach – Quarterbacks

Josh Bookbinder – Assistant Coach – Linebackers

Randy Clements – Assistant Coach – Offensive Line

Corey Coleman – Assistant Coach – Wide Receivers

Cade Fortin – Assistant Coach – Running Backs
Jordan Iosefa – Assistant Coach Defensive Line
Julius Lewis – Assistant Coach – Cornerbacks
Robert Luce – Assistant Coach – Offensive Line
Brian Norwood – Assistant Coach Safeties
Jacob Oehrlein – Assistant Coach – Tight Ends
Casey Petree – Assistant Coach – Special Teams
Shaun Taylor – Assistant Coach – Wide Receivers
Sedrick Williams – Assistant Coach – Defensive Line
Mark Tommerdahl – Special Assistant to the Head Coach
Matt Lewis—Assistant Athletics Director for Player Development
Jeff Jordan – Assistant Athletics Director for Player Personnel
Tyler Olker – Director of Player Personnel
Brett Cumnock – Assistant Director of Player Personnel
Joshua Drayden – Assistant Director of Player Personnel
Chris Owens – Assistant Director of Player Personnel
Bob Wager – Director of High School Relations
Sarah Woodruff – Director of Football Operations
Lauren Craine – Director of On-Campus Recruiting
Tyler Bullard – Director of Football Video
Genaro Aguirre – Coach's Video Assistant
Sam Lazarus – Director of Creative Media
Mark Szilagyi – Assistant Director of Creative Media
Zach Swain– Graduate Assistant
Natalie Fernando – Graduate Assistant
Andrea Roberts— Assistant to the Head Coach

Golf (Men's)

Bill Allcorn—Head Coach
Cole Buck—Assistant Coach
Lety Willars—Administrative Assistant

Golf (Women's)

Angie Ravaioli-Larkin—Women's Golf Coach
Kendall Ahrens—Associate Head Coach
Lety Willars—Administrative Assistant Rifle

Rifle

Karen Monez—Head Coach
Hannah Black—Assistant Coach

Soccer (Women's)

Eric Bell—Head Coach
Ryan Higginbotham—Associate Head Coach
Tom Serratore—Assistant Coach
Madison Kroger – Director of Player Personnel
Ana Auger-Crossman—Director of Soccer Operations
Gisele Kates—Coordinator of Office Services

Swimming (Men's and Women's)

James Winchester—Head Coach
Anthony Crowder—Head Diving Coach
Alice McCall—Associate Head Coach
Carolyn Meier—Assistant Coach/Women's Recruiting Coordinator
Greyson Heckman –Assistant Coach/Men's Recruiting Coordinator
Graydon Tedder—Assistant Coach
Lety Willars—Administrative Assistant

Tennis (Men's)

David Roditi—Head Coach

Devin Bowen—Assistant Coach

Jonathan Pham—Director of Tennis Operations

Elaine Martinez—Administrative Assistant Tennis (Women's)

Lee Walker Taylor—Head Coach

Patrick Sullivan—Associate Head Coach

Jonathan Pham—Director of Tennis Operations

Elaine Martinez—Administrative Assistant

Track and Cross Country (Men's and Women's)

Khadevis Robinson—Director of Track and Field

Marissa Chew—Assistant Coach (Combined Events/Vertical Jumps)

Roger Cooke—Assistant Coach (Track and Field/Cross Country)

Tyrone Edgar—Assistant Coach (Sprints and Hurdles, Recruiting Lead)

Terry Hughes—Assistant Coach (Throws)

Tyree Price—Assistant Coach (Jumps and Recruiting Analyst)

Josh Allen – Graduate Assistant / Operations

Gisele Kates—Coordinator of Office Services

Triathlon (Women's)

Jenny Garrison—Head Coach

Kurt Woodward—Assistant Coach

Gisele Kates – Coordinator of Office Services

Volleyball (Women's)

Jason Williams—Head Coach

Brett Anema —Assistant Coach

Morgan Thomas— Associate Head Coach and Recruiting Coordinator

Keith Smith – Assistant Coach

China Perkins—Director of Operations

Justin Girodate – Graduate Assistant

Brendon Park-Graduate Assistant

Lety Willars—Administrative Assistant

Beach Volleyball (Women's)

Hector Gutierrez—Head Coach

Majo Orellana—Associate Head Coach

Gabby Fasulo – Videographer

Lety Willars—Administrative Assistant

[Directory Information - Administration](#)

Affirmative Action

Affirmative Action

Yohna J. Chambers, B.S., M.P.P.A.—AA Officer

[Directory Information - Administration](#)

Board of Trustees

Board of Trustees

An educational corporation chartered by the state of Texas on April 11, 1874, Texas Christian University is controlled by a Board of Trustees. The trustees shall consist of not less than twenty-four nor more than fifty members, at least five of whom shall be members in good standing of the Christian Church (Disciples of Christ). The trustees nominate and elect their own members as terms expire or vacancies occur. Members serve a four-year term.

Board of Trustees:

Leanne S. Acuff, Snowmass Village, Co

Sheryl L. Adkins-Green, Dallas

V. Neils Agather, Jr., Fort Worth

Allie Beth Allman, Dallas

Greg A. Arnold, Dallas

Amy R. Bailey, Fort Worth

Sasha C. Bass, Fort Worth

Michael K. "Mike" Berry, Fort Worth

Katherine "Katie" Boehly, Darien, CT

Joe D. Briggs, Washington, DC

Edward A. "Eddie" Clark, Fort Worth

Brenda A. Cline, Fort Worth

Anita L. Cox, Midland

Brad L. Cunningham, Fort Worth/Hudson Oaks

Marilyn E. Davies, Katy

Barry E. Davis, Dallas

G. Hunter Enis, Fort Worth

Kathryn "Katie" Thompson Farmer, Fort Worth

Charlotte S. French, Fort Worth

Alan D. Friedman, Dallas

Rafael G. "Rafa" Garza, Fort Worth

Charlie L. Geren, Fort Worth

Nick A. Giachino, Wilmington, NC

Joe M. Gutierrez, Jr., Houston

Elliott J. Hill, Austin

Mark L. Johnson, Fort Worth

Dee J. Kelly, Jr., Fort Worth

J. Bryan King, Fort Worth

Mary Ralph Lowe, Fort Worth

Steven J. Mafrige, Tilden

Ross B. Matthews, Parkman, NY

Thomas F. "Tom" Meagher, Jr., Chicago, IL

Kit Tennison Moncrief, Fort Worth

Dr. Frank H. "Trey" Moore III, Fort Worth

Ronald C. "Ron" Parker, Plano

John H. Pinkerton, Fort Worth

David P. Purcell, Chicago, IL

James R. "Rusty" Reid, Fort Worth

Glenton E. Richards, Los Angeles, CA

Michael "Stewart" Richards, Dallas

Adelaide M. Royer, Fort Worth

Jan Tucker Scully, Fort Worth

Richard L. "Ricky" Stuart II, Weatherford

Kenneth D. "Kenny" Thompson, Jr., Washington, DC

LaDainian T. Tomlinson, Westlake

Duer Wagner III, Dallas/Fort Worth

F. Howard Walsh III, Fort Worth/Houston

Roger Williams, Weatherford/Washington, DC

Rick L. Wittenbraker, Houston

Micheal G. "Mike" Wright, Dallas

Ex Officio Members

Annie Cummins Dawson, Secretary, TCU National Alumni Board, Louisville, KY

Jonathan P. "Jon" Amerson, Alumni Association Representative, Rancho Palos Verdes, CA

Joseph W. "Joe" Brown, President, TCU National Alumni Association, Fort Worth

Emeritus Board Members

R. Denny Alexander, Fort Worth

Eugene W. Brice, Fort Worth

James I. Cash, Sarasota, FL

Ronald W. Clinkscale, Fort Worth

J. Kelly Cox, Midland
Lou Hill Davidson, Washington, DC
John F. Davis III, Dallas
A.R. "Buddy" Dike, Fort Worth
Ben J. Fortson, Fort Worth
Kay Fortson, Fort Worth
Marcia Fuller French, Fort Worth
Kenneth J. Huffman, Fort Worth
Bruce W. Hunt, Dallas
J. Luther King, Jr., Dallas
J. Roger King, Fort Worth
R. Bruce LaBoon, Austin
G. Malcolm Louden, Fort Worth
Kade L. Matthews, Clarendon
Roger A. Ramsey, Houston
Trevor D. Rees-Jones, Dallas
Nancy Tartaglino Richards, Dallas
Joan G. Rogers, Fort Worth
Deedie Potter Rose, Dallas
Matthew K. Rose, Fort Worth
William "Billy" E. Rosenthal, Fort Worth
Clarence Scharbauer III, Midland
Patricia Penrose Schieffer, Washington, D.C.
Roy C. Snodgrass III, Austin
William E. Steele III, Fort Worth
Vernell Sturns, Fort Worth
Lissa N. Wagner, Midland
Kimbell Fortson Wynne, Fort Worth
Honorary Board Members
Bob L. Schieffer, Washington, DC
Officers of the Board
Chair - Kit Tennison Moncrief
Vice Chairman - Edward A. "Eddie" Clark
Secretary - Jean M. Pickett
Treasurer - Dr. William J. "Bill" Nunez

[Directory Information - Administration](#)

Budget Office, and Financial Planning

Budget Office, and Financial Planning

Candice Payne—Associate Vice Chancellor for Budget and Financial Planning
Cori Smit—Director
Clement Punzalan—Senior Budget Analyst
Dedra Shores, Senior Budget Analyst

[Directory Information - Administration](#)

Chancellor's Cabinet

Chancellor's Cabinet

Daniel W. Pullin, B.B.A., M.B.A., J.D. – Chancellor & Professor
Floyd L. Wormley, Jr., B.S., M.S., Ph.D. —Provost and Vice Chancellor for Academic Affairs
Jonathan Benjamin-Alvarado, B.A., M.A., Ph.D.—Senior Advisor to the Chancellor for University Culture
Kathy Cavins-Tull, B.A., M.S., Ph.D.—Vice Chancellor for Student Affairs
Yohna Chambers-Hastings, B.S., M.P.P.A—Vice Chancellor and Chief Human Resources Officer
Merianne Roth, B.A., M.B.A.—Vice Chancellor for Marketing and Communication
William J. "Bill" Nunez, B.B.A, M.A., M.B.A., Ph.D.—Vice Chancellor for Finance and Administration

Jason R. Safran, B.B.A, M.B.A., C.F.A.—Chief Investment Officer

Donald J. Whelan, Jr., B.S., EMIB—Vice Chancellor for University Advancement

Susan Mace Weeks, B.S., M.S., D.N.P.— Vice Provost for Academic Affairs

Bryan C. Lucas, B.B.A., M.B.A.—Chief Technology Officer

Mike Buddie, B.A. – Director of Intercollegiate Athletics

Larry Leroy “Lee” Tyner Jr., B.A., J.D. – General Counsel

Lauren E. Nixon, B.S., B.A., M.Ed. — Director of Programs and Executive Initiatives & Interim Chief of Staff

Andrea M. Nordmann, B.S., B.A., M.B.A.—Chief University Compliance Officer

Tom Wavering, B.S., M.S. – Chief University Strategy & Innovation Officer

Directory Information - Administration

Enrollment Management

Enrollment Management

Heath Einstein, B.A., M.P.P—Vice Provost for Enrollment Management

Kevin McDonald, B.A. —Assistant Provost for Enrollment Systems and Analytics

Admissions

Mandy Castro, B.A., M.A.—Dean of Admission

Mike Mooneyham, B.B.A., M.L.A.—Director of Undergraduate Admission

Sara Sorenson Mawhirter, B.A., M.B.A.—Director of Admission Systems

Sophie Deutsch, B.S., M.A. —Director of Admission Programs

Jenny Moore, B.S., M.L.A.—Director of Admission Marketing and Communication

Marva Wood, B.S., J.D.—Financial Manager

Ray Person, B.S., M.S. – Associate Director of Admission – First-Year

Caitlin Provost, B.A., M.L.A.—Associate Director of Admission Regional - Northeast

Lizzette Green, B.A., M.A. Associate Director of Admission – Community Engagement

April Yandell, M.A.—Associate Director of Admission – Transfer

Nicole Sinclair, B.A.—Associate Director of International Admission

Hannah Wright, B.A., M.Ed. – Assistant Director of Admission – First-Year

Jill Countryman, B.S., M.L.A.—Assistant Director of Admission Regional - Midwest

Amina Harris, B.A., - Assistant Director of Admission Regional –Southeast

Kat Everard, B.B.A, M.S. - Assistant Director of Admission – Southern CA

Amber Patterson, B.A., M.H.R. - Assistant Director of Admission –Northern CA

Whitley Harrison, B.S., B.S.B.A, M.S.Ed.,- Assistant Director of Admission - Houston

Larissa Marple, B.S., M.Ed. – Assistant Director of Admission Programs

Jordan Ng, B.S.Ed., M.S.Ed., - Assistant Director of Admission Programs

Jessica Mascote, B.S., M.Ed. – Assistant Director of Admission – Community Engagement

Lilly Green, B.A. – Assistant Director of Admission Marketing

Michael Leshner, B.A., M.L.A.- Senior Transfer Admission Counselor

Cole Polley, B.S., M.L.A. – Senior Admission Counselor

Alaina Anagboso, B.S. – Senior Admission Counselor – Community Engagement

Colleen McColgan, B.S.B.A. – Transfer Admission Counselor

Alex Wilke, B.S.B.A, M.S.Ed., – Admission Counselor

Mariana Gutierrez, B.A. - Admission Counselor

Kennedy Bigham, B.A. – Admission Counselor - International

Angella Owora, B.A., M.S.B.A., – Admission Data Analyst

Jesus Silva, B.A. - Digital Marketing Coordinator

Chris Williams, B.S., M.L.A. - Admissions Systems Analyst

Financial Aid

Victoria K. Chen, B.A., M.L.A., M.B.A.—Executive Director of Scholarships and Financial Aid

Christina Becan, B.G.S.—Business Systems Analyst

Trudy Conner, B.B.A.—Associate Director

Kerri Waller, B.B.A.—Associate Director

Emily Slifkin, B.S., J.D.—Associate Director Compliance

Amelia Barber, B.S., M.Ed.—Associate Director

Elizabeth Mechalske, B.G.S., M.L.A., M.Ed., Ed.D.—Assistant Director

Allen Bissonnette, B.S.—Assistant Director

James Walsh, B.B.A.—Assistant Director

Nancy Cathey, B.A.—Scholarship Coordinator

Lauren Foley, B.S., M.A.—Financial Aid Advisor

Mindy Dyer, B.S.—Financial Aid Advisor

Nicolas Esposito, B.S.—Financial Aid Advisor

Angela Camacho, B.A.—Financial Aid Advisor

Kiki Davy, B.A.—Financial Aid Advisor

Alyssa Jackson, B.S.—Financial Aid Advisor

Registrar

Nichole Mancone Fisher, B.A., M.A., Ed.D.—University Registrar

Tiffany T. Wendt, B.S., M.B.A.—Deputy Registrar

Leah Ojeda, B.G.S.—Associate Registrar

Ashley Tully, B.A., M.Ed.—Assistant Registrar - Transfer Credit

Eris Xhakupi, B.B.A., M.B.A.—Assistant Registrar - Compliance

Julie Hardy, B.C.J., M.S.—Assistant Registrar - Operations

Kristi Harrison, B.M., M.L.A.—Assistant Registrar - Graduation and Academic Progress

Regina Middleton, M.S., M.Ed.—Assistant Registrar - Training & Professional Development

[Directory Information - Administration](#)

Extended Education

Extended Education

Julia Lovett, B.S., M.Ed.—Interim Director

Lindsey Cadenhead—Coordinator, Professional Education Programs

[Directory Information - Administration](#)

Facilities

Facilities

Todd S. Waldvogel, PE, BS, ME—Associate Vice Chancellor for Facilities & Campus Planning

Everlyn M. Williams, BS, MS—Assistant Vice Chancellor Finance and Business Operations

Rebekah Atkinson, MSSCM, CPSM—Director Procurement/Fleet Management

Rebecca Jung—Procurement Analyst

James Wilder, BBA—Manager Warehouse

Rachel Widmer, BA, MA—Manager Facilities Asset Management

Angel Martinez—Assistant Director Facilities Technology

Rob Glenn, AA—Manager Customer Service Center

Jason Soileau—Assistant Vice Chancellor Planning, Design & Construction

Brooke Ruesch, LEED GA, BS—Director Project Management

Jack Washington, MURP, AICP—Assistant Director Planning

Lucy Ledue, RID, NCIDQ, TAID, SCUP—Assistant Director Space Planning/Management and Interiors

Zachary Miller—Facilities Project Manager

Lynette Crowe—Interior Designer

Richard Bryan, B.Arch, MUP—Interim Assistant Vice Chancellor for Facilities Operations

Rodney Baker, BA, Sc, MLA, MBA—Director Building Maintenance

Glenn Putnam, PE, Executive MBA, NEBB Cx CP, RCx CP, TAB CP—Director Utilities

Kellen Dean—Manager Electrical Systems

Abdirahman Aabi—Manager Energy

Erron Savage—Manager Mechanical Systems

Erik Trevino—Director Landscape & Grounds

Andrew Siegel, BS—Manager Sport Turf

Deuntae Finklea—Manager Facility Services Operations

Gabriela Cruz—Assistant Manager Facility Services (Nights)

Andy Easley—Manager Mailing Services and University Services

[Directory Information - Administration](#)

Finance and Administration

Finance and Administration

William J. Nunez, B.B.A., M.A., MBA, Ph.D.—Vice Chancellor for Finance and Administration

Kim Adams —Assistant Vice Chancellor for Internal Audit

Terry Haney—Executive Assistant

Carla Sublett —Oil and Gas Financial Analyst

[Directory Information - Administration](#)

Financial Services

Financial Services

Cheryl Kennon, CPA—Associate Vice Chancellor and Controller

Accounting

Chris Lawler, MBA, CPA — Director, Endowment Accounting & Gift Reporting

Cindy Mulkey, MBA, CPA – Director, Tax

Caron Patton, CPA — Director, Financial Operations

Evie Richardson - Director, Treasury and Finance

Keia Wilson, CPA – Director, Financial Reporting

Accounts Payable

Ali Rattan – Director, Accounts Payable

Contracts

Matthew Wallis – Director, Contract Administration

Financial Systems

Henry Sanchez - -Director, Financial Business Systems

Procurement

Johnny Trevino – Director, Procurement

Student Financial Services

Scott Salzman – Director, Student Financial Services

[Directory Information - Administration](#)

Human Resources

Human Resources

Yohna J. Chambers-Hastings, B.S., M.P.P.A.—Vice Chancellor and Chief Human Resources Officer

Katie Anderson, B.A.—Compensation Analyst

Rachelle Blackwell, B.A., M.P.A., Ed.D.—Associate Vice Chancellor Jeff Cargile, B.S.—HR Director, Burnett School of Medicine

Perla De La Fuente, B.B.A.—HR Recruiting Specialist Jenny Dick, B.B.A.—HR Technology Manager

Lara Ellison, B.S.—Compensation Manager Joanne Fralia—Executive Assistant

Rosa Gomez—Payroll Analyst

Martha Gonzalez, B.A.—Benefits Manager

Candice Guiner, B.S.—Senior HR Recruiter, Burnett School of Medicine Pam Hartwell, B.B.A.—Talent Acquisition Manager

Ellen Irwin, B.S., M.L.A. —HR Recruiting Specialist

Terrence Kirk, B.B.A., M.B.A.—Compensation Analyst

Regina Lewis,B.S., M.L.A.—Events and Communications Coordinator

Mariam MacGregor, B.A., M.S.—Assistant Vice Chancellor, Employee Engagement and Success

Matthew Millns, B.A., M.B.A., Ed.D.—Assistant Director, Benefits

Susie Olmos-Soto, B.A., M.Ed.—Senior Learning and Development Consultant

Cameron Potter, B.S., M.A., Ph.D.—Manager, Employee Success

April Padilla-Payroll Coordinator

Michael Sanders, B.S., M.B.A, M.S.—Senior HRIS Consultant

Megan Voorhies B.A., M.B.A.,— Director, Employee Success

Michelle Whiteley B.B.A.—Director, Benefits

[Directory Information - Administration](#)

Information Technology

Information Technology

Bryan Lucas, B.B.A., M.B.A.—Chief Technology Officer

Walter Wallace, B.S., M.B.A.—Associate Director, Operations

Leslie Sanders—Operations Analyst

Terrie Harbour—Purchasing Specialist

Computer Systems

Craig Carlson—Director, Computer Systems

Ann Bailey—Manager, Systems Labs

Michael Banks—Systems Administrator

Kyle Bryan—Systems Administrator

Russ Davis—Server Security Administrator

Jon Eidson—Sr. Database Administrator

Sean Gillaspay—Administrator, Systems Labs

Jim Gribble—Administrator, Systems Labs

Thomas Guidry—Systems Administrator

David Jewett—Systems Administrator

Josiah Miller—Systems Administrator

Stephen Meyers—Systems Administrator

Tommy Riley—Database Administrator

Shelley Shuga—Ast Director Computer Systems

Customer Services

Joshua Tooley—Associate Director, Customer Services

Rob Allen—Ast Director IT Customer Support

Stephen Bates—Customer Service Consultant

Cathleen Dawson-Jackson—Sr. Customer Services Consultant

Ken Do—Customer Services Consultant

Rebecca Glass—Sr. Customer Services Consultant

Henry Johnson—Coordinator IT Frontline Operations

Larry Love—Customer Service Consultant

Samuel Ogutu—Customer Services Consultant

Matt Coffey—Ast Director Athletic Technology

Charles Dewar—IT Coordinator, Harris

Andrew Hamer—IT Coordinator, Music

Trey Ivy—Ast Director Medical School Technology

Paul Lopez—IT Coordinator, Student Affairs

Jonathan McNair—IT Coordinator, Student Affairs

Kyle Stagner—IT Coordinator, Student Affairs

Enterprise Application Services

Joshua Harmon—Director, EAS

Jesse Borries—Applications Developer

Ben Crenshaw—Applications Developer

Mason Makarawich—Applications Developer

Cindy McCray—Applications Developer

Michael Perales—Applications Developer

Stephen Ratliff—Applications Developer

Michael Selman—Applications Developer

Joel Smith—Applications Developer

Shawn Spangler—Applications Developer

Steve Taylor—Applications Developer

Huy Tran—Applications Developer

Asa Tuten—Applications Developer

Yolanda Winston—Applications Developer

Hardware

Joseph Lopez—Computer Hardware Supervisor

Austin Alexander—Computer Hardware Technician

Garrett Counts—Computer Hardware Technician

Barish Madanoglu—Computer Hardware Technician

Patrick Reimer—Computer Hardware Technician

Information Security Services

Aaron Munoz—Chief Information Security Officer

Austin Counts—Server Security Administrator

David Kinch—Information Security Administrator

Russ Davis—Information Security Administrator

Alex Espinoza—Information Security Administrator

Classroom Technology

Clifton Overton—Manager, Instructional Technology

Dwayne Adams—Instructional Classroom Technician

Justin Beck—Instructional Classroom Technician

Daniel Faubion—Instructional Classroom Technician

Scott Gilbert—Instructional Classroom Technician

MacDonald, Douglas—Instructional Classroom Technician

Media Production

John Van Pelt—Graphic Media Design Coordinator

Network Infrastructure Services

Tony Fleming—Director, Network Infrastructure

Networking

Warner Kimbrell—Assistant Director, Networking

Craig Baugh—Network Engineer

Paul Bibbins—Network Engineer

John Saxton—Network Engineer

Eric Wersal—Network Engineer

Construction Management

Patti Sellers—Associate Director, Construction Management

Glenda Boche—Coordinator, IT Construction

Infrastructure Services

Jason Miller—Assistant Director, Infrastructure

Ryan Norris—Infrastructure Technician Arturo Barrios—Infrastructure Technician

Printing and Copying Services

Bob Goode—Manager, Printing Services

Brandi Carroll—Digital Copy Operator Howard Horne—Pre-Press Specialist

Tim Ybarra—Offset Press Operator

Amber Hollingsworth—Customer Service Rep Copy Shop

Telecommunications

Travis Cook—Executive Director, Telecommunications

Network Services

Tony Fleming, B.S.—Associate Director, Network Services

Craig Baugh—Network Engineer

Paul Bibbins—Network Engineer

Warner Kimbrell—Network Engineer

John Saxton—Network Engineer

Eric Wersal, B.B.A. – Network Engineer

Infrastructure Services

Patti Sellers— Associate Director, Infrastructure Services

Glenda Boche, B.S.—Network Projects

Printing and Copying Services

Bob Goode—Manager, Printing Services

Brandi Carroll—Digital Copy Operator

Howard Horne—Pre-Press Specialist

Tim Ybarra, H.S.—Printing Cert Offset Press Operator

Hardware and Purchasing

Joseph Lopez, B.S.—Computer Hardware Supervisor

Terrie Harbour—Purchasing Specialist

Information Security Services

David Kinch, B.A.—Information Security Engineer

Enterprise Application Services

Joshua Harmon, B.A.—Director, EAS

Ben Crenshaw, B.S.—Applications Developer

Cindy McCray, B.F.A, M.L.A.—Applications Developer

Michael Perales, B.B.A.—Applications Developer

Michael Selman, B.B.A, M.B.A.—Applications Developer

Joel Smith, B.A., M.B.A., J.D.—Applications Developer

Shawn Spangler, B.S.—Applications Developer

Steve Taylor, B.S.—Applications Developer

Huy Tran, B.A.—Applications Developer

Yolanda Winston, B.B.A., M.L.A.—Applications Developer

Computer Systems

Craig Carlson, B.B.A.—Associate Director, Computer Systems

Ann Bailey, B.B.A, M.L.A.—Manager of Systems Labs

Jon Eidson, B.S., M.B.A.—Sr. Database Administrator

Sean Gillaspay, B.S.—Administrator, Systems Labs

Jim Gribble, B.S.—Administrator, Systems Labs

Thomas Guidry, B.B.A.—Systems Administrator

David Jewett—System Administrator

Josiah Miller, B.A.—Systems Administrator

Tommy Riley, B.B.A.—Database Administrator

Shelley Shuga, B.B.A. – Systems Administrator

IT Support

Joshua Tooley, B.S.—Associate Director, IT Support

Rob Allen, B.A, M.A.—Customer Services Consultant

Cathleen Dawson-Jackson, A.A.—Sr. Customer Services Consultant

Charles Dewar, M.B.A.—IT Coordinator, Harris

Trey Ivy, B.S.—IT Coordinator, Provost

Jonathan McNair, B.S. – IT Coordinator, Student Affairs

Matt Coffey, B.A.—IT Support, Athletics

Rebecca Glass, B.S.—Sr. Customer Services Consultant

[Directory Information - Administration](#)

Institute of Behavioral Research

Institute of Behavioral Research

Kevin Knight, Ph.D.—IBR Director and Professor of TCU School of Medicine and Saul B. Sells Chair of Psychology

Wayne E.K. Lehman, Ph.D.—Senior Research Scientist

Jennifer Edwards Becan, Ph.D.—Senior Research Scientist

Jennifer Pankow, Ph.D.—Senior Research Scientist

Yang Yang, Ph.D. – Research Scientist

Randi Proffitt, Ph.D. –Research Scientist

Amanda Wiese, Ph.D.-Associate Research Scientist

Thomas Sease, Ph.D.-Associate Research Scientist

Pam Carey, D.P.A. – Associate Research Scientist

[Directory Information - Administration](#)

Institutional Effectiveness

Institutional Effectiveness

David E. Allen, Ph.D.—Executive Director

Nishala Silva, Ph.D.—Assistant Director

Jon McGuire, M.S.—Accreditation Coordinator

[Directory Information - Administration](#)

Institutional Research

Institutional Research

Laurie Harris, M.S., M.B.A.—Director

Lindsey Millns, M.B.A.—Associate Director

Ross House, B.S.—Data Quality & Governance Coordinator

[Directory Information - Administration](#)

Koehler Center for Instruction, Innovation and Engagement

Koehler Center for Instruction, Innovation and Engagement

M. Francyne Huckaby, Ph.D.—Associate Provost of Faculty Affairs & Executive Director of the Koehler Center

Cecilia Lunt—Project Coordinator

Travis Kramer—eLearning Manager

[Directory Information - Administration](#)

Marketing and Communication

Marketing and Communication

Merianne Roth, B.A., M.B.A.—Vice Chancellor

Bill Hartley, B.A., M.A.—Assistant Vice Chancellor, Marketing

Brad Thompson, B.S., M.L.A.—Executive Director of Community Projects & University Events

Flo Hill, B.A.—Director of Conference Services

Calen Jones, B.A., M.G.A.—Assistant Director of Conference Services

Norma Martin, B.S., M.A.J., M.A.—Senior Director, Editorial Services

Caroline Collier, B.A., M.L.A.—Assistant Director of Editorial Services

Trisha Spence, B.A.—Assistant Director of Editorial Services

Rachel Harris, B.A.—Senior Director of Advancement Communications

Ma'lisa Yost, B.S.—Assistant Director of Advancement Communications

Holly Ellman, B.S.—Associate Director of Strategic Communications

Shelley Hulme, B.S.—Senior Manager of Internal Strategic Communications

Katherine Polenz, B.A., M.A.—Associate Director of Marketing

Megan Murphey-Jones, B.A., B.S., M.L.A.—Assistant Director of Marketing

Corey Reed, B.F.A.—Director of Website & Social Media Management

Elaine Tubre, B.A., M.S.—Associate Director of Website & Social Media Management

Jennifer Zarate, B.F.A.—Senior Web Designer

Amy Peterson, B.A.—New Media Specialist

Jackie Keiser—Senior User Interface Developer

Nicholas Tillman—Web Services Front End Designer

Tracy Bristol, B.F.A., M.L.A.—Digital Content Specialist

Kris Copeland, B.S.—Creative Director

Gorland Mar, B.F.A.—Director of Graphic Design

Liz Parks, A.A., B.A.—Assistant Director of Graphic Design

John K. Maddox, B.A.—Senior Art Director

Julie Kelton, B.A.—Project Manager

Robert Carter—Digital Asset Coordinator

[Directory Information - Administration](#)

Mary Coutts Burnett Library

Mary Coutts Burnett Library

Tracy Hull, B.A., M.A., M.S.L.I.S.—Dean

Cari Alexander, B.A., B.A., M.M., M.L.S.—Head, Music/Media Library

Kristen Barnes, B.A., M.L.S.—Access Services Librarian

Charles Bellinger, B.S., M.A., Ph.D., M.S.L.S.—Brite Librarian

Walter Betts, B.M., M.L.S.—Systems Librarian

Diana Boerner, B.A., M.L.I.S.—Research Librarian: Business, Economics, Journalism, Strategic Communication and Ranch Management

Jeffrey Bond, B.S., B.M.E., M.L.S., M.S.—Scholarly Communication Librarian & Science Research Liaison

Kerry Bouchard, B.A., M.F.A., M.L.S.—Director of Library Systems

Jacob Brown, B.A., M.A., M.L.I.S.—Digital Services Librarian

Linda Chenoweth, B.S., M.S.L.S. —Head, Reference and Instruction

Julie Christenson, B.A., M.F.A., Ph.D., M.L.I.S. —Rare Books Librarian

Shelda Dean, B.A.—Marketing and Communications

Sara Dillard, B.A., M.A., M.S.L.S.—Catalog Librarian

Stephanie Folse, B.A., M.A., M.L.I.S.—Web Services Librarian

David Hamrick, B.A., M.M., Ph.D., M.S.L.S.—Music/Media Catalog Librarian

Leah Hamrick, B.A., M.L.S. - Electronic Resources Librarian & Assistant Head of Technical Services

Ammie Harrison, B.A., B.A., M.A., M.L.I.S.—Humanities and Theatre Librarian

Ann Hodges,

Boglarka Huddleston, B.A., B.A., M.A., M.S.L.I.S.—Health Sciences Liaison & Assessment Librarian

Tracy Hull, B.A., M.A., M.S.L.I.S.—Associate Dean

Michael Lampley, B.A., M.L.I.S.—Electronic Serials Librarian

James Lutz, B.A., B.A., M.S.L.S.—Director of Library Administrative Services

Dennis Odom, B.A., M.L.S.—Head, Technical Services

Robyn Reid, B.A., M.L.I.S., M.Ed.—Social Sciences Librarian

Laura Ruede, B.M., M.L.S.—Dance Librarian and Van Cliburn Archivist

Mary Saffell, B.A., M.A., M.L.I.S., C.A.—Senior Archivist

Alysha Sapp, B.A., M.L.I.S.—Nursing & Nurse Anesthesia Librarian

Cheryl Sassman, B.S., M.B.A.—Head, Circulation

Laura Steinbach, B.F.A., M.F.A., M.L.S.—Art and Design Librarian

Brad Trussell, A.A., A.S., BAAS, M.S.—Innovation Collaborator

[Directory Information - Administration](#)

Office of the Chancellor

Office of the Chancellor

Daniel W. Pullin, B.B.A., M.B.A., J.D. – Chancellor & Professor

Chancellor Emeritus:

Victor J. Boschini, Jr., B.A., M.A., Ed.D—Chancellor Emeritus & Professor

Staff:

Lauren E. Nixon, B.S., B.A., M.Ed., Ed.D. —Director of Programs and Executive Initiatives & Interim Chief of Staff

Janine M. Cox, B.A., M.S. —Deputy Chief of Staff & Interim Secretary of the Board of Trustees

Ann S. Davis, B.A., M.B.A. – Director of Executive Communication

Maleta G. Hill, B.S., M.S.—Director of Office Operations

Leslie Galindo B. A. —Executive Assistant

Bridget A. Ledesma, B.S.— Executive Assistant to the Chancellor Emeritus

Leigh Ann Martin, A.G.S, A.A.S – Executive Assistant to the Chancellor

Alondra Olguin, B.B.A., M.Ed. —Office Operations Manager

Shelia Williams B.A. – Executive Assistant and Program Specialist

Shannon Schultz, B.A., B.F.A.— Director of Minor House & Events

Office of Institutional Equity

Jonathan Benjamin-Alvarado, B.A., M.A., Ph.D.– Senior Advisor to the Chancellor for University Culture

Sharon Gooding, B.A., M.A., J.D.—Director, Office of Institutional Equity

Terika “Teri” Green, B.S., M.A.— OIE Investigator

Angelica Ramirez, B.A. – OIE Investigator

Eugene Smith – B.S., M.A., Ed.D. - Title IX Coordinator

Sholeh Nourbakhsh – B.A. - OIE Investigator

Judith De Los Santos – B.A., J.D. - Civil Rights Case Manager

Center for Connection Culture

Jonathan Benjamin-Alvarado, B.A., M.A., Ph.D.–Senior Advisor to the Chancellor for University Culture

Natalia Margarita Dominguez, B.F.A., M.Ed. –Graduate Assistant

Brenda Fisher, B.S., M.S. –Executive Assistant

Vincent Perez, B.A., M.Ed. –Assistant Director, Center for Connection Culture

Aisha Torrey-Sawyer, B.A., M.Ed.—Director of the Center for Connection Culture

University Strategy & Innovation Office

Tom Wavering, B.S., M.S. –Chief University Strategy & Innovation Officer

Greg B. Cox, B.A., J.D. –Executive Director of Government Relations

Shawn J. Farrell, B.A., M.G.A. –Executive Director of Corporate Engagement and Strategic Partnerships

Marcellis Perkins, B.A., M.Ed., Ph.D. – Strategy and Innovation Fellow

Jacqueline Navarrete, B.S., M.Ed. – Director of the Innovation Hub or Innovation Hub Director.

Legal & Compliance

Andrea M. Nordmann, B.S., B.A., M.B.A.—Chief University Compliance Officer

Larry Leroy “Lee” Tyner, Jr., B.A., J.D.—General Counsel

Kate Withers, B.S., M.A., J.D. – Higher Education Law Fellow

[Directory Information - Administration](#)

Office of Religious and Spiritual Life

Office of Religious and Spiritual Life

Todd Boling, B.A., M.Div.—University Chaplain

Rev.LeaMcCracken, B.A. M.Div. – Associate Chaplain and Church Relations Officer

Rev.Lauren Sierra, B.A.,MTS, Ed.D-Assistant Chaplain

Sarah Walters, B.A.,MPP – Assistant Director

[Directory Information - Administration](#)

Provost's Office

Provost's Office

Floyd L. Wormley, Jr., Ph.D.—Provost and Vice Chancellor for Academic Affairs

Susan Mace Weeks, B.S., M.S., D.N.P. —Vice Provost for Academic Affairs

M. Francyne Huckaby, B.A., M.Ed., Ph.D. – Associate Provost for Faculty Affairs

Reginald Wilburn, Ph.D.—Associate Provost for Undergraduate Affairs

Wendy Bell, PACE—Academic Program Specialist

Teresa Hiner, B.A.—Executive Assistant to the Provost and Vice Chancellor

Elaine Cole, B.A., M.L.A.—Director of Communications and Special Projects

Mica Bibb, B.S., M.L.A.—Director, Faculty Appointments

Katherine Davis—Coordinator of Faculty Appointments

Claire Sanders, B.A., JD, Ph.D. – Provost’s Faculty Fellow and Community Advocate

Annorah Moorman, B.A., M.S., Ph.D. – Associate Vice Provost for Student Success

Meredith Brunson, M.P.A. – Director, Academic Affairs Finance and Operations

Julie Lovett, B.S., M.Ed. – Director, Extended Education

Cheryl Slocumb, B.A., M.A. –Director of the William L. Adams Center for Writing

Theresa Gaul, M.A., Ph.D. – Director of the Core Curriculum

[Directory Information - Administration](#)

Risk Management

Risk Management

Drew M. Solomon, B.A.— Director of Risk Management

Jonathan G. Brown, B.S.—Environmental Health and Safety Coordinator

Richard Adickes, B.S.—Hazardous Materials and Safety Manager

Latrina Durham—Risk Specialist

[Directory Information - Administration](#)

Sponsored Programs

Sponsored Programs

LeAnn Forsberg—Director

Heather Stansell-Morris—Associate Director

Kristi Lemmon—Grant Compliance and Contract Specialist

Alberto Argueta – Grants & Contracts Specialist II

[Directory Information - Administration](#)

Student Access and Accommodation

Student Access and Accommodation

Stacy Mason, MA, CRC- Director

LaShondra Jimerson, MSW- Associate Director Laurel Cunningham, M.Ed- Coordinator

Tatum Ezzell, M.Ed, LSSP- Disabilities Specialist

Jenny McNulty, MFT- Disabilities Specialist

Alana Yanagida, MSC, LCSW-S- Access & Accommodation Specialist

Rita Patzke, BBA- Administrative Assistant

[Directory Information - Administration](#)

Student Affairs

Student Affairs

Vice Chancellor for Student Affairs

Kathy Cavins-Tull, B.A., M.S., Ph.D.—Vice Chancellor for Student Affairs

Sue McClellan—Executive Assistant for the Vice Chancellor for Student Affairs

Business & Operations

Jude Kiah, B.A., M.S.Ed., MBA, Ph.D.—Associate Vice Chancellor, Student Affairs

Laura Shaw, B.S.m M.Ed.—Director

Holly Harrelson, B.S., M.Ed.—Assistant Director

Megan Mosiniak, B.A., M.A.—Assistant Director

Dean of Students

Mike Russel, Ed.D. – Associate Vice Chancellor of Student Affairs

Karen Bell Morgan, Ph.D. – Dean of Students

David Cooper, M.A. – Associate Dean of Students

Jeremy Steidl, M.P.A. – Assistant Dean of Students

Michael Mack, MTS, M.Ed. – Assistant Dean of Students

Crystal Page, M.Ed. – Assistant Dean of Students

Rosa Sandoval, M.Ed. – Assistant Dean of Students

Maria Acosta, MSW – Care Coordinator

Kathy Quiat – Administrative Support

Campus Recreation & Wellness Promotion

Jay Iorizzo, B.S., M.S.—Director

Cristina Carpenter, B.S., M.A.—Associate Director

Brad Stewart, B.S., M.Ed.—Associate Director

Yvonne Lin Giovannis, B.A., M.Ed.—Assistant Director, Wellness Education

Earnest Spiller, B.S., M.S.—Assistant Director, Competitive Sports

Aubrey Kettrick, B.S., M.S.—Assistant Director, Aquatics

Jordan Stroope, B.S., M.S.—Assistant Director, Fitness

Emily Tumilty, B.S., M.S.—Coordinator, Outdoor Programs

Zack Lundgren, B.A., M.S. – Coordinator, Competitive Sports

Cynthia Helton – Business Manager

Dora Aguilera – Membership Coordinator

Center for Career & Professional Development

Mike Caldwell, MA, Executive Director

Terrence Hood, MS, Associate Director

Kim Satz, JD, Associate Director

Megan Cunningham, MEd, Associate Director,

Alcon Career Center

Mary Elliot, MEd, Associate Director, Alcon Career Center

Alex Thompson, Assistant Director, Employer Relations, Alcon Center

Melanie Coulson, MA, Career Consultant, College Fine Arts and College of Education

Shelby Giammattei, Med, Career Consultant, Schieffer College of Communication

LaShanda Nicole Jackson, M.S.-Career Consultant, Harris College of Nursing

Emmanuel Garcia, Ph.D., Career Consultant, AddRan College of Liberal Arts

Caroline Linder, MBA, Career Consultant, College of Science & Engineering

Celeste Lindell, MBA, Assistant Director, Employer Relations/Projects

Delia McGlaun, Coordinator, Operations

Julie Reynolds, Campus Recruitment Program Administrator

Counseling Center

Eric Wood, Ph.D.—Director, Licensed Psychologist, Licensed Professional Counselor

Lindsey Tardif, Ph.D. – Associate Director, Licensed Professional Counselor

Heather Shahan, Ph.D. – Assistant Director-Training, License Professional Counselor

Nikita Stricklen-Trice, LPC, Licensed Professional Counselor

Amanda Swartz, Psy.D.—Licensed Psychologist

Matthew Johnson, Ph.D.,LPC,CMPC—Licensed Professional Counselor and Mental Performance Consultant

Linda Wolszon, Ph.D.—Counseling Liaison to the School of Medicine

Caroline Sahba, M.Ed., LPC—Associate Director - Substance Use and Recovery Counselor

Joe LeConte, LPC-A, LCDC-Peer Support Coordinator

Daralynn Deardorff, D.O.—Consulting Psychiatrist

Kim Mercer, DNP, APRN, PMHNP-BC, FNP-BC. —Psychiatric Mental Health Nurse Practitioner

Leah Carnahan—Assistant Director of Campus Advocacy, Resources & Education

Education

Brentley Autry, LPC- Assistant Director of Triage and Crisis Counseling

Ashley Harmonson, LPC – Triage/Crisis Care Counselor

Elizabeth Parker, LPC—Triage/Crisis Care Counselor

Diane Norton—Administrative Assistant

Sharon Perea—Administrative Assistant

Department of Public Safety

Adrian Andrews, B.S., M.S.—Assistant Vice Chancellor for Public Safety

Robert Rangel, B.S., M.S.— Chief of TCU Police

David Coriano, Parking and Transportation Coordinator

Sean Taylor, B.S.—Director of Emergency Management

Michael Webster, B.S., M.S. – Director of Clery Compliance

Fraternity and Sorority Life

Brooke Scogin, B.F.A., B.S., M.A.—Director of Fraternity and Sorority Life

Mario Ramirez, B.M., M.Ed.—Associate Director of Fraternity and Sorority Life

Paige Eidenschink, B.S., M.B.A.—Assistant Director of Fraternity and Sorority Life

Gaius George, B.A., M.HR—Coordinator of Fraternity and Sorority Life

Rebecca Neumann, B.S., M.S.—Coordinator of Fraternity and Sorority Life

Amy Schroer, B.B.A., M.L.A.— Operations Manager- Fraternity and Sorority Life

Health Center Providers

Jane Torgerson, M.D.—Director

Ruth Kested, PA-C

Holly Coker, PA-C

Daralynn Deardorff, D.O.

Amber Downes, PA-C

Kim Mercer, DNP PMHNP-BC, FNP-BC

Evelyn Tobias-Merrill, M.D.

Kerri Waldron, M.D.

Beth Wieser, D.O.

Mary Beth Cox, M.D.

Housing and Residence Life

Craig Allen, B.S., M.A., Ed.D.—Executive Director for Housing & Residence Life & Fraternity & Sorority Life

Rachel Anne Hopper, B.A., M.Ed.—Director of Housing & Residence Life

Cori A. Middleton, M.S., M.Ed.—Associate Director of Housing & Residence Life

Danielle Hoefeld, B.A., M.Ed. – Associate Director of Housing Operations

Miles Oller, B.A., M.Ed.—Director of Student Affairs Facilities

Imani Wimberly, B.A., M.S.—Assistant Director of Housing & Residence Life

Norma Ramirez, B.M., M.Ed.—Assistant Director of Housing & Residence Life

KaRon Marbley, B.S., M.S.—Area Coordinator

Kelcia Righton, M.Ed.—Area Coordinator

Sean Strickland, B.S., M.Ed.—Area Coordinator

Keith Ashcraft, B.A.—Micros/HRL Systems Specialist

Tonia Fishman, B.A., M.Sc.—Administrative Assistant

Ana Rodriguez – Residential Housekeeping Manager

Christina Jackson-Barrera – Residential Housekeeping Manager

Mariela Duran, B.S. – Assistant Director of Facilities, Residential Housekeeping

ID Center

Sheri Milhollin—Manager, TCU ID Center

Brian Hill, B.A.—Coordinator, TCU ID Center

International Services Office (ISO)

Joshua Kai, B.A., M.B.A./H.C.M.—Director, International Services Office

Eunah Bang, B.A., M.S. – Assistant Director, International Services Office

Pamela Guerrero, B.A. – Coordinator, International Services Office

Leadership & Student Involvement

Roxana Aguirre, B.S., M.Ed. – Associate Director, Student Identity & Engagement

Rosangela Boyd, B.A., B.Ed., M.Ed., Ph.D.—Director, Service Learning & Academic Initiatives

Gyneen Boudreaux, A.A. – Coordinator of Events, University Unions

Vanessa Roberts Bryan, B.S., M.S., Ed.D.—Assistant Vice Chancellor for Student Affairs, Leadership & Student Involvement

Deepti Chadee, B.S., M.Ed.—Director, University Unions

Taelor Cruz, B.S.Ed., M.S. – Coordinator, New Student & Family Programs

Philip Dodd, B.A., M.S.— Director, Leadership & Experiential Learning

Rylea Dunlap, B.S., M.S. – Assistant Director, Student Activities

Timeka Gordon, B.A., M.S., Ed.D. – Director, Student Identity & Engagement

Phil Harrison, B.A. – Audio Visual Coordinator, University Unions

Estee Hernandez – B.A., M.S.Ed., Ph.D. – Assistant Director, Leadership & Experiential Learning

Jayla Hill – B.S., M.S.Ed. – Assistant Director, Student Identity & Engagement

Janette Hudson—Administrative Assistant

Emily Ivey, B.S., M.Ed., Ph.D. – Director, New Student & Family Programs

Dylan Kimery, B.S., M.A. – Associate Director, University Unions, Events & Engagements

Kelly Lee, B.S., M.S. – Director, Student Activities

Josh Mackrill, B.A., B.A., M.Ed. – Assistant Director, Student Identity & Engagement, LGBTQ+ Resources

Bryan Partika, B.A., M.S., M.B.A. – Coordinator, Leadership & Experiential Learning

Addison Prado, B.S., M.Ed. – Assistant Director, Student Activities

Maddi Pounds, B.S., M.S. – Assistant Director, New Student & Family Programs

Noah Sheridan, B.S., M.Ed. – Coordinator, New Student & Family Programs

Carly Smith – Student Activities Coordinator

Kim Turner, B.B.A, M.Ed. – Executive Director, Student Involvement & Traditions

Brandie Van Zanden, B.S., M.A. – Assistant Director, New Student & Family Programs

Marketing

Student Affairs Marketing

Susan Nethery, B.A., M.B.A.—Director of Student Affairs Marketing

Diana Selman, B.F.A., M.F.A.—Associate Director

Mallory Odom, B.A., M.L.A.,—Assistant Director of Student Affairs Marketing

Michael Warren, B.A., B.F.A., M.B.A. – Assistant Director of Student Affairs Marketing

Office of Religious and Spiritual Life

Rev. Todd Boling, B.A., M.Div.— University Chaplain

Rev. Lea McCracken, B.A. M.Div. – Associate Chaplain and Church Relations Officer

Rev. Lauren Sierra, B.A., MTS, Ed.D.-Assistant Chaplain

Sarah Walters, B.A., MPP – Assistant Director

Student Life Analytics

Angela Taylor, B.S., M.S., Ph.D, LPC-S—Student Life Analytics

Student Success

Lydia Blackwell, B.S., M.S.- Administrative Program Specialist, Student Success

April Brown, B.S., M.Ed.- Director, Veterans Services

Allison K. Combs, B.S., M.S.Ed.- Assistant Director, Student Success

Keri Cyr, B.S., M.Ed.- Executive Director, Student Success

Fabiola A. Campos, B.S., M.Ed.- Assistant Director, Transfer Student Success

Brianne Varela, B.A., M.S.- Director, Student Success

Substance Use and Recovery Services

Caroline Sahba, M.Ed., MBA, LPC-S - Associate Director Substance Use and Recovery Services

Joe Leconte, M.Ed., LCDC, LPC-Associate - Substance Use and Recovery Counselor/Peer Support Coordinator

Kelley Phillips, LPC-S – Substances Use and Recovery Counselor

Student Veteran Services

April Brown, B.S., M.Ed.—Director of Veterans Services

Yearbook

Mallory Odom, B.A.—Student Activities Coordinator for Publications and Campus Engagement

TCU Press

Dan Williams, PhD—Director

Kathy Walton, B.A.—Editor

Molly Spain, B.A., M.L.A.—Office Manager

Melinda Esco, B.A.—Production Manager

Rebecca Allen, B.A., B.S., M.L.A.—Marketing and Promotions Coordinator

[Directory Information - Administration](#)

TCU Global

TCU Global

Anneliese Busch, Ph.D.—Director, TCU Global

Jessica Webb, B.A., M.A., Ph.D.—Associate Director, Semester Programs

Barbara Prucha, B.A. –Associate Director, Summer and Faculty-Led Programs

Brittain Kling, B.A., M.A.—Operations Manager

Madison Pastrick, B.A., M.A.—Program Manager

Lisa Paytonjian, B.A., M.A.—Program Manager

Katherine Apodaca —Office Coordinator

[Directory Information - Administration](#)

TCU Press

TCU Press

Dan Williams, PhD—Director

Kathy Walton, B.A.—Editor

Molly Spain, B.A., M.L.A.—Office Manager Melinda Esco, B.A.—Production Manager

Rebecca Allen, B.A., B.S., M.L.A.—Marketing and Promotions Coordinator

University Advancement

University Advancement

Donald J. Whelan, Jr., B.S., EMIB — Vice Chancellor

Michelle Clark, B.A., M.A., APR, MBA, SHRM-SCP— Associate Vice Chancellor, Advancement Strategy and Administration

Advancement Communications

Rachel Harris, B.A. — Senior Director

Ma'lisa Yost, B.S. — Assistant Director

Advancement Operations

Travis Soyer B.S., M.B.A. — Associate Vice Chancellor, Advancement Operations

Corina Cervantes, B.J. — Director, User Services

Yvonne Mann, B.B.A. — Advancement Help Desk Manager

Brandon Frank, B.G.S., M.L.A. — Documentation and Training Program Manager

Creed Henry II, B.S., M.B.A. — Business Systems Analyst

Michele Anders, B.S. — Director, Gift and Data Management

Christopher Campbell, B.S., M.P.A. — Assistant Director, Gifts & Data Management

Christina de Leon — Gift Processing Specialist II

Jonathon Bosquez, A.S. — Gift Processing Specialist

Preston Gilpatrick, B.A., M.A. – Gift Processing Specialist

Tanya Wilkinson — Data Entry Specialist II

Karleigh Hesser, B.S. — Data Entry Specialist

Laura Pyle, B.S. — Director, Reporting and Technical Services

Troy Lewis — Senior CRM Report Developer

Martha Freeman, B.B.A. — Senior CRM Reporting Analyst

David Gianadda, B.A., M.L.S. — CRM Reporting Analyst II

Marianne Daily — CRM Reporting Analyst

James Torres — Business Intelligence Developer

Kristi Kolpanen, B.B.A., M.B.A. — Director, Web Services

Don Dowell, B.B.A. - Web Developer

Advancement Alumni Relations

Amanda Stallings, B.S., M.L.A. — Associate Vice Chancellor, Alumni Relations

Carrie Brown, B.S., M.L.A. — Senior Director, Special Events

Brooke Shuman, B.A., M.Ed. – — Director, Alumni Relations

Thomas Brown, B.S. — Director of Alumni Programs, Alumni Relations

Rob Beuerlein, B.A., M.A. — Associate Director, Alumni Relations

Diana Sanchez, B.A., M.L.A. — Assistant Director, Programs, Alumni Relations

Rhyan Robbins, B.S. — Assistant Director, Alumni Relations

Whitney Mock, B.S.— Assistant Director, Programs, Alumni Relations

Chandra Powell, Web Services Specialist, Alumni Relations

Rachel Olson, BBA, M.Ed., Manager, Kelly Center

Advancement Athletic Giving (Frog Club)

Immanuel Kerr-Brown, B.S.E., M.B.A., M.S.A. — Director, Development, Major Gifts/Assistant Athletic Director

Anthony LoCascio, B.A. – Associate Director, Development, Major Gifts/Assistant Athletic Director

Dameon Myres, B.S. – Assistant Director, Block T Association

Nick Parsons, B.A., M.Ed. — Director, Development, Annual Giving/Associate Athletic Director

Julia Musacchio, B.B.A. - Assistant Director of Donor Relations, Stewardship & Events

Advancement Donor Relations

Julie Whitt, B.B.A. — Associate Vice Chancellor, Donor Relations

Beth Cardwell, B.B.A. — Senior Director, Donor Relations

Karen Crouch, B.S. — Director, Donor Relations

Jenny Pitcock, B.A., M.A., Ph.D. — Associate Director, Endowment Reporting

Andrea Losa, B.A. — Assistant Director, Stewardship Reporting and Acknowledgment

Erin Wells, B.S. — Donor Stewardship Coordinator, Endowment & Major Gifts

Aracely DeRose, B.S., M.S.Ed. — Director, Donor Stewardship

Kelsey Lucero, B.F.A. — Associate Director, Donor Experience

Amy Cass, A.A. — Donor Stewardship Coordinator

Advancement University Development

David Nolan, B.A., M.A. — Associate Vice Chancellor of University Development

Office of Loyalty Giving

Kristee Bell, B.S. — Assistant Vice Chancellor, Loyalty Giving

Sarah Sibilsky, B.S. — Director, Development, Leadership Gifts

Harrison Klutz, B.S., M.S.B.A. – Assistant Director, Loyalty Giving

Grace Halaby, B.A. – Donor Experience Officer, DXO

LyTer Green Lawrence, B.S. — Director, Direct Response Philanthropy

Mia Flores, B.A. - Assistant Director, Direct Response Philanthropy

Amy Shackelford, B.B.A – Director, Digital Philanthropy

Chuck Harris – B.S., M.S. – Assistant Director, Digital Philanthropy

Gift Planning

Melissa Villegas, B.A., CFP®, EA — Senior Director, Gift Planning

Marisa LePak — B.A., J.D., Associate Director, Gift Planning Gift Administration

Advancement for Burnett School of Medicine

Doug White, B.S. — Assistant Vice Chancellor of Development, Anne Burnett Marion School of Medicine

Amanda de la Torre, B.S., M.S.I.S., Development Director, Anne Burnett Marion School of Medicine

Family Philanthropy

Penny Bishop, B.S.— Senior Director, Family Philanthropy

Dede Williams Vann, B.B.A., M.B.A.— Development Director, Family Philanthropy

Jason Byrne, B.S., M.S., MBA — Senior Director, Corporate & Foundation Relations

Amy Hampton, B.B.A, B.F.A – Director, Foundation Giving

Office of Prospect Development

Michelle Franke, B.S. — Senior Director, Prospect Development

Lydia Traina, B.S. – Director of Advancement Research

Andrea Heitz, B.A., M.S., M.T.S. — Senior Advancement Research Officer

Shawn Vaughn, B.A. – Advancement Research Officer

Sherry Crenshaw, B.S. – Advancement Research Officer

Sara Arnold, B.A., M.A. – Senior Advancement Research Analyst

Kelli Sledd, B.S. – Director, Prospect Management

Advancement, Major Gifts

Kenton Watt, B.A., M.B.A. — Assistant Vice Chancellor, Major Gifts

Lori Jefferies, B.B.A, M.B.A. – Development Director, Major Gifts

Marianne Pohle, B.F.A., M.A., M.B.A. -Development Director, Major Gifts

Adair Shannon, B.F.A. – Development Director, Major Gifts

Arigayle Skinner, B.S., M.P.A., CFRE – Development Director, Major Gifts

Meredith O'Brien, B.B.A., -Associate Director of Development, Major Gifts

Advancement for Schools and Colleges

Adam B. Baggs, B.A., M.P.A., Ed.D. — Assistant Vice Chancellor, College Development

Shelly Frank, B.A., M.L.A. — Development Director, John V. Roach Honors College

Laura Barclay, B.B.A. — Senior Development Director, Neeley School of Business

Angela Z. Strittmatter, B.S. — Development Director, College of Fine Arts

Valerie DeSantis Bechtel, B.A., M.Ed. — Development Director, College of Science & Engineering

Krystal Winn, B.A., M.A. — Development Director, Bob Schieffer College of Communication

Ashley Sutton, B.S. — Development Director, College of Education

Adriana Martin, MBA – Associate Director of Development, Neeley School of Business

Susan Keating Smith, B.S. – Development Director, AddRan College of Liberal Arts

William L. Adams Center for Writing

William L. Adams Center for Writing

Cheryl Slocumb, B.A., M.A.—Director

Cynthia Shearer, B.A., M.A.—Associate Director

Sidney Thompson, B.A., M.F.A., Ph.D.—Instructional Staff

[Directory Information - Faculty](#)

AddRan College of Liberal Arts Directory

AddRan College of Liberal Arts Directory

Sonja Stephenson Watson, *Dean*

Ariane Balizet, *Associate Dean*

Muriel Cormican, *Associate Dean*

Peter M. Worthing, *Associate Dean*

Brandon Manning, *Faculty Diversity Advocate*

Ida N. Hernandez, *Director of AddRan Degree Certification*

Criminology and Criminal Justice

KENDRA BOWEN, *Associate Professor*. B.S.W. (Midwestern State University), 2005; M.A. and M.S. (University of Texas at Arlington), 2007; Ph.D. (Indiana University of Pennsylvania), 2011. Since 2014.

RONALD G. BURNS, *Professor*. B.S. (University of South Carolina), 1990; M.C.J. (Ibid.), 1993; Ph.D. (Florida State University), 1997. Since 1997.

SUSAN BRIE DIAMOND, *Associate Professor and Chair of the Department*. B.A. (University of Texas at Dallas), 2008; M.S. (Ibid.), 2010; Ph.D. (Ibid.), 2013. Since 2013.

PATRICK T. KINKADE, *Professor*. B.A. (University of California at Berkeley), 1981; M.A. (California State University at Los Angeles), 1983; Ph.D. (University of California at Irvine), 1990. Since 1990.

MICHELE MEITL, *Assistant Professor*. B.A. (University of California at Santa Barbara), 2002; J.D. (The Catholic University of America, Columbia School of Law), 2005; M.A. (Arizona State University), 2012; Ph.D. (University of Texas at Dallas), May 2017.

JOHNNY NHAN, *Professor and Associate Dean for Graduate Studies*. B.A. (University of California at Irvine), 1999; Ph.D. (Ibid.), 2008. Since 2008.

KATHERINE POLZER, *Associate Professor*. B.A. (University of Texas at Austin), 2003; M.S. (California State University at Long Beach), 2005; Ph.D. (University of Texas at Dallas), 2008. Since 2008.

BRAE CAMPION YOUNG, *Assistant Professor*. B.S. (Florida State University), 2012; M.S. (Florida State University), 2012; Ph.D. (Florida State University), 2020. Since 2020.

Economics

JOHN T. HARVEY, *Professor and Wright Chair in Economics*. B.A. (University of Tennessee), 1983; M.A. (Ibid.), 1986; Ph.D. (Ibid.), 1987. Since 1987.

English

ARIANE M. BALIZET, *Professor and Associate Dean*. B.A. (Pomona College), 2000; M.A. (University of Minnesota), 2003; Ph.D. (Ibid.), 2007. Since 2008.

DAVID COLÓN, *Associate Professor and Chair and Director of Graduate Studies*. B.A. (CUNY Brooklyn College), 1997; Ph.D. (Stanford University), 2004. Since 2008.

JOSEPH DARDA, *Associate Professor*. B.A. (University of Washington), 2009; M.A. (University of Connecticut), 2012; Ph.D. (Ibid.), 2015. Since 2015.

ANNE FREY, *Associate Professor*. B.A. (Williams College), 1994; M.A. (Johns Hopkins University), 1998; Ph.D. (Ibid.), 2002. Since 2005.

THERESA STROUTH GAUL, *Professor and Director of the TCU Core Curriculum*. B.A. (St. Catherine University), 1990; M.A. (University of Wisconsin at Madison), 1992; Ph.D. (Ibid.), 1998. Since 1999.

ANN L. GEORGE, *Professor*. B.A. (Michigan State University), 1979; M.F.A. (University of North Carolina at Greensboro), 1981; Ph.D. (Pennsylvania State University), 1997. Since 1997.

DANIEL JUAN GIL, *Professor and Director of Graduate Studies*. B.A. (Cornell University), 1993; M.A. (Johns Hopkins University), 1997; Ph.D. (Ibid.), 2000. Since 2005.

JASON HELMS, *Associate Professor*. B.S. (The Master's College), 2003; M.A. (San Francisco State University), 2006; Ph.D. (Clemson University), 2010. Since 2012.

CHARLOTTE HOGG, *Professor and Director of Composition*. B.A. (University of Nebraska), 1993; M.A. (Oregon State University), 1996; Ph.D. (University of Nebraska), 2001. Since 2001.

LINDA K. HUGHES, *Addie Levy Professor of Literature*. B.A. (Wichita State University), 1970; M.A. (University of Missouri), 1971; Ph.D. (Ibid.), 1976. Since 1988.

CARMEN KYNARD, *Professor and Lillian Radford Chair in Rhetoric and Composition*. B.A. (Stanford University), 1993; M.A. (City University of New York at Lehman College), 2000; Ph.D. (New York University), 2005. Since 2019.

ALEX R. LEMON, *Professor*. B.A. (Macalester College), 2001; M.F.A. (University of Minnesota), 2004. Since 2010.

CARRIE SHIVELY LEVERENZ, *Professor*. B.A. (Mt. Vernon Nazarene University), 1981; M.A. (St. Bonaventure University), 1985; Ph.D. (Ohio State University), 1994. Since 2000.

BRAD LUCAS, *Associate Professor*. B.A. (University of Illinois), 1992; M.A. (Texas State University), 1994; M.L.I.S. (University of Texas at Austin), 1996; Ph.D. (University of Nevada), 2002. Since 2003.

BRANDON MANNING, *Associate Professor*. B.A. (Jackson State University), 2007; M.A. (Ohio State University), 2010; Ph.D. (Ibid.), 2014. Since 2018.

STACIE MCCORMICK, *Associate Professor*. B.S. (Mississippi State University), 1999; M.A. (University of Southern Mississippi), 2003; (Graduate Center-City University of New York), 2011. Since 2014.

MONA NARAIN, *Professor*. B.A. (Panjab University), 1985; M.A. (University of Bombay), 1987; Ph.D. (State University of New York, Stony Brook), 1994. Since 2007.

MATTHEW PITT, *Associate Professor and Director of Undergraduate Studies*. B.A. (Hampshire College), 1997; M.F.A. (New York University), 2000. Since 2012.

SARAH RUFFING ROBBINS, *Lorraine Sherley Professor of Literature*. B.A. (University of North Carolina), 1974; M.A. (Ibid.), 1975; Ph.D. (University of Michigan), 1993. Since 2009.

CURT NELSON RODE, *Senior Instructor*. B.A. (University of Illinois), 1988; M.A. (University of Tennessee), 1992; Ph.D. (Ibid.), 1998. Since 2003.

KAREN M. STEELE, *Professor*. B.A. (St. Olaf College), 1988; M.A. (University of Texas at Austin), 1992; Ph.D. (Ibid.), 1996. Since 1996.

Geography

SARAH SCHWARTZ, *Instructor*. B.A. (Hamilton College), 1999; M.A. (University of South Carolina), 2005; Ph.D. (Ibid.), 2011. Since 2018.

KYLE WALKER, *Associate Professor*. B.A. (Oregon), 2005; M.A. (Minnesota), 2007; Ph.D. (Ibid.) 2011. Since 2012.

History

JODI M. CAMPBELL, *Professor*. B.A. (University of Nebraska), 1990; M.A. (Tulane University), 1992; Ph.D. (University of Minnesota), 1999. Since 2002.

GREGG CANTRELL, *Professor and Erma and Ralph Lowe Chair in Texas Studies*. B.A. (Texas A&M University), 1979; M.A. (Ibid.), 1980; Ph.D. (Ibid.), 1988. Since 2003.

SAMUEL DAVIS, *Assistant Professor*. B.A. (University of Tennessee), 2010; M.A. (Indiana University), 2013; Ph.D. (Temple University), 2019. Since 2020.

ALAN GALLAY, *Professor and Lyndon Baines Johnson Chair in American History and Director of Graduate Studies*. B.A. (Florida), 1978; M.A. (Georgetown), 1981; Ph.D. (Ibid.), 1986. Since 2012.

HANAN HAMMAD, *Associate Professor*. B.A. (Cairo University), 1989; M.A. (University of Texas at Austin), 2004. Since 2009.

ALEX HIDALGO, *Associate Professor and Director of Undergraduate Studies*. B.A. (United States International University), 1997; M.A. (San Diego State University), 2006; Ph.D. (University of Arizona), 2013. Since 2013.

TODD M. KERSTETTER, *Professor*. B.A. (Duke University), 1986; M.A. (University of Nebraska), 1992; Ph.D. (Ibid.), 1997. Since 2000.

WILLIAM MEIER, *Associate Professor and Chair of the Department*. B.A. (Miami University of Ohio), 2002; M.A. (University of Wisconsin), 2004; Ph.D. (University of Wisconsin), 2009.

AARON NAVARRO, *Associate Professor*. B.A. (University of Texas), 1996; M.A. (Harvard University), 1999; Ph.D. (Harvard University), 2004. Since 2018.

REBECCA SHARPLESS, *Professor*. B.A. (Baylor University), 1978; M.A. (Ibid.), 1983; Ph.D. (Emory University), 1993. Since 2006.

GENE A. SMITH, *Professor and Director of the Center for Texas Studies*. B.A. (Auburn University), 1984; M.A. (Ibid.), 1987; Ph.D. (Ibid.), 1991. Since 1994.

PETER A. SZOK, *Professor*. B.S. (Georgetown University), 1990; M.A. (Tulane University), 1994; Ph.D. (Ibid.), 1998. Since 2002.

KARA DIXON VUIC, *Lcpl Benjamin Whetstone Schmidt Professor of War, Conflict, and Society in 20th Century America*. B.A. (Marshall University), 1999; M.A. (Indiana University), 2001; Ph.D. (Ibid.), 2006. Since 2015.

STEVEN E. WOODWORTH, *Professor*. B.A. (Southern Illinois University), 1982; Ph.D. (Rice University), 1987. Since 1997.

PETER M. WORTHING, *Professor and Associate Dean*. B.A. (Trinity College), 1987; M.A. (University of Hawaii at Manoa), 1991; Ph.D. (Ibid.), 1995. Since 2002.

Modern Language Studies

MARIE-MADELEINE SCHEIN, *Senior Instructor*. B.A. (Université Paul Valéry-Montpellier), 1981; M.A. (Ibid.), 1982; M.A. (University of Colorado), 1985; Ph.D. (University of North Texas), 1994. Since 2006.

SONJA S. WATSON, *Professor and Dean*. B.S. (College of William and Mary), 1995; M.A. (University of Tennessee), 2000; Ph.D. (University of Tennessee), 2005. Since 2020.

SCOTT G. WILLIAMS, *Associate Professor*. B.A. (Stephen F. Austin State University), 1977; M.A., (Universität Hamburg), 1989; Ph.D. (University of Texas at Austin), 1999. Since 2005.

Philosophy

BLAKE E. HESTIR, *Professor*. B.A. (Texas Christian University), 1988; M.A. (Florida State University), 1996; Ph.D., (Ibid.), 1998. Since 1998.

Political Science

RALPH G. CARTER, *Professor*. B.A. (Midwestern State University), 1974; M.A. (Ohio State University), 1977; Ph.D. (Ibid.), 1980. Since 1982.

CARRIE LIU CURRIER, *Associate Professor and Chair of the Department*. B.A. (University of Michigan), 1996; M.A. (University of Arizona), 1998; Ph.D. (Ibid.), 2004. Since 2004.

MANOCHEHR DORRAJ, *Professor*. B.A. (University of Texas at Austin), 1975; M.A. (Ibid.), 1979; Ph.D. (Ibid.), 1984. Since 1990.

JAMES M. SCOTT, *Herman Brown Chair & Professor*, B.A. (Weaton College), 1986; M.A. (Northern Illinois University) 1988, Ph.D. (Ibid) 1993, since 2011.

Religion

DAVID P. MOESSNER, *Professor and A. A. Bradford Chair in Religion*. B.A. Princeton University, 1971; M. Div. (Ibid.), 1975; M.A. Oxford University (1980); Dr. Theol. 1983 (University of Basel), Since 2012.

Sociology and Anthropology

CAROL THOMPSON, *Professor and Chair of the Department*. B.A. (Louisiana State University), 1983; M.A. (Ibid.), 1985; Ph.D. (Ibid.), 1988. Since 1992.

Spanish and Hispanic Studies

FRANCIS KOMLA AGGOR, *Professor*. B.A. (University of Ghana), 1984; M.A. (University of Western Ontario, London, Canada), 1987; Ph.D. (University of California, Los Angeles), 1992. Since 2008.

Bob Schieffer College of Communication Directory

Bob Schieffer College of Communication Directory

Kristie Bunton, *Dean*

Wendy Macias, *Associate Dean of Undergraduate Studies*

Julie O'Neil, *Associate Dean for Graduate Studies and Administration*

Communication Studies

TIMOTHY BETTS, *Assistant Professor*. B.S. (Texas Christian University), 2017; M.S. (Ibid.), 2019; Ph.D. (University of South Florida), 2022. Since 2022.

JOSEPHINE K. BOUMIS, *Assistant Professor*. B.S. (Michigan State University), 2018; M.S. (Ibid.), 2020; Ph.D. (University of South Florida), 2025. Since 2025.

KRISTEN CARR, *Associate Professor*. B.A. (Stonehill College), 2001; M.S. (Ibid.), 2009; Ph.D. (University of Nebraska-Lincoln), 2012. Since 2012

KATHERINE E. FORSYTHE, *Instructor*. B.A. (Texas Christian University), 2010; M.A. (Texas Christian University), 2013. Since 2014.

ZACHARY FROHLICH, *Instructor II*. B.S. (North Dakota State), 2004; M.A. (Ibid.) 2006. Since 2022.

JOHNY GARNER, *Professor*. B.A. (Abilene Christian University), 1999; M.A. (Ibid.), 2001; Ph.D. (Texas A & M University), 2006. Since 2010.

BRITNEY GILMORE, *Assistant Professor*. B.S. (Texas A&M University - Texarkana), 2012; M.A., (Stephen F. Austin University), 2013; Ph.D. (University of Oklahoma), 2020. Since 2020.

JORDAN HAMON. *Instructor*. B.S. (Texas Christian University), 2008; M.S. (Ibid.), 2010. Since 2024.

CHRIS HARPER, *Instructor I*. B.A. (Arkansas State University), 1994; B.A. (Ibid.), 1994; M.A. (Ibid), 1996; Ed.S (Ibid.), 2011; Ed.D. (Ibid.) 2008. Since 2017.

AMORETTE N. HINDERAKER, *Assistant Professor*. B.A. (South Dakota State University), 1997; M.A. (North Dakota State University), 2009; Ph.D. (Ibid.), 2012. Since 2012.

DEBI L. IBA, *Instructor II*. B.S. (Southwest Missouri State University), 1984; M.A. (Ibid.), 1987; Ph.D. (University of North Texas), 2007. Since 2005.

COURTNEY KOPECKY. *Instructor*. B.A. (Texas State University), 1999; M.S. (Texas Christian University), 2002. Since 2024.

ANDREW M. LEDBETTER, *Professor*. B.S. (Wheaton College), 2002; M.A. (University of Kansas), 2004; Ph.D. (Ibid.), 2007. Since 2010.

CARRIE MOORE, *Instructor II*. B.S. (West Texas A & M University), 2002; M.A. (Texas Tech University), 2004. Since 2011.

SANGUK (JAMES) LEE. *Assistant Professor*. B.A. (Kwangwoon University), 2012; M.A. (Ibid.), 2015; M.A. (Kent State University), 2017; Ph.D. (Michigan State University), 2022. Since 2024.

LINDSEY MEEKS, *Associate Professor*. B.S. (University of Texas at Austin), 2004; M.A. (University of Washington), 2010; Ph.D. (Ibid.), 2013. Since 2025.

CARRIE MOORE, *Instructor II*. B.S. (West Texas A & M University), 2002; M.A. (Texas Tech University), 2004. Since 2011.

CHRIS R. SAWYER, *Professor*. B.A. (Houston Baptist University), 1976; M.S. (Texas Christian University), 1980; Ph.D. (University of North Texas), 1992. Since 1999.

PAUL SCHRODT, *Professor and Director of Graduate Studies, Communication Studies*. B.A. (University of Texas, Arlington); 1997; M.A. (University of North Texas), 2000; Ph.D. (University of Nebraska-Lincoln), 2003. Since 2006.

MELISSA Y. SCHROEDER, *Associate Professor and Chair*. B.A. (State University of New York), 1991; M.A. (Ibid.), 1993; Ph.D. (Ibid.), 1996. Since 1995.

QINGHUA (CANDY) YANG, *Assistant Professor*. B.A. (Capital Normal University Beijing, China), 2009; M.A. (Ibid.), 2011; M.A. (Ibid.), 2012; Ph.D. (University of Miami), 2015. Since 2017.

JIE (JACKIE) ZHUANG, *Assistant Professor*. B.A. (Fudan University, P.R. China), 2007; M.A. (Michigan State University.), 2009; Ph.D. (Ibid.), 2014. Since 2017.

Film, Television and Digital Media

RICHARD J. ALLEN, *Professor*. B.F.A. (New York University), 1981; M.F.A. (Indiana University), 1984. Since 1993.

DUSTIN HAHN, *Assistant Professor*. B.A. (Harding University), 2009; M.A. Ibid.), 2012; Ph.D. (Texas Tech University), 2014. Since 2016.

KYLO-PATRICK HART, *Professor and Chair*. A.B. (University of California), 1988; M.A. (University of Southern California), 1993; M.A. (Ibid.), 1993; M.A. (Wayne State University), 1999; M.A. (Dartmouth), 2009; Ph.D. (University of Michigan), 1999. Since 2010.

RONALD ANDREW HASKETT, *Associate Professor of Professional Practice in Film, Television, and Digital Media*. B.S. (East Texas State), 1979; M.S. (Texas Christian University), 1982. Since 1980.

TRICIA JENKINS, *Professor*. B.A. (Ambassador University), 1997; M.A. (Western Michigan University), 2003; Ph.D. (Michigan State University), 2007. Since 2008.

CHARLES J. LAMENDOLA, *Associate Professor of Professional Practice in Film, Television, and Digital Media and Studio/Video Production Supervisor*. B.S. (Arkansas State University), 1981; M.S. (Ibid.), 1988. Since 1994.

MICHAEL MARTIN, *Associate Professor of Professional Practice in Film, Television, and Digital Media*. B.S. (Kansas State University), 1993; M.S. (University of Oklahoma), 2000; M.S. (Texas Christian University), 2009. Since 2009.

JOAN M. MCGETTIGAN, *Associate Professor*. B.A. (Temple University), 1981; M.A. (Pennsylvania State University), 1985; Ph.D. (Ibid.), 1994. Since 1997.

KIMBERLY OWCZARSKI, *Associate Professor*. B.A. (University of Michigan), 1997; M.A. (University of Texas at Austin) 2001; Ph.D. (Ibid.), 2008. Since 2010.

CHARITY ROBINSON, *Instructor*. B.A. (University of Texas at Arlington), 2011; M.A. (University of Florida), 2013. Since 2019.

R. COLIN TAIT, *Assistant Professor*. B.A. (University of Toronto), 2005; M.A. (University of British Columbia) 2007; Ph.D. (University of Texas at Austin), 2013. Since 2013.

JOEL TIMMER, *Associate Professor*. B.S. (Miami), 1988; J.D. (University of California-Los Angeles), 1993; Ph.D. (Indiana University), 2002. Since 2002.

Department of Journalism

JEAN MARIE BROWN, *Assistant Professor of Professional Practice in Journalism*. B.S. (Northwestern University), 1986; M.S. (Texas Christian University), 2013. Since 2013.

SHUGOFA DASTGEER, *Assistant Professor*. B.A. (Kabul University, Kabul, Afghanistan), 2009; M.A. (University of Oklahoma), 2013; Ph.D. (Ibid.), 2017. Since 2017.

MELITA GARZA, *Associate Professor*. B.A. (Harvard University), 1983; M.B.A. (University of Chicago), 2007; Ph.D. (University of North Carolina at Chapel Hill), 2012. Since 2012.

MELISAA HARRISON, *Assistant Professor of Professional Practice*. B.A. (Baylor University), 1995; M.A. (Columbia University), 2005. Since 2019.

JAIME LOKE, *Associate Professor*. B.A. (Indiana University). 2002; M.A. (University of Texas) 2005; Ph.D. (Ibid.), 2011. Since 2017.

UCHE ONYEBADI, *Associate Professor and Chair*. B.S. (University of Benin, Nigeria), 1981; M.S. (University of Lagos, Nigeria), 1983; M.A. (University of Missouri), 2005; Ph.D. (Ibid.), 2008. Since 2016.

DAXTON STEWART, *Professor*. B.A. (Southern Methodist University), 1994; J.D. (University of Texas at Austin), 1998; M.A. (University of Missouri), 2004; LL.M. (Ibid.), 2007; Ph.D. (Ibid.), 2009. Since 2008.

JOHN R. TISDALE, *Associate Professor*. B.S. (Lamar University), 1983; M.A. (Ibid.), 1988; Ph.D. (University of North Texas), 1996. Since 2002.

PATTY ZAMARRIPA, *Assistant Professor of Professional Practice*. B.S./B.A. (Texas Christian University), 2010; M.A. (University of California - Berkeley), 2013. Since 2018.

Department of Strategic Communication

SARAH ANGLE, *Instructor & Faculty Advisor for ROXO*. B.S. (Southern Illinois University), 2002; M.S. (Texas Christian University), 2004. Since 2018.

JOSH BENTLEY, *Associate Professor*. B.S. (John Brown University), 2002; M.S. (Oklahoma State University), 2010; Ph.D. (University of Oklahoma), 2013. Since 2015.

TAE RANG CHOI, *Assistant Professor*. B.A. (Michigan State University), 2011; M.A. (University of Texas at Austin), 2015; Ph.D. (Ibid.), 2019. Since 2020.

CATHERINE COLEMAN, *Associate Professor and Director of Graduate Studies, Strategic Communication*. B.A. (University of the South, Sewanee), 1998; B.A. (Ibid.), 1998; Ph.D. (University of Illinois), 2009. Since 2009.

ASHLEY ENGLISH, *Assistant Professor*. B.S. (University of North Texas), 2006; M.S. (Ibid.), 2008; Ph.D. (Ibid.), 2015. Since 2016.

AMISO GEORGE, *Associate Professor*. B.S. (Ohio University), 1986; M.A. (Ibid.), 1987; Ph.D. (Ibid.), 1992. Since 2005.

GUY GOLAN, *Associate Professor*. B.A. (University of Florida), 1992; M.A. (New York University), 1996; Ph.D. (University of Florida), 2003. Since 2020.

JONG-HYUOK JUNG, *Associate Professor*. B.A. (Korea University, Seoul, South Korea), 2001; M.A. (University of Florida), 2005; Ph.D. (University of Texas at Austin), 2009. Since 2012.

EUNSEON (PENNY) KWON, *Assistant Professor*. B.A. (Southern Illinois University), 2005; M.A. (Syracuse University), 2012; Ph.D. (University of Missouri), 2016. Since 2016.

JACQUELINE LAMBIASE, *Professor and Chair*. B.A. (North Texas State University), 1984; M.A. (University of North Texas), 1992; Ph.D. (University of Texas, Arlington), 1997. Since 2009.

STEVE LEVERING, *Instructor II*. B.S. (Samford University), 1990; M.S. (Texas Christian University), 2006. Since 2002.

KAREN LINDSEY, *Lecturer*. B.A. (University of Wisconsin - Milwaukee), 1994; M.A. (Mississippi College), 2010; Ph.D. (Azusa Pacific College), 2019. Since 2019.

LIANG (LINDSAY) MA, *Assistant Professor*. B.A. (Dalian University of Foreign Languages, Dalian, China), 2005; M.A. (New Mexico State University), 2011; Ph.D. (University of Maryland), 2016. Since 2016.

WENDY MACIAS, *Associate Professor*. B.A. (University of Minnesota), 1992; M.A. (University of Texas at Austin), 1997; Ph.D. (Ibid.), 2000. Since 2010.

RUSSELL MACK, *Instructor I*. B.A. (American University), 1990; J.D. (George Washington Law School), 2006. Since 2017.

JULIE O'NEIL, *Professor*. B.B.A. (University of Texas at Austin), 1992; B.J. (Ibid.), 1992; M.A. (St. Mary's University), 1997; Ph.D. (University of Utah), 2001. Since 2001.

BROXON SEARS, *Assistant Professor of Professional Practice*. B.F.A. (Kansas State University), 1977; M.F.A. (Texas A & M University-Commerce), 2012. Since 2008.

Directory Information - Faculty

College of Education Directory

College of Education Directory

Frank Hernandez, *Dean*

Jan Lacina, *Senior Associate Dean, Research, Graduate Studies & Strategic Partnerships*

Cynthia Savage, *Associate Dean of Teacher Education, Assessment and Undergraduate Studies*

Gabriel Huddleston, *Chair, Department of Counseling, Societal Change and Inquiry and Director of the Center for Public Education and Community Engagement*

Ashley Tull, *Chair, Department of Educational Leadership & Higher Education* Robin Griffith, *Chair, Department of Teaching and Learning Sciences*

Amanda Harris, *Assistant to the Dean*

Damian Patton, *Director of Laboratory Schools*

Audrey Sorrells, *Director of Alice Neeley Special Education Research and Service (ANSERS) Institute*

Molly Weinburgh, *Director of the Andrews Institute of Mathematics and Science Education*

Heather Doyle, *Director of Accreditation, Certification and Assessment*

Karrabi Malin, *Coordinator of Field Experiences, Alumni Relations & Career Development*

Tarah Kennedy, *Academic Advisor*

CURBY ALEXANDER, *Professor Professional Practice*. B.S. (Utah State University), 1985; M.A. (Colorado State University), 2001; Ph.D. (University of Virginia), 2009. Since 2012.

HAYAT ALHOKAYEM, *Professor*. B.S. (American University of Beirut), 1996; M.Ed. (Ibid.), 2006; Ph.D. (Michigan State University), 2012. Since 2012. TARYN ALLEN, *Professor*. B.A. (Baylor University), 2003; M.S.Ed. (Ibid.), 2005; Ph.D. (University of Texas at Austin), 2012. Since 2019.

SUSAN E. ANDERSON, *Associate Professor*. B.S.Ed. (University of Virginia), 1983; M.Ed. (Ibid.), 1986; Ed.D. (Ibid.), 1992. Since 1992.

MICHELLE BAUML, *Professor, Clotilda Winter Professor in Early Childhood Education*. B.S. (Texas A&M, College Station), 1992; M.Ed. (University of St. Thomas), 2004; Ph.D. (University of Texas at Austin), 2010. Since 2010.

VICTOR J. BOSCHINI JR., *Professor and Chancellor*. B.A. (Mount Union College), 1978; M.A. (Bowling Green University), 1979; Ed.D. (Indiana University), 1989. Since 2003.

KRISTEN BROWN, *Postdoctoral Fellow*. B.A. (Texas Christian University), M.A. (Ibid.), M.Ed. (Texas Woman's University), Ph.D. (Texas Christian University), 2024. Since 2024.

STEPHANIE CUELLAR, *Assistant Professor*. B.A. (Midwestern State University), 2011; M.A. (Midwestern State University), 2013; Ph.D. (Texas Christian University), 2022. Since 2022.

AMBER ESPING, *Associate Professor*. B.M. (California State University), 1996; M.S. (Indiana University), 2007; Ph.D. (Ibid.), 2008. Since 2008. MIRIAM EZZANI, *Associate Professor*. B.S. (University of Southern California), 1999; M.S. (Ibid.), 2003; Ed.D. (Ibid.) 2009. Since 2019.

MICHAEL FAGGELLA-LUBY, *Professor*. B.A. (College of the Holy Cross), 1998; M.Ed. (University of Notre Dame), 2000; Ph.D. (University of Kansas), 2006. Since 2013.

TANETHA FISHER, *Associate Professor*. Ph.D. (University of Minnesota, Twin Cities). Since 2023.

SARAH QUEBEC FUENTES, *Professor*. B.A. (Boston College), 1995; M.S.T. (Ibid.), 1997; Ed.D. (Montclair State University), 2009. Since 2009. ROBIN GRIFFITH, *Professor*. B.S. (Texas Tech University), 1994; M.Ed. (Ibid.), 1998, Ph.D. (Ibid.), 2006. Since 2011.

CHRISTINE HALL, *Assistant Professor Professional Practice*. B.A. (University of California), 2001; M.Ed. (Seattle University), 2009; Ph.D. (University of Texas, Arlington), 2020. Since 2022.

GABRIEL HUDDLESTON, *Associate Professor*. B.A. (Denison University), 1999; M.S. (Indiana University), 2009; Ph.D. (Indiana University), 2014. Since 2015.

JO BETH JIMERSON, *Professor. William L. and Betty Adams Chair of Education*, B.A. (Texas State University), 1995; M.Ed. (Trinity University), 1999; Ph.D. (University of Texas at Austin), 2011. Since 2011.

CEBRIL KARAYIGIT, *Associate Professor*. B.S. (Inonu University), 2008; M.Ed. (University of Arkansas at Little Rock), 2013; Ph.D. (Duquesne University), 2017. Since 2022.

KATHLEEN KYZAR, *Associate Professor*. B.S. (Texas Christian University), 1999; M.A. (Gallaudet University), 2001; Ph.D. (University of Kansas), 2010. Since 2015.

JAN LACINA, *Professor and Senior Associate Dean. Bezos Family Foundation Endowed Chair in Early Childhood Education*, B.S. (Baylor University), 1993; M.Ed. (Texas Woman's University), 1996; Ph.D. (University of Kansas), 1999. Since 2005.

ENDIA LINDO, *Professor*. B.S.S. (Northwestern University), 1998; M.Ed. (Vanderbilt University), 2000; Ph.D. (Vanderbilt University), 2007. Since 2017.

MELISSA MENDOZA, *Postdoctoral Fellow*. B.A. (Azusa Pacific University), 2011; M.A. (Ibid.), 2016; Ph.D. (University of California, Los Angeles) 2023. Since 2023.

EMILY MICHERO, *Assistant Professor Professional Practice and Clinic Director*. B.S. (University of Texas at Arlington), 2003; M.Ed. (Texas Christian University), 2005; Ph.D. (The University of North Texas), 2016. Since 2021.

CITLALI MOLINA, *Assistant Professor*. B.S. (University of Texas at Arlington); M.S. (University of North Texas; Ph.D. (Ibid.); Since 2024.

PABLO MONTES, *Assistant Professor*. B.S. (University of Wisconsin), 2016; M.A. (University of Texas at Austin), 2018; Ph.D. (University of Texas at Austin) 2022. Since 2022.

RONALD MYERS, *Assistant Professor Professional Practice*. B.A. (East Central University), 1984; M.Ed. (Baylor University), 1992; Pd.D. (University of Oklahoma), 2004. Since 2022.

STEVE PRZYMUS, *Associate Professor*. B.S.Ed. (University of South Dakota), 1996; M.A. (University of Northern Iowa), 2008; Ph.D. (University of Arizona), 2016. Since 2016.

BRANDY QUINN, *Associate Professor*. B.A. (Whittier College), 1998; M.A. (Loyola Marymount University), 2003; M.Ed. (California Lutheran University), 2005; Ph.D. (Stanford University), 2013. Since 2013.

CYNTHIA SAVAGE, *Professor of Professional Practice and Associate Dean of Teacher Education, Assessment and Undergraduate Studies*. B.S. (Oklahoma State University), 1990; M.Ed. (University of Arkansas), 1992; Ph.D. (University of North Texas), 2007. Since 2006.

JENNIFER SMITH, *Associate Professor of Professional Practice*. B.S.Ed. (Miami University), 2000; M.Ed. (Weber State University), 2005; Ph.D. (Texas Woman's University) 2014. Since 2017

AUDREY SORRELLS, *Professor. Ann M. Jones Endowed Chair in Special Education*, B.A. (Southeastern Louisiana University), 1982; M.Ed. (Southeastern Louisiana University), 1987; Pd.D. (University of Florida), 1997. Since 2022.

MARCELLA STARK, *Professor*. B.A. (Texas A&M), 1991; M.Ed. (University of North Texas); 1993; Ph.D. (Sam Houston State University), 2010. Since 2012.

J. MATTHEW SWITZER, *Associate Professor*. B.S. (Indiana State), 1989; M.A. (University of Northern Colorado), 2007; Ph.D. (University of Missouri), 2011. Since 2011.

ELIZABETH R. TAYLOR, *Professor*. B.S. (Abilene Christian University), 1975; M.A. (Sul Ross State University), 1979; Ph.D. (St. Mary's University), 1993. Since 1998.

ASHLEY TULL, *Professor of Professional Practice and Chair*. B.S. (University of Southern Mississippi), 1994; M.Ed. (University of Southern Mississippi), 1995; Ed.D. (Florida State University), 2004. Since 2021.

CATHRYN VAN KESSEL, *Associate Professor*. B.S. (University of British Columbia), 2000; B.S.Ed. (University of British Columbia), 2005; M.A. University of British Columbia), 2004; Ph.D. (University of Alberta), 2016. Since 2022.

MOLLY WEINBURGH, *Professor. Andrews Chair of Mathematics and Science Education*, B.A. (Agnes Scott College), 1974; M.A.T. (Emory University), 1980; Ph.D. (Ibid.), 1993. Since 2002.

Laboratory Schools

DAMIAN PATTON, *Director & Jean W. Roach Chair of Laboratory Schools*; M.Ed. (University of Texas at Arlington), 2007; Ed.D. (Texas Christian University), 2022. Since 2021.

ROBIN N. DAVIS, *Instructor*. B.F.A. (University of Texas, Arlington), 1974; B.S.Ed. (Texas Christian University), 1976; M.Ed. (University of North Texas), 1979. Since 1984.

NEELY DOUGLAS, *Instructor*. B.S.Ed. (Texas Christian University), 2009; M.Ed. (Ibid.), 2011. Since 2011.

CAROLINE HARPER, *Instructor*. B.A. (University of Texas Austin), 2005; M.Ed. (Texas Christian University), 2016. Since 2019. JULIE HULCE, *Instructor*. B.F.A. (Texas Christian University), 1991. M.S. (University of North Texas), 2019. Since 2015.

RACHAEL KAUFFMAN, *Instructor*. B.S.Ed. (Oklahoma State University), 2001; M.S. (Texas Wesleyan University), 2016. Since 2018. COURTNEY HEIGEL, *Instructor*. B.S. (Texas A & M), 2012; M.Ed. (Texas Christian University), 2014. Since 2018.

KAITLIN KOUNTZ, *Instructor*. B.S. (Texas A&M), 2012; M.Ed. (Texas Christian University), 2014. Since 2016.

ELIZABETH MIDDLETON, *Instructor*. B.S. (Texas A&M, College Station), 2003, M.Ed. (Texas Christian University), 2012. Since 2008. KIMBERLY PAYNE, *Assistant Director of Laboratory Schools*. B.S.Ed. (Texas Christian University), 1979; M.Ed. (Ibid.), 1981. Since 1996.

AMY TALBERT, *Instructor*. B.S. (Texas Tech University), 2001; M.S. (Texas Woman's University), 2009; M.A.T. (Ibid.), 2009; Ph.D. (Slippery Rock University), 2025. Since 2023.

MADELINE KING THOMAS, *Instructor*. B.S.Ed. (Texas Christian University), 1976; M.Ed. (Texas Woman's University), 1979. Since 1985.

TRiO Programs

LATRINA PARKER HALL, *Director of Ronald E. McNair Program*. Ph.D. (Saint Louis University), 2017; Masters (University of Nebraska at Omaha), 2009. Since 2021.

CYNTHIA MONTES, *Director of Student Support Services*. B.A. (Texas Christian University), 2005; M.Ed. (Ibid.), 2011, Ph.D. (Ibid.), 2022. Since 2007.

College of Fine Arts Directory

College of Fine Arts Directory

Amy Hardison Tully, *Dean*

Associate Dean for Research and Faculty Development

Janace Bubonia, *Associate Dean for Academic Affairs*

Carrie Franklin, *Assistant to the Dean*

Tracy Rohrer, *Coordinator of Office Services*

Diana Bueno, *Coordinator of Degree Certification*

Kristen Queen, *Director of Academic Resource Center*

Elizabeth Kirkendoll, *Assistant Director of Academic Resource Center*

Tyra Musoma, *Academic Advisor*

De'Evin Johnson, *Academic Advisor*

School of Art

AMANDA ALLISON, *Associate Professor, Art Education*. B.A. (Louisiana State University), 1996; M.A. (Northwestern State University), 2000; Ph.D. (University of North Texas), 2008. Since 2006.

JAMIN AN, *Assistant Professor and Deedie Potter Rose Chair of Contemporary Art History*. B.A. (University of Virginia), 2009; M.A. (University of California, Los Angeles), 2013; Ph.D. (University of California Los Angeles), 2021. Since 2022.

KALEE APPLETON, *Associate Professor, Photography*. B.F.A. (Texas Tech University), 2005; M.F.A. (Texas Woman's University), 2014. Since 2018.

NICK BONTRAGER, *Associate Professor of Art, New Media*. B.F.A. (University of Houston), 2008; M.F.A. (The Ohio State University), 2011. Since 2012.

JESSICA L. FRIPP, *Associate Professor, Art History*. B.A. (UC San Diego), 2002; M.A. (Williams College), 2005; Ph.D. (University of Michigan Ann Arbor), 2012. Since 2015.

ADAM FUNG, *Associate Professor, Painting*. B.F.A. (Western Washington University), 2005; M.F.A. (University of Notre Dame), 2008. Since 2013.

DAN JIAN, *Associate Professor, Drawing*. B.F.A. (Temple University); M.F.A. (The Ohio State University). Since 2019.

DICK LANE, *Professor, Photography and Director of the School of Art*. B.F.A. (University of Texas at Arlington), 1983; M.F.A. (University of Florida), 1985. Since 1989.

RACHEL LIVEDALEN, *Associate Professor, Printmaking*. B.A. (University of Virginia), 2010; M.A. (University of Iowa), 2013; M.F.A. (University of Iowa), 2014. Since 2014.

MARY MBONGON NANGAH, *Instructor II, Art Education*. B.A. (University of Texas at Dallas), 2006; M.F.A. (Parsons, The New School for Design), 2009; Ph.D. (University of North Texas), 2015. Since 2018.

EDITH JANE RILEY-PEINADO, *Visual Resources Librarian and Instructor of Art History*. B.F.A. (Stephen F. Austin State University), 1974; M.A. (Southern Methodist University), 1983. Since 1983.

CHRIS POWELL, *Professor, Ceramics*. B.F.A. (Abilene Christian University), 1980; M.F.A. (Bradley University), 1983. Since 1984.

CAMERON SCHOEPP, *Professor, Sculpture*. B.F.A. (Pacific Lutheran University), 1984; M.F.A. (Texas Christian University), 1987. Since 2003.

WENDY MILA SEPPONEN, *Assistant Professor, Art History*. B.A. (Carlton College), 2006; M.A. (University of Toronto), 2009; Ph.D. (University of Michigan), 2018. Since 2023.

School for Classical & Contemporary Dance

BRAD GARNER, *Professor of Dance and Director of the School for Classical & Contemporary Dance*. B.F.A. (University of Minnesota, Twin Cities), 1997; M.F.A. (Arizona State University), 2004. Since 2024.

ELIZABETH GILLASPY, *Professor*. B.B.A. (Texas Tech University), 1985. M.F.A. (Texas Christian University), 1991. Secondary Certification-Dance (Ibid.), 1995. Since 1990.

SUKI JOHN, *Professor*. B.F.A. (University of New Mexico), 1980; M.A. (New York University), 1991; Ph.D. (University of Connecticut), 2007. Since 2007.

CHAD JUNG, *Assistant Professor of Professional Practice in Dance Lighting Design and Production*. B.F.A. (Texas Christian University), 2002. Since 2023.

WILLIAM LABOSSIERE, *Instructional Staff Musician*. B.M. (Messiah University), 2021; M.M. (University of North Carolina, Greensboro), 2023. Since 2023.

NINA MARTIN, *Professor*. B.A. (Empire State College, State University of New York), 2006; M.F.A. (Texas Woman's University), 2008; Ph.D. (Ibid.), 2013. Since 2008.

HEATHER MCCRELESS, *Costume Studio Supervisor and Instructional Staff*. B.A. (Texas Christian University), 1989. Since 2023.

SARAH NEWTON, *Instructor II in Dance*. B.F.A. (Sam Houston State University), 2005; M.F.A. (Texas Woman's University), 2008. Since 2017.

KEITH SAUNDERS, *Associate Professor of Professional Practice*. M.F.A. (Hollins University), 2017. Since 2018.

JESSICA ZELLER, *Professor of Dance*. B.S. (Butler University), 2000; M.F.A. (The Ohio State University), 2008; Ph.D. (The Ohio State University), 2012. Since 2012.

Design

JAN BALLARD, *Senior Instructor, Graphic Design*. B.F.A. (University of Illinois at Urbana-Champaign), 1983. Since 2015.

JENNIFER CADIEUX-KIMBREL, *Assistant Professor, Interior Design*. A.A. (San Joaquin Delta College), 2010; B.A. (University of California, Long Beach), 2014; M.F.A. (University of California, Davis), 2018. Since 2023.

YVONNE CAO, *Associate Professor, Visual Communication*. B.A. (Hunan Normal University), 2009; Exchange Program (Middle Tennessee State University), 2008; M.F.A. (Louisiana State University), 2012. Since 2014.

DUSTY CROCKER, *Professor of Professional Practice, Graphic Design*. B.F.A. (Texas Christian University), 1982; M.A. (Syracuse University), 1999; Ph.D. (Capella University), 2008. Since 2007.

DAVID P. ELIZALDE, *Professor, Graphic Design, and Chair of the Department of Design*. B.F.A. (Texas Christian University), 2003; M.B.A. (Texas Christian University), 2007. Since 2016.

ALBERT MARICHAL, *Associate Professor, Interior Design*. B.S. (University of Houston), 1996; B.Arch (University of Houston) 1996; M.S. (Columbia University) 1997; M.Arch (Harvard) 1999. Since 2015.

MYOSHA MASTON, *Assistant Professor, Interior Design*. B.S. (University of Texas at Arlington), 1998; M.S. (Ball State University), 2022. Since 2022.

TAMARA A. RICE, *Instructor, Interior Design*. B.A. (The Ohio State University), 2014. Since 2022.

AMY ROEHL, *Associate Professor, Interior Design*. B.S. (Miami University), 1992; M.F.A. (The Art Institute of Chicago), 1996. Since 2007.

ALYSSA HUMPHRIES STEWART, *Associate Professor, Interior and Architectural Lighting Design Program Coordinator, and Director of the Center for Lighting Education*. B.F.A. (Baylor University), 2004; M.F.A. (Parsons The New School for Design), 2007. Since 2015.

RHONDA WOLVERTON, *Assistant Professor, Graphic Design*. B.F.A. (Brigham Young University), 1994; M.F.A. (University of Houston), 2014. Since 2023.

Fashion Merchandising

STEPHANIE BAILEY, *Senior Instructor, Fashion Merchandising*. B.S. (Texas Christian University), 1994; M.A. (Texas Woman's University), 2000. Since 2009.

NICOLE M. BETTINGER, *Instructor I, Fashion Merchandising*. B.S. (Texas Christian University), 1991; M.S. (Texas Woman's University), 2000. Since 2019 as Lecturer, since 2021 as Instructor I.

LESLIE BROWNING-SAMONI, *Instructor II, Fashion Merchandising*. B.S. (Syracuse University), 1994; M.A. (New York University), 2000; Ph.D. (Iowa State University), 2004. Since 2019.

JANACE E. BUBONIA, *Professor, Fashion Merchandising and Associate Dean for Academic Affairs in the College of Fine Arts*. B.S. (State University of New York at Oneonta), 1991; M.A. (Texas Woman's University), 1994; Ph.D. (Ibid.), 1998. Since 2000.

CHARLES E. FREEMAN, *Professor of Fashion Merchandising, and Chair of the Department of Fashion Merchandising*. B.S. (Florida State University, Tallahassee), 2005; M.S. (Florida State University, Tallahassee), 2006; Ph.D. (Louisiana State University, Baton Rouge), 2012. Since 2024.

SHWETA REDDY, *Professor, Fashion Merchandising*. B.B.A. (Madras University, India), 2001; M.Sc. (Manchester Metropolitan University, United Kingdom), 2004; Ph.D. (Oregon State University), 2008. Since 2008.

JAY SANG RYU, *Associate Professor, Fashion Merchandising*. B.S. (Philadelphia University), 1994; M.S. (University of North Texas), 1996; Ph.D. (Oklahoma State University), 2010. Since 2014.

RIMA SHRESTHA, *Instructor I, Fashion Merchandising*. B.S. (Texas Christian University), 2004; A.A. (Fashion Institute of Design and Merchandising), 2006; M.P.S. (Lim College), 2023. Since 2022.

School of Music

ELISABETH ADKINS, *Professor of Violin*. B.M. (University of North Texas); M.M.A. (Yale University); M.M. (Yale University); D.M.A. (Yale University). Since 2014.

NEIL ANDERSON-HIMMELSPACH, *Associate Professor of Music Technology and Music Theory/Composition*. A.A. (Pierce College), 1997; B.M. (Pacific Lutheran University), 1999; M.M. (Central Michigan University), 2006; D.M.A. (Florida State University), 2009. Since 2015.

CHRISTOPHER ASPAAS, *Associate Professor of Music and Director of Choral Activities*. B.M. (St. Olaf College), 1995; M.M. (Michigan State University), 1997; PhD (Florida State University), 2004. Since 2015.

SEAN ATKINSON, *Associate Professor of Music Theory*. B.M. (Furman University), 2004; M.M. (Florida State University), 2006; PhD (Florida State University), 2009. Since 2014.

DAVID BEGNOCHE, *Associate Professor of Trombone*. B.M. (New England Conservatory), 1990; M.M. (Manhattan School of Music), 1995; D.M.A. (University of North Texas), 2014. Since 2009.

MARTIN BLESSINGER, *Professor of Music (Theory/Composition)*. B.A. (State University of New York at Stony Brook), 2000; M.A. (Ibid.), 2003; D.M. (Florida State University), 2006. Since 2007.

GINA BOMBOLA, *Instructor II in Musicology*. B.M. (Vanderbilt University), 2008; M.M. (University of Nevada, Las Vegas), 2010; M.A. (University of North Carolina at Chapel Hill), 2013; Ph.D. (Ibid.), 2017. Since 2017.

MICHAEL BUKHMAN, *Associate Professor, Collaborative Piano and Chamber Music*. B.M. (Oberlin College Conservatory of Music), 2005; M.M. (The Juilliard School), 2007; D.M.A. (Ibid.), 2012. Since 2018.

JON BURGESS, *Professor of Trumpet*. B.M. (University of Illinois), 1978; M.M. (University of Kansas), 1980; D.M.A. (University of Arizona), 1988. Since 2000.

JOEY CARTER, *Instructor in Percussion, Music Theory, Jazz Studies*. B.M.E. (University of Texas at Arlington), 1991; M.M. (Texas Christian University), 2000.

STUART G. CHENEY, *Division Chair of Musicology, Associate Professor of Musicology*. B.M. (University of North Texas), 1985; M.M. (University of North Texas), 1989; Ph.D. (University of Maryland), 2002. Since 2009.

LORI CHRIST, *Director of Music Preparatory Program and Instructor in Piano Pedagogy*. B.M. (Wells College); M.M. (Texas Christian University). Since 1985.

ALLEN CORDINGLEY, *Assistant Professor of Music and Director of Jazz Studies*. B.M.E. (Lawrence University), 2002; M.M. (Youngstown State University), 2004. Since 2023.

PAUL CORTESE, *Assistant Director for Operations*. B.M. (Syracuse University), 1989; M.M. (New England Conservatory), 1992; Ph.D. (Texas Christian University), 2018. Since 2005.

ENRICO ELISI, *Harold D. and Imogene Herndon Associate Professor of Music in Piano*. Diploma (L. Cherubini State Conservatory of Music), 1990; Artists Diploma (International Piano Academy Incontri col Maestro), 1996; M.M. (Peabody Institute of Music), 1999; D.M.A. (Peabody Institute of Music), 2006. Since 2023.

BLAISE J. FERRANDINO, *Professor and Division Chair of Music Theory and Composition*. B.M. (Ithaca College), 1980; M.M. (Syracuse University), 1982; D.M.A. (University of Hartford), 1990. Since 1990.

BOBBY R. FRANCIS, *Professor of Music and Director of Bands*. B.M.E. (Commerce), 1981; M.M.E. (Commerce), 1989. Since 2000.

CLAY GARRETT, *Assistant Professor of Professional Practice in Tuba/Euphonium*. B.M. (University of Texas at Tyler), 2008; M.M. (Baylor University), 2010; D.M.A. (University of Texas at Austin), 2019. Since 2023.

MATTHEW R. GARRETT, *Assistant Professor of Professional Practice in Music, Director of Athletic Bands*. B.A. (Texas Tech University), 2000; M.M. (Texas Christian University), 2004. Since 2015.

MIKHAIL MISHA GALAGANOV, *Professor of Viola and Chair of Strings Division*. B.M. (Jerusalem), 1994; Artist Certificate (Southern Methodist University), 1996; M.M. (Rice University), 1998; D.M.A. (Ibid.), 2003. Since 2000.

ANN M. GIPSON, *Associate Professor of Professional Practice in Music, Division Chair of Piano and Director of Piano Pedagogy*. B.M. (Eastern Illinois University), 1982; M.M. (University of Oklahoma), 1985; Ph.D. (Ibid.), 1992. Since 2005.

GEORGE (TREY) GUNTER, *Senior Instructor of Music Theory and Composition*. B.M.E. (Texas Christian University), 1995; M.M. (Ibid.), 1997. Since 2011.

GERMÁN AUGUSTO GUTIÉRREZ, *Professor/Director of Orchestral Studies and Director of the Center for Latin American Music*. Maestro en Musica (Tolima Conservatory), 1978; M.M. (University of Illinois), 1991; D.A. (University of Northern Colorado), 1997. Since 1996.

JULIETTE HERLIN, *Assistant Professor of Cello*. B.M. (Conservatoire National Supérieur de Musique de Paris); M.M. (Conservatoire National Supérieur de Musique de Paris); Graduate Diploma (The Juilliard School); D.M.A. (University of Southern California). Since 2022.

CECILIA LO-CHIEN KAO, *Associate Professor of Professional Practice & Collaborative Piano Artist*. B.M. (National Taiwan Normal University), 2006; M.A. (Ibid.), 2009; M.M. (University of Texas at Austin), 2013; A.D. (Mercer University), 2015; D.M.A. (University of Colorado Boulder), 2019. Since 2019.

HAERIM (LIZ) LEE, *Assistant Professor in Violin, Director of Chamber Music*. B.M. (New England Conservatory); M.M. (Rice University); D.M.A. (University of Michigan). Since 2019.

YUAN XIONG LU, *Associate Professor of Double Bass*. B.M. (Shanghai Conservatory); M.M. (University of Texas at Austin). Since 2008.

COREY MACKEY, *Associate Professor of Clarinet*. B.M. (Norther Arizona University); M.M. (University of Minnesota – Twin Cities); D.M.A. (College-Conservatory of Music, University of Cincinnati). Since 2020.

HAROLD MARTINA, *Professor of Professional Practice in Music and Pianist-in-Residence Institute of Fine Arts* (Medellin, Columbia); Academy of Music (Vienna, Austria). Since 1999.

TILL MACIVOR MEYN, *Professor of Music Theory and Composition*. B.A. (University of California, San Diego), 1993; M.M. (Indiana University), 1996; D.M.A. (University of Southern California), 2000. Since 2007.

RICHARD MURROW, *Instructor of Tuba/Euphonium, Tuba-Double Bass Performance*, U.S. Navy School of Music; B.F.A. (Louisiana Tech University).

KRISTEN QUEEN, *Director Academic Resource Center*. B.M. (University of Oklahoma), 2004; M.M. (Northwestern University), 2006; Ph.D. (Texas Christian University), 2018. Since 2006.

MARC REED, *Professor of Music and Director of the School of Music*. B.M.E. (Drake University), 2002; B.M. (Drake University), 2002; M.M. (University of North Texas), 2004; D.M.A. (University of North Texas), 2007. Since 2024.

MARLA RINGEL, *Assistant Professor of Music Education and Assistant Director of Choral Activities*. B.M.E. (Texas Christian University), 2008; M.M.E. (Texas Christian University), 2010; D.M.A. (Texas Christian University), 2019. Since 2023.

TWYLA ROBINSON, *Associate Professor of Professional Practice in Voice*. B.M. (Centenary College of Louisiana); M.M. (Indiana University)

JAMES D. RODRIGUEZ, *Associate Director, Coordinator of Undergraduate Programs, Associate Professor of Voice & Voice Pedagogy, and Chair of the Voice Division*. B.M. (Southern Methodist University); M.M. (University of Houston); D.M.A. (University of Houston)

LAURA SINGLETARY, *Division Chair of Music Education, Associate Professor and Program Coordinator for Instrumental Music Education*. B.M. and B.M.E. (Florida State University); M.S. (University of Illinois); Ph.D. (Florida State University)

AMY STEWART, *Instructor II*. B.M. (Texas Christian University); M.M. (Texas Christian University); D.W.S. (Robert Webber Institute of Worship Studies)

HEATHER TEST, *Instructor II of French Horn*. B.M. (University of North Texas); M.M. (Southern Methodist University)

SHAUNA THOMPSON, *Associate Director, Professor of Flute and Chair of the Woodwind Division*. B.M. (Texas Tech University), 2008; M.M. (University of Cincinnati College-Conservatory of Music), 2010; D.M.A. (University of Cincinnati College-Conservatory of Music), 2012. Since 2013.

COREY TRAHAN, *Instructor II in Voice*. B.M. (Louisiana State University), 1997; M.M. (University of Houston), 2000; D.M.A. (University of North Texas), 2012. Since 2019.

TAMÁS UNGÁR, *Professor of Music*. A.Mus.A., L.Mus.A. (Sydney Conservatorium, Australia), 1965; D.M. (Indiana University), 1983. Since 1978.

TIMOTHY D. WATKINS, *Associate Professor of Musicology*. B.M. (Samford University), 1987; M.M. (Southern Baptist Theological Seminary), 1990; M.M. (Florida State University), 1993; Ph.D. (Florida State University), 2001. Since 2009.

BRIAN WEST, *Professor of Music and Coordinator of Percussion*. B.M.E. (University of North Texas), 1992; M.A. (Indiana University of Pennsylvania), 1994; D.M.A. (University of Oklahoma), 2003. Since 2001.

BRIAN YOUNGBLOOD, *Associate Professor of Professional Practice in Music, Associate Director of Bands and Director of the Horned Frog Marching Band*. B.M.E. (Abilene Christian University), 1987; M.M. (East Texas State University), 1992. Since 1999.

Theatre

MICHELE ALFORD, *Costume Studio Manager*. B.F.A. (University of North Texas), 1995. Since 2002.

BRIAN CLINNIN, *Professor*. B.F.A. (University of Kansas), 1992; M.F.A. (Ibid.), 2004. Since 2008.

TRISTAN DECKER, *Professor of Professional Practice and Technical Director*. B.A. (University of Dallas), 1996; M. A. (Texas Woman's University), 2009. Since 2012.

JENNIFER ENGLER, *Professor and Chair of the Department*. B.F.A. (Emporia State University), 1995; M.F.A. (Michigan State University), 1998. Since 2003.

MURELL HORTON, *Associate Professor*. B.A. (Ottawa University), 1989; M.F.A. (Rutgers University), 1993. Since 2015.

JESSICA HUMPHREY, *Assistant Professor*. B.F.A. (Western Carolina University), 2012. M.F.A. (San Diego State University), 2015. Since 2018.

IAN LOVEALL, *Associate Professor*. A.A. (College of the Canyons), 2009; B.A. (California State University of Fresno), 2012; M.F.A. (University of Texas at Austin), 2015.

PENNY MAAS, *Professor*. B.F.A. (Illinois Wesleyan University), 1987; M.F.A. (Virginia Commonwealth University), 2012. Since 2012.

LYDIA MACKAY, *Associate Professor*. B.F.A. (Texas Wesleyan University), 1999; M.F.A. (Southern Methodist University), 2008. Since 2018.

HARRY PARKER, *Professor*. B.F.A. (Texas Christian University), 1980; M.A. (University of Kansas), 1982; Ph.D. (Ibid.), 1992. Since 2003.

AYVAUNN PENN, *Assistant Professor*. B.A. (Austin College), 2012; M.A. (Louisiana Tech University), 2015; M.F.A. (Columbia University), 2018. Since 2019.

KRISTA SCOTT, *Professor*. B.F.A. (Emporia State University), 1983; M.F.A. (University of Minnesota), 1990. Since 2009.

ALAN SHORTER, *Professor and Associate Chair*. B.A. (Indiana University), 1978; M.F.A. (Minnesota State University at Mankato), 2001. Since 2006.

THOMAS J. WALSH, *Professor*. B.A. (San Diego State University), 1979; M.F.A. (University of Texas at Austin), 1982; Ph.D. (Ibid.), 1996. Since 1999.

PHILIP ZIELKE, *Scenic Studio Supervisor*. B.F.A. (Texas Christian University), 2006. Since 2006.

College of Science & Engineering Directory

College of Science & Engineering Directory

T. Dwayne McCay, Interim *Dean*

J. Richard Rinewalt, *Associate Dean for Undergraduate Studies*

Timothy Barth, *Associate Dean for Administration and Graduate Programs*

Valerie Springer, *Director of Degree Certification*

Cathy L. Cox, *Assistant to the Dean*

Biology

GIRIDHAR R. AKKARAJU, *Professor*. B.S. (University of Bombay, India), 1985; Ph.D. University of Pittsburgh School of Medicine), 1997. Since 2002.

MATTHEW CHUMCHAL, *Professor and Director of the Pre-Health Professions Institute*. B.S. (Southwestern University), 2001; M.S. (Texas Christian University), 2003; Ph.D. (University of Oklahoma), 2007. Since 2007.

MICHAEL CHUMLEY, *Professor*. B.S. (University of Wyoming), 1987; M.S. (Ibid.), 1994; Ph.D. (University of Colorado Health Sciences Center), 2000. Since 2008.

MEREDITH CURTIS, *Instructor II and Associate Director Pre-Health Professions Institute*. B.A. (Baylor), 2001; Ph.D. (University of Washington), 2009. Since 2015.

MARK DEMAREST, *Senior Instructor*. B.S. (California State), 1997; M.S. (California Polytechnic), 2000; Ph.D. (University of California), 2009. SINCE 2015.

MATTHEW M. HALE, *Associate Professor and Director of Graduate Studies*. B.Sci. (Roehampton University), 2001; M.Sc. (Imperial College), 2002; Ph.D. (University of Sheffield), 2007. Since 2014.

MARLO JEFFRIES, *Professor and Chair of the Department*. B.S. University of Nebraska at Omaha, M.S. (Ibid.), 2005; Ph.D. University of Nebraska Medical Center, 2010. Since 2013.

CLARK A. JONES, *Senior Instructor*. B.S. (Texas Christian University), 1989; M.S. (Ibid.), 1992; Ph.D. (Southern Methodist University), 1997. Since 2008.

LAURA LUQUE, *Instructor*. B.S. (Florida International University), 1996; M.S. (University of Texas, Dallas), 2001; Ph.D. (University of Texas, Dallas), 2005. Since 2015.

SHAUNA M. MCGILLIVRAY, *Professor, and Associate Director Pre-Health Professions Institute* B.A. (Concordia College), 1999; Ph.D. (University of California-San Diego), 2006. Since 2009.

MIKE MISAMORE *Associate Professor*. B.S. (University of Wisconsin), 1989; M.S. (College of Charleston, S.C.), 1993; Ph.D. (Louisiana State University), 1998. Since 2003.

ANNIKA NELSON, *Assistant Professor*. B.A. (Oberlin College), 2015; M.S. (University of California, Irvine), 2018; Ph.D. (Ibid.), 2019. Since 2024.

MICHAEL SAWEY, *Senior Instructor*. B.S. (Texas Wesleyan University), 1994; M.S. (Texas Christian University), 2008. Since 2008.

MIKAELA STEWART, *Associate Professor*. B.S. (University of Central Arkansas), 2007; Ph.D. (Texas A&M University), 2013. Since 2017.

DEAN WILLIAMS, *Professor*. B.A. (Coe College), 1988; M.S. (University of Alabama at Huntsville), 1991; Ph.D. (Purdue University), 2000. Since 2007.

FLOYD L. WORMLEY JR, *Professor, Provost and Vice Chancellor for Academic Affairs*. B.S. (Tulane University), 1995; M.S. (Louisiana State University Health Sciences Center, New Orleans), 1998; Ph.D. (Ibid.), 2001. Since 2019.

Chemistry & Biochemistry

ONOFRIO ANNUNZIATA, *Professor*. M.S. (University of Naples), 1997; Ph.D. (Texas Christian University), 2001. Since 2004.

JEFFERY L. COFFER, *Professor*. B.S. (Wofford College), 1982; M.S. (University of Wisconsin-Milwaukee), 1985; Ph.D. (Ibid.), 1987. Since 1990.

HEIDI A. CONRAD, *Instructor I*. B.S. (University of Wisconsin at River Falls), 2004; Ph.D. (University of North Texas), 2013. Since 2022.

SERGEI V. DZYUBA, *Professor*. Diploma in Chemistry (Odessa State University), 1998; Ph.D. (Texas Tech University), 2002. Since 2006.

JULIE A. FRY, *Senior Instructor*. B.A. (Rice University), 1989; Ph.D. (Texas Christian University), 2011. Since 2009.

KAYLA N. GREEN, *Professor*. B.S. (Tarleton State University), 2003; Ph.D. (Texas A&M University), 2007. Since 2010.

BENJAMIN JANESKO, *Professor and Chair of the Department*. B.S. (Allegheny College), 1999; Ph.D. (Carnegie Mellon University), 2005. Since 2009.

DAVID E. MINTER, *Professor*. B.S. (Stephen F. Austin State University), 1968; M.S. (Ibid.), 1970; Ph.D. (University of Texas at Austin), 1974. Since 1980.

JEAN-LUC G. MONTCHAMP, *Professor*. Diploma of Engineering in Chemistry (School of Industrial Chemistry, France), 1989; Ph.D. (Purdue University), 1992. Since 1998.

YOUNGHA RYU, *Associate Professor and Director of Graduate Studies*. B.S. (Pohang University of Science and Technology, Korea), 1991; M.S. (Ibid), 1993; Ph.D. (Texas A&M University), 2004. Since 2007.

BEN SHERMAN, *Associate Professor*. B.S. (University of Michigan), 2008; Ph.D. (Arizona State University), 2013. Since 2017.

ERIC E. SIMANEK, *Robert A. Welch Professor of Chemistry*. B.S. (University of Illinois), 1991; Ph.D. (Harvard University), 1996. Since 2010.

Computer Science

LIRAN MA, *Professor*. B.S.E.E. (Hunan University), 1999; M.S. (Beijing Jiaotong University), 2003; D.Sc. (George Washington University), 2008. Since 2010.

ANTONIO SANCHEZ-AGUILAR, *Associate Professor*. B.S. (Universidad Iberoamericana), 1975; M.S. (George Washington University), 1977; D.Sc. (Ibid.), 1983. Since 2005.

MICHAEL C. SCHERGER, *Associate Professor and Chair of the Department*. B.S. (University of Akron), 1991; B.S. (Ibid.), 1992; M.S. (Kent State University), 1995; Ph.D. (Ibid.), 2005. Since 2012.

BINGYANG WEI, *Associate Professor*. B.E. (Ocean University of China), 2010; Ph.D. (University of Alabama) 2015. Since 2018.

Engineering

CUILING (SUE) GONG, *Professor*. B.S. (Tsinghua University), 1990; M.S., (University of Minnesota), 1993; M. S. (Massachusetts Institute of Technology), 1996; Ph.D. (Ibid.), 1999. Since 2011.

JAMES HUFFMAN, *Associate Professor of Professional Practice*. B.S. (Texas A&M University), 1994; M.S. (University of Texas at Dallas), 1997; Ph.D. (Ibid.), 2001. Since 2019.

MORGAN KIANI, *Professor*. B.S. (University of Texas at Arlington), 2005; M.S., (Ibid.), 2006; Ph.D., (Ibid.), 2009. Since 2011.

EFSTATHIOS E. MICHAELIDES, *Moncrief Professor of Engineering*. B.A. (Oxford University, 1977); M.S. (Brown University, 1979); Ph.D. (Ibid.) 1980; M.A. (Oxford University), 1983. Professional Engineer - Texas and Louisiana. Since 2011.

TRISTAN J. TAYAG, *Professor*. B.S.E.E. (Johns Hopkins University), 1986; M.S.E.E. (Ibid.); 1987; Ph.D. (University of Virginia), 1991. Since 1997.

R. STEPHEN WEIS, *Professor and Chair of the Department*. B.S.E.E. (U. S. Naval Academy), 1979; M.S. (Georgia Institute of Technology), 1984; Ph.D. (Ibid.), 1987. Since 1992. Professional Engineer-Texas.

Environmental Science

VICTORIA J. BENNETT, *Associate Professor and Chair of the Department*. B.Sc. Hons (University of Leeds), 1997; M.Sc. (Ibid.), 1998; Ph.D. (ibid), 2004. Since 2013.

MICHELE L. BIRMINGHAM, *Assistant Professor of Professional Practice and Director of Graduate Studies*. B.S. (Texas Christian University), 2003; M.S. (Ibid), 2005. Since 2023.

GEHENDRA KHAREL, *Associate Professor*. B.S. (University of Nebraska), 2007; M.S. (University of Texas at Arlington), 2010; Ph.D. (University of North Dakota), 2015. Since 2019.

BRENDAN LAVY, *Associate Professor*. B.A. (University of North Texas), 1998; M.S. (Texas State University), 2013; Ph.D. (Texas State University), 2017. Since 2020.

RHIANNON G. MAYNE, *Associate Professor and Curator of the Oscar and Juanita Monnig Meteoritic Collection and Chair of Meteoritics and Planetary Science*. B.S. (Edinburgh University), 2002; Ph.D. (University of Tennessee), 2008. Since 2009.

MICHAEL C. SLATTERY, *Professor, Director of the TCU Institute for Environmental Studies*. B.A. (University of the Witwatersrand), 1988; M.S. (University of Toronto), 1990; Ph.D. (Oxford University), 1994. Since 1998.

ALLISON DAVIS STAMATIS, *Instructor II*. B.A. Hons (Austin College), 2000; M.S. (University of Texas-El Paso), 2003; Ph.D. (University of North Texas), 2007. Since 2024.

Geology

HELGE ALSLEBEN, *Associate Professor and Chair of the Department*. B.S. (University of Hamburg), 1996; M.S. (San Jose State University), 2000; Ph.D. (University of Southern California), 2005. Since 2005.

ARTHUR B. BUSBEY, *Associate Professor*. B.S. (University of Texas at Austin), 1974; M.A. (Ibid.), 1977; Ph.D. (University of Chicago), 1982. Since 1985.

R. NOWELL DONOVAN, *Emeritus, Charles B. Moncrief Professor*. B.Sc. (Newcastle University), 1966; Ph.D. (Ibid.), 1972. Since 1986.

ESAYAS GEBREMICHAEL, *Associate Professor*. B.S. (Addis Ababa University) 2000; M.S. (Ibid.), 2005; Ph.D. (Western Michigan University), 2018. Since 2019.

RICHARD E. HANSON, *Herndon Professor*. B.S. (Oklahoma State University), 1975; M.S. (Ibid.), 1977; Ph.D. (Columbia University), 1983. Since 1988.

OMAR T. HARVEY, *Associate Professor and Director, TCU Natural Resource Research Initiative*. B.S. (University of the West Indies), 2001; M.S. (University of Florida), 2004; Ph.D. (Texas A&M University), 2010, Since 2015.

JOHN HOLBROOK, *Professor*. B.S. (University of Kentucky), 1985, M.S. (University of New Mexico), 1992, Ph.D. (Indiana University), 1992. Since 2011.

XIANGYANG (CHEYENNE) XIE, *Associate Professor*. B.S. (Lanzhou University, China), 1998; M.S. (Northwest University, China), 2001; Ph.D. (University of Wyoming), 2007. Since 2013.

Mathematics

JOSÉ R. CARRIÓN, *Associate Professor*. B.S. (University of Puerto Rico), 2004; Ph.D. (Purdue University), 2013. Since 2015.

ZE-LI DOU, *Associate Professor*. B.A. (City University of New York, Queens College), 1987; Ph.D. (Princeton University), 1993. Since 1994.

JENNIFER DROEMER, *Instructor I*. BS (State University of New York College at Buffalo), 2003; MA (University of Texas-Arlington), 2014. Since 2025.

GREG FRIEDMAN, *Professor and Chair of the Department*. B.S. (Brown University), 1996; M.S. (New York University), 1998; Ph.D. (Ibid.), 2001. Since 2005.

KATHRYN HEDRICK, *Instructor I*. BA (University of Tulsa), 2007; MA (Rice University), 2009; Ph.D. (Rice University), 2012. Since 2025.

EMILY HERZIG, *Instructor II*. B.A. (University of Texas at Dallas), 2008; M.S. (University of Texas at Dallas), 2010. Since 2016.

KRISTI JARMAN, *Associate Professor of Professional Practice*. B.S. (West Texas A&M University), 1994; Ph.D. (Texas Tech University), 2002. Since 2024.

DENNIS LEDIS, *Instructor II*. B.S. (Florida International University), 2003; M.S. (University of Florida), 2007; Ph.D. (Ibid.), 2011. Since 2014.

EUN HYE LEE, *Assistant Profesor*, B.S. (Ewha Womans University, Seoul), 2011; M.S. (Ibid), 2013; Ph.D. (University of Illinois at Chicago), 2019. Since 2023.

SCOTT NOLLET, *Professor*. B.S. (University of Minnesota), 1985; Ph.D. (University of California, Berkeley), 1994. Since 2000.

ALLISON C. OWEN, *Senior Instructor*. B.A. (Kansas Wesleyan University), 1981; M.L.S. (Texas Women's University), 1983; M.A. (Ibid.), 1987. Since 2000.

EFTON PARK, *Professor*. B.S. (University of Oklahoma), 1983; Ph.D. (State University of New York, Stony Brook), 1988. Since 1992.

CORNELIS J. POTGIETER, *Associate Professor*. B.Sc. (Rand Afrikans University), 2004; B.Sc. (University of Johannesburg), 2005; B.Sc. (Ibid.), 2007; Ph.D. (Ibid.), 2009. Since 2019

IGOR P. PROKHORENKOV, *Associate Professor*. B.S. (Moscow State University), 1991; Ph.D. (Rice University), 1997. Since 1998.

KEN RICHARDSON, *Professor and Director of Graduate Studies*. B.A. (Rice University), 1986; M.A. (Ibid.), 1989; Ph.D. (Ibid.), 1993. Since 1994.

TRAVIS RUSSELL, *Assistant Professor*. B.S. (Stephen F. Austin University), 2009; M.S. (University of Texas at Tyler), 2011; Ph.D. (University of Nebraska- Lincoln), 2017. Since 2023.

LOREN SPICE, *Associate Professor*. B.S. (Towson University), 1998; M.S. (University of Chicago), 2000; Ph.D. (Ibid.), 2004. Since 2009.

SUSAN G. STAPLES, *Associate Professor*. B.S. (Case Western Reserve University), 1983; Ph.D. (University of Michigan), 1988. Since 1995.

DEREK TOMLIN, *Instructor I*. B.A. (Texas A&M University), 2011, Ph.D. (University of Texas at Arlington), 2018. Since 2020.

DREW TOMLIN, *Instructor I*. B.A. (Hendrix College), 2010; M.S. (University of North Texas), 2012; Ph.D. (Ibid.), 2016. Since 2017.

QIAO ZHANG, *Associate Professor*. B.S. (Shandong University), 1996; M.S. (Ibid.), 1998; Ph.D. (Columbia University), 2003. Since 2008.

Nutritional Sciences

SAMANTHA DAVIS, *Associate Professor of Professional Practice*. B.S. (University of Wisconsin), 1988; M.S. (Texas Woman's University), 1992. Since 2013.

REBECCA DORITY, *Professor of Professional Practice*. B.S. (University of Maine), 1999; M.S. (Tufts University) 2001. Since 2007.

GINA J. HILL, *Associate Professor, and Chair of the Department*. B.S. (Texas Tech University), 1998; M.S. (Ibid.), 1999; Ph.D. (Ibid.), 2003. Since 2003.

MCKALE MONTGOMERY, *Assistant Professor*. B.S. (Texas Christian University), 2007; M.S. (Oklahoma State University), 2009; Ph.D. (Ibid.), 2013. Since 2025.

ELISA MORALES MARROQUÍN *Assistant Professor*. B.S. (Universidad Autónoma de Nuevo León), 2013; M.S. (Baylor University), 2015; Ph.D. (Ibid.), 2018. Since 2022.

ASHLEY MULLINS, *Assistant Professor of Professional Practice*. B.S. (Texas Woman's University), 2005; M.S. (University of Alabama), 2016. Since 2023.

ANNE D. VANBEBER, *Professor*. B.S. (Texas Tech University), 1979; M.S. (Texas Woman's University), 1982; Ph.D. (Ibid.), 1991. Since 1992.

Physics & Astronomy

KAT A. BARGER, *Associate Professor*. B.S. (Western Washington University), 2006; M.S. (University of Wisconsin at Madison), 2008; M.A. (Ibid.), 2009; Ph.D. (Ibid.), 2012. Since 2014.

MICHELLE BERG, *Associate Professor*. B.S. (Florida Institute of Technology), 2014; M.S. (University of Notre Dame), 2018; Ph.D. (ibid), 2022. Since 2024.

RICHARD BONDE, *Instructor II*. B.S. (Wichita State University), 2012; M.S. (University of Texas at Arlington), 2015; Ph.D. (Ibid.), 2018. Since 2019.

HANA M. DOBROVOLNY, *Associate Professor and Chair of the Department*. B.Sc. (University of Winnipeg), 1997; M.A. (Bryn Mawr College), 2000; Ph.D. (Duke University), 2008. Since 2012.

PETER M. FRINCHABOY III, *Professor and Director of Graduate Studies*. B.S. (California State University), 2000; M.S. (University of Virginia), 2002; Ph.D. (Ibid.), 2006. Since 2009.

ZYGMUNT KAROL GRYCZYNSKI, W. A. "Tex" Moncrief Jr. *Professor*. M.S. (Gdansk University), 1982; Ph.D. (ibid.), 1987. Since 2010.

DOUGLAS INGRAM, *Senior Instructor*. B.A. (University of Texas at Austin), 1990; M.Sc. (University of Washington), 1991; Ph.D. (Ibid.), 1996. Since 1996.

MICHAEL B. KRUGER, *Professor*. B.S. (State University of New York), 1985; M.A. (University of California at Berkeley), 1987; Ph.D. (ibid), 1992. Since 2021.

ANTON NAUMOV, *Associate Professor*. B.Sc. (University of Tennessee), 2005; Diploma in Chemical Physics (Kazan State University, Russia), 2006; M.S. (Rice University), 2008; Ph.D. (Ibid), 2011. Since 2015.

YURI M. STRZHEMECHNY, *Associate Professor*. M.S. (Kharkiv Polytechnic University), 1988; M.Ph. (City University of New York), 1997; Ph.D. (Ibid), 2000. Since 2005.

Psychology

TIMOTHY M. BARTH, *Professor and Associate Dean*. B.S. (St. Bonaventure University), 1979; M.S. (Wesleyan University), 1982; Ph.D. (University of Texas at Austin), 1986. Since 1990.

GARY W. BOEHM, *Professor*. B.A. (Utah State University), 1989; M.S. (University of Connecticut), 1992; Ph.D. (Ibid.), 1996. Since 1999.

BRENTON GRANT COOPER, *Associate Professor*. B.S. (University of New Mexico), 1993; Ph.D. (University of Utah), 2003. Since 2007.

CATHY R. COX, *Professor and Director of Graduate Studies*. B.A. (University of Colorado, Colorado Springs), 2000; M.A. (Ibid.), 2004; Ph.D. (University of Missouri), 2009. Since 2009.

NAOMI V. EKAS, *Professor and Chair of the Department*. B.A. (University of California, Davis), 2005; M.A. (University of Notre Dame), 2007; Ph.D. (Ibid.), 2009. Since 2011.

SARAH E. HILL, *Professor*. B.A. (University of Wisconsin-Milwaukee), 2000; Ph.D. (University of Texas at Austin), 2006. Since 2008.

DANICA KNIGHT, *Professor and Director of the Karyn Purvis Institute of Child Development*. B.M. (Southern Methodist University), 1988; M.S. (Texas Christian University), 1990; Ph.D. (Ibid.), 1992. Since 2019.

KEVIN KNIGHT, *Professor, Saul B. Sells Chair of Psychology and Director of the Institute of Behavioral Research*. B.A. (Southern Methodist University), 1985; M.A. (Ibid.), 1988; Ph.D. (Texas Christian University), 1991. Since 2018.

KENNETH J. LEISING, *Professor*. B.S. (Texas Christian University), 2003; M.A. (UCLA), 2004; Ph.D. (Ibid.), 2008. Since 2009.

MAURICIO R. PAPINI, *Professor*. Licentiate (University of Buenos Aires), 1976; Ph.D. (University of San Luis, Argentina), 1985. Since 1990.

S. K. UMA TAUBER, *Associate Professor*. B.A. (Augustana College), 2004; M.A. (University of Colorado), 2007; Ph.D. (Colorado State University), 2010. Since 2013.

Ranch Management

JASON S. FAUBION, *Assistant Professor of Professional Practice; Assistant Director and John Biggs Professor*. B.S. (Tarleton State University), 1993; M.S.T. (Ibid.), 1994. Since 2007.

MATTHEW GARCIA, *Director and Associate Professor; Southwestern Exposition and Livestock Show Endowed Professorship*. B.S. (New Mexico State University), 1998, M.S. (Ibid.), 2003, Ph.D. (Washington State University), 2005, MBA (Portland State University), 2009. Since 2024.

JEFFREY C. GEIDER, *Associate Professor of Professional Practice; and William Watt Matthews Director of the Institute of Ranch Management*. B.G.S. (Texas Christian University), 1981; Ranch Management (Ibid.), 1981; M.L.A. (Ibid.), 1999. Since 1997.

Directory Information - Faculty

Harris College of Nursing & Health Sciences Directory

Harris College of Nursing & Health Sciences Directory

Christopher Watts, *Marilyn & Morgan Davies Dean*

Adam King, *Associate Dean for Health Sciences*

Suzy Lockwood, *Associate Dean for Nursing & Nurse Anesthesia*

Brad Cannell, *Associate Dean for Research*

Linda Humphrey, *Coordinator, Degree Certification*

Davies School of Communication Sciences & Disorders

DANIELLE M. BRIMO, *Professor and Director of Davies School of Communication Sciences & Disorders*. B.S. (Florida State University), 2004; M.A. (Ibid.), 2006; Ph.D. (Ibid.), 2012. Since 2012.

TRACY BURGER, *Assistant Professor of Professional Practice*. B.S. (University of North Texas), 1994; M.S.-SLP (Ibid.), 1998; M.S., Audiology (Ibid.), 2000. Since 2015.

ANTHONY DiLOLLO, *Professor*. B.S. (University of Western Australia), 1986; M.S. (University of Mississippi), 1996; Ph.D. (University of Memphis), 2001. Since 2020.

TERESA DRULIA, *Associate Professor*. B.S. (James Madison University), 1993; M.S. (Ibid), 1994; Ph.D. (Ibid), 2016. Since 2017.

LYNN K. FLAHIWE, *Assistant Professor and Associate Dean for Health Sciences, Harris College*. (B.S. (Marquette University), 1977; M.S. (Ibid.), 1978. Since 1991.

KAREN HENNINGTON, *Assistant Professor of Professional Practice and Director of Miller Speech & Hearing Clinic*. B.S. (Texas Christian University), 1996; M.S. (Ibid.), 1998. Since 2014.

EMILY LUND, *Associate Professor*. B.A. (Vanderbilt University), 2006; M.S. (Vanderbilt University School of Medicine), 2008; Ph.D. (Vanderbilt University School of Medicine), 2013. Since 2014.

LAUREL T LYNCH, *Assistant Professor of Professional Practice*. B.S. (Baylor University), 1983; M.S. (Texas Christian University), 1984. Since 2012.

IRMGARD PAYNE, *Assistant Professor of Professional Practice*. B.A. (University of Texas, Arlington), 1986; M.S. (Texas Christian University), 1994. Since 2003.

JEAN F. RIVERA PEREZ, *Associate Professor*. B.A. (Universidad de Puerto Rico en Humacao), 2004; M.S. (Universidad del Turabo, Gurabo, Puerto Rico), 2009; Ph.D. (University of Cincinnati), 2016. Since 2017.

AHMED RIVERA-CAMPOS, *Associate Professor*. B.A. (Universidad de Puerto Rico Recinto de Humacao), 2005; M.S. (Universidad del Turabo, Gurabo, Puerto Rico), 2009; Ph.D. (University of Cincinnati), 2016. Since 2017.

CHRISTOPHER WATTS, *Professor; and Marilyn & Morgan Davies Dean, Harris College*. B.S. (University of South Alabama), 1994; Ph.D. (Ibid.), 1998. Since 2008.

LYNITA A. YARBROUGH, *Assistant Professor of Professional Practice*. B.S. (Texas Christian University), 1994; M.S. (Ibid.), 1996. Since 2012.

Health Sciences

TYRONE F. BORDERS, *Professor*. B.A. (University of Kansas), 1993; M.S. Epidemiology (University of Iowa), M.A. Hospital and Health Administration (University of Iowa), both 1995; Ph.D (University of Iowa), 1999. Since 2025.

MICHAEL "BRAD" CANNELL, *Professor*. B.A. (University of North Texas) 2005 ; MPH (University of Louisville), 2009; Ph.D (University of Florida), 2013. Since 2025.

DON GALBADAGE, *Assistant Professor*. B.S. (Texas Christian University), 2007; M.P.H. (The University of Texas), 2008; M.D/Ph.D. (Texas A&M University), 2017. Since 2024.

EMILY MCCLELLAND, *Assistant Professor*. B.S.ED (Bowling Green State University), 2014; M.Ed. (Bowling Green State University), 2016; Ph.D. (Southern Methodist University), 2023. Since 2024.

YAN ZHANG, *Professor of Professional Practice*. B.Med. (Beijing University of Traditional Chinese Medicine), 1996; M.Med. (China Academy of Chinese Medical Sciences), 1999; Ph.D. (Old Dominion University), 2005. Since 2019.

Kinesiology

PHIL ESPOSITO, *Associate Professor of Professional Practice and Director, Undergraduate Program*. B.S. (Truman State University), 2005; M.S. (Missouri State University at Springfield), 2008; Ph.D. (University of Michigan, Ann Arbor), 2012. Since 2012.

MALAKA (GRACI) FINCO, *Assistant Professor*. B.S. (University of North Texas). 2014; M.S. (Baylor College of Medicine), 2016; Ph.D. (University of North Texas Health Science Center), 2022. Since 2025.

AUSTIN J. GRAYBEAL, *Assistant Professor*. B.S. (Texas Tech University), 2016; M.S. (Texas Tech University), 2018; Ph.D. (Texas Christian University), 2021. Since 2025.

MELISSA JENSEN, *Assistant Professor of Professional Practice*. B.S. (Utah State University), 1998; M.S. (California State University), 2006; Ph.D. (Oklahoma State University), 2022. Since 2022.

STEPHANIE JEVAS, *Professor of Professional Practice and Program Director, Athletic Training Program*. B.S. (Texas A&M University), 1993; M.A. (Western Michigan University), 1994; Ph.D. (University of Houston), 2004. Since 2012.

ADAM KING, *Associate Professor, Ph.D. in Health Sciences Program Director*. B.A. (Concordia), 1998; M.S. (University of Pennsylvania), 2008; Ph.D. (Ibid), 2013. Since 2016.

RYAN R. PORTER, *Assistant Professor*. B.S. (Brigham Young University), 2008; M.S. (Utah State University), 2012; Ph.D. (University of South Carolina), 2018. Since 2020.

DEBORAH J. RHEA, *Professor*. B.S. (University of Texas, Arlington), 1980; M.Ed. (University of Houston) 1990; Ed.D. (Ibid), 1995. Since 1999.

VALERIE STEVENSON, *Assistant Professor of Professional Practice*. B.S. (University of Memphis), 2004; M.S. (University of Arkansas), 2006; D.A.T. (University of Idaho), 2016. Since 2025.

ROBYN B. TROCCHIO, *Associate Professor, Graduate Program Director* B.S. (University of Florida), 2007; M.S. (Barry University), 2009; Ph.D. (Florida State University), 2013. Since 2019.

PETER WEYAND, *Professor, Chair of the Department of Kinesiology*. B.A. (Bates College), 1983; M.S. (Bridgewater State College), 1988; Ph.D. (University of Georgia), 1992. Since 2023.

KRISTINA WHITE, *Assistant Professor of Professional Practice and Clinical Coordinator of Athletic Training*. B.S. (University of Miami), 2013; M.S. (Baylor University), 2015; Ph.D. (Ibid), 2019. Since 2022.

Nursing

SUZANNE ACKERS, *Assistant Professor*. B.S.N. (Abilene Christian University), 1996; M.S.N. (Texas Woman's University), 2012; Ph.D. (Duquesne University), 2023. Since 2023.

GINA K. ALEXANDER, *Professor*. B.S.N. (Oklahoma Baptist University), 1998; M.S. Public Health (University of North Carolina at Chapel Hill), 2003; M.S.N. (University of Virginia), 2008; Ph.D. (Ibid.), 2009. Since 2010.

KATHY BAKER, *Professor*. B.S.N. (Baylor University), 1981; M.S.N. (Texas Woman's University), 1988; Ph.D. (University of Texas), 2003. Clinical Nurse Specialist (APRN, BC). Since 2007.

LATASHA BAKER, *Assistant Professor of Professional Practice and Coordinator, Psychiatric Mental Health Nurse Practitioner Program*. B.S.N (Texas Christian University), 2007; M.S.N. Psych-Mental Health Nurse Practitioner (University of Texas at Arlington), 2016; D.N.P. (Texas Christian University), 2021. Since 2021.

LORI BORCHERS, *Assistant Professor*. B.S.N. (University of Kansas), 1991; M.S.N. (Georgia State University), 1997; Ph.D. (Texas Christian University), 2021. Since 2014.

VICKI BROOKS, *Associate Professor of Professional Practice and Director, Graduate Nursing*. B.S.N. (Texas Christian University), 1994; M.S.N. (University of Texas at Arlington), 2002; D.N.P. (Texas Woman's University), 2016; Family Nurse Practitioner. Since 2018.

ALISON CARMONA, *Assistant Professor*, B.S.N. (University of San Francisco), 2004; M.S.N. (University of Texas at Arlington), 2007; Ph.D. (William Carey University), 2022. Since 2023. DENNIS CHEEK, *Abell-Hanger Professor of Gerontological Nursing*. A.S. (Yuba College), 1979; B.S.N. (California State University), 1982; M.S. (University of California), 1988; Ph.D. (University of Nevada), 1996. Since 2003.

GLENDA DANIELS, *Professor*. B.S.N. (University of Texas), 1975; M.S.N. (Texas Woman's University), 1994; Ph.D. (University of Texas at Arlington), 2009. Since 2009.

ENY DOREA, *Associate Professor*, B.S.N. (Federal University of the State of Rio de Janeiro), 2002; M.Sc.N. (University of Sao Paulo), 2007; Ph.D. (Ibid.), 2012. Since 2023.

GRISELLE ESTRADA, *Assistant Professor*. B.S.N. (University of Puerto Rico), 1985; M.S.N. (University of Miami), 2002; Ph.D. (Duquesne University), 2022. Since 2023.

SUSAN FIFE, *Associate Professor of Professional Practice*. B.S.N. (Texas Christian University), 1991; M.S.N. (State University of New York at Stony Brook), 1997; D.N.P. (Frontier Nursing University), 2019; Certificate of Nurse-Midwifery (Parkland School of Nurse-Midwifery), 1995. Since 2014.

ASHLEY FRANKLIN, *Associate Professor; and Polly & Tex Rankin Endowed Professor of Nursing*. B.S.N. (Texas Christian University), 2003; M.S.N. (Ibid), 2010; Ph.D. (Oregon Health and Science University), 2014. Since 2014.

CAROL HOWE, *Associate Professor; Director, Nursing Research & Scholarship; and Paula R. and Ronald C. Parker Endowed Professor of Nursing*. B.A. (University of Pennsylvania), 1983; B.S.N. (Ibid), 1985; M.S.N. (Ibid), 1988; Ph.D. (University of Texas at Arlington), 2014. Since 2014.

LYNNETTE HOWINGTON, *Associate Professor of Professional Practice, and Director, Undergraduate Nursing*. B.S.N. (Texas Christian University), 1994; M.S.N. (Old Dominion University), 2003. D.N.P. (Texas Christian University), 2011. Women's Health Nurse Practitioner. Since 2007.

OTEKA JACKSON-CENALES, *Associate Professor of Professional Practice*. B.S.N. (East Texas Baptist University), 2007; M.S.N. (Loyola University), 2012; D.N.P. (Walden University), 2018. Since 2018.

ANN JOHNSON, *Associate Professor*. B.S.N. (Houston Baptist University), 1984; M.S.N. (University of Alabama School of Nursing), 1991; Ph.D. (University of Alabama at Birmingham), 2016. Since 2017.

MICHELLE KIMZEY, *Associate Professor*. B.S. (Baylor University), 1991; M.S. (Texas Woman's University), 2010; Ph.D. (University of Texas), 2014. Since 2017.

MAURA LINDENFELD, *Assistant Professor*. B.A. (Simmons College), 1986; M.S. (Ibid.), 1990; Diploma (College of Mount Saint Vincent), 1995; M.S.N. (Indiana University Purdue University), 2001; Ph.D. (Capella University), 2022. Since 2023.

SUZY LOCKWOOD, *Professor, Associate Dean for Nursing & Nurse Anesthesia and Director of Center for Oncology Education and Research*. B.S.N. (Texas Christian University), 1983; M.S.N. (University of Texas at Arlington), 1994; Ph.D. (Ibid.), 2001. Since 1997.

BEKKI MCINTOSH, *Assistant Professor of Professional Practice; and Coordinator, Adult Gerontology- Acute Care Nurse Practitioner Program*. A.A.S.N (Tarrant County College), 1991; B.S.N. (Texas Woman's University), 1998; M.S.N. (The University of Texas at Arlington), 2002; D.N.P (Texas Christian University), 2017. Since 2022.

KIMBERLY POSEY, *Associate Professor of Professional Practice; and Coordinator, Nurse Education Program and Executive Nurse Leadership DNP Program*. B.S.N. (Texas Woman's University), 1997; M.S.N. (University of Texas at Arlington), 2000; D.N.P. (Texas Christian University), 2013; Ph.D. (William Carey University), 2022. Since 2016.

JANIE RANEL ROBINSON, *Professor*. B.S.N. (Southern University and A&M College at Baton Rouge), 1996; M.S.N. (Ibid.), 2002; Ph.D. (Ibid.), 2009. Since 2009.

BETH ROGERS, *Assistant Professor*. B.S.N. (Texas Christian University), 2001; M.S.N. (Ibid), 2015; Ph.D. (Ibid), 2021. Since 2022.

SARAH LIBBY ROSONET, *Associate Professor of Professional Practice*. B.A.H. (Berry College), 2005; M.S.N. (Augusta University), 2012; D.N.P. (Quinnipiac University), 2020. Since 2022.

LISETTE SALEH, *Associate Professor*. B.S. Psychology (Texas Christian University), 2002; A.D.N. (Tarrant County College), 2005; B.S.N. (Texas Christian University), 2008; M.S.N. (Texas Woman's University), 2012; Ph.D. (University of Texas at Tyler), 2017; Certified Inpatient Obstetric Nurse. Since 2012.

DANIELLE WALKER, *Associate Professor*. B.S.N. (Texas Christian University), 2003; M.S.N. (Texas Woman's University), 2009. Ph.D. (University of Texas Medical Branch-Galveston), 2015. Since 2009.

JODIE WEATHERLY, *Associate Professor of Professional Practice*. B.S.N. (West Texas A&M University), 1993; M.S.N. (Ibid.), 2005; D.N.P. (American Sentinel University), 2021. Since 2007.

SUSAN MACE WEEKS, *Professor, Vice Provost for Academic Affairs, TCU, and Executive Director, Health Innovation Institute at TCU*. B.S.N. (William Jewell College), 1983; M.S. (Texas Woman's University), 1986; D.N.P. (Texas Christian University), 2009; Clinical Nurse Specialist in Psych-Mental Health Nursing. Since 1994.

TAMMIE WILLIAMS, *Assistant Professor of Professional Practice; and Coordinator, Family Nurse Practitioner Program*. B.S.N. (University of Detroit Mercy), 1997; M.S. Health Care Education (Ibid.), 2000; M.S.N. Family Nurse Practitioner (University of Michigan), 2011; D.N.P. (Texas Christian University), 2021. Since 2021.

LESLIE ZIMPELMAN, *Assistant Professor*. B.S. (Wake Forest University), 2003; B.S.N. (Texas Christian University), 2005; M.S.N. (Walden University), 2013; Ph.D. (University of Missouri-Columbia), 2023 Since 2014.

School of Nurse Anesthesia

GREGORY B. COLLINS, *Assistant Professor of Professional Practice*. B.S.N. (West Texas A&M University), 2002; M.S.N. (Texas Christian University), 2006; D.N.P. (Texas Christian University), 2018. Since 2021.

MARGARET ROSEANN DIEHL, *Professor of Professional Practice*. B.S.N. (University of Texas at Austin), 1988; M.H.S. (Texas Wesleyan University), 1997; D.N.P. (Texas Christian University), 2010; Ph.D. (Texas Woman's University, Houston), 2016. Since 2010.

CLAY FREEMAN, *Assistant Professor of Professional Practice*. B.S.N. (University of Texas at Tyler), 2009; DNP-A (Texas Christian University), 2014. Since 2022.

VAUGHNA GALVIN, *Associate Professor of Professional Practice*. B.S.N. (Barton College), 1997; M.A. (East Carolina University), 2002; M.S.N.A. (Texas Christian University), 2005; D.N.A.P. (Virginia Commonwealth University), 2011. Since 2014.

MONICA BASHOR JENSCHKE, *Associate Professor of Professional Practice*. B.S.N. (University of Texas Health Science Center San Antonio), 1987; M.H.S. (Texas Wesleyan University), 1994; Ph.D. (University of North Texas Health Science Center), 2009. Since 2012.

JENNIFER OAKES, *Associate Professor of Professional Practice*. B.S.N. (University of Phoenix), 2008; M.S.N.A. (Virginia Commonwealth University), 2010; D.N.A.P. (Virginia Commonwealth University), 2011. Since 2020.

J. DRU RIDDLE, *Associate Professor of Professional Practice*. B.S.N. (Virginia Commonwealth University), 1999; M.S.N. (Old Dominion University), 2002; D.N.P. (Texas Christian University), 2011; Ph.D. (Medical University of South Carolina), 2014. Since 2012.

JACKIE ROWLES, *Associate Professor of Professional Practice*. B.S.N. (Ball State University), 1982; M.B.A. (University of Memphis), 1988; B.A. (University of Missouri), 1993; A.N.P. Post-master's certificate (Ball State University), 2013; D.N.P. (Barry University), 2016. Since 2020.

ROBYN WARD, *Professor of Professional Practice*. B.S.N. (Montana State University), 1990; M.S. Nurse Anesthesia (Georgetown University), 2000; Ph.D. (Rush University), 2018. Since 2019.

Occupational Therapy

GRACE FRANKO BARLOW, *Assistant Professor of Professional Practice*. B.A. (Texas Christian University), 2018 ; OTD (Washington University at St. Louis), 2022; Since 2024.

LEAH BOTKIN, *Assistant Professor*. BHSc. (University of Missouri), 2018; MSOT (Washington at St. Louis), 2020; Ph.D (University of Missouri), 2025; Since 2025.

MICHAEL D. JUSTISS, *Professor and Director of Occupational Therapy Doctorate Program*. B.S. (University of Pittsburgh), 1993; B.S. (Ibid), 1993; B.S. (Ibid), 1995; M.O.T (Duquesne University), 2000; Ph.D. (University of Florida at Gainesville), 2005. Since 2023.

CRYSTAL SMITH, *Assistant Professor of Professional Practice*. B.S. (University of Texas Medical Branch), 2001; M.A. (Lamar University), 2014; OTD (University of Texas Medical Branch), 2023; Since 2024.

Physician Associate

GARY PEREZ, *Professor of Professional Practice and Founding Director*. B.S. (University of Oklahoma) 1988; MPAS (University of Nebraska Medical Center) 1998; DMSc (University of Lynchburg), 2021. Since 2024.

Social Work

SH'NIQUA ALFORD, *Assistant Professor of Professional Practice and Director, BSW Program*. B.S.S.W. (Texas Christian University), 2005; M.S.W. (University of Texas at Arlington), 2014. Since 2018.

NADA ELIAS-LAMBERT, *Professor and Chair of the Department of Social Work*. B.A. (University of Texas at Austin), 2001; M.S.W. (University of Texas at Arlington), 2004; Ph.D. (Ibid.), 2013. Since 2013.

D. LYNN JACKSON, *Professor of Professional Practice and Director of Field Education, and Assistant Dean for Strategic Initiatives, Harris College*. B.S.W. (University of South Florida), 1979; M.S.W. (Florida State University), 1989; Ph.D. (Ibid.), 2005. Since 2013.

AESHA JOHN, *Professor*. B.A. (Gujarat University), 1992; M.S.W. (Maharaja Sayajirao University), 1995; Ph.D. (Oklahoma State University), 2011. Since 2015.

KATIE LAUVE-MOON, *Associate Professor*. B.S. (Louisiana Tech University), 2007; M.S.W. (Baylor School of Social Work), 2010; M.Div. (George W. Truett Theological Seminary), 2011; Ph.D. (Tulane University), 2017. Since 2017.

ASHLEY PALMER, *Assistant Professor*. B.S. (Washburn University), 2007; M.S.W. (Ibid.), 2008; Ph.D. (University of Kansas), 2019. Since 2022.

TENISHA POLK-POTTS, *Assistant Professor of Professional Practice*. B.A. (University of North Texas), 2010. M.S.S.W. (University of Texas at Arlington), 2012. Since 2022.

MARY TWIS, *Assistant Professor and Director, MSW Program*. B.S.S.W. (Texas State University), 2007; M.S.W. (University of Texas at Arlington), 2010; Ph.D. (Ibid.), 2018. Since 2018.

TEE TYLER, *Associate Professor*. B.S.W. (Brigham Young University), 2006; M.S.W. (University of Utah, 2008; Ph.D. (University of Texas at Austin), 2016. Since 2016.

[Directory Information - Faculty](#)

John V. Roach Honors College Directory

John V. Roach Honors College Directory

Ronald Pitcock, B.A., M.A., Ph.D.—Dean

Stacy Landreth Grau, B.A., M.S., Ph.D. – Associate Dean

Shelley Frank, B.A., M.A.—Director of Development

Frederick W. Gooding, Jr., B.A, J.D., M.A., Ph.D-- Associate Professor and Ronald E. Moore Professor of Humanities

Wendi Sierra, B.A., M.A., Ph.D.—Associate Professor

Juan Carlos Sola-Corbacho, B.A., M.A., Ph.D.-- *Assistant Professor of Professional Practice*

Dan Williams, B.A., M.A., Ph.D.—Honors Professor of Humanities

Wendy Williams, B.A., M.A., Ph.D.-- *Professor of Professional Practice*.

Colby Birdsell, B.A., M.A.—Director of Honors College Operations

Marie D. Martinez, B.A., M.A.—Director of Honors Academic Advising

Shannon Cooper, B.A., M.A. –Academic Adviser

Justine Grace, B.A., M.Ed.—Academic Adviser

Donna Schonerstedt, B.A., M.Ed.—Academic Adviser

Amanda Ashmead, B.S.—Assistant to the Dean

Keely Self—Administrative Assistant

[Directory Information - Faculty](#)

Neeley School of Business Directory

Neeley School of Business Directory

Craig Crossland, *John V. Roach Dean, Neeley School of Business*

Hettie Richardson, *Associate Dean, Undergraduate Programs*

Mark B. Houston, *Associate Dean, Faculty & Research*

David G. Allen, *Senior Associate Dean, Community Engagement*

William F. Wempe, *Associate Dean, Graduate Programs*

Anne Rooney, *Assistant Dean, Neeley Graduate Programs*

Ronnie Watkins, *Assistant Dean Finance and Administration*

Suzanne M. Carter, *Executive Director, EMBA Program*

Morgan L. Swink, *Executive Director, Supply and Value Chain Center*

Jim Roach, *Executive Director, Neeley Executive Education at the Tandy Center*

Megan Korn Russell, *Executive Director, External Relations*

Jessica Cates, *Senior Director, Graduate Student Success*

Mauricio Rodriguez, *Director, Luther King Capital Management Center for Financial Studies*

Zach Hall, *Director, TCU Sales Center*

Laura Meade, *Director, International Programs*

Chuck Miller, *Director, Information Technology*

Kelly O'Brien, *Director, Professional Development Center Professional Development Center at Neeley*

Director, Alcon Services Center

Michelle Franklin, *Director, Neeley Academic Advising Center*

Rodney D'Souza, *Director, Institute for Entrepreneurship & Innovation*

Anne Albrecht, *Special Advisor to the Dean for Connection Culture*

James Hill, *Director, Center for Real Estate*

DANYELLE L. ACKALL, *Instructor of Management*. B.S. (Texas A&M University), 1996; M.S. (University of Texas at Arlington), 2003. Since 2014.

ROBERT AKIN, JR., *Assistant Professor of Professional Practice*. B.G.S. (Texas Christian University), 1998; MBA (Ibid.), 2002; EdD. (Ibid.) 2013. Since 2003.

ANNE ALBRECHT, *Associate Professor of Accounting*. B.S. (University of Kansas), 2008; M.S. (Ibid.) 2009; Ph.D. (University of Missouri-Columbia) 2016. Since 2016. CPA.

DAVID G. ALLEN, *Professor of Management and Associate Dean, Graduate Programs*. B.S. (Georgia Institute of Technology), 1991; M.S. (Ibid), 1993; Ph.D. (Georgia State University), 1999. Since 2017

AARON H. ANGLIN, *Assistant Professor of Entrepreneurship*. B.S. (Western Carolina University), 2004; M.E. (Western Carolina University), 2006; MS. (North Carolina State University), 2013; Ph.D. (University of Oklahoma), 2017. Since 2017

YASHODA BHAGWAT, *Assistant professor of Marketing*. B.A. (University of Michigan, Ann Arbor), 2008, M.S. (University of Alabama, Tuscaloosa), 2009, Ph.D. (Georgia State University), 2015. Since 2015.

JOHN BIZJAK, *Professor of Finance and Holder of the Robert & Maria Lowdon Chair of Business Administration*. B.A. (University of California, Berkeley), 1983, Ph.D (University of Utah), 1992. Since 2010.

AUDRA BOONE, *Professor of Finance and holder of the C.R. Williams Professor of Finance Chair*. B.S. (University of Kansas), 1997; Ph.D. (Pennsylvania State University), 2002. Since 2016.

LAYNE C. BRADLEY, *Instructor in Business Information Systems*. B.A. (University of Texas at Arlington), 1970; M.B.A. (Texas Christian University), 1980; M.A. Business Communications (Jones International University), 2005. Since 2011.

TYSON R. BROWNING, *Professor of Operations Management*. B.S. (Abilene Christian University), 1993; S.M. (Massachusetts Institute of Technology), 1996; Ph.D. (Ibid.) 1999. Since 2003.

GARRY BRUTON, *Professor of Management. Holder of the Fehmi Zeko Faculty Fellowship*. B.A. (University of Oklahoma), 1978; M.B.A. (George Washington University), 1982; Ph.D. (Oklahoma State University), 1989. Since 1998.

SANDRA R. CALLAGHAN, *Associate Professor of Accounting*. B.S. (Texas Christian University), 1988; M.P.A (University of Texas at Austin), 1990; Ph.D. (Michigan State University), 1998. Since 1998. CPA.

SUZANNE M. CARTER, *Professor of Professional Practice in Management*. B.S. (University of Illinois), 1986; M.B.A. (University of Texas at Austin), 1992; Ph.D. (Ibid.), 1997.

DANIEL QI CHEN, *Professor of Information Systems*. B.E. (Shanghai Maritime University), 1994; M.B.A. (Washington University), 1999. Ph.D (University of Georgia), 2004. Since 2004.

JEFF ZEYUN CHEN, *Associate Professor of Accounting*. BS (Fudan University), 2002; MBA (University of Louisiana at Lafayette), 2004; Ph.D. (University of Houston), 2009. Since 2017.

SHANA M. CLOR-PROELL, *Professor of Accounting and Chair, Department of Accounting*. B.S. (Cornell University), 2000; M.S. (Cornell University), 2006; Ph.D. (Cornell University), 2007. Since 2011. CPA.

JANICE B. COBB, *Instructor of Accounting III*. B.B.A. (Texas Christian University), 1984; M.B.A. (Ibid.), 1986; Ed.D. (Ibid) 2017. Since 1997. CPA.

MICHAEL S. COLE, *Associate Professor of Management*. B.A. (Arkansas Tech University), 1996; M.A. (University of Tulsa), 1997; Ph.D. (Auburn University), 2003. Since 2007.

JULIE DAHLQUIST, *Associate Professor of Professional Practice in Finance*. B.B.A. (University of Louisiana, Monroe) 1984; M.A. (St. Mary's University), 2003; Ph.D. (Texas A&M University), 1989. Since 2015.

C. CLIFFORD DEFEE, *Associate Professor of Professional Practice in Supply Chain Management*. B.B.A. (Texas A&M University), 1981; M.B.A. (Ibid.) 1983; Ph.D. (University of Tennessee), 2007. Since 2019.

PATRICK E. DOWNES, *Assistant Professor of Management*. B.S. (University of Kansas), 2006; M.Ed. (Iowa State University), 2008; Ph.D. (University of Iowa), 2015. Since 2018.

GEORGE DRYMIOTES, *Professor of Accounting*. B.B.A. (University of Cyprus), 1999; Ph.D. (University of Florida), 2004. Since 2013.

O. HOMER EREKSON, *Dean and John V. Roach Chair in Business*. B.A. (Texas Christian University), 1974; Ph.D. (University of North Carolina), 1980. Since 2008.

Matthew Erickson, *Assistant Professor of Professional Practice in Accounting*. B.B.A. (Texas A&M University), 2009; M.S. (Texas A&M University), 2009; Ph.D. (University of Arizona), 2017. Since 2025.

RODNEY R. D'SOUZA, *Associate Professor of Professional Practice in Entrepreneurship, and Managing Director of the TCU Neeley Institute for Entrepreneurship and Innovation*. B.Com. (University of Pune), 1999; M.C.M. (Ibid.), 2000; M.B.A. (Northern Kentucky University), 2003; Ph.D. (University of Louisville), 2009. Since 2018.

DAVID A. DUBOFSKY, *Director of the LKCM Center for Financial Studies and Professor of Professional Practice in Finance*. B.E. (City College of New York), 1973; M.B.A. (University of Houston), 1975; Ph.D. (University of Washington), 1982. Since 2019.

GRANT FARNSWORTH, *Assistant Professor of Finance*. B.A. (Brigham Young University), 2004; B.S. (ibid.); 2004; M.S. (Northwestern University), 2007; Ph.D. (Pennsylvania State University), 2015. Since 2015.

KARSON E. FRONK, *Assistant Professor of Accounting*. B.S. (Brigham Young University), 2018; MAcc (Brigham Young University), 2018; Ph.D. (University of Georgia), 2023. Since 2023.

STACY LANDRETH GRAU, *Professor of Professional Practice in Entrepreneurship and Innovation*. B.A. (University of Louisiana-Lafayette), 1994; M.S. (Louisiana State University), 1997; Ph.D. (Ibid.), 2002. Since 2008.

JENNIFER L. GRENNAN, *Instructor I of Accounting*. BA (Queens University), 1993; MAc (University of North Carolina, Chapel Hill), 2019. Since 2024.

WILLIAM GRIESER, *Associate Professor of Finance*. BBA (Texas State University), 2011; B.S. (Ibid.), 2011; Ph.D. (Michigan State University), 2015. Since 2017.

ZACH HALL, *Assistant Professor of Marketing*. B.B.A. (Texas A&M Corpus Christi), 2005; MBA (Texas Tech University), 2007; M.S. Finance (Ibid.); 2007; Ph.D. Marketing (University of Houston), 2013. Since 2013.

T. BRAD HARRIS, *Associate Professor of Management*. B.B.A. (Texas Tech University), 2003; M.B.A. (University of Florida), 2006; Ph.D. (Texas A&M University), 2012. Since 2015.

JOSEPH S. HARRISON, *Assistant Professor of Management*. B.S. (University of Richmond), 2009; Ph.D. (Texas A&M University), 2017. Since 2017.

IN-MU HAW, *Holder of the J. Vaughn & Evelyn H. Wilson Professor in Business*. B.A. (Cheong-Ju University), 1974; M.B.A. (University of Alabama), 1979; Ph.D. (Ibid.), 1983. Since 1990.

MICHAEL A. HITT, *Distinguished Research Fellow in Management*. B.B.A. (Texas Tech University), 1968; M.B.A. (Ibid.), 1969; Ph.D. (University of Colorado), 1974. Since 2015.

KEITH M. HMIELESKI, *Professor of Entrepreneurship, Robert and Edith Schumacher Executive Faculty Fellow, and Academic Director of the TCU Neeley Institute for Entrepreneurship and Innovation*. A.S. (Greenfield Community College), 1995; B.S. University of Massachusetts, 1998; M.S. (Rensselaer Polytechnic Institute), 2002; Ph.D. (Ibid.), 2005. Since 2005.

PATRICK L. HOPKINS, *Assistant Professor of Accounting*. B.B.A. (Mercer University), 2005; M. Acc. (Georgia Southern University), 2008; Ph.D. (University of Arkansas), 2019. Since 2019. CPA.

PAUL J. IRVINE. *Holder of the Kleinheinz Family Foundation Endowed Chair in International Finance and Investments*. B.B.A. (University of Calgary); M.A. (Simon Fraser University); M.S. (University of Rochester), 1993; Ph.D. (Ibid.), 1996. Since 2013.

CHARLES IRONS, *Assistant Professor of Accounting*. B.S. University of Alabama 2014; M.S. University of Alabama 2015; Ph.D Georgia Institute of Technology 2025. Since 2025.

MARK B. HOUSTON, *Professor of Marketing and Holder of the James L. and Eunice West Chair of Marketing*. B.S. (Southwest Baptist Seminary), 1984; M.B.A. (University of Missouri, Columbia), 1990; Ph.D. (Arizona State University), 1995. Since 2017.

VALERIE R. JOHNSTON, *Professor of Professional Practice in Healthcare Management*. A.S. (Macon State College), 1984; B.S. (Georgia Institute of Technology), 1986; M.B.A. (Duke University), 1999; Ph.D. (The University of North Carolina at Charlotte), 2008. Since 2018.

BEATA JONES, *Professor of Professional Practice in Information Systems*. B.B.A. (Baruch College) 1988; M.S. (Ibid.), 1988; Ph.D. (City University, New York), 1993. Since 1995.

L. VAN JONES, *Instructor of Statistics*. B.S. (Texas Christian University), 1961; MBA (Ibid.), 1963; Ph.D. (Louisiana Baptist Theological Seminary), 1996. Since 2001.

PATRICIA JORDAN, *Assistant Professor of Professional Practice in Supply Chain Management*. B.S. (Oklahoma State University), 1986; M.B.A.(Ibid), 1992; Ph.D. (Ibid), 2014. Since 2015

SWAMINATHAN KALPATHY, *Associate Professor of Finance*. B.S. (Birla Institute of Technology & Science), 1994; M.B.A. (Southern Illinois University), 1999; Ph.D. (Arizona State University), 2004. Since 2013.

MAIA KELTON, *Instructor II of Accounting*, B.S. (Purdue University), 1997; M.B.A. (Texas Christian University), 2003; M.S. (Texas A&M Commerce), 2018. Since 2021.

SUSAN B. KLEISER, *Professor of Professional Practice in Marketing*. B.B.A. (University of Notre Dame), 1989, Ph.D. (University of Cincinnati), 1996. Since 2005.

JEREMY J. KOVACH, *Assistant Professor of Supply Chain Management*. B.S. (University of Tennessee, Knoxville), 1998; M.S. (Ibid), 1999; Ph.D. (Georgia Institute of Technology), 2014. Since 2015.

RYAN A. KRAUSE, *Associate Professor of Management*. B.S. (Indiana University), 2009; Ph.D. (Indiana University), 2013. Since 2013.

MARK C. LAYTON, *Instructor in Supply Chain Management*. B.S. (Northern Arizona University), 1981; Master of Professional Studies in Supply Chain Management (Pennsylvania State University), 2015. Since 2018.

TED W. LEGATSKI, *Associate Professor of Professional Practice in Entrepreneurship*. B.B.A. (Sam Houston State University), 1989; M.B.A. (Ibid.) 1991; Ph.D. (Texas A&M University), 1997, Since 2002.

ROBERT P. LEONE, *Professor of Marketing and J. Vaughn and Evelyn H. Wilson Chair of Marketing*. B.A. (University of Texas at Arlington), 1973; M.B.A. (Ibid.), 1974; Ph.D. (Purdue University), 1978. Since 2008.

RANDY LEWIS, *Instructor of Management*. A.A. (Tarrant County Junior College), 1983; B.B.A. (Dallas Baptist University), 1995; M.B.A. (Texas Christian University), 1998. Since 1999.

NING (ALEX) LI, *Assistant Professor of Management*. B.S. (Zhejiang University), 2006; M.S. (Ibid.), 2006; Ph.D. (University of Maryland), 2017. Since 2017.

STEVE C. LIM, *Associate Professor of Accounting*. B.A. (Korea University), 1976; M.S. (Ibid.), 1980; Ph.D. (Wharton School), 1989. Since 1999.

LARRY J. LOCKWOOD, *Professor of Finance and Holder of the Dr. Stan Block Endowed Chair in Finance*. B.S. (David Lipscomb University), 1975; M.A. (Western Kentucky University), 1979; M.S. (Purdue University), 1980; Ph.D. (Ibid.), 1982. Since 1994.

JANE M. MACKAY, *Associate Professor of Management Information Systems*.

STEVEN C. MANN, *Associate Professor of Finance*. B.S. (University of Utah), 1984; Ph.D. (Ibid.), 1994. Since 1994.

JOHN MATHIS, *Instructor of Management*. B.S. (Truman State University); 1966; M.A. (Arizona State University); 1968. Since 2005.

LAURA M. MEADE, *Professor of Professional Practice in Supply Chain*. B.S. (Valparaiso University), 1986; M.B.A (University of Texas at Arlington), 1991; Ph.D. (Ibid.), 1997. Since 2004.

TYLER S. MENZER, *Assistant Professor of Accounting*, B.A. (Lakeland University), 2014; Ph.D. (University of Iowa), 2024. Since 2024.

VASSIL MIHOV, *Associate Professor of Finance*. B.A. (Graceland College), 1995; Ph.D. (Purdue University), 2000. Since 2000.

THOMAS MOELLER, *Associate Professor of Finance*. B.A. (University of Giessen), 1995; M.B.A. (University of Kentucky), 1996; Ph.D. (University of Texas at Austin), 2002. Since 2006.

WILLIAM C. MONCRIEF III, *Professor of Marketing and Academic Director Neeley Fellows Program, Holder of Charles F. and Alan P. Bedford Professor of International Business*. B.A. (University of Mississippi), 1975; M.B.A. (Ibid.), 1978; Ph.D. (Louisiana State University), 1983. Since 1982.

JEFF MOORE, *Instructor of Finance*. B.B.A. (Texas Christian University), 1969; M.B.A. (Ibid.), 1971. Since 1974.

KAREN K. NELSON, *Holder of the M.J. Neeley Professor in Accounting*. B.S. (University of Colorado), 1988; Ph.D. (University of Michigan), 1997. Since 2016. CPA.

MARC NERI, *Associate Professor of Professional Practice in Accounting*. B.S. (Durham University), 1996; MH (University of Dallas), 2008; Ph.D. (University of North Texas), 2016. Since 2016.

RENEE M. OLVERA, *Professor of Professional Practice in Accounting, Director of the Master of Accounting and Director of the Master of Science in Business Analytics*. B.S. (Northern Illinois University), 2001; M.A.S. (Northern Illinois University), 2002; Ph.D. (University of North Texas), 2012. Since 2012. CPA.

ELIZABETH PLUMMER, *Professor of Accounting*. B.A. (Rice University) 1984; M.P.A. (University of Texas at Austin), 1986; Ph.D. (Ibid.) 1994. Since 2007. CPA.

DAVID S. PRESTON, *Professor of Information Systems*. B.S. (University of Florida), 1991; M.E. (Ibid.), 1993; M.B.A. (University of Georgia), 2000. Ph.D. (Ibid), 2004. Since 2004.

RICHARD PRIEM, *Professor of Management and Holder of the Luther Henderson Chair of Strategic Management and Leadership*. B.A. (St. Olaf College) 1971; M. S. (University of Arkansas) 1980; Ph.D. (University of Texas at Arlington) 1990. Since 2010.

RANGA V. RAMASESH, *Professor of Decision Sciences*. B.E. (University of Mysore), 1968; M.E. (Indian Institute of Science), 1970; M.B.A. (University of Rochester), 1982; Ph.D. (Pennsylvania State University), 1988. Since 1988.

ROBERT T. RHODES, *Professor of Professional Practice*. J.D. (Baylor University), 1980; L.L.M. (Tulane University), 1992. Since 1984.

HETTIE A. RICHARDSON, *Professor of Management, and Management, Entrepreneurship and Leadership Department Chair*. B.A. (University of Houston), 1994; M.A. (University of Georgia), 1996; Ph.D. (Ibid.) 2001. Since 2013.

MAURICIO RODRIGUEZ, *Professor of Finance and Real Estate, Holder of the Theodore and Beulah Beasley Faculty Fellowship, and Chair Department of Finance*. B.B.A. (George Washington University), 1988; M.B.A. (American University), 1989; Ph.D. (University of Connecticut), 1994. Since 1994.

TRACEY ROCKETT-HANFT, *Professor of Professional Practice and Faculty Associate Director of the Neeley Fellows Program*. B.S. (Texas A&M University), 1995. Ph.D. (University of Texas at Dallas), 2002. Since 2012.

JOSEPH A. ROH, *Associate Professor of Supply Chain Management*. B.S. (U.S. Air Force Academy), 1988.; MS (Air force Institute of Technology), 1994; PhD (Michigan State University). 2010. Since 2010.

JUE REN, *Assistant Professor of Economics and Finance*. BBA (University of Wisconsin-Madison); M.A. (Emory University), 2016; Ph.D. (Emory University), 2017. Since 2017.

MICHAEL S. SHERROD, *William M. Dickey Entrepreneur in Residence*. B.A. (University of Notre Dame), 1974; M.A. (University of Missouri at Columbia), 1976; E.M.B.A. (Texas Christian University), 2010. Since 2011.

ABBIE J. SHIPP, *Associate Professor of Management*. B.B.A. (Oklahoma State University), 1996; MBA (Ibid.), 2000; Ph.D. (University of North Carolina), 2006. Since 2012.

SHANNON SHIPP, *Associate Professor of Marketing*. B.S. (Tulsa), 1977; M.B.A. (Rensselaer Polytechnic Institute), 1978; Ph.D. (University of Minnesota), 1990. Since 1988.

KELLY T. SLAUGHTER, *Associate Professor of Professional Practice in Information Systems*. B.B.A. (University of Texas Austin), 1992; M.B.A. (University of Chicago), 1999; Ph.D. (University of Minnesota), 2009. Since 2018.

GREGORY K. STEPHENS, *Associate Professor of Management and Academic Director of the BNSF Next Generation Leadership Program*. B.S. (Brigham Young University), 1982; M.B.A. (Ibid.), 1984; Ph.D. (University of California, Irvine), 1992. Since 1990.

JEFF K. STRATMAN, *Chair and Professor of Information Systems and Supply Chain Management*. B.S.E. (Princeton University), 1989; Ph.D., (University of North Carolina at Chapel Hill), 2001. Since 2013.

SARANG SUNDER, *Assistant Professor of Marketing*, B.E. (Anna University, Chennai, India), 2007, Ph.D. (Georgia State University), 2015. Since 2015.

MORGAN L. SWINK, *Professor of Supply Chain Management and Holder of the Eunice and James L. West Chair in Supply Chain Management*. B.S. (Southern Methodist University), 1983; MBA (University of Dallas), 1986; Ph.D. (Indiana University), 1992. Since 2010.

ANN J. TASBY, *Instructor II of Accounting*. B.S. (DeVry University), 1992; M.B.A. (Ibid.), 2003. Since 2017. CPA.

SRIRAM THIRUMALAI, *Associate Professor of Supply Chain Management*. BTech (Indian Institute of Technology), 2000; Ph.D., (University of Minnesota), 2005. Since 2013.

TRAVIS TOKAR, *Associate Professor of Supply Chain Management*. B.S. (University of Arkansas), 2000; Master of Transportation and Logistics Management (Ibid.), 2001; Ph.D. (Ibid.), 2006. Since 2009.

MINAKSHI TRIVEDI, *Professor and Department of Marketing Chair*. M.Sc. (Delhi University, India), 1978; M.B.A. (BK School of Management, India), 1984; Ph.D. (University of Texas at Dallas), 1991. Since 2016.

AMY TROUTMAN, *Instructor II of Accounting, and Director, Professional Program in Accounting*. B.B.A. (The University of Texas at Austin), 1997; M.P.A. (Ibid.), 1997. Since 2018. CPA.

MARY UHL-BIEN, *Professor of Management, and BNSF Railway Endowed Professor in Leadership*. B.B.A. (University of Cincinnati), 1986; M.B.A. (Ibid.) 1988; Ph.D. (Ibid.), 1991. Since 2014.

MARY J. WALLER, *Professor of Management, and M.J.Neeley Professor of Management*. B.B.A. (University of Oklahoma), 1983; M.S. (University of Colorado - Denver), 1990; Ph.D. (University of Texas at Austin), 1995. Since 2017.

PATRICIA DORAN WALTERS, *Professor of Professional Practice in Accounting*. B.A. (College of St. Elizabeth), 1970; M.B.A. (New York University), 1985; Ph.D. (New York University), 1993. Since 2011. CFA.

DAVID WELTMAN, *Associate Professor of Professional Practice in Supply Chain Management*. B.S. (Southern Methodist University), 1984; M.S. (Ibid.), 1986 M.S. (University of Texas at Arlington), 2006; Ph.D. (Ibid.), 2007. Since 2012

WILLIAM F. WEMPE, *Professor of Accounting*. BS (McPherson College), 1986; MBA (Wichita State University), 1989; Ph.D. (Texas A&M University), 1998. Since 2001.

XIAOYAN (WINNIE) WEN, *Associate Professor of Accounting*. BS (Tsinghua University), 1998, MS (Ibid.), 2001 and 2003, Ph.D. (Carnegie Mellon University), 2007. Since 2015.

MARK B. WILLS, *Instructor II of Accounting*. B.B.A. (Valdosta State University), 1990; M.Acc. (University of West Georgia), 2012. Since 2017. CPA.

J. CHRIS WHITE, *Associate Professor of Marketing*. B.B.A. (West Texas State University), 1991; M.B.A. (Texas A&M University), 1993; Ph.D. (Ibid.), 1998. Since 2007.

BARBARA WOOD, *Associate Professor of Professional Practice in Finance and Assistant Director Luther King Capital Management Center for Financial Studies*. B.I.E. (Auburn University), 1978; M.B.A. (Baylor University) 1999; Ph.D. (University of Texas at Arlington), 2005. Since 2001.

LAURIE WOOD, *Instructor III of Accounting*. B.B.A. (Texas Christian University), 1999; M.B.A. (University of Texas, Arlington), 2001. Since 2007.

SHANNON YOUNGER, *Assistant Professor of Entrepreneurship* B.A. (University of Iowa), 2007; Ph.D. (University of Wisconsin - Madison), 2018. Since 2018.

Directory Information - Faculty

Emeritus Faculty

Emeritus Faculty

LARRY D. ADAMS, Emeritus Associate Professor of Sociology

LAVONNE ADAMS, Emeritus Associate Professor of Nursing

DAVID F. ADDIS, Emeritus Associate Professor of Mathematics

JOHN G. ALBRIGHT, Emeritus Professor of Chemistry

SHEILA M. ALLEN, Emeritus Professor of Voice

MARINDA ALLENDER, Emeritus Assistant Professor of Nursing

JULIE A. BAKER, Emeritus Professor of Marketing

KATHLEEN M. BALDWIN, Emeritus Associate Professor of Nursing

WILLADEAN WILLIAMS BALL, Emeritus Associate Professor of Nursing

WAYNE J. BARCELLONA, Emeritus Associate Professor of Nurse Anesthesia

ARNOLD I. BARKMAN, Associate Professor of Accounting

CHARLES McVEY BECKER, Emeritus Associate Professor of Economics and Finance

VICTOR A. BELFI, Emeritus Associate Professor of Mathematics

BETTY S. BENISON, Emeritus Professor of Kinesiology and Physical Education

CATHY C. BLOCK, Emeritus Professor of Education

STANLEY B. BLOCK, Emeritus Professor of Finance

ROBERT W. BOATLER, Emeritus Associate Professor of Finance

JOSEPH A. BOBICH, Emeritus Professor of Chemistry

BABETTE BOHN, Emeritus Professor of Art History

M. EUGENE BORING, Emeritus Professor of New Testament

PATRICIA BRADLEY, Emeritus Associate Professor of Nursing

JOHN A. BREYER, Emeritus Professor of Geology

D. CLAYTON BROWN, Emeritus Professor of History

RUDOLF B. BRUN, Emeritus Professor of Biology

JOSEPH BUTLER, Emeritus Professor of Music

CAROLYN SPENCE CAGLE, Emeritus Professor of Nursing

LARK F. CALDWELL, Emeritus Associate Professor of Interior Design and Merchandising

CLAUDIA V. CAMP, Emeritus Professor of Religion

SHARON CANCLINI, Emeritus Assistant Professor of Professional Practice

JAMES T. CHAMBERS, Emeritus Associate Professor of History

LUTHER B. CLEGG, Emeritus Professor of Education

FRANCES COLPITT, Emeritus Professor of Art History

CHARLES ROY COMBRINK, Emeritus Associate Professor of Mathematics

DAVID E. CONN, Emeritus Professor of Art

DAVID W. CRAVINS, Emeritus Professor of Marketing

WILLIAM L. CRON, Emeritus Professor of Marketing

DAVID R. CROSS, Emeritus Professor of Psychology

LINDA CURRY, Emeritus Professor of Nursing

LEE A. DANIEL, Emeritus Professor of Spanish and Hispanic Studies

DONALD F. DANSEREAU, Emeritus Professor of Psychology

MARLYN (LYN) DART, Emeritus Associate Professor of Nutritional Sciences

GAIL C. DAVIS, Emeritus Professor of Nursing

JOSEPH ECKERT, Emeritus Professor of Music

SAMUEL M. DEITZ, Emeritus Professor of Education

TRACY DIETZ, Emeritus Associate Professor of Social Work

J. MICHAEL DODSON, Emeritus Professor of Political Science

ROBERT S. DORAN, Emeritus Professor of Mathematics
SUSAN DOUGLAS ROBERTS, Emeritus Professor of Dance
H. KIRK DOWNEY, Emeritus Professor of Management
RAY W. DRENNER, Emeritus Professor of Biology
DAVID E. EDMONSON, Emeritus Provost of Technology Resources
R. TERRY ELLMORE, Emeritus Associate Professor of Radio-Television-Film
RICHARD ENOS, Emeritus Professor of English
HOMER EREKSON, Emeritus Dean of the Neeley School of Business and Professor of Entrepreneurship & Innovation
FRED ERISMAN, Emeritus Professor of English
PENG FAN, Emeritus Associate Professor of Mathematics
SHARON L. FAIRCHILD, Emeritus Associate Professor of French
RICHARD M. FENKER, JR., Emeritus Professor of Psychology
GARY W. FERGUSON, Emeritus Professor of Biology
JEFF FERRELL, Emeritus Professor of Sociology and Anthropology
DAVID W. FINN, Emeritus Assistant Professor of Marketing
LYNN FLAHIVE, Emeritus Assistant Professor of Communication Studies
ARTURO C. FLORES, Emeritus Professor of Spanish and Latin American Studies
PATRICK M. FLYNN, Emeritus Professor of Psychology
RONALD B. FLOWERS, Emeritus Professor of Religion
SALLY FORTENBERRY, Emeritus Professor of Fashion Merchandising
DONALD H. FRISCHMANN, Emeritus Professor of Spanish and Hispanic Studies
ROBERT P. GARWELL, Emeritus Professor of Music
AGATHA GAIL GEAR, Emeritus Instructor of Art History
JEAN GILES-SIMS, Emeritus Professor of Sociology
JOHN R. GIORDANO, Emeritus Associate Professor of Music
RICHARD C. GIPSON, Emeritus Professor of Music and Dean
TIM GOLLAHER, Emeritus Professor of Professional Practice of Nurse Anesthesia
TERESA GONZALEZ, Emeritus Professor of Professional Practice of Communication Studies
WILLIAM R.M. GRAHAM, Emeritus Professor of Physics and Astronomy
JUDY GROULX, Emeritus Professor of Education
GERALD L. GROTTA, Emeritus Associate Professor of Journalism
DAVID M. GUNN, Emeritus Professor of Religion
LINDA D. GUY, Emeritus Professor of Art
PHILIP S. HARTMAN, Emeritus Professor of Biology
RHONDA L. HATCHER, Emeritus Associate Professor of Mathematics
DIANE HAWLEY, Emeritus Associate Professor of Professional Practice of Nursing
SANO A. J. HENSLEY, Emeritus Assistant Professor of Accounting
JACK A. HILL, Emeritus Professor of Religion
DALE A. HUCKABY, Emeritus Professor of Chemistry
SUZANNE HUFFMAN, Emeritus Professor of Journalism
D. LYNN JACKSON, Emeritus Professor of Professional Practice of Social Work
DONALD W. JACKSON, Emeritus Professor of Political Science
JO ANN JAMES, Emeritus Professor of Education
DAVID JENKINS, Emeritus Professor of Social Work
JACK W. JONES, Emeritus Professor of Management
HENRY C. KELLY, Emeritus Professor of Chemistry
JANET KELLY, Emeritus Professor of Education
PAUL KING, Emeritus Professor of Communication Studies
TED K. KLEIN, JR., Emeritus Professor of Philosophy
JEAN KNECHT, Emeritus Assistant Professor of French
WILLIAM H. KOEHLER, Emeritus Provost
NADIA M. LAHUTSKY, Emeritus Associate Professor of Religion
CHARLES W. LAMB JR., M. J. Neeley Professor of Marketing

TED LEGATSKI, Emeritus Professor of Professional Practice, Entrepreneurship & Innovation
LALONNIE LEHMAN, Emeritus Professor of Theatre
MARJORIE D. LEWIS, Emeritus Associate Professor of English
ANNE L. LIND, Emeritus Assistant Professor of Nursing
JOSEPH B. LIPSCOMB, Emeritus Professor of Finance and Real Estate
CHARLES LOCKHART, Emeritus Professor of Political Science
KENNETH LOWRANCE, Emeritus Professor of Professional Practice of Nursing
JANE MACKAY, Emeritus Associate Professor in Information Systems and Supply Chain Management
PEGGY MAYFIELD, Emeritus Associate Professor of Nursing
NANCY MYERS McCAULEY, Emeritus Associate Professor of Theatre
MICHAEL D. McCRACKEN, Emeritus Associate Professor of Biology
KATHRYNE S. McDORMAN, Emeritus Associate Professor of History
MARY McKINNEY, Emeritus Senior Instructor of Spanish and Hispanic Studies
DEBRA A. McLACHLAN, Emeritus Associate Professor of Nursing
MARGARET C. McWHORTER, Emeritus Assistant Professor of Interior Design and Merchandising
NANCY MEADOWS, Emeritus Professor of Education
BONNIE MELHART, Emeritus Associate Professor of Computer Science
ROBERT MICHAEL MECKNA, Emeritus Professor of Music
JOHN L. MERRILL, Emeritus Director of Ranch Management
BRUCE N. MILLER, Emeritus Professor of Physics and Astronomy
ETTA MILLER, Emeritus Associate Professor of Education
JOEL MITCHELL, Emeritus Professor of Kinesiology
WILLIAM C. MONCRIEF III, Emeritus Professor of Marketing
LINDA MOORE, Emeritus Professor of Social Work
ALISON FINNEY MORELAND, Emeritus Instructor of Nursing
A. FRANKLIN MURPH, Emeritus Professor of Decision Sciences
WALTER R. NAFF, Emeritus Professor in the Department of Environmental Sciences, Biology and Geology
LEO W. NEWLAND, Emeritus Professor in the Departments of Environmental Sciences, Biology and Geological Sciences
DOUGLAS ANN NEWSOM, Emeritus Professor of Journalism
DONALD R. NICHOLS, Emeritus Professor of Accounting
FREDERICK D. OBERKIRCHER III, Emeritus Associate Professor of Design, Merchandising and Textiles
JOHN OWINGS, Emeritus Professor of Music
L. DONNELL PAYNE, Emeritus Associate Professor of Computer Science
RHONDA KEEN PAYNE, Emeritus Professor of Nursing
HENRY PATTERSON, Emeritus Associate Professor of Education
ROGER C. PFAFFENBERGER, Emeritus Professor of Decision Sciences
WILL POWERS, Emeritus Professor of Communication Studies
RICHARD PRIEM, Emeritus Professor of Management
CARROLL A. QUARLES, JR., Emeritus Professor of Physics and Astronomy
JACK RASKOPF, Emeritus Associate Professor of Journalism
WILLIAM W. RAY, Emeritus Associate Professor of Geography
MANFRED G. REINECKE, Emeritus Professor of Chemistry
NORMAN REMLEY, Emeritus Professor of Psychology
SHARON REYNOLDS, Emeritus Professor of Education, Posthumous
J. CY ROWELL, Emeritus Professor of Religious Education
D. MICHAEL SACKEN, Emeritus Professor of Education
KAY SANDERS, Emeritus Professor of Professional Practice of Nurse Anesthesia
F. ANDREW SCHOOLMASTER, III, Emeritus Dean of AddRan College and Emeritus Professor of Geography
STANLEY ALLEN SELF, Emeritus Professor of Management
GAYLA JETT SHANNON, Emeritus Professor of Professional Practice of Interior Design
ELLEN SHELTON, Emeritus Associate Professor in the School for Classical & Contemporary Dance
MELISSA SHERROD, Emeritus Professor of Nursing
DANIEL GOODING SHORT, Emeritus Professor of Accounting and Dean

CECILIA SILVA, Emeritus Professor of Education
DENNIS DWAYNE SIMPSON, Emeritus Professor of Psychology
MEENA SHAW, Emeritus Professor of Kinesiology
MICHAEL SKINNER, Emeritus Professor of Theatre
WILLIAM T. SLATER, Emeritus Professor of Journalism
RAYMOND W. SMILOR, Professor of Professional Practice and Holder of the Robert and Edith Schumacher Executive Fellowship in Entrepreneurship
EMMET G. SMITH, Emeritus Professor of Organ and Church Music
MARY A. STANFORD, Emeritus Professor of Accounting
MARJORIE T. STANLEY, Emeritus Professor of Finance
GREG STEPHENS, Emeritus Associate Professor of Management
CAROL A. STEPHENSON, Emeritus Associate Professor of Nursing
RANAE STETSON, Emeritus Professor of Education
KAY BLANTON STEVENS, Emeritus Associate Professor of Education
KENNETH STEVENS, Emeritus Professor of History
HOWARD W. STONE, Emeritus Professor of Pastoral Theology and Pastoral Counseling
DANNA E. STRENGTH, Emeritus Associate Professor of Nursing
BEN STRICKLAND, Emeritus Professor of Education
SCOTT A. SULLIVAN, Emeritus Professor of Art History and Dean
WILMA JEAN TADE, Emeritus Instructor in Communication Pathology
AUSTRALIA TARVER, Emeritus Associate Professor of English
JOHN TOULIATOS, Emeritus Professor of Education
STANLEY TRACHTENBERG, Emeritus Professor of English
WILLIAM E. TUCKER, Emeritus Chancellor
WILLIAM VANDERHOOF JR., Emeritus Assistant Professor of Education
ROBERT LEE VIGELAND, Emeritus Professor of Accounting
MARY L. VOLCANSEK, Emeritus Professor of Political Science
CHARLES WALKER, Emeritus Professor of Nursing
PATRICK L. WALTER, Emeritus Professor of Professional Practice in Engineering
PATRICIA T. WARRINGTON, Emeritus Associate Professor Fashion Merchandising
PEGGY W. WATSON, Emeritus Professor in the John V. Roach Honors College
RONALD G. WATSON, Emeritus Professor of Art
JO NELL WELLS, Emeritus Professor of Nursing
SPENCER K. WERTZ, Emeritus Professor of Philosophy
MARGIE J. WEST, Emeritus Professor of Art
J. CHRISTOPHER WHITE, Emeritus Associate Professor of Marketing
GARY WHITMAN, Emeritus Professor of Music
WALT E. WILLIAMSON, Emeritus Professor of Engineering
CURTIS W. WILSON, Emeritus Professor of Music
SUSAN F. WILSON, Emeritus Associate Professor of Nursing
PAUL WITT, Emeritus Professor of Communication Studies
HARRIET RISK WOLDT, Emeritus Associate Professor of Cello and Theory
MORRISON WONG, Emeritus Professor of Sociology
JAMES C. WOODSON, Emeritus Professor of Art
B. STEPHANIE WOODS-RAND, Emeritus Associate Professor of Ballet
FREDERICO XAVIER, Emeritus Professor of Mathematics
STUART A. YOUNGBLOOD, Professor of Management
TADEUSZ W. ZERDA, Emeritus Professor of Physics and Astronomy

History of TCU

Milestones in TCU History

1873

Founded as AddRan Male and Female College, Thorp Spring, Texas. Addison Clark, president (until 1899).

1889

Property given to the Christian Churches of Texas, name changed to AddRan Christian University; J.J. Jarvis president of the board (until 1895).

1895

Moved to Waco, Texas, December; Colonel J.Z. Miller, president of the board (until 1899).

1899

T.E. Shirley, president of the board (until 1909).

1902

Named changed to Texas Christian University; E.V. Zollars, president (until 1906).

1906

Clinton Lockhart, president (until 1910).

1909

T.E. Tomlinson, president of the board (until 1917).

1910

Main building at Waco destroyed by fire, March 22; the University moved to Fort Worth with classes in downtown buildings, September.

1911

Frederick Kershner, president (until 1915); school opened on present campus with main building, Jarvis and Goode halls, September; first endowment received, \$25,000, from L.C. Brite.

1912

Fort Worth Medical College adopted as medical department; charter member of the Association of Texas Colleges.

1913

Original Clark Hall completed.

1914

Brite College of the Bible founded, Brite Hall erected.

1915

School of Law added, E.R. Cockrell, principal.

1916

E.M. Waits, president (until 1941); S.J. McFarland, president of the board (until 1927).

1918

Medical College closed due to rising costs.

1920

Endowment of \$300,000 attained; School of Law closed.

1921

Gymnasium building completed; recognition by and aid from General Education Board; elected to membership in the Association of American Colleges.

1922

Elected to membership in Southern Association of Colleges and Schools, including accreditation; became member of the Southwest Athletic Conference.

1923

Jubilee celebration of 50th anniversary; \$500,000 endowment achieved; the Mary Coutts Burnett Trust received.

1925

Mary Coutts Burnett Library opened.

1926

Graduate school organized, first field house built.

1927

Van Zandt Jarvis, president of the board (until 1940).

1928

University placed on approved list of Association of American Universities.

1930

New stadium erected on West Campus; University placed on approved list of American Association of University Women.

1935

University became charter member of the Southern University Conference.

1936

Evening College made distinct administrative unit.

1938

School of Business organized.

1939

Silver anniversary of Brite College of the Bible celebrated.

1940

R.H. Foster, president of the board (until 1941).

1941

M.E. Sadler, president (until 1959, when he became chancellor until 1965); L.D. Anderson, president of the board (until 1954); Brite College accredited by American Association of Theological Schools.

1942

Foster Dormitory completed.

1943

University reorganized into seven schools and colleges.

1946

Harris College of Nursing added as eighth academic unit.

1947

Tom Brown Dormitory, E.M. Waits Dormitory completed.

1948

Jubilee celebration of 75th anniversary of the University; \$5 million endowment achieved; stadium enlarged to 33,500 capacity.

1949

Ed Landreth Hall and Auditorium (College of Fine Arts) completed.

1950

TCU Summer School in Mexico established at Monterrey Tech.

1952

Winton-Scott Hall of Science completed.

1953

Stadium enlarged to 37,000 capacity; old field house burned.

1954

Religion Center completed; Milton Daniel, chairman of board (until 1958).

1955

Brown-Lupton Student Center, Pete Wright Dormitory completed; Jarvis Dormitory renovated.

1956

TCU-Amon G. Carter Stadium expanded to 47,000 capacity; Ranch Management Program established.

1957

Dan D. Rogers Hall (School of Business) completed; Milton E. Daniel and Colby D. Hall dormitories completed.

1958

Lorin A. Boswell, chairman of the board (until 1969); estate of Milton E. Daniel left in trust to University; Mary Coutts Burnett Library enlarged; Sherley Dormitory completed, new Clark Dormitory built on site of Goode Hall; Bailey Building (old Brite Hall) renovated for College of Education.

1959

First Ph.D. programs approved; title of chief administrative officer changed from president to chancellor.

1960

M.E. Sadler Hall (administration and classrooms) completed on site of original Clark Hall; first students enrolled in Ph.D. programs in physics and psychology.

1961

Dave Reed Hall (old Administration Building) rebuilt for classrooms, faculty offices, second cafeteria; sale of adjacent Worth Hills Golf Course to the University approved by voters of the city.

1962

Daniel-Meyer Coliseum built, seating 7,166; Ph.D. programs in English and mathematics inaugurated; University elected to membership in College Entrance Examination Board and as a sponsor of the Oak Ridge Institute of Nuclear Studies; Computer Center put into operation; Institute of Behavioral Research established.

1963

Worth Hills Golf Course acquired for future expansion; Brown-Lupton Health Center completed; Ph.D. program in chemistry begun.

1964

Five residence halls and cafeteria completed on Worth Hills property.

1965

Ph.D. program in history inaugurated; endowment of more than \$27 million reached; M.E. Sadler retired as chancellor (July 1); James M. Moudy elected chancellor and inaugurated November 19.

1966

Approved faculty leaves with pay; authorized creation of "The TCU Press;" received \$3.4 million matching grant from Sid W. Richardson Foundation toward construction of Science-Research Center.

1967

Named School of Business M. J. Neeley School of Business; began participation in TAGER (The Association for Graduate Education and Research in North Texas) TV network; approved formation of a Faculty Assembly and Senate; Brown-Lupton Student Center expanded.

1968

Adopted new academic calendar with fall term ending before Christmas; established Pastoral Care and Training Center.

1969

M.J. Neeley chairman of the board (until 1972); approved New Century Program and goal; Leo Potishman Tennis Center completed; Bellaire North and Princeton House apartments purchased for student housing.

1970

Completed Sid W. Richardson Physical Sciences Building, Annie Richardson Bass Building for Harris College of Nursing and Home Economics and a new living-learning residence hall (named during 1971-72 session for Dr. and Mrs. Solomon Brachman); Phi Beta Kappa Chapter established February 24.

1971

Completed Cyrus K. and Ann C. Rickel Health and Physical Education Building and new women's residence hall (named during 1972-73 session for Mary Lipscomb Wiggins); formed Centennial Commission to plan 100th year observance during 1973; Friends of the Texas Christian University Libraries organized January 28; Tom Brown Hall renovated and refurnished.

1972

Administration reorganized into two major areas: academic and support, each headed by a vice chancellor; Theodore P. Beasley elected chairman of the board; Waits and Milton Daniel halls renovated and refurnished.

1973

Celebrated centennial year; \$35 million achieved during New Century campaign for capital, operating and endowment funds; "Old Gym" remodeled for Division of Ballet, "Little Gym" as annex for the Department of Art.

1974

William C. Conner elected chairman of the board; Chancellor J. M. Moudy received grant from the Danforth Foundation for leave of absence during spring semester, Vice Chancellor and Provost Howard G. Wible named acting chancellor during that time.

1975

Miller Speech and Hearing Clinic Building completed.

1976

Mary Potishman Lard Tennis Center completed for public and University use; third floor added to Annie Richardson Bass Building.

1977

Addison and Randolph Clark Society established to recognize donors of \$1,000 or more annually; Texas Growth Companies Endowment Fund established.

1978

Ground broken for J.M. Moudy Building for Visual Arts and Communication (dedicated March 26, 1982); new building for Starpoint School completed.

1979

Graduate program reorganized by school/college, replacing Graduate School; Bayard Friedman elected chairman of the board; Martin-Moore Hall named; James M. Moudy retired as chancellor, succeeded on September 5 by William E. Tucker (inaugurated April 16, 1980).

1980

Brite Divinity School passes \$7.5 million goal of its first fund-raising campaign; goal of \$10 million to expand library achieved.

1981

Library collection passes 1 million items; \$5 million endowment for financial aid received from Theodore and Beulah Beasley Foundation.

1982

The 40,000th graduate received a degree at summer commencement; addition almost doubling size of the library occupied (dedicated March 25, 1983).

1983

Endowment reaches and passes \$100 million for first time; appointments made to The 1990s Project: A Commission on TCU and the Future; Chancellor William E. Tucker elected to two-year term as moderator of the Christian Church (Disciples of Christ).

1984

Expansion of building for M.J. Neeley School of Business approved; suggestions received from The 1990s Project; football team gained national attention and played in Bluebonnet Bowl.

1985

Limitations placed on first-year, transfer enrollments; duties of vice chancellor for administrative services and student affairs divided among two positions as fifth vice chancellor is added.

1986

Construction of new residence hall approved.

1987

Groundbreaking for Tandy Hall expansion of M.J. Neeley School of Business and Moncrief Hall, a new residence hall; School of Fine Arts re-named College of Fine Arts and Communication; new University Curriculum Requirements approved.

1988

Academic Services Center put into full operation; Moncrief Hall dedicated.

1989

Tandy Hall dedicated; endowment passes \$200 million.

1990

John Roach elected chairman of the board; 50,000th graduate receives degree; more than \$3 million in gifts assure permanence of Ranch Management Program; priorities for academic initiatives in the 1990s include a program in engineering, stronger focus on Ph.D. programs, strengthened international study opportunities for faculty and students.

1991

Master plan for the physical campus completed and approved; central dining hall renovated for \$2.2 million.

1992

First first-year admitted to new engineering program; Winthrop Rockefeller Building for Ranch Management completed (dedicated January, 1993); first "global-theme semester" held and student exchange with *Universidad de las Americas-Puebla* approved; \$15 million bequest from estates of B.M. and Frances Britain received.

1993

Board of Trustees approves planning of a comprehensive fund-raising campaign, the first in a quarter century; endowment passes \$400 million.

1994

The Walsh Complex, a \$2.5 million expansion of the athletics weight training and rehabilitation center, is built; when the Southwest Conference acts to disband after 1995, TCU joins the Western Athletic Conference, then wins the SWC football co-championship and plays in the Independence Bowl; The Next Frontier Campaign is publicly announced with a \$100 million goal, with \$61 million raised or committed during the "silent phase" of the five-year campaign.

1995

Ground is broken for the \$6 million Dee J. Kelly Alumni and Visitors Center (dedicated at Homecoming 1996); computer/information technology extended to all residence hall rooms; pre-enrollment Frog Camp becomes integral to first-year program.

1996

First class of engineering students awarded degrees; faculty expanded by 10 primarily to enhance first-year seminar program; ground broken for \$11.5 million F. Howard and Mary D. Walsh Center for the Performing Arts; renewal/reconfiguration of residence halls approved.

1997

The combined TCU/Brite Endowment exceeds \$750 million after completion of the five-year Next Frontier Campaign, which raised more than \$126 million; Pete Wright Hall razed to make way for the Tom Brown/Pete Wright residential community, completed in 1998; the Department of Engineering receives accreditation; TCU establishes partnership with Columbia University to send students to Biosphere II.

1998

The Mary D. and F. Howard Walsh Center for Performing Arts dedicated; the TCU London Centre, the University's first permanent overseas facility, opens its doors to the first class of students in the fall; Chancellor William E. Tucker retires after 19 years of service, paving the way for the University's ninth chancellor, Michael R. Ferrari; the Department of Music renamed the School of Music and becomes one of the country's few all-Steinway schools. TCU defeats USC in the Sun Bowl, 28-19.

1999

Tom Brown/Pete Wright Residential Complex, housing upperclassmen in apartment style quarters, opens in January; work begins on the William E. and Jean Jones Tucker Technology Center; Commission on the Future of TCU kicks off in fall; Lowdon track is dedicated; ground is broken for 35,000 square-foot Justin Athletics Center; Frogs beat East Carolina 28-14 in the Mobile Alabama Bowl; trustees approve an aggressive program to improve classroom technology and hire 21 new faculty.

2000

Schools and colleges reorganized from five to seven—AddRan College of Liberal Arts, M.J. Neeley School of Business, the Bob Schieffer College of Communication, the College of Education, the College of Fine Arts, the College of Health & Human Sciences, and the College of Science & Engineering; the James A. Ryffel Entrepreneurship Center established; TCU parents Steve and Sarah Smith donate \$10.5 million for an entrepreneurship facility, the largest private gift in University history; Brite's Leibrock Village dedicated; Runningback LaDainian Tomlinson becomes the third Horned Frog to run for the Heisman Trophy, placing fourth in the nation in the final vote and earning the Doak Walker Award; the Frogs end with an 10-2 football season and go to their third consecutive bowl game—the Mobile Alabama Bowl; in November, the University signs an agreement with the *Universidad de las Americas-Puebla, Mexico*, allowing students from both universities to earn degrees in communication from both institutions simultaneously.

2001

Spring closes the most successful athletics program in school history as the University leaves the Western Athletic Conference and joins Conference USA; in February, TCU Board of Trustees approved a new flat-rate pricing structure that better aligns TCU with other prominent private universities and reflects the value of the complete "TCU Experience"; Gary Patterson becomes the 29th head coach in the history of the TCU football program and takes the Horned Frogs to their fourth consecutive post-season appearance—The galleryfurniture.com Bowl; Harris College of Nursing launches an online master's degree to allow RNs with a Bachelor of Science degree to complete their master's degree in two years, and RNs with an Associate of Arts degree to complete the program in three; the women's basketball team wins the WAC regular season title and post-season tournament, earning the Lady Frogs their first-ever appearance in the NCAA Tournament; in May, the James A. Ryffel Center for Entrepreneurial Studies sponsors the first-ever Entrepreneurial Summit, a networking and idea-sharing event; construction begins on the Sarah and Steve Smith Entrepreneurs Hall; M.J. Neeley School of Business launches a Center for Supply and Value Chain Studies; Men's Head Basketball Coach Billy Tubbs announces he will step down at the end of the season. He compiles a 156-95 record, including a regular season WAC division title in eight seasons; Mary Coutts Burnett Library expands its computer lab to 100 computers and adds Bistro Burnett, a coffee bar in the library's foyer; the University begins a three-year \$30 million plan to upgrade about 80 classrooms and laboratories with new lighting, ceilings, furniture and audio-visual equipment and renovate several residence halls.

2002

The M.J. Neeley School of Business makes plans for the Luther King Capital Management Center for Financial Studies; the College of Education announces a Center for Urban Education that will form a coalition of teachers, principals, and TCU faculty and students to turn neglected inner-city schools into thriving environments; Mary Coutts Burnett Library establishes Information Commons, a combination reference help desk and computer troubleshooting center; construction begins on 2,220-seat Lupton Stadium, the

new home for the baseball team; William E. and Jean Jones Tucker Technology Center opens for engineering, computer science and mathematics; Neil Dougherty becomes the 18th head coach in the history of TCU men's basketball; a School of Anesthesia opens within the College of Health & Human Sciences; the football team wins its fifth consecutive bowl game, beating Colorado State 17-3 in the Liberty Bowl in Memphis, ending the season 10-2 with a No. 22 ranking.

2003

The Steve and Sarah Smith Entrepreneurs Hall opens; Victor J. Boschini, Jr. becomes TCU's 10th leader when he takes office as chancellor; Chancellor Michael R. Ferrari retires after leading the University for five years; D. Newell Williams becomes the eighth president of Brite Divinity School; Monnig Meteorite Gallery opens; Baseball Coach Lance Brown, TCU's all-time winningest coach, retires after 17 years and 517 victories, Jim Schlossnagle is named his successor and the new stadium hosts its first game; the first-year class was the largest and smartest group to date at 1,596 with an average SAT of 1168; the Frogs lost to Boise State 34-31 in the Inaugural Fort Worth Bowl after an 11-1 season pushed them into the national media spotlight with talk of a BCS game if they went undefeated; tuition rose to \$19,700, a 11.9 percent increase; Vision in Action: Planning TCU's Future was launched to develop a long-range strategic plan; purple gowns were instituted for graduation.

2004

Victor J. Boschini, Jr. is inaugurated as the 10th chancellor; R. Nowell Donovan is named provost; D. Newell Williams is inaugurated as the eighth president of Brite Divinity School; TCU accepts a bid to join the Mountain West Conference; Daniel Short is named dean of the M.J. Neeley School of Business; Chancellor Emeritus James Mattox Moudy dies; Bronson Davis, vice chancellor for advancement for 14 years, retires; architectural plans are drawn up for a new Veterans Plaza; Baseball team makes regionals for the second time ever.

2005

Approval for a \$100 million Vision in Action plan to add four residence halls, a University union and a green-space commons to the heart of the campus; construction begins on renovation and expansion to triple the size of the College of Education; Veterans Plaza memorial to alumni and students erected; M.J. Neeley School of Business ranked 18th in the nation by the *Wall Street Journal Guide*; journalism school named for Bob Schieffer; new core curriculum instituted; football wins Mountain West Championship and Houston Bowl; baseball wins last Conference USA Championship; women's basketball makes sixth consecutive appearance in NCAA Tournament; baseball pitcher Lance Broadway drafted by the Chicago White Sox in the first round.

2006

Commencement moved back to campus after four years, and split into two ceremonies to handle the crowds; TCU Bookstore on Berry Street moved into temporary trailers while the store's building underwent a second-floor expansion, but the building subsequently burned to the ground during the night; Frog Fountain is dismantled for renovation as construction on the newly announced Campus Commons gets underway; ground is broken in April for the new J.E. and L.E. Mabee Foundation Education Complex that will include the renovation of the historic Bailey Building and addition of the Steve and Betsy Palko Building; GrandMarc at Westberry Place, a public/private partnership, opened its doors as student housing on campus; TCU announced plans for an indoor sports practice facility and a new bookstore; TCU became the first school in Texas to adopt an all-paperless application process.

2007

A policy change required all sophomores and first-year to live on campus beginning in the fall, when two of the four dorms in the Campus Commons opened; the Sam Baugh Indoor Practice Facility and Cox Field opened in May; the Mabee Education Complex for the newly named College of Education opened in July. Trustees approve a \$315 million budget for 2007-08, which included \$6.4 million in additional financial aid. A drilling rights agreement is signed with Four Sevens Resources Co., Ltd., signaling intent by the University to allow gas drilling in the Barnett Shale on campus. The largest incoming class, 1,660 students, with the highest SAT average scores (1759) to date, arrived in the fall. A refurbished Frog Fountain was installed in December. Jarvis Dormitory and Clark Hall closed for renovations in December. When Jarvis reopens in 2008 as Jarvis Hall, it will house only offices.

2008

A 34,000-square-foot TCU Barnes & Noble bookstore opened at the corner of University Drive and Berry Street in January. Students moved into the Teresa and Luther King and Mary and Robert J. Wright residences halls on the Campus Commons. The public phase of the Campaign for TCU kicked off in April. The Brown-Lupton Student Center was razed in July and construction began on the Clarence and Kerry Scharbauer Hall for the Honors College and AddRan College of Humanities & Social Sciences. The Brown-Lupton University Union opened. Clark and Jarvis Halls reopened, though Jarvis is now office space. Sherley Hall was closed for renovation. The incoming Class of 2010 boasted the highest average SAT score (1754) in school history. An addition to Moudy South, which will house a convergence lab for the Schieffer, was announced in late fall.

2009

An addition to the Starpoint School/KinderFrogs building opened in February. The John V. Roach Honors College was established. Milton-Daniel Hall closed for renovation. Sherley Hall reopened in August as an all-first-year residence hall following a year-long renovation. Construction of an Admission building is announced. Amon Carter Stadium has a record crowd of 50,307 for the game against Utah on Oct. 31, which the Frog won, 55-28. ESPN's College Game Day was on hand that day too, another campus first. The Frogs, under Coach Gary Patterson have the first perfect regular season since 1938 (12-0). Fort Worth gets on board, turning the Trinity River purple and lighting up downtown in purple lights. Finishing the season at #5 in the nation, the Frogs earn a spot in their first BCS tournament, the Tostitos Fiesta Bowl in Arizona.

2010

In January the No. 4 Frogs fell 17-10 to No. 6 Boise State in the 2010 Tostitos Fiesta Bowl in Glendale, Arizona. It was the Frogs' first-ever Bowl Championship Series appearance. Scharbauer Hall, completed in 2009, was opened to classes for the spring 2010 semester. The hall also houses the AddRan College of Liberal Arts and the John V. Roach Honors College. Reed Hall, which was renovated to match the newly-constructed Scharbauer Hall, is re-opened in the summer. In February the Bob Schieffer College of Communication dedicated its new \$5.6 million convergence lab, bringing together the Skiff, TCU News Now and Image magazine operations in one newsroom. In May "Range Duty," an 800-pound bronze sculpture depicting a cowboy at a campfire, was added to the front lawn of the Winthrop Rockefeller Building for Ranch Management. In June the Athletic department added the Jane Justin Soccer Fieldhouse to its roster of facilities. The \$7.9 million, 14,500-square-foot Mary Wright Admission Center opened its doors in August. The facility's use of geothermal energy for heating, cooling and water temperature systems has earned it LEED (Leadership in Energy and Environmental Design) gold certification. After a year-long renovation, Milton Daniel residence hall re-opened in August to house students in the John V. Roach Honors College. In November TCU accepted an invitation to join the Big East Conference effective July 1, 2012. On Dec. 5, 2010, the west grandstand of Amon G. Carter Stadium was imploded to make way for the planned \$105 million renovation project. In December the TCU Jazz Ensemble was among the first U.S. college groups to travel to Cuban when it performed at the Havana International Jazz Festival. U.S. News & World Report ranked the Neeley School of Business in the Top 10 schools for MBAs with the Most Financial Value at Graduation in a 2010 survey.

At the 97th Rose Bowl on Dec. 31 in Pasadena, TCU beat the University of Wisconsin 21-19. The victory followed two days of Los Angeles festivities including New Year's Eve party for alums, a Frog Bash, a pep rally and the Tournament of Roses parade. At home, 7,000 local fans gathered at Daniel-Meyer Coliseum with Fort Worth Mayor Mike Moncrief and State Senator Wendy Davis '90 for a celebration that was televised live.

2011

TCU was included in The Princeton Review's Best 376 Colleges, 2012 Edition. Only about 15 percent of America's 2,500 four-year colleges and three outside the U.S. are profiled in the guide. TCU also was included in The Princeton Review's Guide to 311 Green Colleges, 2011 edition, for the environmentally responsible practices. In November, TCU received approval from its Board of Trustees' Executive Committee to renovate the east side of Amon G. Carter Stadium immediately following the conclusion of the 2011 football season. In August the inaugural Frogs First orientation, welcomed the Class of 2015. Also in August, the School for Classical & Contemporary Dance moved into the newly renovated Erma Lowe Hall (formerly the Ballet Building); the official opening was celebrated in October. On Oct. 10 the Board of Trustees unanimously approved an invitation to join Baylor, Iowa State, Kansas, Kansas State, Missouri, Oklahoma, Oklahoma State, Texas and Texas Tech in the Big 12 conference, effective July 1, 2012. In November construction of two residence halls in Worth Hills was announced as part of a multi-phase plan to create a new residential Worth Hills Village. The halls will accommodate about 400 students with completion expected by August 2013. In December a two-ton wrecking ball finished its work on the last of the old Amon G. Carter Stadium in preparation for further renovation, completion is scheduled for late summer 2012, well before the first home game against Grambling State. Also in December, a time capsule containing TCU memorabilia was buried inside a column on the west side of the stadium. After failing to earn a bowl berth in BCS standings, TCU was picked for the San Diego County Credit Union Poinsettia Bowl. The Frogs' 31-24 victory over Louisiana Tech gave TCU its third straight Mountain West Conference title.

2012

The W. Oliver and Nell A. Harrison Building of Brite Divinity School opened in January. The TCU Board of Trustees approved the next phase of Vision in Action, called the Academy of Tomorrow, in February. Construction on the new academic building and an addition to Annie Richardson Bass Building began in the fall. The Campaign for TCU concluded in May with a total of \$434,103,887 raised. Construction began on two new residence halls in Worth Hills, at the corner of Bellaire Drive North and Stadium Drive. Ol' Rip, a new horned frog statue, was installed between Reed Hall and Scharbauer Hall in April. Membership in the Big 12 Conference kicked off July 1. A completely renovated Amon G. Carter Stadium opened in September, and Gary Patterson became TCU's winningest coach with his 110th victory at the first home game of the season against Grambling State.

2013

With a first-year class featuring some of the highest SAT and ACT scores in TCU history, the University remained the second most selective school in Texas, behind only Rice University. The student-faculty ratio was an enviable 13:1, and the first-year-to-sophomore retention rate approached 90 percent. The Chronicle of Higher Education listed TCU among its "Great Colleges to Work For," and The Princeton Review ranked TCU at No. 15 in the nation for Best College Dorms. The Greek Circle of Excellence, built to celebrate a half-century of Greek-letter societies at TCU, was dedicated. The Pre-Health Professions Program was elevated to the Pre-Health Professions Institute. The Neeley School of Business, recognized by The Economist as having the world's best MBA faculty, celebrated its 75th anniversary. Three graduate programs enrolled their first students: the Master of Social Work, the MBA for Energy Professionals and the Master of Science in Supply Chain Management. Work continued on the Intellectual Commons, including construction of Rees-Jones Hall, TCU's first interdisciplinary academic building, and an addition to the Annie Richardson Bass Building. Two residence halls opened in the Worth Hills Development, Marion Hall and Pamela and Edward Clark Hall, while a third was under construction.

2014

U.S. News & World Report placed TCU No. 76 among national universities, while *Forbes* named the University one of its "Rising Stars: 10 Top Colleges to Watch." Further evidence of TCU's academic excellence was the selection of six Horned Frogs as Fulbright Scholars. For the fourth consecutive year, the University was on *The Chronicle of Higher Education's* "Great Colleges to Work For" list. With 17,000 applications for the Class of 2018, the admission rate was in the "highly selective" category. On the east campus, a classical new entrance to the Mary Coats Burnett Library was constructed, and work began on a technology-rich reimagining of the library. Rees-Jones Hall opened in the Intellectual Commons, as did an addition to the Annie Richardson Bass Building. On the west campus, Marlene Moss Hays Hall was the latest facility to open in the Worth Hills residential development. As part of TCU's Quality Enhancement Plan to internationalize the University, the fall 2014 focus of Discovering Global Citizenship was the Middle East and Central Asia. The first of the "great themes" courses, which examine critical challenges facing the planet, addressed water issues.

2015

A multipurpose building opens in Worth Hills. The university endowment reaches \$1.5 billion. TCU and the University of North Texas Health Science Center sign a memorandum of understanding to create a new M.D. school in Fort Worth. The baseball team makes its third College World Series appearance in six years. The renovated Mary Coats Burnett Library opens in the Intellectual Commons, while an ambitious new complex for the Neeley School of Business is on the drawing board. After an injury-plagued 2015 football season, the Frogs win the Alamo Bowl with a 31-point comeback to earn a No. 7 postseason national ranking. The Ed and Rae Schollmaier Arena in the Daniel-Meyer Athletic Complex is dedicated. Work begins on Greek Village in Worth Hills. The Class of 2019 — more than 2,000 strong — continues a trend of excellence with the highest academic credentials in TCU history.

2016

Significant events in the University's history continue as TCU opts out of Senate Bill 11 and prohibits guns on campus. Dr. Stuart Flynn is selected as the founding dean of the new M.D. School being created by TCU and the University of North Texas Health Science Center. William and Sue Parrish donate life-sized bronze statues to commemorate TCU Football icons—Davey O'Brien, Leo "Dutch" Meyer and Gary Patterson. Bob Schieffer "retires" The Schieffer Symposium in the News, and establishes TCU's most generous and academically prestigious scholarship. The Art Galleries secure a hand-painted chromogenic print titled *Dead Cock and Contemplative Magpie*, 2007 for the University's Permanent Art Collection and TCU's Percussion Orchestra wins the International Percussion Ensemble Competition for the fourth time.

2017

Construction began in the summer on a re-envisioned Greek Village in Worth Hills that will support almost 800 students in 24 chapter houses. Nearby, new residence halls and the newly named King Family Commons enhance the full TCU experience for upper division students. Senior Caylin Moore was one of 32 students from across the United States to receive the prestigious Rhodes Scholarship—only the second person in TCU history to be selected for the honor. The TCU Institute of Child Development changed its name to the Karyn Purvis Institute of Child Development at TCU in honor of its late founder. The Neeley School of Business received Top 25 rankings for its undergraduate, entrepreneurial studies and master's in accounting programs from *Public Accounting Report*, *Entrepreneur* and *Bloomberg Businessweek*. TCU MBA programs made the Top 10 as defined by The Economist and The Princeton Review. Fourteen of TCU's varsity sports reached the postseason. TCU men's and women's basketball began play in the sparkling new Ed and Rae Schollmaier Arena, which also hosted a record three TCU commencement ceremonies in May. In baseball, the Frogs again won the Big 12 Championship and went to the College World Series. The Chronicle of Higher Education named TCU a "Great College to Work For" for the sixth consecutive year.

2018

The School of Interdisciplinary Studies was constituted during the summer of 2018. Women & Gender Studies became a department after nearly 25 years of academic offerings on campus. Comparative Race and Ethnic Studies, previously a program in the AddRan College of Liberal Arts, became an academic department.

Material Resources

Material Resources

Through the generous gifts and bequests of friends over the years, the University has accumulated endowment funds with a market value of \$1.48 billion as of December 31, 2016.

Fully endowed chairs, several professorships, lectureships and many endowed scholarships have been contributed by individuals, charitable foundations and churches.

Chairs and Professorships

A named academic position may be created by an endowed amount consistent with recently adopted guidelines.

Abell-Hanger Professorship in Gerontological Nursing was endowed for the Harris College of Nursing & Health Sciences as the result of a challenge grant offered by Mrs. George T. Abell '26 and the Abell-Hanger Foundation. The professorship is held by Dennis Cheek.

William L. and Betty F. Adams Chair of Education was established in the College of Education by an endowment from Mr. and Mrs. William L. Adams. The chair is held by Jo Beth Jimeron.

Andrews Chair of Interdisciplinary Studies in the John V. Roach Honors College was established in the John V. Roach Honors College by an endowment from Dr. and Mrs. Paul E. Andrews in 2017. The chair is currently open.

Andrews Chair of Mathematics & Science Education was established in the College of Education by an endowment from Dr. and Mrs. Paul E. Andrews in 2017. The chair is held by Molly Weinburgh.

Charles F. and Alann P. Bedford Professorship in International Business was established through a bequest gift from Dr. Alann P. Bedford, who was awarded the honorary Doctor of Laws degree in 1973. She was a TCU trustee 1975-88. This position aids the Neeley School of Business in emphasizing the increasingly global nature of business. The professorship is held by William C. Moncrief III.

Bezos Family Foundation Endowed Chair for Early Childhood Education was established in 2020 through the generosity of the Bezos Family Foundation to enable the TCU College of Education to support a distinguished teacher and scholar in the College's Early Childhood - 6th Grade Education Program who has made significant contributions to the culture of the academy. The chair is held by Jan Lacina.

John Biggs Professorship in Ranch Management was established from a gift from the E. Paul and Helen Buck Waggoner Foundation in 1992. The professorship is held by Jason Faubion.

Dr. Stan Block Chair of Finance was established in the Neeley School of Business in 2001 through the generous gifts of Neeley School of Business alumni and friends. The chair is held by Larry J. Lockwood.

Bloxom Foundation Professorship of Sports Entrepreneurship was established in 2021 through the generosity of the David E. Bloxom, Sr. Foundation, in memory of David E. Bloxom '49. The professorship is held by an exemplary teacher and expert in the field of entrepreneurship in the Neeley School of Business who enhances the creativity and innovation of the university. The professorship is held by Anthony Banos

BNSF Railway Endowed Professorship in Leadership was established in the Neeley School of Business in 2012 by the BNSF Railway Foundation. The professorship is held by Mary Uhl-Bien.

A.A. Bradford Chair of Religion in the AddRan College of Liberal Arts was established by Mrs. L.K. Helen Bradford in 1982, in memory of her husband, A.A. "Jack" Bradford, an alumnus and trustee of TCU. The chair is held by David Moessner.

The I. Wylie and Elizabeth M. Briscoe Professor of History of Christianity and History of Christian Thought was established in Brite Divinity School in honor of the Briscoes. The professorship in Hebrew Bible is held by James Duke.

The Harold Glen Brown Lecturer in Pastoral Ministry was established in Brite Divinity School by Mr. and Mrs. Robert M. Leibrock of Midland, Texas. This position will be filled at a later time.

Herman Brown Chair of Political Science in the AddRan College of Liberal Arts was created in 1968 through an endowment grant by The Brown Foundation, Inc. of Houston to recognize distinguished achievement in the field of political science. The chair is held by James M. Scott.

Philip J. and Cheryl C. Burguières Professorship in Communication Studies in the Bob Schieffer College of Communication was established by Mr. and Mrs. Philip J. Burguières of Houston, Texas in 2001. The professorship is held by Paul Schrodtt.

Burnett Ranches Endowed Professorship in Ranch Management was established in 1990 by the Anne Burnett and Charles Tandy Foundation. The professorship is held by Kerry L. Cornelius.

Hunter Enis Endowed Chair in Petroleum Geology in the College of Science & Engineering was established in 2013 by Shirley and Hunter Enis and Patti and Larry Brogdon, as well as through additional gifts made by friends and alumni. The chair is held by Richard Allen Denne.

John M. Geesbreght M.D., M.S. FACEP Chair of Emergency Medicine, provided by the generosity of John and Priscilla Geesbreght in 2018, was the first endowed chair established in the TCU and UNTHSC School of Medicine with the purpose of enhancing academic, research or clinical services/programs originated or approved by the Geessbreght Chair. The chair is currently held by Terence McCarthy.

The Charles Fischer Catholic Professorship in New Testament was established in Brite Divinity School in 2004 with a gift from an anonymous donor and provides material support to Brite's vision as an ecumenical seminary. The position is held by Francisco Lozada, Jr.

Cecil H. and Ida Green Distinguished Emeritus Tutors was funded by an endowment from Drs. Cecil H. and Ida Green. This position, established in 1980, provides an opportunity to name an emeritus tutor from among the ranks of TCU's emeritus faculty on a year-to-year basis.

Cecil H. and Ida Green Honors Chair was established in 1969, by Drs. Cecil H. and Ida Green of Dallas to bring to campus many nationally known visiting scholars, scientists, writers and other career persons on a rotating appointment program.

Luther A. Henderson University Chair of Leadership was established in the Neeley School of Business in 2004 by an estate gift from Mr. Luther A. Henderson. The chair is held by David G. Allen.

Harold D. and Imogene Herndon Professorship in Geology was contributed by Dr. and Mrs. Herndon in 1978. The professorship is held by Richard E. Hanson.

Harold D. and Imogene Herndon Professorship in Music was established in the College of Fine Arts in 1978 by a gift from Dr. and Mrs. Herndon. The professorship is held by John Owings.

Houston Livestock Show and Rodeo Professorship in Ranch Management was established in TCU Ranch Management in 1990 by the Houston Livestock Show and Rodeo Educational Fund. The professorship is held by Matt McLennan.

Al and Dawn Hoffman Chair of the American Ideal was established in 2020 in the AddRan College of Liberal Arts at Texas Christian University to support a distinguished teacher and scholar in the Department of Political Science who will study and strengthen a culture of civil political discourse and shared ideological understanding, addressing a rise of contempt in American society among those of differing viewpoints. The chair is currently open.

The Rt. Reverend Sam B. Hulsey Chair in Episcopal Studies was established in 2010 and is held by Ed Waggoner.

Lyndon B. Johnson Chair of United States History was created in 1976 through an endowment grant by The Brown Foundation, Inc. of Houston to honor the late president of the United States and to recognize distinguished achievement in the field of U.S. history. The position is presently held by Alan Galloway.

Ann M. Jones Endowed Chair of Special Education was established in the TCU College of Education through a gift from Mr. and Mrs. Jon Rex Jones in 2010. The chair is held by Audrey Sorrells.

Teresa Ann Carter King Dean of the College of Fine Arts was established through the generosity of the Luther and Teresa King Family Foundation in 2018 to enhance TCU's ability to recruit and retain a world-class dean to lead the College. The deanship is held by Amy Hardison Tully.

Kay and Velma Kimbell Chair of Art History was established in the College of Fine Arts through an endowment grant by the Kimbell Art Foundation in 1994. The chair is currently held by Lori Boornazian Diel.

Kleinheinz Family Foundation Endowed Chair of International Finance and Investments was established in 2013 in the Neeley School of Business through the generosity of John and Marsha Kleinheinz. The chair is presently held by Paul Irvine.

Addie Levy Professorship in Literature was created through a bequest of Mr. Dan A. Levy. The annual income from the trust fund is used to provide this professorship of world literature. The professorship is held by Linda K. Hughes.

Robert and Maria Lowdon Chair of Finance was established in 1988 by an endowment from Robert and Maria Lowdon to bring to the Neeley School of Business a nationally prominent scholar in the field of business. The chair is held by John Bizjak.

Erma and Ralph Lowe Chair of Texas History in the AddRan College of Liberal Arts was the first chair of Texas History at any institution of higher education in the state. The chair was created in 2002 through an endowment gift from the Mary Ralph Lowe Foundation of Houston to honor Ms. Lowe's parents. The chair is held by David Gregg Cantrell.

Alberta H. and Harold L. Lunger Professorship in Spiritual Resources and Disciplines honors two lifelong ministers and teachers. Alberta Lunger was the first woman to be awarded an honorary Doctor of Divinity degree by TCU. Harold Lunger was professor of Christian ethics in Brite Divinity School 1956-77. The professorship is held by Tim Robinson.

Ross B. Matthews Professorship in Petroleum Engineering in the College of Science & Engineering was established in 2007 through a generous gift from Ross B. Matthews '84 and his wife, Kathleen. The professorship is held by John R. Fanchi.

William Walt Matthews Directorship of the TCU Ranch Management Institute was made possible by a gift from friends and family of Mr. Matthews. The Institute was established in the 1990s as an outreach accompaniment to the Ranch Management academic program. The directorship is held by Jeffrey C. Geider.

Charles B. Moncrief Chair of Geology in the College of Science & Engineering was established by Mr. and Mrs. W.A. Moncrief, Jr. in honor of their son, Charlie Moncrief '72, in 1984. The chair is held by R. Nowell Donovan.

W.A. "Tex" Moncrief, Jr. Chair of Physics in the College of Science & Engineering was also established by Mr. and Mrs. Moncrief in late 1984. The chair is held by Zygmunt Gryczynski.

W.A. "Tex" Moncrief, Jr. Founding Chair of Engineering in the college of Science & Engineering was established in 1991 by Mr. and Mrs. Moncrief. The chair is held by Efsthios Michaelides.

The Oscar and Juanita Monnig Endowed Chair of Meteoritics and Planetary Science in the College of Science & Engineering was established in 2016 with funding from the estate of Juanita and Oscar Monnig. The chair is held by Rhiannon Mayne.

Dr. Ronald E. Moore Professorship in Humanities in the Honors College at TCU was established through the generosity of the late Dr. Ronald E. Moore in 2020 to enable the John V. Roach Honors College to honor a distinguished teacher and scholar in the Humanities who enhances the intellectual climate of the University and serves as an example to faculty colleagues and students. The professorship is held by Frederick Gooding Jr.

M.J. Neeley Professorship in Accounting was established in 1981 to advance and strengthen the accounting program in the Neeley School of Business. The professorship is held by Karen Kristine Nelson.

M.J. Neeley Professorship in Management was established in 1981 to advance and strengthen the management program in the Neeley School of Business. The professorship is held by Abbie Ship.

Neeley School Endowed Professorship in Business was provided by the generosity of anonymous donors in 2022. The professorship enables the Neeley School of Business to support a distinguished teacher and scholar who enhances the intellectual climate of the university and serves as an example to faculty colleagues and students. The professorship is currently open.

Paula R. and Ronald C. Parker Endowed Professorship in Nursing was established in the Harris College of Nursing & Health Sciences by Mr. and Mrs. Ronald C. Parker in 2017. The professorship is held by Carol Howe.

A.M. Pate, Jr. Professorship in History is funded by a generous gift from A. M. Pate, Jr., and family. The professorship is currently awarded to a faculty member in the Department of History in recognition for excellence in research and writing and is designed to assist the awardee with support for completing a book project. The professorship is rotating.

Neville G. Penrose Chair of Latin American Studies was established in the AddRan College of Liberal Arts in 1989 by an anonymous gift to honor Dr. Penrose's interest in Latin American/U.S. relations. The chair is currently open.

John William and Helen Stubbs Potter Professorship in Mathematics was established in 1995 by a gift from Deedie Potter Rose and Rusty Rose in honor of Mrs. Rose's parents. The professorship is currently open.

Lillian Radford Chair of Rhetoric and Composition was established in the AddRan College of Liberal Arts in 1984 by a gift from the Rupert Radford Estate Trust and a grant from the National Endowment for the Humanities. The chair is held by Carmen Kynard.

The W.F. "Tex" and Pauline Curry Rankin Professorship in Nursing was established in 1997 in the Harris College of Nursing & Health Sciences by W.F. "Tex" and Pauline Curry Rankin. The professorship is held by Ashley Franklin.

Rees-Jones Directorship Endowment for the Karyn Purvis Institute of Child Development was established in 2013 by The Rees-Jones Foundation to support the director of the Karyn Purvis Institute of Child Development. The directorship is held by David R. Cross.

Jean W. Roach Chair of Laboratory Schools was established in the TCU College of Education in 2005 through the generosity of Mr. and Mrs. John V. Roach and the Roach Foundation to recognize the academic leadership in special education of the director of TCU's two laboratory schools, KinderFrogs School and Starpoint School. The position is held by Damien Patton.

John V. Roach Dean of the Neeley School of Business was established in 2005 through the generosity of Mr. and Mrs. John V. Roach and the Roach Foundation to recognize the academic leadership and national prominence of the dean of the Neeley School of Business. The chair is held by Daniel Pullin.

Deedie Potter Rose Chair of Art History in the College of Fine Arts was established in 2004 through a generous gift by Deedie Potter Rose to bring to the Department of Art and Art History a nationally prominent scholar in the field of contemporary art. The chair is currently open.

The Rosalyn and Manny Rosenthal Chair of Judaic Studies was created by a gift from E.M. "Manny" Rosenthal and his wife Roz in 1997. The endowment supports a chairholder who serves as a faculty member in Brite Divinity School and directs teaching and research in Jewish studies for Brite and TCU. The chair is held by Ariel Feldman.

Lance Corporal Benjamin Whetstone Schmidt Professorship in History was established in 2012 by a generous gift from Teresa and David R. Schmidt, M.D., in honor of their son Marine Lance Corporal Benjamin W. Schmidt, a scout sniper who was killed in Helmand Province, Afghanistan on October 6, 2011. The professorship is held by Kara Dixon Vuic.

Saul B. Sells Chair of Psychology in the College of Science & Engineering was established in 1992 by a bequest of the late Dr. Sells, who founded TCU's Institute of Behavioral Research in 1962. The chair is held by Kevin Knight.

Lorraine Sherley Professorship in Literature in the AddRan College of Liberal Arts was created through a bequest by Dr. Lorraine Sherley, a former professor in TCU's English Department, in 1984. The professorship is held by Sarah Ruffing Robbins.

Don L. Smith, MD Endowed Chair of Pre-Health Professions was established in the College of Science & Engineering by Dr. Philip C. Bechtel in 2017. The professorship is currently open.

Southwestern Exposition and Livestock Show Professorship in Ranch Management was established in 1998 by the Southwestern Exposition and Livestock Show. The professorship is held by Chris Farley.

Wassenich Family Endowed Chair in the John V. Roach Honors College was established in 2000 by Mark Wassenich '64 and Linda Wassenich '65. The chair is held by Ronald Pitcock.

The Granville T. and Erline H. Walker Professorship in Homiletics was established in 1991 in honor of the ministries of Granville and Erline Walker. The professorship is held by Lance Pape.

John F. Weatherly Professorship in Religion was established in 1959 through an endowment gift by the A.D. Weatherly family. The professorship is held by Darren J. N. Middleton.

Robert A. Welch Chair of Chemistry in the College of Science & Engineering was established in 1974 by The Robert A. Welch Foundation of Houston to recognize distinguished achievement in the field of chemistry. The chair is held by Eric Simanek.

James L. and Eunice West Chair of American Enterprise in Marketing was created in 1980. The chair in the Neeley School of Business provides the holder with the opportunity to communicate—through teaching, public outreach and research—an accurate and objective understanding of the purposes, functions and operations of American business organizations. The chair is held by Mark Houston.

James L. and Eunice West Chair of Supply Chain Management in the Neeley School of Business was created in 2005 and is held by Morgan Swink.

A.J. and Edna Pickett Endowment for the Clotilda Winter Professor of Education was established to endow a professorship in the TCU College of Education. The professorship is held by Michelle M. Bauml.

C.R. Williams Professorship in Financial Services was established by the family of C.R. Williams to bring an outstanding scholar in the financial services area to the Neeley School of Business. The professorship is held by Audra Leigh Boone.

J. Vaughn and Evelyn H. Wilson Chair of Marketing in the Neeley School of Business was established in 2006 through a bequest of Mr. James V. "Tony" Wilson Jr. '63. Mr. Wilson named the chair in honor of his parents. The chair is held by Robert Leone.

J. Vaughn and Evelyn H. Wilson Professorship in Business in the Neeley School of Business was established in 2006 through a bequest of Mr. James V. "Tony" Wilson Jr. '63. Mr. Wilson named the professorship in honor of his parents. The professorship is held by In-Mu Haw.

J. Vaughn and Evelyn H. Wilson Professorship in Business in the Neeley School of Business was established in 2006 through a bequest of Mr. James V. "Tony" Wilson Jr. '63. Mr. Wilson named the professorship in honor of his parents. The professorship is held by Minakshi Trivedi.

Betty S. Wright Chair in Applied Ethics in the AddRan College of Liberal Arts was created in 2002 from the estate of Betty S. and Hal James Wright '32. The chair is held by Richard Galvin.

Hal Wright Chair of Latin American Economics in the AddRan College of Liberal Arts was created in 2002 from the estate of Betty S. and Hal James Wright '32. The chair is currently open.

Endowed Scholarships

Only the annual interest is used on endowed scholarships; the principal of the fund is held in permanent trust. The scholarships are administered by the Office of Scholarships and Student Financial Aid unless stated otherwise.

Abell-Hanger Foundation Nursing Scholarship

Abilene Ex-Students Chapter Scholarship

Sam and Marian Woody Acola Memorial Scholarship

Susan B. Adams Greek Leadership Scholarship

AddRan College of Liberal Arts English Heritage Fund
AddRan College of Liberal Arts Spanish Heritage Fund
AddRan Heritage Endowed Scholarship for Political Science
Patrick H. and Sondra K. Admire Accounting Scholarship Award
Micah Ahern TCU Baseball Scholarship
Glenn P. Albers Scholarship
DD & Rick Alexander Family Endowed Athletic Equestrian Scholarship
Tom and Bea Alexander Scholarship
Ernest Allen, Jr. Language Award
Jerry W. Allen Endowed Engineering Scholarship
Richard Allen Endowed Scholarship
Alumni Excellence in Economics Scholarship
Samuel Alvarez Memorial Scholarship
Ambition Scholarship Fund
Betty Jo and Frank T. Anderson Memorial Scholarship
Harvey Anderson Scholarship in Music
L. D. Anderson Memorial Ministerial Scholarship
M. D. Anderson Foundation Nursing Scholarship
M.D. Anderson Lloyd Armstrong '29 Memorial Scholarship
Rebecca and Richard Anderson Family Scholarship
Rose W. and Raymond E. Anderson Memorial Scholarship
Thomas F. Anderson Performance Award in Percussion
Andrews Institute Mathematics and Science Teacher Scholarship
Andrews Institute of Mathematics and Science Education Scholarship
The Andrews Institute of Mathematics and Science Education Endowed Scholarships
Clarence and Loreen Angle Memorial Scholarship
Anthony Family Endowed Scholarship
Jane Bradford Armstrong & Liz Armstrong Scholarship
Rose Mae Armstrong Scholarship
John R. Arend '52 Endowed Football Scholarship
Bonnie Lee Arnett Memorial Scholarship
Michael T. Ashworth Athletic Scholarship
Jim F. Atchison Church Vocation Scholarship
Austin Commercial Endowed Scholarship
Robert L. Avinger Fund for Athletic Scholarships
Russell Alan Aycock Memorial Scholarship
Amy Roach Bailey Special Scholarship
Dr. Noel R. and Elaine D. Bailey Scholarship
Dr. Noel R. and Elaine D. Bailey Scholarship at Starpoint School
Dr. and Mrs. Noel Bailey Special Education Scholarship
T. Ross Bailey Scholarship
Robert R. Baillargeon, Jr. Family Endowed Scholarship
Brooke Dewey Baird Memorial Scholarship
Katherine Knight Baker Scholarship
Robbie Baker and Colonial Kids for a Cause Endowed Scholarship
Jesse Clyde and Thomas Wiley Ball Ministerial Scholarship
Mr. and Mrs. W. E. Bancroft Disciples Scholarship
Andrew Bankston Scholarship
Antonio Banos and Rodney D'Souza Scholarship
Thomas Barber Geology Award
Jay and Linda Barlow Athletic Scholarship
Josephine Harrold Barnes Trust
Louis H. and Madlyn B. Barnett Fellowship

Fred and Beverly Barron Endowed Scholarship
Dr. Christopher B. Barry Graduate Memorial Scholarship
Bartek Endowed Scholarship
Edwin J. Barts Insurance Scholarship
Coach 'Tut' Bartzen Endowed Scholarship
Alan and Genelle Basye Scholarship
Mrs. Tanya and Mr. Charles Bauer Heritage Scholarship for Political Science
Raymond H. Bazemore Memorial Scholarship
Hal and Nancy Bearden Scholarship
Alann P. and Charles F. Bedford Endowed Internship Fund
Theodore and Beulah Beasley Foundation Scholarship
Amanda Jean Beaty Memorial Scholarship
Amanda Michelle Bebout Memorial Scholarship in Nursing
Lelia and Lee Beckelman Endowed Scholarship
Phillip T. Bee Scholarship for Ranch Management
Dorothy Mays Bell Graduate Scholarship for Speech-Language Pathology
Edward A. Bell Scholarship
Happy Bell Scholarship
Dana Bellenger Endowed Athletics Scholarship for Men's Golf
Heather A. Bellomy Memorial Scholarship
Ethel Evans Bennett Scholarship
Benson Family Scholarship
Dr. Arthur K. Berliner Scholarship
Bermont Family Undergraduate Jewish Student Scholarship
Michael K. Berry Endowed Scholars Program
Elaine Bing and Stephen Bing Scholarship
Alice and David C. Bintliff Nursing Scholarship
Birch Family Scholarship
Roy and Anna Biser Memorial Scholarship
Black Alumni Alliance Scholarship
Black Lives Matter Scholarship
Blackmon Endowed Scholarship
Dr. Donald Blake College of Science & Engineering Endowed Scholarship
Mr. and Mrs. William M. Blanks Memorial Scholarship
Cathy Collins Block Endowed Scholarship
Bodino-Miller Family Scholarship
Marjorie Weiner Bodzy Journalism Award
Beatrice Bolen Piano Scholarship
Bob Bolen Leadership Scholars Program
Bolen Family Scholarship
Bonds Ranch Scholarship for Ranch Management
Keith D. Booke Scholarship
Megan and Victor J. Boschini Scholarship
Bruce Lowell Boswell Scholarship
Ed and Margie Boswell Scholarship
Edith and V. W. Boswell Scholarship
Robin Elise Boyer Memorial Scholarship
Marci K. Bozarth Scholarship in Women's Golf
Leon H. Brachman and Louis H. Barnett Scholarship
Minda and Malcolm Brachman Honors Study Abroad Scholarship
Mr. and Mrs. Soloman Brachman Scholarship
Nelson Louis Brackin Scholarship
Tom and Bess Braniff Scholarship

Buster Brannon Basketball Scholarship
Miss Jimmie Katherine Bratton Memorial Nursing Scholarship
Janelle Braun '82 Nursing Scholarship
Brenneman Family Foundation Scholarship
Weldon Brigance Trust Scholarship
I. Wylie Briscoe Disciples Scholarship
I. Wylie and Elizabeth Briscoe Scholarship
Malcolm Samuel Briscoe Scholarship
Broiles Journalism Scholarship
Bill Brown Memorial Scholarship
Dr. Bobby Brown Endowed Scholarship
Elmer Brown Athletic Training Scholarship
Leigh Ann Brown Memorial Scholarship
Oscar K. Brown Family Scholarship
Sandra Brown Excellence in Literary Fiction Award
L.F. "Curly" Broyles TCU Jazz Scholarship
Walter E. Bryson Scholarship
Ross Buford Memorial Scholarship
Edmund W. and Elizabeth G. Burke Scholarship
Burnett Ranches Scholarship in Ranch Management
Burns Family Scholarship in Nursing
Presnall "Grady" Cage Scholarship
Cagle Scholarship Fund
Phillip and Susan Cain Endowed Scholarship
Paisley Caldwell Memorial Scholarship
Jim Hillard Camp Scholarship
Mary and Charles Campbell Scholarship
Ross and Winnie Day Cannon Scholarship
Curtis K. Canter Memorial Scholarship
Lou Miller Canter Memorial Scholarship
Robert S. Capper, M.D. Endowed Scholarship Fund
J. Paul and Lori Carey Scholarship
Robert L. and Sallie Carlock Scholarship
Brion T. Carlson Scholarship
Carpenter Family Endowed Scholarship
Geneva Zulette Carson Scholarship
Amon G. Carter Foundation Visionary Scholarship
Dr. Ralph G. Carter Excellence in Political Science Scholarship
Cartwright/Sells Scholarship
Clemmie and James Cash Endowed Athletic Scholarship
George and Thelma Cash Endowed Community Scholarship Fund
Gertrude Fears Castleberry Scholarship
Tom S. Cate, Jr. Memorial Scholarship
Thornton Cecil Memorial Scholarship
Cerkleski Family Endowed Scholarship
Challenging Christian Youth Scholarship
I.B. (Barney) Chapman, Sr. and Edyth A. Lacy Chapman Scholarship
I. B. Chapman, Sr., Scholarship
Shirley Gibson Chapman Scholarship
W. Brown Chiles, Jr. and Wanda H. Williams Chiles Scholarship Endowment for Baseball
W. Brown Chiles, Jr. and Wanda H. Williams Chiles Scholarship Endowment
Chisholm Trail Round-Up Endowed Scholarship
Christian Heritage Scholarship
Floyd "Zeke" and Joan Gardner Chronister Scholarship

Ted A. Chuman, DDS Memorial Scholarship
Thomas Weldon Clardy Humanism in Medicine Award
Clark Family Pre-Health Endowed Scholarship
Clark Society Endowed Scholarship
Addison Clark-Randolph Clark Ministerial Scholarship
Jerry P. and Martha C. Clark Geology Scholarship
Joseph Addison Clark Scholarship Fund
Pamela and Edward Clark Endowed Football Scholarship
Warren Clark Disciples Scholarship
Class of 1933 Scholarship
Class of 1967 Scholarship
Harriet V. Clay Scholarship
Betsy Clement Memorial Scholarship
Jack and June Clements Scholarship
E.D. Cleveland Scholarship
Brenda and Chad Cline Endowed Scholarship
Clouse Family Endowed Medical Scholarship
Joe B. Cobb Memorial Scholarship
Mary Magee Cobb and Julia Magee Hartley Scholarship
Calloway and Jerry Bywaters Cochran Scholarship for Excellence in Modern Dance
Dean O. Cochran, Jr. Endowed Neeley School of Business Intern Scholarship Fund
Robert Glenn Coffin Music Scholarship
College of Education Heritage Endowed Scholarship
College of Science & Engineering Heritage Endowed Scholarship
College of Science & Engineering Pre-Health Professions Institute Heritage Endowed Scholarship
Bryant F. Collins Memorial Scholarship
Bryant Miller Collins and Ruth Coquat Collins Endowed Scholarship Fund
Colonial Kids for a Cause Endowed Scholarship for KinderFrogs School
Colonial Kids for a Cause Endowed Scholarship for Starpoint School
Betsy Feagan Colquitt Scholarship
Landon A. Colquitt Scholarship
Earl E. Combest Scholarship
Comrades True Endowed Football Scholarship
E. Constantin, Jr. Scholarship
Mr. and Mrs. J. W. Conway Memorial Scholarship
Charles & Lynette Coody Golf Scholarship
Coon Family Foundation Scholarship
Jerry Cooper Memorial Scholarship
Gwendolyn M. Copeland Foreign Studies Scholarship in History
Raymond H. and Stephen R. Copeland Scholarship
Richard and Lillie Corley Endowed Scholarship
Kimberly Kash Ray Corona Scholarship
Corpus Christi Ex-Students Scholarship
Costello Family Scholarship for the School of Music in Honor of Nelson Costello '16
Arthur H. Courtade Memorial Scholarship
Anita and Kelly Cox Endowed Scholarship in the School of Medicine
Russell A. and Leila Park Cox Scholarship
Cox Family College of Education Scholarship
Willie Craft Memorial Scholarship
Donald and Katherine Cram Scholarship
Dr. Laura Lee Crane Scholarship
Thomas and Marianne Crane Scholarship
Bill Crawford Athletic Scholarship

Dr. Bonnie Riley Creel and James A. Creel Scholarship
J. Malcolm and Kati Mai Crim Scholarship
Ann Cross Memorial Scholarship
C. C. and Mildred Cross Scholarship
John Medford Crowder Memorial Scholarship
Kelly Kyle Cumpiano Endowed Scholarship
Brittany Joy Cune Scholarship
Curtis Family Scholarship
DeRue Armstrong Curtis Memorial Scholarship
Melvin O. Dacus and Kathryne P. Dacus Memorial Performance Award in Musical Theatre
Ashlyn Dahlke Endowed Scholarship Fund
Dallas Alumni Chapter Scholarship
Dan Danciger Memorial Scholarship
Davidson Foundation Business Scholarship
C. J. "Red" Davidson Scholarship
James A. "Buddy" Davidson Scholarship Fund in Nursing
James A. "Buddy" Davidson Scholarship in Ranch Management
John Perryman Davidson II Scholarship
Bronson and Cathie Davis Endowed Scholarship
Lori Roach Davis Special Scholarship
Mr. and Mrs. William S. Davis Scholarship
George and Rachel Deahl Memorial Ministerial Scholarship
Roberta Smith Deason Scholarship
Del Conte Family Scholarship
DeLuca Family Scholarship
Delta Gamma Tau Diane Turner Memorial Scholarship Fund
Joe D. Denton Endowed Scholarship for TCU Football
Dickinson Middle Income Scholarship
Scott Dike Memorial Scholarship
The Kelly and Jeff Dillard Family Endowment
Robert Parker Dimmitt Memorial Scholarship
Distinguished Accounting Scholar Endowed Fellowship
Nancy Savage Doherty Scholarship
The Nowell and Jeanne Donovan Family Scholarship
Donovan Family Scholarship
Donovan-Knox Journalism Scholarship
James C. Dooley Memorial Scholarship
Sam Y. Dorfman Memorial Scholarship
Sylvia & Tommy Dorsey Family Scholarship
Heath Driver Family Women's Soccer Scholarship
Jeffrey B. Dudderar Memorial Scholarship
Dumas Family Scholarship
Susan & Scott Dunaway Football Scholarship
Minnie Cahill Dunn Scholarship
Beatrice Dunning Art and Art History Scholarship
C. H. Dyar Memorial Scholarship
F. W. and Bessie A. Dye Scholarship
Dyke Family Scholarship
R. W. and Helen Eades Scholarship
Roy and Jeannine Eaton Journalism Scholarship
Frank B. and Vera Turbeville Edelbrock Scholarship
Ambrose Edens Scholarship
Pepper and Ashley Edens Endowed Athletic Scholarship

Cass O. Edwards II Memorial Scholarship
Dr. Arthur J. Ehlmann Scholarship for Research Excellence
Stella D. Elakovich Endowed Scholarship
Charles G. Ellis Scholars of Environmental Science
Ellwood Foundation Pre-Medical Scholarship
Endowed Scholarship for Students from California
Engineering Advisory Board Endowed Engineering Scholarship
Mary Mitchell Engle Music Scholarship
Bonnie Enlow Scholarship
Dr. and Mrs. M. E. Ensminger Scholarship in Ranch Management
Equipment Managers Endowed Scholarship
William Shields Erwin Memorial Scholarship
Gregory Esch Scholarship
Richard Michael Etnyre Scholarship
Leslie P. Evans Memorial Scholarship
W. A. Eyre and C. Johnson Scholarship
Farmer Family Scholarship
Thomas Kinder Farris Scholarship
Mr. and Mrs. Johnnie P. Fears Scholarship
F.P. and Rachel Feltz, Sr. and F. P. Feltz, Jr. Family Scholarship in Ranch Management
Fine Arts Guild and Foundation Scholarship
First Christian Church of Post, Texas, Disciples Scholarship
First Christian Church of San Angelo Disciples Scholarship
First Christian Church of Sherman, Texas, Scholarship
First Responders' Endowed Athletic Scholarship
Bess Fish Athletic Scholarship
Bess Fish Scholarship for Humanities
Bess Fish Scholarship for Nursing
Truett W. and Queenelle Flache Scholarship
Claire Elizabeth Florsheim Scholarship
Sarah and Charlie Florsheim Endowed Scholarship in Business
Dr. Ronald B. and Mrs. Leah E. Flowers Endowed Scholarship
Charles T. and Mary L. Floyd Scholarship
Floyd Family Scholarship
Flynn Scholars Scholarship
Ross A. Forrest '12 Endowed Athletic Scholarship
Natalie Fort Endowed Internship Fund
Fort Worth Oral Surgery Pre-Dental Endowed Undergraduate Scholarship
Fort Worth Star Telegram/George Dolan Memorial Scholarship
Fort Worth Wildcatters Association Endowed Scholarship
Tom and Iva Foster Scholarship
Freemasons of Fort Worth Lodge 148 Scholarship
Elizabeth R. Freitag '14 Endowed Athletic Scholarship for Women's Soccer
Charlotte and Kirk French Scholarship for Business
Charlotte and Kirk French Scholarship for Social Work
Cornelia and Bayard Friedman Scholarship
Michael P. Friezo Family Scholarship in Economics
Frog Fam Athletic Scholarship
Frog Fam West Texas Endowed Scholarship
Bob and Alice Frye TCU Honors College Academic Scholarship
William M. Fuller Ranch Management Scholarship
Doris Funk Memorial Ranch Management Scholarship
Mr. and Mrs. H. B. Fuqua Scholarship

Future Frog Scholarship

Professor Newton Gaines Endowed Scholarship in Physics

Clayton T. Garrison Endowed Scholarship

Robert E. and Patty Gartman Scholarship

James S. and Shirley F. Garvey Endowed Scholarship Fund

Christine Salmon Gauthier Student Apprenticeship in English and/or Writing

E. K. Gaylord Memorial Scholarship

Vince & Clo Genovese Memorial Scholarship

David Gentry Memorial Ministerial Scholarship

Albert and Mamie George Scholarship

Thelma Stewart George Memorial Scholarship

Preston M. Geren, Jr. Endowed Scholarship

Barbara Chenault Gholson and Tom D. Gholson Scholarship

Nick Giachino Women's Golf Scholarship

Victoria Giachino Women's Equestrian Scholarship

Timothy Stephen Gideon Education Scholarship Fund

Catherine B. Gillespie Endowed Scholarship

John Gilliland Scholarship

Jeanette and Arthur I. Ginsburg Scholarship

Marcus and Martine Ginsburg Scholarship Dale Glasscock Football Scholarship

John '64 and Margie Gleaton Endowed Football Scholarship

Charles Goodnight Scholarship

Heather Hunt Graham and James R. Graham Endowed Scholarship

Greater Texas Foundation Math and Science Endowed Scholarship

Myrle and Marcella Greathouse Scholarship Fund

Ida M. Green Fellowship

Kay Hubbard Green Scholarship

Mr. and Mrs. W. H. Green Scholarship

Lollie S. Greene Scholarship

Greenville Christian Church Scholarship

Robert P., Jr. and Ann C. Gregory Scholarship

Wilson Griffith Family Scholarship

Robert S. Grimes, Sr. and Maud Fite Grimes Scholarship

Phyllis M. and John M. Grimland, Jr. Middle Income Scholarship

Hardy Grissom Memorial Scholarship

Robert W. Groom Scholarship

A. E. Gruett Memorial Scholarship

Ralph and Lavonne Guenther Endowed Scholarship for the School of Music

William L. Gupton Geology Award

Gurley Family Student Leader Scholarship

Brian and Angela Gutierrez Endowed Scholarship

Gutterson Family Endowed Ranch Management Scholarship

Lynn Swann Haag Memorial Scholarship

Mary Scriven and James William Haley Endowed Theatre Scholarship

Hall Family Pre-Med Scholarship

June E. Hall Scholarship

Hallberg Foundation Scholarship

Cora Bivins Halsell Scholarship

The Hamberlin Scholarship

Betty Hammack Memorial Scholarship

William J. Hammond Memorial Scholarship

Dr. Kari Hancock Endowed Scholarship

Gene Haney Memorial Scholarship

Dick Hanley Memorial Scholarship
Robert and Joyce Harden Memorial Scholarship
Howard Charles Harder Memorial Scholarship
Mr. and Mrs. Stephen H. Hargrove Endowed Scholarship
Craig Harper Scholarship
Roland L. Harper Memorial Golf Scholarship
Harris College Heritage Endowed Scholarship for Nursing
Harris College Scholarship for Nursing
The Brenda and Mike Harrison Endowed Scholarship Program
Granville Harrison Scholarship
Hoy and Helen Harrison Scholarship
Albert Ford Hausser Family Scholarship
Ashley Huffman Hawkins Scholarship in Women's Golf
John B. Hawley Memorial Scholarship
Sue Terrell Hawley Memorial Scholarship
Marlene and Spencer Hays Visionary Scholarship
Haywood Scholarship
Dick and Judy Hazlewood Loyalty Scholarship
William Randolph Hearst Endowed Scholarship
William Randolph Hearst Endowed Scholarship in Journalism
Michelle Tyer Heines Contemporary Dance Scholarship
Danny Waggoner Hemlay Academic Achievement Award
Madeleine Hemley Music Scholarship
Luther A. Henderson Scholarship
Hendrick Home for Children Scholarship
David B. Hendricks II Memorial Scholarship
Sanoa Hensley Accounting Scholarship
Harvey and Elizabeth Herd Scholarship
Heritage Endowed Scholarship for the TCU School of Medicine
Herlin Family Scholarship
Harold D. and Imogene Herndon Middle Income Scholarship
Molly Hesselbrock Scholarship
Willis G. Hewatt Scholarship
Hewatt-Rankin Pre-Med Scholarship
Marihelen and Larry D. Hickey Memorial Scholarship
Clay and Kristen Hicks First Nighters Scholarship
Hill Family Endowed Scholarship
F. E. Hill Company Ranch Scholarship
James C. Hill Scholarship
R. Hunter Hill Scholarship
Jim and Tammy Hille Endowed Scholarship in Education
TCU Hillel Scholarship
Michael "Hal" Hillman Endowed Scholarship
Kristi McLain Hoban Scholarship
Carol Hoefs Medical Scholarship
Carol and Richard Hoefs Nursing Scholarship
Charles R. Hoffman Scholarship in Jazz Studies
Ben Hogan Colonial Country Club Endowed Golf Scholarship
Holiday Greetings Fund
Melissa and Scot Hollmann Endowed Swimming Scholarship
Hooks Family Memorial Scholarship
Hop, Skip and Jump Endowed Scholarship Fund
Charles and Mildred Horan Voice Scholarship

Dr. and Mrs. Jeff L. Horn Scholarship
Horton KinderFrogs Endowed Scholarship Fund
Lucile Houston Endowed Scholarship
Houston TCU Women's Club Scholarship
Marshall Howard Endowed Scholarship
Foster Howell Scholarship
Josephine Terrell Hudson and Edward R. Hudson Scholarship
Rodney and Linda L. Huey Scholarship for Pre-Med Students
Mr. and Mrs. Charles C. Huff Memorial Ministerial Scholarship
Stephen B. and Lola Lollar Huff Scholarship
Huffman and Schilling National Merit Scholarship
Kenneth J. Huffman Endowed Scholarship in Nursing
Dan Allen and Peggy Hughes Endowed Energy Scholarship
John Luke Hughston Scholarship
Huitt-Zollars Endowed Engineering Scholarship
Dr. Simeon H. and Virginia Enloe Hulsey Scholarship
Robert D. and Marjorie E. Hunsucker Scholarship
A. R. and Anna Hunt Ministerial Scholarship
Charlsie Hogue Huntsberry Scholarship
Hurley Family Endowed Athletic Scholarship
Hurley Family Scholarship
Corey and Tammy Hutchison Family Endowed Medical School Scholarship
Corey and Tammy Hutchison Family Scholarship
Interfraternity and Panhellenic Council's Endowed Scholarship Fund for KinderFrogs
Keith Irwin Memorial Ranch Management Scholarship
Dana Louise Ivancevich Memorial Scholarship
Amy Miers Jackson Scholarship
Don Jackson Endowed Scholarship
J. I. and Nelda Jackson Scholarship
Jamieson Scholarship
Elizabeth Ann Nye Janzen Endowed Scholarship Fund
Jarvie Family Geoscience Scholarship
Jarvis-Love Bible Class Missionary Scholarship
Dan Jenkins Sportswriting Scholarship
Christine and Robert W. Johnson Family Scholarship
Elizabeth Halliday Johnson Scholarship
Mona Outlaw Johnson Scholarship
Cecil Johnston Scholarship
Herbert J. Jones Scholarship
Jesse H. Jones and Mary Gibbs Jones Scholarship
Mary Ruth Jones Endowed Scholarship
Max K. and Suzanne Jones Leadership Scholarship
Shelley and Christopher Jones Athletic Scholarship
Joullian-Story Family Endowed Scholarship for Fashion Merchandising
Millard B. Jumper III Memorial Scholarship
Melinda Mann Justice Memorial Scholarship
Jane & John Justin Foundation Visionary Scholarship
Kamradt Family Scholarship for the Schieffer College of Communication in Honor of Maggie K. Kamradt and Libby A. Kamradt
Rhonda Keen and George Payne Charter Class Scholarship
Keenan Family Endowed Scholarship
Joe and Sadie Keevil Disciples Scholarship
Noel L. Keith Memorial Scholarship
Lionel and Gaynelle Kelley Endowed Football Scholarship

Dee J. Kelly Scholarship
Mr. and Mrs. Wilbur M. Kidd Scholarship
William P. and Elva Killingsworth Scholarship
Marie Louise and David Kinder Scholarship
KinderFrogs Endowed Scholarship Program
KinderFrogs Teacher Parent Association Endowed Scholarship
Carl B. and Florence E. King Foundation Scholarship
Gladys and Clyde Andrews and Peggy Andrews King Scholarship
Sally and Jeff King Endowed Scholarship at Starpoint School
The Teresa and Luther King Family Endowed Scholarship Fund
Ruby Stoker Kirkpatrick Disciples Scholarship
Willard M. Kirkpatrick Memorial Disciples Scholarship
Ashlee and Christopher Kleinert Endowed MBA Scholarship
Lili Kraus Piano Scholarship
John and Nancy Kritser Endowed Scholarship in Business
John and Nancy Kritser Endowed Scholarship in Nursing
Deborah J. Kuhlmann Scholarship Fund
Margaret Cook Kunz and Fannie Broiles Cook Endowed Scholarship
George W. Lacy, M.D., Memorial Scholarship
Herbert and Mamie LaGrone Teacher Education Student Leadership Scholarship
LaHood Family Scholarship
Janeen and Bill Lamkin Scholarship
Landers Machine Company of Fort Worth Scholarship
Bill and Gail Landreth Endowed Scholarship
Sam H. Lane III Memorial Scholarship in Business
Jane Langdon Music Scholarship
John W. Large Memorial Scholarship
Florina Adele Lasker Scholarship
Mr. F. Lee Lawrence Family Scholarship
Kenneth T. Lawrence Scholarship
W. Dewey Lawrence Scholarship
Lawrence's Endowed History Scholarship
Leap Frog for KinderFrogs Endowed Scholarship
Rebecca Carol Lee Scholarship
Sherri Parker Lee Math and Science Scholarship
Sherri Parker Lee Women's Athletic Scholarship
Lennox Foundation Scholarship
George F. and Mary L. Leone Scholarship
Mary C. Lessor Memorial Scholarship in Ranch Management
Suzanne S. and Kevin G. Levy Scholarship
John Lewis Legacy of Courage Scholarship – Endowed by the Chick-fil-A Peach Bowl
Preston Lewis Endowed Scholarship
L'Heureux Family Athletic Scholarship
Lou Ann Lesley Ligon Endowed Scholarship
John and Moreene Lillard Scholarship
Bob Lilly Scholarship
Linbeck Endowed Scholarship Fund
Lucy Harris Linn Nursing Scholarship
Chester P. and Faye Reeder Long Memorial Scholarship
Louden Family Scholarship Fund
Ann Louden Student Crisis Fund
Alva C. and Louise R. Love Scholarship
Blair G. Loving Scholarship

Mary Sybert Clark Lovejoy Scholarship
Margaret Jean Lowdon Endowed Fund
Elizabeth Glasscock Dennison '45 and the Pauline "Poddy" Jones Lucas '47 Memorial Scholarship
Lucas Family Scholarship
T.J. Brown & C.A. Lupton Foundation Visionary Scholarship
Lyddon Family Endowed Scholarship
Mack Scholarship
Blake and Ana Magee Family Scholarship in honor of Blair Magee '12 and Morgan Magee '13
Homer L. and Juliet Jane Magee Scholarship
Mary Elizabeth Magness Scholarship
Mindy Lynn Maher Memorial Scholarship
Mabel I. Major Memorial Scholarship
Mabel I. Major and Rebecca W. Smith Lee Scholarship
Barbara Gardner Manly Scholarship
E. Claude Manning Scholarship
Marathon Oil Company Scholarship
Kiersten M. Marshall Scholarship
Martin/Baird Family Scholarship
Janford S. Mason Memorial Scholarship
Christy and David May/Lone Star Equestrian Scholarship
Jon David Mayfield Ranch Management Scholarship
Mayfield Farms and Ranch Endowed Scholarship
Sean McAlpine Memorial Scholarship
Ada and "Mac" McArron Middle Income Scholarship
Staley and Beverly McBrayer Endowed Scholarship
T. Smith McCorkle Memorial Scholarship
McDonald Sanders, P.C., Endowed Scholarship
Ann Marie and Robert Neal McDonald Scholarship
J.W. and Etta McDonald Endowed Scholarship
Ella C. McFadden Scholarship
Ethel Verda McFarland Music Scholarship
Will McFarland Athletic Scholarship
McGalliard Family Scholarship
Warren McKeever Memorial Scholarship
Moses B. McKnight Memorial Scholarship
Juanita Freemon McLean Memorial Scholarship
Dr. Malcolm D. McLean Scholarship
Bruce McMillan, junior, Memorial Nursing Scholarship
McMillan-Shank Memorial Scholarship
Barbara Gordon McNeill '63 Endowed Scholarship in Nursing
Barbara Gordon McNeill '63 Graduate Endowed Scholarship in Nursing
Angela G. and Forrest W. Meacham '63 Scholarship
Mead Family Baseball Endowed Scholarship
Mead Family Equestrian Endowed Scholarship
R. M. and Atwood Means Scholarship
Medallion Foundation Endowed Scholarship for Middle Income Students from the Greater Houston Area
Jean and Frank Medanich Scholarship
Jack W. and Maurine Melcher Scholarship
Melchizedek Fund
Amos W. Melton Memorial Scholarship
Nancy C. Melton Scholarship
Andrea Mennen Family Endowed Fellowship for the ANSERS Institute
Merck Animal Health Scholarship

Merlin Jenkins Memorial Scholarship
John and Virginia Merrill Scholarship
Mrs. Leslie P. Merritt Memorial Scholarship
L. R. "Dutch" Meyer Scholarship
Robert H. and Alice A. "Toni" Midkiff '59 and Family Endowed Scholarship
Miller Brewing Company Scholarship
Dave T. Miller Endowed Scholarship Fund
Maude Young Miller Memorial Scholarship
W. C. "Jack" Miller Memorial Scholarship
James Millett Scholarship in Ranch Management
Michael Boyd Milligan Scholarship
Sean Michael Milligan Scholarship for Disabled Students
Donald B. Mills Scholarship
Dr. Charles D. Minnis Scholarship
Hart Energy – George Mitchell Endowed Scholarship in Energy Management
Robert W. and Frances L. Mitchell Scholarship
John Robert Moffett Memorial Scholarship
Lewis W. Mondy Scholarship
L.A.J. and Betty Monroe Endowed Basketball Scholarship
Montesi Family Endowed Scholarship
Lucile Trent & Wm. S. Montgomery Scholarship Fund
Mooney Family Scholarship
Sheri Mooney Memorial Recognition Fund
Ferdinand and Mary Herd Moore Ministerial Scholarship
Ronald E. Moore Tenor Scholarship
Wayne and JoAnn Moore Internship Scholarship
Wayne and JoAnn Moore '38 Memorial Scholarship
Scott and Mary Mooring Scholarship Fund in Honor of Philip Cole Mooring
Robert Maxey Moorman Memorial Scholarship
Robert and Alma Moreton Scholarship
Halford J. Morlan Scholarship
Brooks Morris Violin Scholarship
Charles "Lefty" and Judy A. Morris Scholarship
Irene Rae Morris Scholarship
Morris-Wolf Athletic Scholarship
Morris-Wolf Disciples Scholarship
Myrtie Ashley and John Thomas Morrison Scholarship
Mosebrook/Pfizer Student Leader Award
Ruth Elizabeth Morgan Moss Memorial Scholarship
Amy and Todd Mueller Family Scholarship
Chaz Mueller Family Scholarship
Millard E. "Pete" Mulry Scholarship
Wayne Murphey Memorial Scholarship
In Memory of James L. Murray Endowed Scholarship Fund
Osie B. Leifeste Musick Scholarship
Mr. and Mrs. Jack D. Mussett Disciples Scholarship
Judge John C. Myrick Ministerial Scholarship
Yumi Nakamura Memorial Scholarship
Bruce Neal Scholarship
Dr. Valerie Neal Merit Scholarship
Neeley Baseball Scholarship
Neeley Heritage Endowed Scholarship
Neeley Heritage Endowed Scholarship Fund

Neeley EMBA Heritage Endowed Scholarship
Alice and M. J. Neeley Special Education Scholarship
Anna Martin Neely Endowed Scholarship
Marian Neeley Nettles and Kathleen Neeley Scholarship Fund for Starpoint School
Paige E. Nettles Family Scholarship
Newby Family Scholarship
Forrest A. Newlin Theatre Scholarship
Colonel Ben M. D. Newsom and Geraldine Starr Newsom Scholarship
Douglas Ann Newsom Endowed Scholarship
A. C. Nicholson Scholarship
Nikolai Family Knowledge is Good Scholarship
Nancy Nix EMBA Endowed Scholarship Fund
Nordan Fine Arts Scholarship
North Side High School Endowed Scholarship
North Texas Steel Company Scholarship
Notermann Family Endowed Scholarship
Tommy Norwood Memorial Scholarship
Alice Taylor Nowlin Scholarship
Kim and Richard Nunley Family Endowed Scholarship
Oaklawn Foundation Scholarship
T. Reed Oatman Scholarship
Wayland and Carolyn Oatman Scholarship
Wayland Oatman Memorial Scholarship in Ranch Management
J. W. and Minnie O'Bannion Scholarship
David O'Brien Memorial Scholarship
Robert and Shannon O'Brien Endowed Family Scholarship
Ogrod Family Scholarship in Nursing
Oklahoma Alumni Ranch Management Scholarship
Elise Joy Otto Memorial Endowed Scholarship for KinderFrogs
M. C. Overton Scholarship
Samantha Yost Pace Scholarship in Nursing
Dorothy Archer Parker, BSN '67, MSN Scholarship for Nursing
Payton A. Parker Endowed Scholarship
Ron and Paula Parker Endowed Scholarship
Sebert L. Pate Scholarship for Harris College of Nursing
Sebert L. Pate Graduate Student Scholarship in Nursing
William Collier and Bernice Hodge Pate Scholarship
Patterson Endowed Undergraduate Geology Fund
Dr. Henry J. Patterson Endowed Scholarship
Jay W. and Bessie Paxton Nursing Scholarship
Clay B. Peebles Scholarship
Doris Smith Penrose Memorial Scholarship
Perkinson Scholarship
Adrienne Miller Perner Memorial Scholarship
Steve and Kendal Perryman Football Scholarship
Robert E. Peterson Memorial Scholarship
Petroleum Accountants Society of Fort Worth Scholarship
Charles and Bertie Sanders Pettit Scholarship
Peyton Ranches Endowed Scholarship in Ranch Management
Roger Pfaffenberger Endowed Scholarship
Megan Elizabeth Philipp Scholarship
Scot, Trisha and Megan Philipp Athletic Scholarship
Scot, Trisha and Megan Philipp Equestrian Scholarship

Shirley Davanay Phillips Scholarship in Music Education
Ty Pickens Memorial Scholarship
Steve Pieringer Memorial Scholarship
Vera Stephenson Pilcher Scholarship
John and Kathy Pinkerton Endowed Scholarship
The Summer Pipes Endowment
L. A. Pires York Rite Masonic Scholarship
Gerald and Carol Pitts Scholarship
Hugh Pitts Memorial Scholarship Fund
Meredith Anne Pogson Scholarship
James W. Porter Scholarship
Sandra Scott Porter Scholarship
Rose Ella McCollum Porterfield and Austin L. Porterfield Scholarship
Linda Carol Possenti Memorial Scholarship
Leo Potishman Tennis Scholarship
Clayton L. and Jewel Carr Potter Memorial Endowed Scholarship
Marguerite Potter Memorial Scholarship
Pauline Polk Potts Memorial Scholarship
Lay and Mattie Powell Scholarship
William Elmo Powell Memorial Scholarship
William W. Powell Scholarship
Powers Family Scholarship
Pre-Health Heritage Endowed Scholarship
Diana and Wes Prescott Scholarship
David Preston Memorial Scholarship
Coma Lee and Margaret Q. Pribble Scholarship
Carole C. Price Educational Scholarship
Maurice Price, Jr. '62 Scholarship
Sue Beall and J. Maurice Price, Sr. Scholarship
Prichard Family Foundation Endowed Scholarship
Allisen and Kevin Prigel Endowed Scholarship
Ben H. Procter Scholarship
Elizabeth Youngblood Proffer Scholarship
Mrs. Opal Weatherly Purvines Scholarship
Dr. C.A. Quarles Physics and Astronomy Undergraduate Scholarship
Don W. Rader, Jr. Memorial Scholarship
Rupert and Lillian Radford Scholarship
Kenneth R. Raessler Scholarship
Catherine Haizlip Ragsdale Scholarship
Ann Webb Rambusch Nursing Scholarship
Roger A. Ramsey Middle Income Scholarship
Ranch Management Alumni Scholarship
Ranch Management Partners Scholarship
Cowley Rank Nursing Leadership Scholarship
Polly Curry Rankin Nursing Scholarship
The Colonel W.F. "Tex" Rankin 1940 TCU Golf Team Captain Scholarship
Mr. and Mrs. George A. Ratliff Scholarship
Ratliff-Bedford Memorial Scholarship
Mr. and Mrs. George A. Ray Ministerial Scholarship
Jerry Ray Scholarship
Rayle Family Scholarship
Reckling Family Scholarship
Phil Record Endowed Scholarship

Mr. and Mrs. D. A. "Pete" Redding Scholarship
Cecil D. Redford Memorial Scholarship
Redman Foundation Graduate Education Scholarship
Dave C. Reed Scholarship
Hiram Reed Endowed Scholarship
Mabel Clark Reed Scholarship
Mabel Clark Reed Disciples Scholarship
Norman M. and Maureen Reed Scholarship
T. Michael Reed Memorial Scholarship
Jan and Trevor Rees-Jones Visionary Scholarship
Beverly Yates Reilly/Reilly Family Foundation Endowed Scholarship in Fashion Merchandising
Dr. Manfred Reinecke Pre-Health Scholarship
Gary and Lisa Reiter Endowed Athletic Scholarship
H. Roy and Vaulta Reynolds Scholarship
Dr. Sherrie Reynolds Endowed Graduate Scholarship
Thelma Robinson Reynolds Scholarship
Robert Rhodes Endowed MBA Scholarship
Robert T. Rhodes Memorial Scholarship
Claud H. Richards Scholarship
Cindy Frazier Richardson Memorial Scholarship in Nursing
Jean W. Roach Special Scholarship
Jean Wiggin Roach Scholarship
John V. Roach Honors College Heritage Endowed Scholarship
John V. Roach Scholarship
John V. Roach Special Scholarship
Phil Roach Scholarship
Dr. and Mrs. A. W. Roark and Mary Elizabeth Roark Scholarship
Amber Marie Roberts FTDM Scholarship
Lillian Lesbia Word Roberts Memorial Scholarship Fund
Marian K. and Gary Dale Roberts Scholarship Fund
Christine and Salvador Rodriguez Family Scholarship
Joan Rogers Scholarship
Robert M. Rogers Memorial Scholarship
Drs. Rose, Walter and Weis Endowed Scholarship in Engineering
Sybil Rose Endowed Scholarship
Mr. and Mrs. Oscar S. Rosenberg Scholarship
Arch H. Rowan Memorial Scholarship for Business
Stella S. Rowan Nursing Scholarship
Matt & Evelyn Rudd Scholarship
Rutherford Family Scholarship
Ryan Foundation Scholarship
Frances Sadler Scholarship
M. E. Sadler Scholarship
Victor A. (Beaude) Sahm III and Kristy Echols Sahm Endowed Scholarship
Martha Hackley Salmon College of Education Teacher Scholar Apprenticeship
John and Pam Samford Endowed Baseball Scholarship
John and Pam Samford Endowed Scholarship Fund
David Baldwin Sanders Endowed Scholarship
Robert Marne Sanford Scholarship
Santa Gertrudis Scholarship
Sartwell Family Scholarship
Patricia D. Searse Scholarship
Scharbauer Roundup Scholarship Fund

Clarence and Kerry Scharbauer Scholarship
Kurt Alan Schember Memorial Scholarship
Bob Schieffer College of Communication Heritage Scholarship
Bob Schieffer College of Communication Journalism Heritage Scholarship
Gladys Payne Schieffer Scholarship
Schieffer School Davidson Leadership Scholarships
Schieffer School of Journalism Award
George T. Schmaling Memorial Scholarship
Benjamin W. Schmidt Memorial Scholarship Fund
Margaret L. Schmoker Endowed Scholarship
Melissa and Doug Schnitzer Family Endowed Scholarship
School for Classical & Contemporary Dance Heritage Endowed Scholarship
School for Classical & Contemporary Dance Heritage Scholarship for Contemporary Dance
School of Medicine Endowed Scholarship for Physician Leaders
V. C. and Elisabeth Schorlemmer Disciples Scholarship
Jake M. Schrum Scholarship
R. J. Schumacher Accounting Scholarship
John F. Schwarz Engineering Scholarship
Science and Engineering Endowed Scholarship
Gayle and Mary Beth Scott Scholarship
Scott-Rankin Geology Scholarship
Ann Kimbriel Secrest Scholarship
Neil Sealy Memorial Scholarship
Georgianna D. & Aubrey J. Sexton Endowed Scholarship
Peter and Phyllis Shaddock Scholarship
James A. "Jack" Shaddy and Velma F. Shaddy Endowment Fund
Louis H. Shaffman Scholarship
Ora M. Shelton Endowment Fund
Hilton John Shepherd Scholarship
Mr. and Mrs. Charles R. Sherer Scholarship
Lorraine Sherley, Frederick Henderson Sherley and Quincy Coffman Sherley Scholarship
Wayne H. and Janet Largent Sherley Scholarship
Selma and Scott Sherman Outstanding Football Player Scholarship
Shipp Family Scholarship
William Everett and Eloise Norman Shipp Endowment for the Harris College of Nursing
Harry B. and Mabelle Short Scholarship
Sigma Theta Tau Nursing Scholarship
Craig B. Silverthorne Ranch Management Scholarship
Robert M. Singleton Memorial Scholarship
Mary Skipper Scholarship
Raymond and Judy Smilor Entrepreneurial Leadership Fund
Smith Family Endowed Scholarship
Alice T. Smith Scholarship
Ford and Shawn Smith Family Scholarship
Emily Guthrie Smith Scholarship
James E. "Doc" and Mary B. Smith Scholarship
Jussen and Currie Smith Endowed Ranch Management Scholarship
Lucy Smith Scholarship
Margaret K. Smith Memorial Scholarship
Paul F. and Dorothy T. Smith Endowed Scholarship
Rebecca W. Smith Scholarship
Wilma Miller Smith and Clarence B. Smith Scholarship
Florence Ware Snively Scholarship

Judith Solomon Award in Vocal Accompanying
Judith Solomon Piano Award in Chamber Music
Johann Pieter Sommers Endowed Scholarship for KinderFrogs School
Southwestern Company Scholarship
Southwestern Exposition and Livestock Show Scholarship
Ellis M. Sowell Scholarship
Sparrow Scholarship
Marvolene Bowe Speed Scholarship
Modena Rogers Clark Spitler Piano Scholarship
Modena Rogers Clark Spitler Violin Scholarship
Willett R. Stallworth Endowed Scholarship
Alma W. O'Gorman Staples Nursing Scholarship
William and Rita Starkey Endowed Scholarship in Football
A. Tremon Starr Scholarship
Helen Martha Steen Honorary Scholarship
Walt Steimel Dance Alumni Scholarship
Karen Stephens Memorial Scholarship
Mr. and Mrs. Hamlett Stivers Memorial Scholarship
Bill and Ann B. Stokes Scholarship Fund
Strake Family Scholarship
Strickling Family Endowed Scholarship
E. P. Stuermer Family Scholarship for Disciples Students
Blake Knowlden Sturman Scholarship
Lynell Burgess Suggs Memorial Scholarship
Pat and Jean Sullivan Endowed Scholarship Fund
George C. and Sue W. Sumner Scholarship
Marilyn DeMoss Sumner and Tom Sumner Endowed Fellowship in Educational Leadership
Thomas G. and Marilyn D. Sumner Endowed Scholarship
Hatton Sumners Foundation Washington Internship Scholarship
Gretchen Swanson Family Foundation Scholarship
Mr. and Mrs. R. C. Sweeney Memorial Scholarship
Coach Richard Sybesma Endowed Scholarship Fund
Dr. George Tade Scholarship
Wilma Jean and George T. Tade Scholarship for Communication Sciences and Disorders
Dr. Robert and Kathryn Talbert Memorial Scholarship
Tandy Corporation Educational Scholarship
Charles T. Tandy Scholarship
Tartaglino Richards Family Foundation Medical School Scholarship
Priscilla W. Tate Scholarship
Rebekah Anne Tauber Memorial Scholarship
F. Nick Taylor Scholarship Fund
TCU Energy Institute Heritage Endowed Scholarship
TCU Panhellenic Scholarship
TCU Permian Basin Alumni Scholarship
TCU/Raymond Gafford Memorial Golf Scholarship
Teaford Family Endowed Athletic Scholarship
Sheila and Robert Templeton Endowed Scholarship
Robin Thayer Athletic Memorial Scholarship
Jim and Maida Thokey Disciples Scholarship
Anna Belle P. Thomas International Students Music Scholarship
Dwight and Catherine Thompson Endowed Scholarship in Business
Dwight and Catherine Thompson Endowed Scholarship in Engineering
Meredith Fraker Thompson Memorial Scholarship in Finance

Ray F. Thompson Endowed Scholarship
Wray and Sally Thompson Golf Scholarship
Carol Thornton Scholarship
Carolyn Lawson Thorp Endowed Scholarship
Jeanette Tillett Scholarship
Martha Maples Timmerman Music Scholarship
Charles W. Tindall/Tandy Corporation Graduate Scholarship in Business
DeVonna Tinney Endowed Nursing Scholarship
Carol McDonald Tomaszczuk Memorial Scholarship
T. E. Tomlinson Memorial Ministerial Scholarship
Wendall and Percine Towery Memorial Scholarship
Greg Trevino Memorial Scholarship
Jim Trinkle Scholarship
Dr. Elliott Trotter Endowed Scholarship
Harriet Tubman-Texas American Bank Minority Scholarship
Ethel G. Tucker Memorial Scholarship
Jean Jones Tucker Endowed Scholarship
William E. Tucker Scholarship Fund
Glen and Elizabeth Turbeville Scholarship
Nancy B. Chambers Underwood Scholarship
James L. Utley Memorial Scholarship
The Ruby R. Vale Foundation in Honor of Bettyann Leonard Endowed Scholarship
Katharine V. Thompson and Peter Van Amburgh Endowed Scholarship
Warren and Lulu Veale Memorial Scholarship
Don J. and Ruth D. Ver Duin Memorial Scholarship
April M. Vieweg Memorial Nursing Scholarship
April M. Vieweg Memorial Scholarship
Mary Poteet Wagley Disciples Scholarship
Lissa and Cyril Wagner, Jr. Scholarship
Edward McShane and Mary Waits Scholarship
Howard A. Walbridge Engineering Scholarship
W. Earl and Louise Waldrop Scholarship
James A. and Susie V. Walker Scholarship
Myrtle E. and Earl E. Walker Graduate Fellowship in Nursing Leadership
Jewell and Anna B. Wallace Scholarship
Mr. and Mrs. Clay Waller Ministerial Scholarship
Charles G. Walls Scholarship
George S. Walls, Sr. Scholarship
F. Howard and Mary D. Walsh Graduate Piano Scholarship
F. Howard Walsh, Jr. Middle Income Scholarship
Mr. and Mrs. F. Howard Walsh Scholarship
Renee and F. Howard Walsh, Jr., Ballet Scholarship
John B. Walton Scholarship
Sandy Ware Scholarship
Sue and Logan Ware Scholarship
Bea Warren and Jamie Butler Memorial Nursing Scholarship
Washington Internship Endowment Fund
Paul and Ruth Wassenich Disciples Scholarship
W. R. Watt Memorial Scholarship
A. D. and Mozelle B. Weatherly Scholarship
William E. Webb Business Scholarship
Emily and Daniel Weingeist Family Scholarship
Wells Fargo Endowed Scholarship

Mr. and Mrs. James L. West Scholarship

West Texas Safari Club International Scholarship

The Wyatt and Gannon Wheeler Distinguished Student Endowment on Behalf of the Wheeler Family

Fred Whitaker Middle Income Scholarship

White Family Scholarship

Carolee White Family Endowed Scholarship in Honor of Brady '17 and Brian Coggins '19

G. R. White Scholarship for Ranch Management

Wichita Falls Ex-Students Scholarship

Marion Wieckert and Charles Goodwin Pratt Scholarship for the Starpoint School at TCU

Harry L. Wiggins Scholarship

Louise V. Wiggins Scholarship

Garner L. and Lula Leverett Wilde Scholarship

Valleau "Val" Wilkie, Jr. Endowed Nursing Scholarship

Bill Wilkinson Endowed Scholarship for KinderFrogs School

Arthur Willey Fund Scholarship

Dorothy and Arthur Willey Scholarship

Jay D. Williams Scholarship

Named Lectureships

The following named lectureships, either annually funded or endowed, have been established:

Robert D. Alexander Endowment for the Liberal Arts was provided by the Robert D. and Catherine R. Alexander Foundation and enables the AddRan College of Liberal Arts to support a biennial lecture series that explores the relevance of a liberal arts education and its role in contemporary society.

Jane and Pat Bolin Innovation Speaker Forum was established by Jane and Pat Bolin to introduce transformational business leaders and their ideas to audiences on campus.

The Kenneth W. Davis, Jr. Endowed Lectureship at Texas Christian University was established by the generosity of Kenneth W. Davis, Jr. It welcomes distinguished speakers who promote energy-related dialogue and enhance our understanding of energy-related issues.

Earl E. Dyess Lectureship in Marketing was established by Jack Blanton, Jr. in honor of his father-in-law.

Florsheim Family Lecture Series in Ethics was established in 2010 by Charles Florsheim '71, Ann Florsheim '71, Charles C. Florsheim '00, Sarah Florsheim '01 and Claire Florsheim '05. The lecture series examines contemporary moral issues.

Fogelson Honors Forum was established through a gift from the estates of Buddy Fogelson and his wife Greer Garson. The forum brings renowned speakers, eminent scholars and professional practitioners to campus to address TCU students, staff and faculty as well as the Fort Worth-Dallas community.

Frost Foundation Lectureship for Global Issues was established by the Denver-based Frost Foundation. This endowed initiative provides lectures and programs addressing global concerns, offering innovative, creative, practical solutions to global issues, and inspiring the TCU community to live and work ethically and responsibly in the global society.

The Gates of Chai Lectureship was endowed through the generosity of Gates of Chai, Inc., in memory of Larry Kornbleet and family members of Stanley and Marcia Kornbleet Kurtz who perished in the Holocaust.

Geography Department Endowed Speaker Program was established in 2011 to enable the Department of History and Geography to welcome guest speakers who give lectures on various geographic topics.

Gorvetzian Family Fund for Communication Studies was established in 2013 by Ken and Lori Gorvetzian to create a speaker series for the Department of Communication Studies.

JoAnn Houston Outstanding Contemporary Thinkers Lecture Series honors JoAnn Houston, a College of Education staff member and longtime educator who died in 1995. Memorial gifts from family and friends and additional funding by the University established this endowed lecture series. The College of Education coordinates bringing to campus outstanding educational thinkers on contemporary concerns.

The McFadin Lectures are supported annually from the McFadin Fund.

Ronald E. Moore Humanities Symposium is funded by an endowment that was established in 2007 by Ronald E. Moore '65. The symposium series is directed within the AddRan College of Liberal Arts and features an array of humanities-related discussions.

Joseph Morgan Physics Lectureship is funded by the generosity of alumni and friends of the Department of Physics at TCU. It was created in memory of Dr. Joseph Morgan, an honored teacher and noted author who drew regional and national attention to the University.

W.F. "Tex" and Pauline Curry Rankin Lectureship in Nursing was established in 1998. This endowed lectureship brings to campus national leaders in interdisciplinary areas related to health and nursing.

Ruth Evelyn Sanders Memorial Lectureship was established in 1994 through a bequest gift by Dr. Ruth Evelyn Sanders '39 and longtime educator. A chemistry major at TCU, Dr. Sanders directed that her gift establish a lectureship in that discipline.

The Oreon E. Scott Lectures, funded by the Oreon E. Scott Foundation, provide for an outstanding lecturer on "Crucial Current, National and International Issues from the Christian Point of View."

Nancy Quarles Stuck Art History Lecture Fund was established by Mrs. Hosmer B. Stuck of Fort Worth. One of TCU's first recipients of a bachelor's degree in art history, Nancy Stuck directed her gift to that discipline. The fund helps expand the scope of the Art History Program.

The Wells Sermons are financed by the East Dallas Christian Church honoring its former minister, Dr. L.N.D. Wells.

Jim Wright Symposium Endowment was created to support an annual symposium that examines, from a nonpartisan and non-ideological perspective, a contemporary political issue. Outstanding scholars and practitioners from around the country are brought to the TCU campus to participate in this one- or two-day event.

Professor Frederico and Joana Xavier Endowed Mathematics Lectureship was established through the generosity of Dr. Fred Xavier, the John William and Helen Stubbs Potter Professor in Mathematics Emeritus, in honor of Dr. Xavier's wife, Joana Xavier, in 2021. The endowment funds a lecture series in mathematics.

Research and Departmental Funds

Dr. Kristen Adams Memorial Fund for Starpoint and KinderFrogs was established in 2021 through the generosity of Sarah and Lee Stuckel to provide discretionary funds for the Director of the Lab Schools at Texas Christian University to take advantage of opportunities and meet needs as they arise.

Larry D. Adams International Award was established in 2012 by friends to honor Dr. Larry D. Adams.

Alcon Endowment for Ophthalmology Excellence was established in 2019 by Alcon Vision, LLC to meet needs in the TCU and UNT School of Medicine and expand opportunities in ophthalmology.

Catherine R. Alexander Endowment for Ballet Choreographer-in-Residence was established in 2003 within the College of Fine Arts from contributions by the Robert D. and Catherine R. Alexander Foundation.

Julian Carr Aliber '15 Endowed Fund in Kinesiology was established in 2014, by Bill and Kim Aliber in honor of their daughter, Julie. It helps the Harris College of Nursing & Health Sciences to support undergraduate research in Kinesiology.

The Duma Family Endowed Fund in Kinesiology was established in 2022 by Christopher and Jessica Duma. The fund is used to support purchase or upgrade of equipment used in training as well as student research and travel related to Kinesiology.

Elizabeth Brackin Allen Endowed Nursing Fund was established in 2016 within the College of Nursing & Health Sciences by Elizabeth and Daryl Allen to help junior and senior level nursing students to advance their Honors research projects.

Carl T. and May Anna Anderson Fund for Geology was established by Mr. and Mrs. Anderson '41 '41 to provide budget support for the Department of Geology. This endowed fund is used to provide scholarship assistance, instructional equipment purchases, reference materials, field trips and for support of the instructional budget.

Adam Andrea Study Abroad Endowed Fund was established in 2017 within the College of Education by Adam, Christina and Rudy Andrea and family to support students who participate in its International Study Abroad program.

Andrea Mennen Family Endowed Fund for the ANSERS Institute was established in 2017 within the College of Education by Adam, Christina and Rudy Andrea and family to fund activities and programs which help provide exemplary teaching, creative research and community outreach to advance special education.

Andrews Institute of Mathematics, Science and Technology Education Endowment was established in 2007 within the College of Education through a gift from Paul and Judy Andrews for the purpose of providing undergraduate and graduate scholarships for students in math and science education, to fund outreach programs for k-12 math and science teachers, students and their parents, to support collaborative faculty research and market the institute and its programs.

David A. Archer Fund for Excellence in Honors was established in 2017 the John V. Roach Honors College by David A. Archer and Ms. Phyllis Panenka to elevate teaching and learning in the Honors College.

AXA Endowed Fund was established by Jeff and EvMarie Angelovich in 2009. It allows the Department of Film, Television and Digital Media to welcome industry professionals to campus so they can speak to students.

Barrentine Values and Ventures® Endowed Fund was established in 2013 by Lisa and Ron Barrentine to support the TCU Richards Barrentine Values and Ventures® Competition.

Barry Family/ Goldman Sachs Student Experience Endowment was established in 2017 by Mr. and Mrs. Steven M. Barry in honor of their daughter, Shannon Barry '19, and enables the Department of Fashion Merchandising to support travel and internship opportunities for students with financial need.

Mary Evans Beasley Endowment for Campus Beautification was established in 1987 to help provide landscaping to beautify the TCU campus.

Theodore Beasley Faculty Fellowships in the Neeley School of Business were established in 2000 by The Theodore and Beulah Beasley Foundation, Inc., to honor the memory of Theodore Beasley.

Bebout Wellness Center for the Helping Professions was established in 2019 by the Bebout Family Foundation to provide ongoing wellness programming in the Bebout Wellness Center for students, faculty and staff in nursing and other healthcare professions.

Alann P. Bedford Endowment Fund was established in 1995 through a planned gift from Alann P. Bedford to support the Neeley School of Business.

Bennett Family Endowed Dean's Fund for Excellence was established in 2016 within the College of Science & Engineering by Dr. William F. and Charis Bennett to support student research and special projects.

Berdan Family Endowment for the TCU School of Medicine was provided by the generosity of Marsha and Barclay Berdan in 2021 to enable the TCU School of Medicine to support the use of simulation technology that benefits medical training.

Biegert Values and Ventures® Endowment was created by Jeff and Sally Biegert in 2012 to aid the Neeley Entrepreneurship Center in enhancing its many activities and further strengthening its national reputation.

Dr. Brent Blackburn Family Endowed Dean's Fund for Excellence was established in 2017 within the College of Science & Engineering by Dr. Brent K. Blackburn to support student research and special projects.

Block T Legacy Endowed Fund was established in 2013 by the TCU Lettermen's Association Board of Directors to assist with athletic capital projects, strengthen scholarships for student-athletes and address the University's greatest needs.

BNSF Neeley Leadership Program is funded through an endowment that was established by the BNSF Foundation in 2006. The BNSF Neeley Leadership Program facilitates unique learning opportunities for some of the Neeley School's most promising students.

Willene Glass Boger and Allen Dickson Boger, Jr. Endowment for the College of Science & Engineering was established in 2014 by Mr. and Mrs. Allen Boger to assist with needs in the College of Science & Engineering.

Boller Honors Fund, established by Dr. Paul F. Boller, Jr., allows the John V. Roach Honors College to award prize money each year for the Boller Award, which is given in recognition of the best Senior Honors Projects.

Dr. Paul F. Boller, Jr. Endowed Fund for TCU Press was created in 2014 through a bequest from Dr. Boller's estate.

Paul Boller Humanities and Fellowship Funds provide travel grants and dissertation support for graduate students in history, enabling them to conduct research or attend conferences.

Rev. and Mrs. Paul F. Boller Endowment Fund was established by Dr. Paul F. Boller, Jr. in 1981. It supports the John V. Roach Honors College.

Drs. Mark and Ari Brown Endowed Fund in the College of Science & Engineering was established in 2020 by Ari and Mark Brown to support the Dr. Phil Hartman Endowed Director's Fund for Excellence.

Rebecca Brumley Service Learning Endowment Fund was established in 2017 by Mr. and Mrs. Ira J. Brumley to enable the TCU and UNTHSC School of Medicine to extend medical students opportunities to give back to the local community, practicing servant leadership.

R. Keith Bunch '95 Excellence in Taxation and Accounting Fund was established through the generosity of Keith Bunch in 2021 and enables the Neeley School of Business to enhance and support the curriculum of the Master of Accounting (MAc) concentration in Taxation through activities and resources such as faculty awards, guest speakers, conferences, seminars and tutoring.

Anne Burnett and Charles Tandy Endowment was established in 1979 by the Anne Burnett and Charles Tandy Foundation.

Buschman Endowed Fund in the AddRan College of Liberal Arts was established in 2010 through a bequest from the estate of Robert Alfred Buschman.

Robert and Jerita Buschman Fund for Theatre in the College of Fine Arts was established by Mr. Robert Buschman and Ms. Jerita Foley Buschman in 1986 to provide budget support for the Department of Theatre and especially for theatre production activities.

John L. Butler Endowed Fund for Internships was endowed in 2004 through the gifts of numerous donors. The fund provides support for student interns in the University Ministries Program.

Kenneth and Kaylynn Caldwell Leadership Excellence Award Endowment was established in 2020 through the generosity of Kenneth and Kaylynn Caldwell and enables the Air Force ROTC at TCU to provide an annual award for the top-performing cadet in the Air Force Reserve Officer Training Corps.

Vicky Vinson Cantwell Art History Fund for Curatorial Programming was established in 2019 by Vicky and Greg Cantwell to enable the College of Fine Arts to enhance the Art History Program by providing funds for museum and/or art world professionals to engage with and educate TCU students.

Electra Carlin Art Department Endowment in the College of Fine Arts was established in 2001 by a bequest from Mrs. Carlin's estate. The fund underwrites exhibitions of Texas artists.

Center for Civic Literacy Endowment was created in 2006 through gifts from Teri Baker O'Glee '78 and the Brown Foundation, Inc. of Houston. The endowment benefits activities of TCU's Center for Civic Literacy.

Center for Digital Expression is housed in the AddRan College of Liberal Arts and was primarily funded through gifts from Clarence and Kerry Scharbauer.

Center for Texas Studies Endowment in the AddRan College of Liberal Arts is funded through an endowment that was established in 2003 to support the Center in its mission to celebrate all that makes Texas distinctive.

Center for Urban Studies is housed in the AddRan College of Liberal Arts and was primarily funded through gifts from Clarence and Kerry Scharbauer.

Cerkleski Family COE Endowed Fund was established in 2019 by the Cerkleski Family Charity Foundation to enhance the proficiency of students in the TCU College of Education through programming activities.

MD School Endowed Faculty Fund in Honor of Dr. Jacqueline Chadwick was established by anonymous donors in 2018 for the dual purposes of promoting faculty development in servant leadership and supporting student-to-student wellness and mentoring in the TCU and UNT School of Medicine.

Brent Chesney Endowed Student Fellowship in the Bob Schieffer College of Communication was established in 2014 by Brent Chesney '85 to recognize outstanding students in the Washington Internship Program.

Clark Family Neeley School Endowed Fund was established in 2019 through the generosity of Pamela and Edward Clark and provides unrestricted support for the Neeley School of Business at Texas Christian University.

Clark Society Endowed Faculty Fund was established in 2020 by members of the Clark Society to recognize outstanding work by professors across various disciplines through an award of funds to be used for teaching, research and creative programming, with the ultimate goal of benefiting students.

Dr. Melvin E. Clouse Endowed Faculty Research Fund was established in 2018 by Dr. and Mrs. Melvin Clouse to support faculty research in interventional radiology in the TCU and UNTHSC School of Medicine.

Connelly Fundy for Career Readiness was established in 2019 by Julie and Claude Connelly and enables the Alcon Career Center in the Neeley School of Business to prepare Neeley's graduates for the global job market.

Louise and Frieda Cristol Endowment for Academic Programming in Jewish Studies was established by Bernice Cristol Selman '37 in 2001.

Caroline I. Cutrona Endowed Fund was established in 2019 by the Cutrona Charitable Foundation to enable the TCU Laboratory Schools, Starpoint School at TCU and KinderFrogs School at TCU, to provide support which benefits its students and programs.

Gholi Darehshori Endowment for Intercultural Engagement was established through the generosity of the Darehshori family in 2021 to enable International Services to create programming that supports both international student needs and develops skills necessary for foreign service in TCU students with an interest in intercultural engagement.

Davies School of Communication Sciences & Disorders Endowment was established in the Harris College of Nursing & Health Sciences in 2014 by Ms. Marilyn E. Davies to create dynamic opportunities for TCU students and faculty which will substantially impact the quality and reputation of TCU's programs in speech-language pathology and habilitation of the deaf.

Marilyn and Morgan Davies Endowed Dean of Harris College of Nursing & Health Sciences was established through the generosity of Marilyn E. Davies in 2021 to enhance TCU's ability to recruit and retain a world-class Dean to lead the Harris College of Nursing & Health Sciences and supports priority initiatives in the College and in the Davies School of Communication Sciences & Disorders.

Davis Family Entrepreneur-in-Residence Endowment was provided by Barry and Antoinette Davis in 2008 to support the work of a distinguished scholar within the Neeley Entrepreneurship Center. The position is open.

Lou Hill and Ralph Davidson Endowment for the Karyn Purvis Institute of Child Development was established in 2006 within the College of Science & Engineering by Lou Hill '64 and Ralph Davidson to aid the institute in its areas of research training and service.

J.E. and Marguerite Dawdy Ranch Management Field Studies Endowment was established in 2018 by Gwen Kunz to honor her aunt and uncle who were ranchers in Matagorda County and provides support for Field Studies in Ranch Management.

DeCorrevont Family Endowed Fund for TCU Rowing was established in 2015 by the John and Patrice DeCorrevont Family to provide support for the TCU Rowing Club, which is housed within the TCU Department of Campus Recreation.

Department of Interior Design Excellence Fund in the College of Fine Arts was provided by an anonymous donor to enhance the student experience in the Department of Interior Design.

William M. Dickey Entrepreneur-in-Residence was established by a gift from the estate of Houston real estate developer William M. Dickey. Michael Sherrod holds this position.

Doll Family Endowed Fund was established in 2019 by David and Heidi Doll in honor of Graham Doll and Erin Elizabeth Doll to enhance the first-year experience at Texas Christian University.

Dr. Geraldine F. Dominiak English Department Endowed Writing Fund was established through a bequest by Geraldine Dominiak in 2020 to support the writing component of the English Department and is used for expenditures not covered by the department's budget.

Dr. Ray Drenner Biology Student Research Fund was established in 2021 through the generosity of Dave Hambricht, Ph.D., and Pamela Genova, Ph.D., and former students of Dr. Ray Drenner to enable the College of Science & Engineering to support student research in biology at TCU in perpetuity. This gift was made in Dr. Drenner's honor to support future generations of TCU students and gratefully recognizes his 44 years of teaching and mentoring at TCU.

Meagen Driskill Endowment for Excellence in Nursing was provided by the generosity of Dr. Meagen Driskill in 2021 to provide unrestricted support for TCU Nursing in the Harris College of Nursing & Health Sciences at Texas Christian University, allowing for direct and immediate action when unique opportunities arise.

Duncan Faculty Fellowship in the Neeley School of Business was established in 2006 through a bequest from the estate of Robert Roy Duncan '40 and Margaret F. Duncan '41.

Eugenia C. Dussourd Nutritional Science Programming Fund was established in 2016 through a bequest by Mrs. Dussourd in recognition of her gratitude for her years spent as a TCU student obtaining her home economics degree. It supports the Department of Nutritional Sciences in the College of Science & Engineering.

Eagle Family Excellence Fund was established in 2017 by the John and Jennifer Eagle family to engage the School of Art in the College of Fine Arts to expose students to the world of art beyond the classroom.

Vera Turbeville Edelbrock Alumni Program Endowment was created in 2000 through a bequest from Mrs. Edelbrock's estate.

Vera Turbeville Edelbrock Art Endowment in the School of Fine Arts was created in 2000 through a bequest from Mrs. Edelbrock's estate.

Vera Turbeville Edelbrock College of Education Endowment was created the College of Education in 2000 through a bequest from Mrs. Edelbrock's estate.

Endowed Faculty Fund for Faculty Mentoring & Collaborative Research was established in 2010 by Dr. Cathy Collins Block to enable junior faculty in the College of Education to be mentored and conduct collaborative research with a leader in their field of education.

Endowed Student Fund for International Business Programs was established in 2008 within the Neeley School of Business by an anonymous donor to support students participating in its international initiatives.

Melissa and Arthur A. Epley Excellence Fund in Interior Design was established in 2018 by Mr. and Mrs. Arthur A. Epley to help support projects and pressing needs in the Interior Design Department as they arise.

Mary G. Esch and Mary N. Esch Endowment Fund was established through by the generosity of the John B. Esch Family in 2021 to enable the TCU School of Medicine to offer financial assistance to students in the Scholarly Pursuit and Thesis Course for expenses related to their thesis, such as conducting their research and presenting their findings at professional conferences or meetings.

Executive-in-Residence for Consulting was established in 2021 through the generosity anonymous donors and enables the Neeley School of Business to engage a high-profile senior executive for consulting in the life of the Neeley School for an entire semester annually.

Fashion Merchandising Student Experience Endowment was established anonymously in 2017 within the College of Fine Arts to support travel and internships for fashion merchandising students, especially those who would otherwise be unable to afford such opportunities.

Felner Family Washington Semester Endowed Fellowships Fund was established in 2019 by Diana and Craig Felner to enable students with financial need in the Bob Schieffer College of Communication to spend a semester at the Bob Schieffer College of Communication in Washington, D.C.

Michael R. Ferrari Award for Distinguished University Service & Leadership was established by the Board of Trustees in honor of the University's ninth chancellor and recognizes a faculty or staff member for significant leadership.

Finie Nursing Practice Laboratory Endowment was created in 2017 by Christine and Paul Finie within the College of Nursing & Health Sciences to stock and maintain the practice lab.

John and Beck Fitch Family Fund was established in 2019 by Mike Fitch D.O. MOH, enable the College of Science & Engineering to maintain an active presence in the community for the purpose of recruiting students interested in STEM fields to Texas Christian University.

William E. Forehand Endowment for Undergraduate Business in the Neeley School of Business was established in 2014 by the estate of Mr. William E. Forehand.

Russ '96 and Cassie '97 Fothergill Endowed Fund in the College of Science & Engineering was established in 2020 by Cassie and Russ Fothergill to support the Dr. Phil Hartman Endowed Director's Fund for Excellence.

Allen Fozzard Leadership Development Fund was established in 2015 by Mr. and Mrs. Peter A. Fozzard to support the BNSF Neeley Leadership Program in the Neeley School of Business.

Frog Camp Endowment in TCU Student Development Services was established in 2014 by TCU alumni and friends to cover costs for attendees who would not otherwise be able to participate.

Jane Armstrong Furche Endowment Fund in the AddRan College of Liberal Arts was established in 2017 through a bequest from Jane Armstrong Furche as well as a gift from each of her children, Anthony, Bradford and Elizabeth Armstrong, to benefit the department of religion.

William Galyean Endowment for Graphic Design was established in 2017 in the College of Fine Arts by Mr. and Mrs. Paul V. Holland to support the needs of the department of graphic design.

Garrett Ranch Management Endowed Fund was created by Michael and Toni Garrett in 2011. It equips TCU Ranch Management with necessary resources to better support its operations.

Gibson Endowed Geography Fund was established in 2010 by E. Lawrence Gibson '51 in honor of Dr. Martine Emert to support field trips for geography students.

Robert E. Glaze Endowment Fund was established through a gift from Mr. and Mrs. Robert E. Glaze of Dallas.

Callie Bowers Green Endowment was established in 2013 by a bequest from Mrs. Green and supports TCU's Internship Scholarship Program.

Ms. Grace H. Griffin '20 Endowed Summer Study Award in Fashion Merchandising was established in 2020 through the generosity of David and Kirsten Griffin and enables the Fashion Merchandising Program in the College of Fine Arts to support travel that provides experiential education opportunities for Fashion Merchandising majors.

Robert Allan and Mary Elizabeth Bowie Guyton Endowment was established in 2020 through the generosity of Beth and Robert Guyton and enables the TCU and UNTHSC School of Medicine to support academic development of cardiovascular medicine.

Haley Family Fund for Medicine and the Arts was established in 2018 by Mr. and Mrs. Bill Haley to provide funding for the Patient Communication Program at the TCU and UNTHSC School of Medicine in Collaboration with the TCU College of Fine Arts.

Hamilton Family eleven40seven Endowed Fund was established in 2013 by Emory and Frederic Hamilton in honor of their daughter, Helen. It enables TCU's student-run journal of the arts to enhance its operations and better showcase students' work with print and online media.

Dr. Bruce and Mrs. Melissa Harrell Endowed Fund in the College of Science & Engineering was established in 2016 by Dr. and Mrs. Bruce Harrell to support the Dr. Phil Hartman Endowed Director's Fund for Excellence.

The Harris College Fund Endowment was established in 2014 by an anonymous donor.

Harris College Strategic Initiatives Fund was established in 2016 by a gift from the estate of Mr. Warner Frank Rankin, Jr. and supports TCU's Harris College of Nursing & Health Sciences by accelerating strategic initiatives within the college.

Dr. Phil Hartman Endowed Director's Fund for Excellence in the College of Science & Engineering was established in 2015 by a group of donors in honor of Dr. Phil Hartman to provide flexible operating support for the Pre-Health Professions Institute Director.

HELP Center Fellowship for LBGT Health was established in 2019 by the Health Education Learning Project to support original research in the TCU and UNT School of Medicine in the area of LBGT health and wellness by the HELP Center Fellow to expand access to care and services for the LBGT community.

Mark Henderson Art History Endowment was established through a gift from Mr. Henderson of Los Angeles, California in 2004 and provides support for students and faculty in the Department of Art and Art History.

Hendrick Endowed Fund for Undergraduate Research was established in 2019 by Katherine Hendrick will enable the John V. Roach Honors College at Texas Christian University to support undergraduate Honors students conducting research projects within the college.

Trevor Harrigan Hodne Memorial Fund was established in 2006 by Kim and Garrett Hodne and enables the Karyn Purvis Institute of Child Development to provide support to adoptive families and the professionals who serve them.

History Department Endowed Fund was established in 2019 to support undergraduate programming and recruitment.

Dawn and Brian Hoesterey Student Excellence Fund in Honors Business was established in 2013 in the Neeley School of Business by Dawn and Brian Hoesterey. It enhances the Neeley Fellows Program experience through educational research and travel opportunities.

Honors College Community Fund was established through the generosity of anonymous donors in 2021 to enable the John V. Roach Honors College to enhance the Honors experience through increasing the number and types of engagement activities that build community and connection among Honors students, providing a support system that helps to ensure student success.

Honors Professor Award Endowment was established in 1997 by Linda and Mark Wassenich to endow an annual award recognizing an outstanding professor in the John V. Roach Honors College.

G. Dallas Horton Economics Research and Travel Fund was established in 2008 by G. Dallas Horton '92 to support travel and research in the Economics department.

Lucile Maxine Houston Endowed Fund was established in 2000 through a bequest from Ms. Houston to benefit the Harris College of Nursing and Health Sciences.

Mary E. Hughes Student Loan Fund was established in 2003 through a bequest from Ms. Hughes to fund student loans at TCU.

Daniel Hund Endowed Excellence Fund was established in 2020 through a bequest from Daniel C. Hund '07 and a gift from Tom and Judy Hund to support travel for students with financial need in the Master of Accounting (MAc) Program in the Neeley School of Business.

Paul Ifland Endowed Fund for Chemistry was established in 2014 by a bequest from Dr. Ifland and benefits TCU's Chemistry Department.

Ignite Campus Ministries Endowed Fund was established by Cindy and Harry Holmes in 2012. It provides technical and administrative support for Ignite Campus Ministries.

Institute of Ranch Management was founded by gifts from two anonymous donors and from the William A. and Elizabeth B. Moncrief Foundation and Edward P. Bass. The institute's mission is to encourage networking and continuing education among Ranch Management graduates and cattle industry leaders, and to expand the existing program's reach internationally.

Jim and Wyn Jacobsen Band Fund was funded by the TCU Ex-Bandsmens' Association in honor of Jim Jacobsen, former TCU band director, and his late wife, Wyn.

The Jewish Community Life Endowed Fund was established in 2021 through a gift from the Fort Worth Community Council for Hillel, Inc., a Texas non-profit corporation, and originated from a bequest in the Will of Josephine K. Tills. It enriches the lives of Jewish undergraduate and graduate students by providing a pluralistic, welcoming and inclusive environment that encourages them to grow intellectually, spiritually and socially.

Glenn and Deborah Johnson Family Endowment for History was established in 2019 by Glenn and Deborah Johnson to provide added support for Department faculty as well as for Department undergraduate majors and Department graduate students, thereby strengthening the Department programming and overall educational experience.

Sarah and Reginald L. Jones III Fund for the Neeley School of Business was established in 2021 to support the Values and Ventures® Program in the Neeley School of Business.

Makenzie Keely Endowed Fund for Fashion Merchandising was established by Diane and Edward Keely in 2019 to provide budget-enhancing support to the Department of Fashion Merchandising.

Dee J. Kelly Alumni & Visitors Center Endowment Fund was established in 2005 by Mr. and Mrs. Dee J. Kelly to provide support for the Kelly Center.

Kimbell Art Foundation Graduate Art History Fund is an endowment that was established by the Kimbell Art Foundation in 2001 to fund stipends for art history graduate students.

David and Marie Louise Kinder Executive-in-Residence Endowed Fund was established in 2021 through the generosity of Marie Louise and David Kinder in the Neeley School of Business to support the engagement of a high-profile senior executive annually, who will utilize the position to enhance and elevate the network and profile of the Neeley School and the greater Fort Worth business community.

Luther King Capital Management Center for Financial Studies is funded through an endowment established by the Luther King Capital Management Corporation in 2002 and exists to enhance the quality, prestige and national visibility of finance programs at the Neeley School of Business with outstanding faculty, top students, industry partnerships and excellent employment opportunities for graduates.

Luther and Teresa King Ranch Management Information Resources and Program Enhancement Fund was established in 1995 by Mr. and Mrs. J. Luther King, Jr. to support the Institute of Ranch Management.

Kintzinger Family Endowed International Studies Fund was established through the generosity of Shannon and Stuart Kintzinger in 2021 and enables the Center for International Studies to support study abroad opportunities for students pursuing majors in graphic design, strategic communication, Business Information Systems or finance.

Herbert and Mamie LaGrone Teacher Education Student Leadership Fund was established by the late Mamie LaGrone in memory of her husband, Herbert, retired dean of the College of Education.

Chuck Lamb Emerging Scholars in Marketing Endowment was established in 2015 by Dr. Charles W. Lamb and Dr. Julie A. Baker, as well as through additional gifts made by friends and alumni, to bring promising doctoral and postdoctoral students to campus for short visits to conduct and/or present research and speak to classes in the Neeley School of Business.

Last Man Standing Fund was established in 2019 by the 16 remaining members of the 1973 Sigma Alpha Epsilon Pledge Class to enable the Frog Club to strengthen scholarship support for student-athletes.

Lay-Williams Endowed Fund for Special Education was established by Richard and Julianne Lay Williams and Carol Lay Fletcher in 2007 to benefit the Alice Neeley Special Education Research and Service Institute in its many endeavors.

Lesley Family Foundation Endowment for the Karyn Purvis Institute of Child Development was established by the Lesley Family Foundation in 2011 and enables the Institute of Child Development to bolster support for its general operations.

Suzanne and Kevin G. Levy Endowment for the School of Art was established in 2013 by Suzanne and Kevin Levy. It gives the School of Art flexibility in addressing a variety of needs related to the overall educational experience.

Linbeck Construction Corp. Residential Life Program Fund was established by the Linbeck Group in 2001. It enables student staff members in housing and residence life to pursue development opportunities.

Linbeck Entrepreneurial Leadership Program Endowment was provided by the generosity of Linbeck Group, and enables the Neeley Entrepreneurship Center to place qualified students into real-world entrepreneurial work experiences via paid internships.

Linbeck Supply and Value Chain Endowment supports the key initiatives within the Supply and Value Chain Center. The endowment was created by Linbeck in 2004.

Dr. Brad and Mary Ann Loeffelholz Endowed Fund in the College of Science & Engineering was established in 2015 by Dr. and Mrs. Brad Loeffelholz to support the Dr. Phil Hartman Endowed Director's Fund for Excellence.

Lone Star Ag Credit Endowment was established by Lone Star Ag Credit in 2017 within the TCU Institute of Ranch Management to help provide continuing education opportunities for Ranch Management students, faculty and alumni.

Ralph Lowe Energy Management Program was established in 2017 within the College of Science & Engineering by Mary Ralph Lowe in memory of her father. It enables students to earn a Certificate of Energy Management through the Energy Institute to prepare for careers in the energy industry.

Anne W. Marion Endowment was established by the late Anne Marion and The Burnett Foundation in 2019 to provide critical operating support for the TCU School of Medicine in perpetuity.

The Matthews Family Endowment for Journalism was established in 2015 by Tor and Kay Matthews to further elevate teaching and learning in the Bob Schieffer College of Communication and its journalism program.

McCallum AddRan Faculty Development and Creativity Fund was established by Jack and Dana McCallum in 2011 to support the AddRan College of Liberal Arts.

Sue T. and Dwight M. McDonald '59 '59 Endowed Excellence Fund for AddRan College was established in 2016 by the McDonalds to provide support which benefits students and faculty in AddRan College in the areas of professional development and creative activity.

Floyd and Elizabeth McGown Endowed Fund for Excellence was established by Andrew McGown in 2018 in memory of Mr. and Mrs. Floyd McGown and supports faculty and student experiential learning and research projects in the Engineering Department in the College of Science & Engineering.

Christine Melody Perseverance Endowment was established in 2019 by Martha and Todd Melody to enable Student Affairs to support student success at Texas Christian University.

Miller Padgett Family Endowment was established by the Padgett Family in 2016 to further elevate teaching and learning in the John V. Roach Honors College.

The Jay and Gail Milner Distinguished Student Journalism Awards Endowment was established in 2011 to enable the Bob Schieffer College of Communication and its department of journalism to annually recognize the work of outstanding student journalists.

Dr. David Minter Chemistry Research Fund was established by Dr. Brent Blackburn in honor of Dr. Minter in the College of Science & Engineering to enable the department of chemistry to foster collaborative research efforts between undergraduate students and faculty.

Laurana Rice Mitchelmore Masters Series Fund was established in 2007 in honor of Laurana Rice Mitchelmore '61. Income from this endowment enables the College of Fine Arts to welcome noted vocalists and accompanists for appearances on campus.

Mittelstaedt/Waste Connections Innovation Award was established through the generosity of Darin and Ron Mittelstaedt in 2021 to enable the Neeley School of Business to recognize a team each year at the TCU Values and Ventures® Competition whose venture shows promise to provide superior returns, remain environmentally responsible and grow in a disciplined way.

W.A. "Monty and Tex" Moncrief Athletic Endowment was established in 2003 by W.A. "Tex" Moncrief, Jr. to fund operations supporting football.

W.A. "Tex" Moncrief, Jr. Athletic Endowment was established in 1984 by Mr. Moncrief to benefit TCU's football and golf programs.

Frank H. Moore Jr DDS and Frank H (Trey) Moore III MD Family Endowed Fund was established in 2018 by Dr. Frank H. Moore, Jr. and Dr. Frank "Trey" Moore III to support the Dr. Phil Hartman Endowed Director's Fund for Excellence.

Wayne & JoAnn Moore Endowed Faculty Fund in the College of Science & Engineering was established in 2016 through the generosity of the Wayne and JoAnn Moore Charitable Foundation to provide support for faculty in the areas of research and professional development.

Wayne and JoAnn Moore Endowed Faculty Fund in the Neeley School of Business was established in 2021 through the generosity of the Wayne and JoAnn Moore Charitable Foundation to enable the Neeley School to provide support which benefits faculty in the areas of research and professional development.

Mrs. Marcia and Dr. Brady Lee Mootz II Pre-Health Institute Endowed Programming Fund in the College of Science & Engineering was established in 2011 by Dr. and Mrs. Brady Mootz II to support the Pre-Health Professions Institute.

Alma and Robert D. Moreton Award for Research in Nursing in the Harris College of Nursing & Health Sciences was established in 2000 by Mrs. Alma Moreton '44 in honor of her husband, Dr. Robert D. Moreton.

J.P. Morgan Chase Mentoring Program in the Neeley Office of Inclusive Excellence is a mentoring program which provides support for underserved and marginalized student populations through building experiential learning opportunities and underwriting events that allow students to interact both professionally and socially, helping develop their networking and social skills.

Clifford E. Murphy Fund for Biology Student Research was established in 2019 to support student research in biology.

Terry L. Myers M.D., Ph.D., Excellence Award Endowment was established in 2021 through the generosity of Marian K. Solowy Myers, M.D., and family to enable the TCU School of Medicine to establish an award which honors a graduating medical student who has excelled in pediatrics or genetics. This award was established in memory of Terry L. Myers M.D., Ph.D.

Endowed Neeley Inclusive Excellence Fund was established in 2019 by David Frazier to assist students and promote diversity, equity and inclusion for all Neeley students.

Neeley Fellows Legacy Fund was established in 2021 through the generosity of anonymous donors to enable the Neeley School of Business to enhance the Neeley Fellows program through providing high-impact cocurricular experiences to help the program accomplish new goals that push TCU and Neeley to new heights.

Neeley Fellows Program within the Neeley School of Business is funded through an endowment that was established to enhance the three-year business honors program experience.

Neeley Premium Credentials™ Program within the Neeley School of Business is funded through an endowment established by Mike and Marilyn Berry in 2009. The program offers targeted development for undergraduate business students so they can become more marketable leaders.

Neeley School of Business General Endowment was established in 2019 by Betsy and Dick Skorborg to provide support for the Neeley School of Business.

Neeley School Executive-in-Residence was established in 2020 through the generosity of anonymous donors and enables the Neeley School of Business to engage a high-profile senior executive in the life of the Neeley School for an entire semester annually.

Neeley School Executive-in-Residence was established in 2021 through the generosity of anonymous donors to enable the Neeley School of Business to engage a high-profile senior executive in the life of the Neeley School for an entire semester annually.

Dr. Robert Neilson Chemistry Program Fund was established in 2019 to support the chemistry department's mission.

Notermann Family Student Opportunities Program in Fine Arts Endowed Fund was established in 2021 through the generosity of Brenda Notermann to enable the TCU College of Fine Arts to provide funding for student opportunities, such as purchasing supplies, offsetting travel expenses and allowing students to participate in special training programs.

Nowlan Family Excellence Fund in Entrepreneurship was established in 2014 by Mr. and Mrs. John Nowlan to enable the Neeley School of Business to strengthen its undergraduate entrepreneurship program for students across the Texas Christian University campus.

Kelly and Randy O'Donnell Family International Travel Fund within the College of Fine Arts was established in 2017 by Kelly and Randy O'Donnell in honor of Courtney O'Donnell '17 to help the Department of Design support travel opportunities for interior design students.

O'Hara Family Institute of Ranch Management Endowment was established in 2019 by Linda and John O'Hara to provide operational support to the institute of Ranch Management at Texas Christian University.

W. Jeffrey Paine, Jr. Endowed Fund in Economics was established in 2020 through the generosity of Paula and Jeff Paine and enables the Economics Department to provide programming that enhances the student experience in economics.

Payne Family Endowed Dean's Fund for Excellence was established in 2019 by Robert Payne and Cynthia Crossland Payne to provide financial flexibility for the Dean of the College of Science & Engineering.

Dr. Karyn B. Purvis Fellowship in Developmental Trauma was established in 2014 by Mr. and Mrs. Doug Rock and the RockJensen Foundation to support a professional-in-residence fellowship within the Karyn Purvis Institute of Child Development.

Karyn Purvis Institute of Child Development at TCU is an endowment established by Betty and Jerry Ray in 1994 which supports the operations of the Institute.

Rees-Jones Operations Endowment for the Karyn Purvis Institute of Child Development was established in 2014 by Mr. and Mrs. Trevor Rees-Jones and The Rees-Jones Foundation.

Rees-Jones Scholarship and Training Endowment for the Karyn Purvis Institute of Child Development was established in 2014 by Mr. and Mrs. Trevor Rees-Jones and The Rees-Jones Foundation.

Ann Hazelwood Regina Memorial Endowment for History was established in 2012 by Charles and Judy Munnerlyn and Edward Regina to allow the Department of History and Geography to strengthen its programming and the overall educational experience for history majors.

Beverly Yates Reilly Student Experience Fund for Fashion Merchandising was established in 2018 by the Reilly Family and the Reilly Family Foundation in recognition of Beverly's esteemed professional modeling career with the purpose of providing field experience for fashion merchandising students through participation in the Department's travel programs.

Dr. Manfred Reinecke Endowed Dean's Fund for Excellence was established by Dr. Philip C. Bechtel in 2016 to benefit the College of Science and Engineering.

Kay Lynn Curtis Reininger Endowed Fund for Professional Development in Special Education was established in 2013 by Reid Reininger in memory of his wife, Kay. It enables the Alice Neeley Special Education Research and Service (ANSERS) Institute to support professional development activities for special education teachers in Fort Worth and the surrounding area.

Ann L. Rhodes Artist-in-Residence Endowment Fund in the College of Fine Arts was established in 1997 by Ann L. Rhodes of Fort Worth for an artist-in-residence in the Department of Theatre.

Clyde and Mary Richards/Isbell Ritch Ranch Endowment was established in 2019 by William Richards, to provide support for the Field Studies Program within TCU Ranch Management.

Roach Foundation Colloquium Fund was established by the Roach Foundation, Inc, and the Roach Family in 2019 to enable the John V. Roach Honor College to provide an Honors colloquium that exposes students to a well-balanced foundation for an exploration of economic theories and practices through a myriad of perspectives.

John V. Roach Honors College Endowment was established in honor of John V. Roach '61 in 2007 by Paul and Judy Andrews. The endowment funds development of the Honors College at TCU.

John V. Roach Honors College Board of Visitors Undergraduate Research Fund was established in 2014 by the John V. Roach Honors College Board of Visitors to underwrite costs for senior research projects.

Dr. Tom Rogers, Jr. and Mrs. Joan Rogers Endowed Fund in the College of Science & Engineering was established in 2019 by Joan and Tom Rogers, Jr. to support the Dr. Phil Hartman Endowed Director's Fund for Excellence.

Rosemary and George Runnion Endowment Fund was established in 2021 through the estates of George and Rosemary Runnion. It was the donors' desire that the university use their gift to create an endowed fund to benefit the Neeley School of Business at TCU.

Ryan Family Endowed Fund for Sports Broadcasting in the Bob Schieffer College of Communication was established in 2014 by the Ryan Family Foundation to elevate the capabilities and reputation of the TCU sports broadcasting major.

Salmon International Student Teaching Endowed Fund was established in 2015 by Dr. Martha Hackley Salmon '66 '71 and Dr. James A. Salmon to support students who travel to take part in the College of Education's International Student Teaching Program.

The Ralph W. and Mary Lloyd Sanders Endowment for the TCU and UNTHSC School of Medicine was established in 2020 through a planned gift from Ralph and Mary Sanders and provides support for the TCU and UNTHSC School of Medicine.

Sandusky Globalization Fund for Journalism was established in 2017 by Ms. Sue A. Sandusky to enable the Bob Schieffer College of Communication and its department of journalism to help students develop global awareness and competency.

Scaled to Succeed Endowment was established in 2021 through the generosity of the Devon and Kevin Martin Family. The fund enables TCU Athletics to provide annual operating dollars to support initiatives of the Scaled to Succeed program through a unique partnership between Student-Athlete Development and the Neeley's Institute for Entrepreneurship and Innovation.

Dorothy and Clarence Scharbauer, Jr. Student Life Fund was established in 1995 by Mr. and Mrs. Clarence Scharbauer, Jr. of Midland to enhance and expand student programs.

Dr. Gregory B. Scheideman and Mrs. Sara S. Scheideman Endowed Fund in the College of Science & Engineering was established in 2019 by Greg and Sara Scheideman to support the Dr. Phil Hartman Endowed Director's Fund for Excellence.

Bob Schieffer College of Communication is funded through an endowment that supports work to educate journalism and strategic communication students.

Dean's Discretionary Fund for the Bob Schieffer College of Communication was established by Mr. and Mrs. Bob Schieffer to foster the professional development and scholarly work of faculty in order to further distinguish students' educational experience.

Schildt Family Endowed Dean's Fund for Excellence was established in 2015 by Susan Schildt '83 and Tim Schildt '81 to support student research and special projects in the College of Science & Engineering.

The Robert and Edith Schumacher Funds to Support Entrepreneurship and Innovation were generously provided by the Schumachers to in 2009 to establish TCU as a leader in innovation and entrepreneurship, and in preparing students to lead in a shifting global economy. The executive faculty fellowship is held by Keith Hmieleski and the junior faculty fellowship is held by Ryan Krause.

S. Allen Seline, Jr. Endowed Fund for the Library was established through the generosity of the Seline Family Foundation and Mr. Seline's children and grandchildren to celebrate the 100th anniversary of Mr. Seline's birth on September 29, 2021. The fund enables the TCU Mary Coutts Burnett Library to enhance and support the library's greatest needs and opportunities.

Bill Shaddock Entrepreneurship Fund was provided by Bill and Kim Shaddock in 2011 to enable the Neeley Entrepreneurship Center to better assist students who attempt to launch or run a new business.

Bill Shaddock Venture Capital Endowed Fund was established in 2014 by Mr. William C. Shaddock to assist students who attempt to launch or run new businesses.

Shoppa's Material Handling Fund was established in 2020 through the generosity of Mr. and Mrs. James L. Shoppa and supports the activities of the Center for Supply Chain Innovation in the Neeley School of Business.

Ora M. Shelton Endowment Fund was established in 2012 by the estate of Ora M. Shelton.

Maryrose Short Teaching Excellence Award was established in 2013 by Daniel Short in memory of his wife, Maryrose. It supports an annual award that recognizes teaching excellence within the Department of Accounting.

Marjorie and James Sly Student Entrepreneurs Experience Fund was established in 2015 by Marjorie Sly '59 to support the Neeley Entrepreneurship Center and Entrepreneurship Club.

Marjorie and James Sly Award for Values & Ventures® was established in 2015 by Marjorie Sly '59 to support an award in the Richards Barrentine Values & Ventures® Business Plan Competition.

Dr. Donny and Mrs. Jody Smith Endowed Fund in Pre-Health Professions was established in 2017 by Donny and Jody Smith to support the Dr. Phil Hartman Endowed Director's Fund for Excellence.

Emmet G. Smith Endowment Fund for Symposia was established in 1999 through the generosity of friends and former students in honor of Emmet G. Smith to further the education of musicians and clergy in the realm of worship.

Sue Wheeler Smith Memorial Fund for Visiting Organists was established in 1979 by Emmet Smith, retired music faculty, and his family and friends in memory of his late wife.

Hosmer B. Stuck Fund for Business Research was established in memory of Mr. Stuck '41 by his widow in 1982 to finance research projects of faculty members in the M.J. Neeley School of Business.

Scott & Joan Sullivan Award Endowment in the Arts was established in 2020 through the generosity of friends and colleagues of in memory of Dean Sullivan and in honor of Joan Sullivan to fund an annual undergraduate award recognizing an upperclassman in the College of Fine Arts for outstanding work, creativity and overall excellence in their field of study.

George and Sue Sumner Library Expansion Fund was established in 1995 by Dr. and Mrs. George Sumner to support the expansion and renovation of the Mary Coutts Burnett Library and to offer continued support of the Library program.

Mary Jane and Robert Sunkel Art History Endowment was established in 2001 through the benevolent support of Mary Jane '55 and Robert Sunkel '54. The fund's income supports graduate student research in art history.

Gretchen Swanson Family Foundation Fund in Geology Research was established in 2014 by the Gretchen Swanson Family Foundation to support broad and innovative geological research opportunities for faculty and students.

Swenson Land and Cattle Company Field Studies Endowment was established in 2013 by the Swenson Land and Cattle Company in honor of John Merrill to support field study operations in TCU Ranch Management.

Tartaglino Richards Foundation New Ventures Endowed Fund for the Richards Barrentine Values & Ventures® Competition was established by Nancy Tartaglino Richards in 2010 to create and support the Richards Barrentine Values and Ventures® Business Plan Competition.

Gary Tate Graduate Student Fund was established in 2020 through the generosity of Dr. Nancy Myers and enables the TCU English Department to support learning and professional development of graduate students through conference participation and research opportunities.

Taylor Family Endowment for Fashion Merchandising within the College of Fine Arts was established in 2017 by Leah C. Taylor, Thomas W. Taylor '79 and Mary Elizabeth Taylor '12 to enable the Department of Design and Department of Fashion Merchandising to advance and offer more access to specialized learning opportunities that best prepare and distinguish its fashion merchandising students.

TBA Legacy Endowment was established in 2019 by the Office of Religious & Spiritual Life in the Student Affairs Division to support program of the Disciples of Christ Ministry on TCU's campus.

TCU Athletics Excellence Fund was established in 2017 by Lois W. and James D. Kolkhorst to provide financial flexibility for the Director of Intercollegiate Athletics in the TCU Athletics Department, enabling the Director to allocate the needed discretionary funds for each head coach or facility.

TCU Collegiate Recovery Endowed Fund was established in 2019 by Debbie and Tim Agajanian in honor of Jake, Jordan, Charlie and Thomas Agajanian, to enable the TCU Collegiate Recovery Program to provide support to TCU students in recovery or seeking recovery from addiction, enhancing their academic success.

TCU Endowment for Equestrian Excellence was established in 2015 by the David and Christy May family to support the TCU Equestrian Program.

TCU Excellence in Interior Design Fund was established in 2020 through the generosity of an anonymous donor and enables the Department of Interior Design to help interior design students with financial need cover expenses relating to their major.

TCU Horned Frog Marching Band Endowment was established in 2014 by Scot and Trisha Hillman Philipp to support travel expenses incurred by the Horned Frog Marching Band during away games.

Texas Literary Hall of Fame Endowment was provided in 2021 by the generosity of Friends of the Fort Worth Public Library to facilitate the continuation of the Texas Literary Hall of Fame and supports activities associated with the Texas Literary Hall of Fame.

Thistlethwaite Family Memorial Travel Grant was established in 2005 by Dr. Mark Thistlethwaite and his family in memory of Aline and Lote Thistlethwaite. The fund enables undergraduate studio art majors to travel for educational purposes to museums, galleries and special exhibitions.

Thompson Family Lab School Research Endowment in 2018 by Mr. and Mrs. Hugh W. Thompson III to provide TCU's Lab Schools with funding for original and innovative research in the field of special education so that it will have widespread impact and garner increased national recognition for the Lab Schools.

TIP Board Excellence Fund was established through the generosity of Lisa and David Miller in 2021 in the Neeley School of Business to provide support for the activities of the Transaction and Investment Professionals (TIP) Board.

Dr. Nadene J. Tipton and Dr. Roger D. Tipton Endowed Fund in the College of Science & Engineering was established in 2020 by Nadine and Roger Tipton to support the Dr. Phil Hartman Endowed Director's Fund for Excellence.

Tomlinson Student-Athlete Development Fund was established in 2019 from Texas Christian University's portion of the proceeds from the event, "A Night with LT at TCU", on May 16, 2019. This endowed fund provides financial flexibility for the TCU Athletics Director in the TCU Department of Intercollegiate Athletics in support of the Student-Athlete Development Program.

Triathlon Endowed Fund was established in 2020 through the generosity of Pamela and Edward Clark to provide operational support for the Women's Triathlon Program.

Dominic Frank Tutera & Joseph Charles Tutera, Jr. Endowed Travel Fund for BNSF Neeley Leaders was established in 2021 through the generosity of Joe and Marian Tutera to enable the BNSF Neeley Leadership Program in the Neeley School of Business to help support travel opportunities for BNSF Neeley Leaders.

Hannah Tutera Endowed Travel Fund for the College of Fine Arts was established in 2014 by Joe and Marian Tutera to support travel opportunities for students studying graphic design.

Laura Tutera Endowed Travel Fund for Interior Design and Fashion Merchandising was established in 2014 by Joe and Marian Tutera to support travel opportunities for students in the Department of Design and Department of Fashion Merchandising in the College of Fine Arts.

University Art Galleries Endowed Fund was established in 2009 by Janet Lewis Peden to provide funding to the Departments of Art and Art History in the College of Fine Arts to help support art galleries at TCU.

van de Beek Family Endowed Fund was established in 2013 by Garen and Sharlyn van de Beek to enable the Bob Schieffer College of Communication to elevate the capabilities and reputation of the Department of Strategic Communication.

Robert Vigeland Accounting Excellence Fund was established in 2015 by Pat Admire '65 and Sondra Admire '74, along with other accounting alumni, in honor of Dr. Robert Vigeland to support the Accounting Department in the Neeley School of Business.

Vogel Family Endowed Experimental Learning Fund for Army ROTC was established in 2019 by Lynn Ann and Paul Vogel to help support the TCU Army ROTC Program's participation in regional and/or national cadet activities.

Nadia and Kevin Walgreen Family Endowed Fund for the College of Fine Arts was established in 2014 by Mr. and Mrs. Kevin Walgreen and supports the needs of the studio art program.

Walsh Foundation Sports Broadcasting Endowed Fund was established by the Walsh Foundation in 2010. It enables the Department of Film, Television and Digital Media to better support its sports broadcasting program and give students more opportunities to gain quality work experience.

Dr. Pat Walter Endowed Engineering Fund for Excellence was established in 2017 by Mr. and Mrs. Hunter Enis to help provide flexibility for the Chair of the Department of Engineering in the College of Science & Engineering, allowing for direct and immediate action when unique opportunities arise.

Ward Research Endowment for Nursing was established in 2019 by an estate gift made by Ms. Judith Ward to support faculty and student research in the nursing department.

Wassenich Award for Mentoring in the TCU Community was established in 1998 by Mr. and Mrs. Mark Wassenich of Dallas.

Weaver Endowed Excellence Fund in Accounting was established in 2014 by Weaver and benefits the Neeley School of Business Accounting Department.

Wilson F. Wetzler Endowment for Philosophy was established in 1999 by a planned gift from Dr. Wilson F. Wetzler '37 to support the Philosophy Department.

J. Vaughn and Evelyne H. Wilson Honors Fellowship was established in 2006 through a bequest of Mr. James V. "Tony" Wilson Jr. '63. Mr. Wilson named the fellowship in honor of his parents. The fellowship is currently open.

Women & Gender Studies 25-Year Fund was established in 2020 through the generosity of friends of the Women & Gender Studies Department to support the department's greatest needs.

Youth Advocacy and Educational Studies Endowment was provided by the generosity of Grace Andrade and her family in 2021 to enable the TCU College of Education to provide stipends to Youth Advocacy and Educational Studies students for unpaid internships that provide real-world experience in youth advocacy.

Marion C. and F. Peter Zoch III and Family Endowment for the Center for Academic Services was established by Mrs. Marion C. Zoch of Mountain Home, Texas, and her late husband, Peter, in 1997 for annual equipment needs of the Center for Academic Services.

Mission, Vision and Values

Our Mission

The mission of Texas Christian University, a private comprehensive university, is **to educate individuals to think and act as ethical leaders and responsible citizens in the global community** through research and creative activities, scholarship, service, and programs of teaching and learning offered through the doctoral level.

Our Vision

To be a world-class, values-centered university.

Our Core Values

TCU Values:

- Academic and personal achievement.
- Intellectual inquiry and the creation of knowledge.
- Artistic and creative expression.
- A heritage of service in pursuit of the greater good.
- Personal freedom and integrity.
- The dignity of and respect for the individual.
- Active appreciation for the array of human experience and the potential of every human being.

TCU Global

TCU Global

TCU Global serves as a catalyst for students to become exceptional global citizens through active engagement. TCU Global promotes international and domestic programming and structures, including summer study abroad programs led by TCU faculty members, semester-long study abroad programs, and the Global Scholars program. TCU Global also supports domestic travel. For more information, visit <https://studyabroad.tcu.edu/>

Semester and Year Long Opportunities – International

The *TCU-In Athens Program* allows students to spend a semester abroad in one of the oldest cities in the world. TCU-In Athens students attend the American College of Greece (ACG), where they will take a full slate of courses in far-ranging subjects. Courses are taught by Greek professors in English and students take classes with other study abroad students. The American College of Greece is located on a hillside on the edge of Athens. Students are housed in a residence hall complex a short walk from campus.

The *TCU-In Barcelona Program* offers students the chance to enroll in a wide range of courses, participate in internships, and take part in activities and excursions, all while living in the international, culturally rich city of Barcelona. TCU-In Barcelona students are allowed to choose a variety of academic options for their semester abroad. They take classes through the CEA-CAPA center and can add in courses from the Universitat Pompeu Fabra (UPF), Universitat Autònoma de Barcelona (UA), and Universitat de Barcelona (UB). Courses at these institutions are taught by Spanish professors in English and Spanish, and students take classes with other study abroad students and Spanish students. Barcelona is the country's second-largest city located in the northern region of Spain. This city offers an ideal blend of historic and modern, combining Gothic charm with thriving immigrant cultures, and Gaudí's quirky architecture with world-class dining and shopping. Students are housed in shared apartments with other TCU and CEA-CAPA study abroad students.

The *TCU-In Dublin Program* offers students the option to spend a semester at one of Ireland's largest and most international universities, University College Dublin, while living in the culturally-rich and friendly city of Dublin, Ireland. Students can take courses in Arts & Humanities; Business, Engineering, and Architecture; Health and Agricultural Sciences; Science; and Social Sciences. They live on a 330-acre campus in UCD Residences and have access to all the modern campus amenities, including a multilevel gymnasium, library, green spaces, and student unions. The Dublin City Center, home to Temple Bar and Dublin Castle, is a short bus ride from campus.

The *TCU-In Florence Program* a wide variety of disciplines, but specializes in Fine Arts and Liberal Arts. Students take classes at Scuola Lorenzo de' Medici (LdM), an international school in Florence, alongside other international students. TCU students live in apartments throughout the city center. Florence, itself, is a stunning Renaissance city and an artistic and cultural capital. TCU-In Florence features a strong Fine Arts program, including art history, fashion, graphic design, interior design, and studio art. No prior Italian language is required in order to apply.

The *TCU-In London Program* provides a unique opportunity for TCU students to study in one of the major capitals of the world, drawing on the immense intellectual, cultural and human resources of London. TCU partners with the University of Westminster and the University of Roehampton to provide opportunities to take courses in a wide range of disciplines. Students also have the option of choosing an internship for academic credit.

The *TCU-In Madrid Program* is an extraordinary opportunity to attend a preeminent private university in Spain, while living in the city center of this vibrant international city. The cost of living makes this an affordable European destination. Students attend classes at Universidad Nebrija, where they can study business, economics, communication, psychology, cultural studies, or Spanish language. With the main campus located one mile north of the center of Madrid, Nebrija offers students an urban campus with state-of-the-art facilities, including computer labs, libraries, and public spaces. Students are also housed near the city center, commuting to class and the Accent Center taking anywhere from 15 to 30 minutes.

The *TCU-In Oxford Program* is a prestigious opportunity to study at St. Catherine's College, one of nearly 40 colleges that make up the University of Oxford. TCU juniors and seniors with high academic qualifications can study at St. Catherine's College through its Visiting Students Programme. Visiting Students have the opportunity to choose from the widest variety of tutorial courses offered by any college at Oxford. Visiting Students live in residence halls on the St. Catherine's campus.

The *TCU-In Paris* program allows students to live and study in one of the most historically and culturally rich cities in the world. A prime location for the Fine Arts, the TCU-In Paris program has strong offerings in Interior Design, Fashion Merchandising, and Studio Art, among others. Students take classes at Paris College of Art, an international college of art and design in Paris, alongside other international students. All TCU-In Paris students are required to take one course at the Accent Study Center, centrally located in Paris. TCU students live together in apartments throughout the city. No prior French language is required in order to apply.

The *TCU-In Paris – Dance* program allows dance students to live and study in one of the most historically and culturally rich cities in the world. A prime location for the Fine Arts, the TCU-In Paris program has students take a full load of studio dance classes at the Paris Marais Dance School, alongside other French and international students. All TCU-In Paris students are required to take one course at the Accent Study Center, centrally located in Paris. TCU students live together in apartments throughout the city. No prior French language is required in order to apply. This program is only available to Dance majors during the spring semester of their junior year.

The *TCU-In Prague* program offers students the option to spend a semester at AEP, the undergraduate study abroad program of Charles University, one of the oldest and most prestigious universities in Europe, while living in Prague, the political, cultural, and economic hub of Central Europe. Open to a limited number of participants, this program focuses on economics and political science while also offering courses in art history, communications, psychology, and liberal arts. Students are required to take one Czech language course as part of their course load. Students attend classes in the historic Schebek Palace, only blocks from the center of Prague, and are housed in shared apartments throughout the city center.

The *TCU-In Rome Program* allows students to experience an international and historically rich environment while studying at the American University of Rome (AUR), an American-style university in the heart of Rome. AUR is home to a highly diverse student body representing over 60 countries on campus. 28 native languages are spoken amongst their faculty and students, although all programs are conducted in English. Students study in Monteverde, a quiet neighborhood adjacent to Trastevere. TCU in Rome offers many types of courses, with strengths in Business, Communication, Fine Arts, and Liberal Arts. No prior language is required to be accepted to the program.

The *TCU-In Seville Program* is one of TCU's flagship semester programs, where students immerse themselves into the culturally rich city of Seville. TCU-In Seville students take classes through the International Center at Universidad Pablo de Olavide (UPO), a Spanish university, and the CEA-CAPA Study Center. Courses are taught by Spanish professors in English and Spanish, and students take classes with other study abroad students. TCU-In Seville offers courses in a wide range of disciplines and is open to any student. They have a strong focus on Spanish language and culture and represent a great option for those interested in furthering their Spanish language skills. Many Spanish majors and minors at TCU choose to study abroad in Seville. Seville is the capital of Andalusia, a southern region of Spain renowned for its beauty, history, spectacular festivals, and cultural legacies: tapas, bullfighting, and flamenco all originate from Andalusia.

The *TCU-In Stellenbosch Program* offers students the opportunity to study in Stellenbosch, South Africa, a charming college town outside of Cape Town, surrounded by breathtaking mountain and ocean views. Students live on campus and may take courses across a wide range of disciplines at Stellenbosch University including science, business and the liberal arts.

The *TCU-In Sydney Program* allows students to take classes at University of Sydney, a global top 20 university, leading the way in addressing environmental, social, and governance challenges. TCU students generally live together in residence hall-style apartments near campus. Set around the world's largest natural harbor, Sydney is home to beautiful golden beaches, world-class museums and art galleries, delicious fresh food, and a calendar of exciting events and festivals. Students can take classes from a wide variety of subjects, including health sciences, education, and music.

Other special study abroad opportunities include:

TCU Affiliated Programs. TCU Affiliated Programs are select study abroad programs offering additional semester- and year-long experiences for students in locations throughout Australia, Asia, Europe, Latin America and Africa.

Bilateral Exchange: Students have the ability to exchange for a semester with prestigious universities throughout the world—for example WHU - Otto Beisheim School of Management in Germany, Sciences Po and EDHEC Business School in France, and Meiji University in Japan. These programs are academically rigorous and require a high level of independence.

Semester Opportunities – Domestic

The *Washington Internship Program - TCU Department of Journalism* allows a select group of students to spend the fall semester interning at powerful political, social, government and media organizations in Washington, D.C. In the past, students have interned for the CBS Washington bureau, POLITICO, USA Today, the ONE Campaign, McClatchy Washington bureau and communications offices in the U.S. Congress. Internships are co-supervised by the employer and a TCU professor who visits students in Washington during the semester. The Washington Center (TWC) houses its interns in its own building, a new, secure facility with furnished apartments and 24-hour residence staff assistance, only two blocks from a Metro subway station and within walking distance of downtown Washington. TWC arranges for instructors to teach classes at night so students can continue to make progress towards graduation.

For more than 40 years, the *Washington Internship Program - TCU Department of Political Science* has placed interns in a wide variety of DC internships. As a TCU Washington intern, students work four days a week at their internship site, from late-August through December. They also take an evening class once a week and attend programming on Fridays. Recent internship placements include Congress, the White House, executive agencies such as the departments of State, Justice and Commerce, advocacy groups, think tanks, non-government organizations, news media outlets, lobbying firms and U.S. attorneys. The Washington Center (TWC) houses its interns in its own building - a new, secure facility with furnished apartments and 24-hour residence staff assistance, only two blocks from a Metro subway station and within walking distance of downtown Washington.

TCU Summer Programs

TCU Summer programs are broken down into two categories:

TCU Faculty-Led Programs are intensive study abroad courses developed and directed by TCU faculty members from such disciplines as biology, business, environmental science, communication science disorders, strategic communication, history, journalism, literature, nursing, social work, political science, religion, Spanish, and theatre. Generally taking place from 2-4 weeks, these programs are highly experiential and can take place around the globe, including Argentina, Australia, Costa Rica, England, France, Germany, Italy, Japan, Scotland, South Africa and Spain.

TCU Summer Semester Programs allow students to enroll in a local university during the summer for 4 – 8 weeks, taking a number of courses. Students have the ability to participate in international internships. These programs allow for more cultural immersion as students are based in one location for several weeks. These programs are held in Rome, Florence, Barcelona, London, Dublin, and Sydney.

Student Conduct and Academic Issues:

TCU Global serves as an academic unit for purposes of administering Study Abroad and Study Away programs, as well as courses assigned INTL designation. For academic issues related to INTL courses, semester study abroad and study away programs administered through TCU Global, the Chair of the TCU Global Academic and Curricular Advisory Committee serves as the Department Chair and the Vice Provost serves as the Dean. The Chair of the TCU Global Academic and Curricular Advisory Committee will coordinate with the academic dean of the student's major. For conduct issues, the Senior International Officer will coordinate with the Dean of Students and the academic dean of the student's major to ensure consistency with TCU policies and processes. For more information, visit <https://studyabroad.tcu.edu/>

Academic Services and Support

Academic Services and Support

Center for Instructional Services (Instructional Technology)

Center or Instructional Service (Instructional Technology)

The successful integration of instructional technology into the teaching and learning environment is essential in today's classroom. The mission of the Center for Instructional Services is to provide Texas Christian University with a variety of cost-effective solutions in the appropriate integration and utilization of instructional technologies in a diverse academic environment.

- Classroom Instructional Technology Services provides assistance to faculty in the operation of classroom technology. Our focus includes the design, installation and maintenance of classroom technology equipment as well as providing equipment for checkout. Training and orientation in the proper utilization of classroom technology systems is available.
- Media Production Services provides a diverse range of services in video, audio, graphic, photographic and digital production formats to facilitate the effective use of multimedia. Assistance is provided in the planning, design and production of professional presentation materials for academic use.

The Center for Instructional Services is located between the Tucker Technology Center and Annie Richardson Bass Building on Bowie Street. For more information, refer to the center's website, www.cis.tcu.edu, or call 817.257.7121.

Academic Services and Support

IdeaFactory

The TCU IdeaFactory is a unit in the Neeley School of Business dedicated to supporting the innovative spirit of all TCU students, staff and faculty by providing an environment where they use human centered design and systems thinking to become social innovators and change agents.

Academic Services and Support

Information Technology

Information Technology

The central computing facility, located on the ground floor of the Sid W. Richardson Sciences Building, provides network connectivity throughout the campus and computer services and support for all levels of the University.

Using various client servers, Information Technology provides support for all programs used by campus departments and supplies direct access to the Internet, the library and specialized databases, as required.

The Information Technology staff is available through the TCU Information Commons Desk (817.257.5855). Services provided include consultation and assistance with computer problems. A newsletter (TCUSER) providing information about new services, products and support activities is published each semester. In addition, a wide selection of training materials for campus-supported software also is available. The Information Services administrative office is located in SWR Room 175, 817.257.7682.

Academic Services and Support

Mary Coutts Burnett Library

Mary Coutts Burnett Library

The Mary Coutts Burnett Library provides intellectual tools, innovative technology and an inspiring physical and virtual space, all supported by approachable and resourceful staff, to serve TCU's diverse community of learners. Students and faculty have access to more than 95,000 unique journal titles and more than 1.9 million books, CDs, DVDs, videos and other items housed in the Library and the Library Annex off-site in addition to a wealth of online works available through the Library's website, <http://library.tcu.edu>.

Materials are arranged by the Library of Congress system in open stacks for convenient access. Librarians and staff select, maintain and interpret the collections for library users. A music/media library and the Brite Divinity School library are also located in the Mary Coutts Burnett Library, as are particular collections, including U.S. documents; the archives of the Van Cliburn International Piano Competition; the papers of former Speaker of the House Jim Wright; the papers of Amon G. Carter, Sr.; the Luxembourg collection; the University's historical collection and digital archives; and special collections of rare books and manuscripts, such as the William Luther Lewis Collection of English and American Literature.

Research librarians can be contacted in person, by phone, by email or by text messaging as outlined at <https://library.tcu.edu/askalibrarian.asp>. The research librarians regularly conduct instruction on the library's resources and will schedule individual consultation for more in-depth assistance.

A TCU student may borrow up to 50 books or government documents for 28 days and renew them for two additional 28-day periods. Up to 10 DVD and VHS items may be checked out for seven days. Up to 10 CDs may be checked out for 14 days. Audio and video listening and viewing stations are available, and a 14-seat screening room may be reserved through the Library's website, <http://library.tcu.edu>.

Library materials that show up in the Library's online catalog as held at the Library Annex can be requested for retrieval. If these items are requested Sunday through Thursday they will be available within 24 hours. Items requested Friday and Saturday are made available on Monday. Upon return, an email notification is sent indicating the items are available at Library Services and will be held 10 days for pick-up. After 10 days the items go back to the Library Annex.

The library is open around the clock five days a week and provides different environments for studying, including group study rooms and quiet zones. The Library and Rees-Jones Hall offer group study rooms of various sizes that may be reserved for up to three hours through <http://library.tcu.edu>. The rooms have large wall monitors that can be controlled wirelessly from laptop computers and other portable devices.

Through active membership in local, regional and national library consortia, the library offers the advantages that come with resource sharing. The University's membership in TexShare enables TCU faculty and students to obtain borrowing privileges from more than 150 academic libraries throughout Texas.

A computer lab in the library features both Windows and Macintosh machines, some equipped with scanners and software for multimedia projects. Several high-speed black-and-white and color laser printers also are available. Wireless laptops can be checked out for three hours. The fall 2015 renovation includes a small high-performance computing lab, audio-video editing rooms, and a fabrication lab with a plotter and 3D printers.

Academic Services and Support

Research Support

TCU is committed to creating a campus environment that supports and promotes superior research, premier creative activities and innovative scholarly pursuits.

The associate provost for academic affairs and the Office of Sponsored Programs are dedicated to helping University faculty, staff and students continue building TCU's reputation as a nationally recognized scholarly institution.

The **Graduate Student Travel Grant Program** - supports travel of graduate students related to research. Funds may be used by graduate students to make presentations at professional meetings or to conduct research related to their field of study. Grants are not made for attendance at a conference where the student is not presenting scholarly results. Information and application are available at www.research.tcu.edu.

Academic Services and Support

The William L. Adams Center for Writing

The Center for Writing offers assistance with writing projects and assignments to all TCU students. Staffed by professional writing instructors and peer consultants, the Center for Writing provides students with one-on-one tutorials free of charge. Conferences usually focus on a particular project or assignment but may also include general writing instruction.

The 10 PCs in the center's computer lab are available for the use of any TCU student during normal office hours and provide email and Internet access.

Located in Suite 419 of Reed Hall, the Center for Writing is open Monday-Friday, 8 a.m.-5 p.m. Students may make an appointment by accessing an online scheduling service through the center's website, www.wrt.tcu.edu, or by calling 817.257.7221. Those who wish to submit a paper online may do so via the center's website. A consultant will read the paper and offer feedback within two working days.

Academic Services and Support

William H. Koehler Center for Instruction, Innovation, and Engagement

Mission Statement

The Koehler Center is dedicated to facilitating ongoing, reflective discourse regarding teaching and learning, including working with faculty and teaching staff to help them design and implement meaningful learning opportunities for their students.

Vision

The William H. Koehler Center for Instruction, Innovation, and Engagement supports teaching and learning at Texas Christian University. The resources and activities of the Koehler Center are focused on responding to the present needs of instructors, as well as on keeping the TCU community informed of new educational possibilities created by the continuing development of pedagogical theories, teaching practices, and technologies.

Confidentiality Statement

The Koehler Center maintains the confidentiality of the individual faculty or groups of faculty with whom we work, mindful that our faculty voluntarily engage our services in order to enhance and enrich teaching and learning at TCU.

The Koehler Center for Instruction, Innovation, and Engagement is located in the Sid Richardson Building, Suite 501, located between Tucker Technology Center and Winton Scott Building on Bowie Street. For more information, refer to the center's website at www.cte.tcu.edu or call 817.257.7434.

Center for Instructional Services

Center for Instructional Services

Center for Instructional Services provides faculty, staff, students and the TCU community a wide range of instructional technology and support for classroom instruction, presentations and special events.

Texas Christian University - Center for Instructional Services

Phone: 817.257.7121 | Fax: 817.257.5913

Mailing: TCU Box 298390 Fort Worth, TX 76129

Physical: 2820 W. Bowie St, Texas Christian University
Fort Worth, TX 76109

Information Technology

Information Technology

Information Technology provides computing support for all levels of the University. A complete range of services include classroom technology, network and wireless connectivity throughout the campus, access to the Internet, library and specialized databases, business application programming and academic computing services, hardware repair, and software support and training. To request assistance for any computer-related problems or questions, contact the Computer Help Desk at 817.257.6855 or help@tcu.edu. The Information Technology administrative office is located in the Sid W. Richardson Building Room 175, 817.257.7682.

Mary Coutts Burnett Library

Mary Coutts Burnett Library

Overview

The Mary Coutts Burnett Library is the intellectual heart of Texas Christian University, encouraging student and faculty collaboration across multiple fields and serving as the central marketplace for the acquisition of knowledge and the exchange of ideas. The library itself regularly sees more than 1,000 students at one time, for a wide range of purposes including to access books, to study (alone and in small groups), to use computers, to attend information literacy instruction sessions, to seek research assistance and to view exhibits.

Mission

Our mission is organizing and providing access to quality information resources that inspire curiosity, creativity and innovation throughout the TCU community, while offering exceptional services and surroundings that nurture our students.

Services and Collections

Access and Hours

The Mary Coutts Burnett Library during the fall and spring terms is open 24 hours, five days a week and current hours are posted on the library's website (library.tcu.edu). TCU ID cards are needed for entry after 8:00 p.m. and before 7:00 a.m. during 24-hour operations.

General Collections, Access and Borrowing

Students and faculty have access to more than 2 million books, CDs, DVDs, videos and more than 140,000 electronic and print journals, housed in the campus library and offsite library annex. More than 400 databases are available 24 hours a day via the library's website (library.tcu.edu). Use your TCU ID to borrow these items and many more such as laptops, headphones, calculators, cameras, and more. How long an item can be borrowed is shown on the Borrowing page at (libanswers.tcu.edu/faq/103439).

Special Collections

Special Collections contains the University's Digital Archives, Speaker Jim Wright Archives, Amon G. Carter Collection, the Van Cliburn International Piano Competition Archives, George T. Abel Map Collection and the William Luther Lewis Collection of English and American literature, as well as many other rare and archival materials.

Research Librarians

Librarians provide library and research assistance in person at the Research Services desk on the second floor, by phone, by email or online chat. Research librarians also serve as subject liaisons for all disciplines taught at the University. These librarians conduct sessions on using the library's resources and also schedule individual consultation appointments for more in-depth research assistance. In addition, they evaluate and purchase materials for the library's collections (both print & electronic) for their assigned subject areas.

Music/Media Library

The Music/Media library contains a large repertory of music scores, collected works, reference works and multidisciplinary sound and video recordings in a variety of formats. The W.B. "Judge" Hamilton Audio/Visual Resource Center offers viewing and listening equipment.

Government Information

The Mary Coutts Burnett Library has been a Federal Depository Library program for over 100 years, providing access to government documents issued by the U.S. Government Publishing Office (GPO) such as the *Congressional Record*, *U.S. Congressional Serial Set*, *U.S. Census*, *Budget of the United States*, *Code of Federal Regulations*, and *Federal Register*.

Fab Lab

The Fab Lab is a digital fabrication laboratory available to students and faculty that offers multiple 3D printers, a high definition 3D scanner, a large-scale plotter printer, a laser cutter/engraver, a vinyl cutter, an electronics workbench, sewing machine and serger sewing machine. Additionally, the space provides access to the gaming collection and virtual reality equipment.

GIGA Lab

The GIGA Lab was created for students whose classes use software such as AutoCAD and ArcGIS requiring high-end computing capability. The lab also includes multimedia editing suites and 12 desktop computers.

Information Commons Computer Lab

The Information Commons is equipped with 100 Windows and Mac desktop computers containing the current software packages to support student learning, dozens of laptops and headphones available for checkout, black and white printing, color printing and scanning.

Reservable Rooms

Two-person to eight-person rooms are available by reservation 24 hours in advance by the library website (library.tcu.edu). Most rooms have writable walls and a digital display.

Screening Room

A 12 seat screening room can be reserved to view video programming.

Graduate Student Study Spaces

There are a variety of areas accessible only to graduate students using their TCU ID, including a dedicated computing lab, open study spaces and individual study rooms assigned for the semester which provide a quiet space to complete dissertation and thesis work.

The Lizard Lounge

This multi-purpose space invites graduate students and faculty to come together in a more casual environment for meetings, TED talks, poetry readings and book discussions. Graduates and Faculty can use their TCU ID for entrance and room reservations are available.

The Sumner Academic Heritage Room

The Sumner Room highlights iconic items such as the University Mace, photos of Chancellor's Award winners, portraits of former and current Chancellors, and the University's Phi Beta Kappa charter. It also houses TCU yearbooks and faculty publications.

Knowledge is Power Steps

These unique, centrally located stairs provide a path for students as well as amphitheater-like seating for studying, socializing and resting. The limestone steps are etched with "Knowledge is Power" in 12 languages to celebrate our international student enrollment.

The Mary Couts Burnett Library has remained at the core of the University's academic mission for 95 years, by evolving to meet the changing needs of students and faculty. Collectively, the library has enriched the TCU campus with an extraordinary building renovation, highly-talented staff, enhanced digital and print collections, and many fun-filled and informative programs.

Student Access and Accommodations

Student Access and Accommodations

Texas Christian University complies with the Americans with Disabilities Act, as amended, and with Section 504 of the Rehabilitation Act of 1973 regarding postsecondary students with disabilities. No otherwise qualified individual shall be denied access to or participation in the services, programs and activities of TCU solely on the basis of a disability. The University will provide reasonable accommodations for each eligible student who has a physical, cognitive or mental health disability/diagnosis that substantially limits a major life activity, has a record or history of such diagnosis, or is regarded as having such diagnosis.

To apply for reasonable accommodations, all students must submit an online application for accommodation through Student Access and Accommodation. Students will use their TCU username and password to access the online application. Student Access and Accommodation will confirm by email to the student's official TCU email account when the application has been successfully submitted. Once the application has been submitted, students will be prompted to submit supporting documentation based on their disability type(s) from a qualified professional that meets the University's official documentation guidelines. Each eligible student is responsible for presenting relevant, verifiable, professional documentation and/or assessment reports to Student Access and Accommodation. Information concerning a student's disability is treated in a confidential manner in accordance with University policies as well as applicable federal and state laws. Further documentation may be required from the student to confirm the presence of a disability or to assist the University in determining appropriate accommodations.

All accommodation requests are reviewed by the Student Access and Accommodation Documentation Review Committee (DRC). A follow up appointment will be requested once the application and documentation have been reviewed. Students will be sent an email through their TCU email account to schedule a follow up appointment to discuss the outcome of the review and any accommodations that have been approved. For approved academic disabilities-related services/accommodations, the office will prepare notification of accommodation for the student's faculty members concerning specific, reasonable academic accommodations. The student is responsible for requesting notification of accommodation each semester they would like to use their accommodations. The Notification of Accommodation Request Form is available on the Student Access and Accommodation website. Notification of accommodations will be sent via TCU email to the student and faculty after requested by the student. It is the student's responsibility to confer with faculty members regarding their accommodations in order to determine a plan for implementation. An interactive process is absolutely essential and relies on the student's initiative. Accommodations take effect once the student and faculty members receive the accommodation notification and the student conferences with each faculty member(s). For approved housing and dietary disabilities-related services/ accommodations, the office will provide accommodation notification to Housing and Residence Life and/or Fraternity and Sorority Life. Housing/dietary accommodations must be requested annually. Accommodations are NOT retroactive. Student Access and Accommodation staff are available to consult with the student and with University faculty and staff to ensure delivery of appropriate support services. The Student Access and Accommodation office serves as a liaison between the student and the faculty member as needed.

The Student Access and Accommodation office is located in The Harrison, Suite 1200, and can be reached at 817.257.6567.

Students who wish to appeal a decision regarding appropriate accommodations may do so in writing to the Chief Inclusion Officer/and or their designee, who shall decide the appeal.

The William L. Adams Center for Writing

Center for Writing

The Center for Writing offers assistance with writing projects and assignments to all TCU students. Staffed by professional writing instructors and peer consultants, the Center for Writing provides students with one-on-one tutorials free of charge. Conferences usually focus on a particular project or assignment but may also include general writing instruction.

The 10 PCs in the center's computer lab are available for use by any TCU student during normal office hours.

Located in Suite 419 of Reed Hall, the Center for Writing is open Monday through Friday from 8 a.m. to 5 p.m. Students may make appointments by accessing an online scheduling service through the center's website (www.wrt.tcu.edu) or by calling 817.257.7221. Those who wish to submit a paper online may do so via the center's website. A consultant will read the paper and offer feedback within two working days.

William H. Koehler Center for Instruction, Innovation and Engagement

William H. Koehler Center for Instruction, Innovation, and Engagement

Mission Statement

The Koehler Center is dedicated to facilitating ongoing, reflective discourse on instruction and learning through engagement with instructional staff, departments/units and administration. The Koehler Center strives to meet the challenges of integrating innovative instructional/learning methodologies and technologies to promote exceptional learning.

Vision

The Koehler Center supports teaching and learning at TCU. The resources and activities of the Koehler Center are focused on responding to the present needs of instructors, as well as on keeping the TCU community informed of new educational possibilities created by the continuing development of pedagogical theories, teaching practices and technologies.

Confidentiality Statement

The Koehler Center maintains the confidentiality of individual faculty or groups of faculty with whom we work, mindful that our faculty voluntarily engage our services in order to enhance and enrich teaching and learning at TCU.

The Koehler Center is located in the Sid Richardson Building, Suite 501, located between Tucker Technology Center and Winton Scott Building on Bowie Street. For more information, refer to the Koehler Center's website at www.cte.tcu.edu or call 817.257.7434.

Undergraduate Prerequisites

Undergraduate Prerequisites

In most departments, a minimum prerequisite of 24 semester hours is required in the major field.

Deficiencies in Preparation

A student who lacks certain courses prerequisite to full standing for graduate study must enroll in these as soon as possible by arrangement with the major department. ("Enrolled in" refers to a valid registration for an academic course at TCU.)

Admission Requirements

Admission Requirements

For admission, an applicant must possess a bachelor's degree from an institution regarded as standard by the University and a regional accrediting agency.

For unconditional admission, the student must have satisfactory undergraduate preparation for the particular degree sought. This is determined by the chair of the major department and the dean of the appropriate school/college, and includes a "B" average in either the last 60 hours of undergraduate work or in all undergraduate work; a "B" average in the major field and satisfactory scores on the appropriate tests required by the school/college.

Individual departments or schools/colleges may set higher standards and require other tests. Specific departmental admission requirements are provided at the beginning of the list of departmental course offerings.

A satisfactory application does not guarantee acceptance. An application may be rejected if there are more applicants than openings in the intended major area or if the program TCU provides is not suitable to the applicant's vocational goals, for example.

Complete and certified transcripts (mailed from the registrar's office directly to TCU) from all colleges attended; an application form with application fee (see department website); and a Report of Health History, including documentation of the required immunizations, are required. These forms may be obtained from the TCU Health Center website, <http://www.healthcenter.tcu.edu/forms.asp>. International students must also submit the International and Student Scholar form found on the TCU Graduate Studies website under Admissions, <https://graduate.tcu.edu/>

Admission for TCU Seniors

Admission for TCU Seniors

Admission for TCU seniors is sometimes permitted. A qualified TCU senior may begin graduate work during the final bachelor's semester. The student must be within nine hours of completing all requirements for the bachelor's degree and enrolled for the courses that will fulfill those requirements.

In addition to other application materials a statement of standing indicating that the student is within the nine-hour limit of completing the degree requirements from the registrar or the academic dean is required. These materials must be submitted prior to the registration period. This admission is limited to TCU seniors only and may be for degree admission or for non-degree student admission.

Conditional Admission

Conditional Admission

Conditional admission may be granted to applicants who have been unable to complete all admission requirements by the application deadline. In each such case, an appropriate, specific deadline for satisfying the explicit conditions is given to the student, not to exceed one semester, and may include restriction of hours to be taken as a conditionally admitted student. Special permission to extend the deadline by at most one semester may be requested in writing from the school/college dean. Students who have not removed the conditions by the extended deadline will not be permitted to register for classes. Schools and colleges may have more stringent policies regarding conditional admission.

International Student Admission

International Student Admission

Admission standards are the same for all students, regardless of country of origin or residency. However, students on F or J visas are required to show English proficiency.

Extra support/needs are reported to the graduate director, and the student will be notified as to courses needed during the students' first term and any subsequent terms of study.

Transfer students within the United States may submit evidence of one year of successful study (within the last two years) in order to have evidence of English requirements waived.

Financial Capability and Affidavits

F and J Visa students are required by U.S. law to provide evidence of sufficient funding to live and study in the United States prior to issuance of any immigration documents. A sufficient financial packet must include:

1. The TCU Financial Statement accompanied by an original bank statement indicating sufficient funding for ALL expenses. This may be completed by student, family, friend or organization, but must include specific financial data on official financial institution letterhead.
2. An Affidavit of Support from persons named in sponsorship records, verifying willingness to sponsor student. Students should submit any financial award from TCU as part of their financial portfolio.

All international graduate students must pay a non-refundable \$50 orientation fee, due at the time of application submission. There is an additional application fee for students applying to the Neeley School of Business.

Medical Insurance Coverage and University Health Record Requirements

All students on student visas must have insurance coverage during their entire time at TCU. The Brown-Lupton Health Center provides coverage for international students; enrollment is mandatory and automatic for all students, with the exception of those students in sponsored (J Visa) programs requiring purchase prior to arrival. Students with dependents (F-2/J-2) may request waiver under specific circumstances, but national coverage in home country does not merit waiver and will not be considered.

A medical history form with a record of all immunizations is required prior to registration and is included in the pre-arrival packet for international students.

Pre-Arrival Information

Mandatory orientation for international students occurs several days before other graduate student orientations. Orientation for graduate students occurs either in the fall or spring, depending on the semester they begin classes. New students should plan their arrival accordingly. For more information, international student services are found in the Brown Lupton University Union (BLU) Intercultural Center.

Wholewideworld.tcu.edu contains information on the above requirements and answers many other questions students may have about coming to TCU. Included are Web applications to request a roommate prior to arrival; what students can expect upon arriving in Texas; and useful information that has been selected based upon student input on needed information before, during and after initial arrival in the United States.

Non-Degree Graduate Admission

Non-Degree Graduate Admission

Non-degree graduate admission may be given to an applicant who:

1. Meets the general requirements for admission;
2. Is not an applicant for a degree program; and
3. Wishes to enroll for graduate work for credit.

Non-degree admission requires completion of the appropriate application form, a letter stating why the student is requesting non-degree admission, \$60 application fee and submission of one official transcript mailed to TCU from the registrar's office of each college attended showing all work the student has previously completed. Applications for non-degree admission require the approval of the department concerned and the appropriate dean's office. A maximum of nine hours of graduate study is permitted under non-degree admission. Submit applications to the appropriate department/School/College (see Application Procedures Contact Information below).

Courses taken under this status are not credited toward requirements for a degree. If, at some later date, degree admission is desired, the student must complete all regular admission formalities. At the time of application for degree admission, courses previously taken as a non-degree student may be evaluated for possible degree credit. Upon recommendation of the department to which the student is admitted and with approval of the appropriate dean's office, a maximum of nine hours taken in non-degree graduate status may be credited toward degree requirements.

TCU Faculty Admission

TCU Faculty Admission

TCU faculty members with the rank of instructor or above who meet the regular requirements for admission are eligible to register for individual graduate courses or for graduate work leading to an advanced degree. However, they are not eligible to become candidates for a doctoral degree in the academic unit in which they are employed at TCU.

Unconditional Admission

Unconditional Admission

Unconditional admission may be granted to applicants who have met all of the general requirements for admission as well as the particular admission requirements of the department and school/college, and who have completed all admission formalities.

Visiting Graduate Student Admission

Visiting Graduate Student Admission

Visiting graduate student admission may be granted to students enrolled in graduate programs at other universities, but who desire to take courses from TCU for transfer. Students should get prior approval for this work from their graduate school since the receiving institution has the right to accept or reject transfer courses.

Requirements for visiting graduate student admission are a completed application form, including \$60 application fee, and a letter of good standing mailed to TCU from the registrar's office of the student's institution.

Workshop Admission

Workshop Admission

Workshop admission is a simplified admission procedure for students who wish to attend a special graduate seminar or workshop offered by TCU. Admission will be granted to applicants who hold at least a bachelor's degree from an accredited institution in the United States or proof of equivalent training at a non-U.S. institution and are in good standing at all colleges and/or universities previously attended. Graduate credit will be given for grades of "B" or better. Such a student is not regarded as an applicant for a degree program.

Application Procedures

Applications are available online. Visit the appropriate school/college website for specific information.

Neeley School of Business

Bob Schieffer College of Communication

College of Education

College of Fine Arts

AddRan College of Liberal Arts

Harris College of Nursing & Health Sciences

College of Science & Engineering

Graduate Studies

In addition to the application for admission, prospective students must have **two** official transcripts mailed from the registrar's office, for **all previous colleges attended**, to the appropriate office. If the last school attended was TCU, the appropriate office will obtain the necessary records. If necessary, official transcripts may be secured within a sealed envelope by the institution's registrar's office and hand delivered to the appropriate office at TCU.

Notices of admission to graduate study are not held for release on any particular date but are sent as soon as action is taken. Successful applicants are notified of the date for which acceptance has been granted.

Contact Information

CONTACT INFORMATION:			
NEELEY SCHOOL OF BUSINESS			
(817) 257-7531			
NeeleyGradPrograms@tcu.edu			
BOB SCHIEFFER COLLEGE OF COMMUNICATION			
(817) 257-5918			
tcugradstudies@tcu.edu			
COLLEGE OF EDUCATION			
(817) 257-7661			
coe@tcu.edu			
COLLEGE OF FINE ARTS			
tcugradstudies@tcu.edu			
https://finearts.tcu.edu/admission/admission-faqs/			
ADDRAN COLLEGE OF LIBERAL ARTS			
(817) 257-7288			
tcugradstudies@tcu.edu			
HARRIS COLLEGE OF NURSING & HEALTH SCIENCES			
(817) 257-6726			
graduatenuresing@tcu.edu			
COLLEGE OF SCIENCE & ENGINEERING			
(817) 257-7727			
cse@tcu.edu			
GRADUATE STUDIES			
(817) 257-7104			
j.bryant@tcu.edu			

Graduate Entrance Examinations

Graduate Entrance Examinations

Official Scores on the Graduate Record Examination (GRE), Graduate Management Admission Test (GMAT) or other appropriate professional tests must be submitted if required by the major department. The examinations are administered through the Educational Testing Service (ETS). Official scores must be sent to TCU by ETS. See School/College/department listings for required tests and other admission requirements.

Information and registration bulletins for the GRE are available from ETS; GMAT applications are available from ETS and in the MBA Office, M J. Neeley School of Business.

Miscellaneous Charges

Miscellaneous Charges

University Store purchases, library and parking fines, health insurance, health center services and medications, parking permits, copying charges, dining add-on charges and other miscellaneous charges are billed monthly and must be paid in full each month. Late fees will be assessed for payments not received within 10 days of the stated due date.

Payment

Payment

Texas Christian University has a monthly billing cycle. Payment of a minimum 20 percent of total basic charges (tuition, fees, room, meal plan and student health insurance less approved financial aid) is required by the due date of the month that classes begin (August for the fall semester and January for the spring semester). The remaining net basic charges must be paid in full by the due date of the following month (September for the fall semester and February for the spring semester). Students who do not pay the net basic charges in full by the September due date for the fall semester and by the February due date for the spring semester will be automatically enrolled in the payment plan. Students in the payment plan will be billed for the remaining net basic charges in three monthly installments over the remainder of the semester. A payment plan enrollment fee will be assessed on the September bill for the fall semester and the February bill for the spring semester. To avoid automatic enrollment in the payment plan and the resulting enrollment fee, net basic charges must be paid by the September due date for the fall semester and by the February due date for the spring semester.

The payment plan is an extension of credit by TCU. Each payment plan will not exceed three months. Students enrolled in the payment plan receive a disclosure statement as required by the federal Truth in Lending Act. Disclosure statements are provided in September for the fall semester and in February for the spring semester. The disclosure statement shows the amount included in the payment plan and the enrollment fee required for participation in the payment plan, which will be added to the other charges due on the student's account. Students may review the disclosure statement upon receipt and may cancel the payment plan within 10 days of receipt by submitting written notice to the TCU Student Financial Services office ("Cancellation Period") if not satisfied with the proposed terms. If the payment plan is cancelled during the cancellation period, the student's account will be credited for the enrollment fee. After 10 days of receipt of the disclosure statement, students may cancel the payment plan by submitting written notice to the TCU Student Financial Services Office, but the student's account will not be credited for the enrollment fee. If the payment plan is not cancelled, the student is committed to pay the total of payments shown on the disclosure statement according to the payment schedule shown on the disclosure statement. Cancellation of the payment plan will not release the student from financial obligation to TCU. If the payment plan is cancelled either within the cancellation period or after the cancellation period, payment in full of the unpaid basic charges for the semester will be due immediately.

More detailed information about the payment plan option is available from the director of student financial services. The payment plan option is not available for summer sessions. All summer registration charges (tuition, fees and housing) are due and payable by the due date specified on the first bill received after summer registration occurs.

Late fees will be assessed for payments not received within 10 days of the stated due date.

Students receiving financial aid may participate in the payment plan option. The minimum amount due on the statement should be the total semester amount due less any financial aid awarded (except work study, which is paid directly to the student during the semester).

Payment deadlines must be met or the student may be denied advance or current registration. The ability to register in subsequent semesters may be denied if the student account is in arrears. Transcripts will not be released, nor will a degree be awarded, unless the student has satisfied all financial obligations to the University, including loans made through the University. Student accounts must be current to be eligible to make residential housing reservations and to make charges to student accounts using the student's University identification card.

Refunds

Refunds

For a fall or spring semester, a student who withdraws from a course or from the University on or before the fifth class-day may receive a 100 percent tuition refund. If withdrawal occurs on or before the 10th class day, a 75 percent tuition refund is made. A 50 percent tuition refund is made upon withdrawal on or before the 15th class day, and a 25 percent tuition refund is made if withdrawal is made on or before the 20th class day.

Tuition and Fees

Tuition and Fees

Tuition and fees at TCU are usually set in the spring to be effective with the following fall semester. Current tuition and fee schedules are available from:

Office of Graduate Studies

Scharbauer Hall, Suite 1016

TCU Box 297024

Fort Worth, TX 76129

(817) 257-7104

Financial Services

TCU Box 297012

Fort Worth, TX 76129

(817) 257-7836

or any dean's office.

Payment

Texas Christian University has a monthly billing cycle. Payment of a minimum 20 percent of total basic charges (tuition, fees, room, meal plan and student health insurance less approved financial aid) is required by the due date of the month that classes begin (August for the fall semester and January for the spring semester). The remaining net basic charges must be paid in full by the due date of the following month (September for the fall semester and February for the spring semester). Students who do not pay the net basic charges in full by the September due date for the fall semester and by the February due date for the spring semester will be automatically enrolled in the payment plan. Students in the payment plan will be billed for the remaining net basic charges in three monthly installments over the remainder of the semester. A payment plan enrollment fee will be assessed on the September bill for the fall semester and the February bill for the spring semester. To avoid automatic enrollment in the payment plan and the resulting enrollment fee, net basic charges must be paid by the September due date for the fall semester and by the February due date for the spring semester.

The payment plan is an extension of credit by TCU. Each payment plan will not exceed three months. Students enrolled in the payment plan receive a disclosure statement as required by the federal Truth in Lending Act. Disclosure statements are provided in September for the fall semester and in February for the spring semester. The disclosure statement shows the amount included in the payment plan and the enrollment fee required for participation in the payment plan, which will be added to the other charges due on the student's account. Students may review the disclosure statement upon receipt and may cancel the payment plan within 10 days of receipt by submitting written notice to the TCU Student Financial Services office ("Cancellation Period") if not satisfied with the proposed terms. If the payment plan is cancelled during the cancellation period, the student's account will be credited for the enrollment fee. After 10 days of receipt of the disclosure statement, students may cancel the payment plan by submitting written notice to the TCU Student Financial Services Office, but the student's account will not be credited for the enrollment fee. If the payment plan is not cancelled, the student is committed to pay the total of payments shown on the disclosure statement according to the payment schedule shown on the disclosure statement. Cancellation of the payment plan will not release the student from financial obligation to TCU. If the payment plan is cancelled either within the cancellation period or after the cancellation period, payment in full of the unpaid basic charges for the semester will be due immediately.

More detailed information about the payment plan option is available from the director of student financial services. The payment plan option is not available for summer sessions. All summer registration charges (tuition, fees and housing) are due and payable by the due date specified on the first bill received after summer registration occurs.

Late fees will be assessed for payments not received within 10 days of the stated due date.

Students receiving financial aid may participate in the payment plan option. The minimum amount due on the statement should be the total semester amount due less any financial aid awarded (except work study, which is paid directly to the student during the semester).

Payment deadlines must be met or the student may be denied advance or current registration. The ability to register in subsequent semesters may be denied if the student account is in arrears. Transcripts will not be released, nor will a degree be awarded, unless the student has satisfied all financial obligations to the University, including loans made through the University. Student accounts must be current to be eligible to make residential housing reservations and to make charges to student accounts using the student's University identification card.

Miscellaneous Charges

University Store purchases, library and parking fines, health insurance, health center services and medications, parking permits, copying charges, dining add-on charges and other miscellaneous charges are billed monthly and must be paid in full each month. Late fees will be assessed for payments not received within 10 days of the stated due date.

Refunds

For a fall or spring semester, a student who withdraws from a course or from the University on or before the fifth class-day may receive a 100 percent tuition refund. If withdrawal occurs on or before the 10th class day, a 75 percent tuition refund is made. A 50 percent tuition refund is made upon withdrawal on or before the 15th class day, and a 25 percent tuition refund is made if withdrawal is made on or before the 20th class day.

Financial Aid

Financial Aid

Graduate assistantships are opportunities for TCU graduate students to advance their studies and careers through meaningful contributions to the academic mission of the University. Graduate assistants participate in TCU's Teacher-Scholar Model by working closely with faculty and staff while supporting the administrative infrastructure; generating new knowledge, creative activities and artifacts through scholarly endeavors; and teaching undergraduate students, either as teaching assistants or instructors of record. Assistantships provide financial aid to graduate students while fostering mentorships between students and committed TCU faculty and staff, who benefit from student involvement in their own teaching, research and creative activities.

TCU's Academic Engagement points are centered on the Teacher-Scholar and Student-Scholar models. As graduate students are in transition between these models, it is expected that students may hold various assistantships during their graduate career. If a student is awarded an assistantship, hiring for additional, concurrent positions such as a TA/RA assignment must be approved through the Office of Graduate Studies and will be added onto the current assistantship. This ensures students are committed to no more than the maximum allowed 27 hours per week without special permission from the dean of graduate studies. During the academic year, international students may work no more than 20 hours per week in assistantship duties, per visa requirements. Awards and assignments will be determined by each graduate program, and the awarding unit may require that awardees maintain full-time status.

Outside employment for students holding financial awards carrying stipends is allowed. However, we ask that you receive counsel regarding how outside employment may impact your success in the program from the program director and the dean of the appropriate graduate program prior to accepting outside employment opportunities. Also, prior approval to obtain any additional internal (TCU) employment opportunities may be required in order to ensure compliance with institutional policies and regulations.

The University recognizes six types of graduate financial awards. The following categories provide partial or whole tuition awards and often include a stipend that will be divided over the length of the appointment, usually nine or 12 months. Stipend amounts are determined by the head of the graduate program or other awarding unit.

Fellowships

Fellowship recipients are not required to support the academic missions of the University through duties. Fellowship awards provide financial assistance through tuition awards and/or a stipend. Fellowships are awarded by the head of each graduate unit and are divided over the appointment (usually nine or 12 months). Graduate Fellows may be encouraged to take additional semester hours and/or participate in professional development and leadership roles based on the needs and expectations of the graduate program.

Stipends to Attract Remarkable Students (STARS) are special fellowship awards added onto regular assistantship or fellowship awards as a recruitment enticement for exceptional applicants pursuing terminal degrees in their field of study (i.e., Ph.D. or Masters of Fine Arts). No additional duties are associated with the STARS stipend regardless of the initial regular award. STARS stipends are provided for three years for doctoral student awardees and for two years for master's- level students.

Graduate Assistantships

Graduate Assistants (GAs) help with program-related work for a graduate or other awarding unit. GAs are assigned to departments or graduate colleges and directors of academic programs rather than to assist individual faculty or staff members with research or teaching duties.

Since primary GA duties are neither research or teaching, timesheets must be completed, reviewed by the supervisor and submitted to Human Resources for each pay period.

Graduate Instructorships

The opportunity to teach an independent section of a lecture or lab course is vital for the development of graduate students as well as for their careers. Graduate Instructors (GIs) usually teach sections of undergraduate classes. They are recommended by the director of their graduate program and appointed by the dean or dean's representative of the course program. GIs must hold at least 18 earned credit hours of graduate work in the discipline of the course. Doctoral students who have completed a master's degree may teach master's-level courses, depending on the discipline and determined by the head of the graduate program. Maximum teaching assignment for a GI is one writing-intensive course; two lecture courses; or three labs each semester. These assignments carry a workload of no more than 20 hours per week.

Graduate Instructors are instructors of record for lecture courses or supervisors of complete lab courses and are responsible for all course preparation and research and for supervising Teaching Assistants assigned to their courses/labs. GIs hold ultimate responsibility for grading, equipment care, ordering textbooks and holding office hours. GIs are not adjunct faculty.

Merited Tuition

Some awards of tuition only (no stipends) are made without the expectation or requirement of duties performed by the awardee. These are usually one- or two-semester awards of less than 6 tuition hours each semester.

Research Assistantships

Demonstrating the Student-Scholar Model by offering students the opportunity to participate in faculty-led research projects allows Research Assistants (RAs) to experience the various stages of completing a focused research project. RAs provide research support to designated faculty members through experiment design; data collection; proofreading or copyediting written materials; managing correspondence related to the research project; and/or scheduling, organizing or completing library, online or field research. These appointments may, or not, be grant supported and RAs are not exempt from teaching training obligations that comprise a core component of their program of study.

Though they may have the opportunity to participate in courses related to faculty research projects, RAs are not considered primarily teaching support; their duties are primarily research functions.

Teaching Assistantships

Teaching Assistants (TAs) perform work relating to the Teacher-Scholar Model, blending experiences of teaching and scholarship as they assist a faculty member or GI. TAs support core teaching duties within each graduate program such as by monitoring undergraduate laboratories and supporting large lecture sections through attending class, taking attendance, calculating averages, grading exams, monitoring online discussions and providing occasional lectures. TAs may also assist a professor through data collection; proofreading or copyediting written materials; managing correspondence; and/or library, online or field research. These assignments carry a workload of no more than an average of 20 hours per week.

TA duties are primarily related to teaching. TAs are not, however, instructors of record or adjunct faculty and do not carry full responsibility for the courses they assist.

Appointment Terms

1. An appointee must enroll as a full-time graduate student each semester and summer session during which a stipend or tuition grant is drawn. In exceptional circumstances, provisions might be made for part-time students. Otherwise, if the appointee drops courses that cause the enrollment to fall below the minimum full-time academic load, he/she will be requested to vacate the appointment.
2. Students enrolled in a 4-1 program must have completed all requirements for the undergraduate degree in order to receive graduate financial aid.
3. If a student's graduate work is not satisfactory, the appointment may be terminated.
4. Recipients of awards are required to pay the fees required of all other students and any tuition not covered by the award.
5. Assistantship duties are restricted to a maximum of 20 hours per week.
6. Outside employment for students holding financial awards carrying stipends is allowed. However, we ask that you receive counsel regarding how outside employment may impact your success in the program from the program director and the dean of the appropriate graduate program prior to accepting outside employment opportunities. Also, prior approval to obtain any additional internal (TCU) employment opportunities may be required in order to ensure compliance with institutional policies and regulations.
7. The tuition remission grant is to be used during the duration of the appointment and may not be carried over for another term or semester.
8. The tuition remission grant covers courses that will be credited toward the student's degree. This may include prerequisites set by the department.

Note: In general, any payment to a student in return for providing services to TCU that are not directly related to the students overall educational progress, is considered compensation for employment and is, therefore, taxable.

The paragraph above is a statement of general applicability. It is not to be construed as legal advice. Students seeking particular advice should consult with the appropriate University officials and/or seek competent professional assistance.

Application Procedures

Some departments require a special application form for financial aid in addition to the regular application for admission. This form, available from the appropriate dean's office and/or on the website, may be submitted at the same time as the application for admission.

Fellowship and assistantship applications for the fall semester are due between February 1 and March 15, depending on the department. Contact the appropriate dean's office for deadlines. Appointments are announced by April 15. Initial appointments are not usually available for the spring and summer semesters.

TCU adheres to the following Resolution of the Council of Graduate Schools in the United States:

"Students are under no obligation to respond to offers of financial support prior to April 15; earlier deadlines for acceptance of such offers violate the intent of this Resolution. In those instances in which a student accepts an offer before April 15, and subsequently desires to withdraw that acceptance, the student may submit in writing a resignation of the appointment at any time through April 15. However, an acceptance given or left in force after April 15 commits the student not to accept another offer without first obtaining a written release from the institution to which a commitment has been made. Similarly, an offer by an institution after April 15 is conditional on presentation by the student of the written release from any previously accepted offer."

Ex-Service Men and Women Graduate Education

The benefits available to undergraduate veterans are also available for graduate students. These matters are cleared through the Veterans Certification Officer, The Harrison, Suite 1300.

Federal and State Student Financial Aid

Federal and State Student Financial Aid

Financial aid, including student loans and grants are available for full and part-time students. Many of these awards are available to U.S. citizens or permanent residents only.

Applicants can file the FAFSA (Free Application for Federal Student Aid) after October 1 of every year. Priority for some grants is given to students who complete the financial aid application process by May 1. Applying after that date will not affect the applicant's loan eligibility.

In addition to the Federal Direct Loan Program, graduate students may be eligible for the Federal Graduate PLUS Loan, state loan or private education loans. Further information is available at www.financialaid.tcu.edu. Students are encouraged to borrow no more than is absolutely necessary to cover their educational costs.

Citizens of other countries with a qualified U.S. co-signer may be eligible for private student loans. For information on private educational loans go to www.financialaid.tcu.edu – Education Loans – Private Education Loans.

All individuals whose FAFSA is selected for verification will be required to submit appropriate tax information and other documentation as needed to confirm the accuracy of the application. Contact the graduate financial aid adviser in the Office of Scholarships and Student Financial Aid for additional information.

The following Financial Aid Satisfactory Academic Policy (SAP) applies to graduate students receiving state or federal aid (including loans):

- Graduate students are subject to the academic performance standards established within each academic department. Both qualitative and quantitative measurements are reviewed by the student's academic adviser when certifying continued eligibility in the program.
- The student is expected to complete master's degree requirements, including thesis if required, within a period of five years from the date of the earliest credit to be counted on the degree (including transfer credit, if any). The student can contact their individual department for exceptions to this requirement. Work for the Ph.D. must be completed within six years after the student has been admitted to candidacy and within seven years of the start of the program. Extension of time must be applied for in writing through the chair of the major department.

Students who fail to meet these standards, due to significant extenuating circumstances may appeal for reinstatement of aid eligibility by submitting a request to the financial aid office.

TCU's SAP policy for graduate students who receive Title IV aid is at least as strict as the standards for students enrolled in the same educational program who are not receiving Title IV aid. See <https://financialaid.tcu.edu/consumer-information/policies/academic-satisfactory-progress.php>

All students are required to maintain certain requirements to receive federal or state financial aid. Credit hours attempted, credit hours completed and TCU GPAs are reviewed, in consultation with the appropriate academic dean, to determine whether satisfactory progress is being maintained.

Return of Federal Financial Aid

A student who withdraws from the University before the 60 percent point in the enrollment period (summer, fall or spring) may have to return a pro-rated portion of the financial aid he/she received or that TCU received on his/her behalf. Detailed information about the federal policy on the Return of Title IV Funds is available at <https://financialaid.tcu.edu/consumer-information/policies/withdrawal-return.php>.

Special Grants

Personal/Professional Development Grant

Eligibility: Year-round part-time students (enrolled for eight hours or less) who are at least 22 years of age by the final day of late registration may apply. Student must not exceed income limitations stated on the application. Grant may not be combined with other TCU administered aid. Good academic and financial standing at all colleges and universities attended is required. Students receiving this award must maintain satisfactory academic progress.

Tandy Grant

Eligibility: Tandy Corporation employees and their lineal descendants are eligible to be considered. Employees may be part-time students. However, descendants must be full-time students.

Division of Student Affairs

The Division of Student Affairs

The Division of Student Affairs at TCU provides student programs and services that support student success and enhance the collegiate experience. TCU offers a rich learning environment, and through a variety of experiences, students engage in an intensive process of intellectual, personal, moral and social development. The division holds a special, but not exclusive, responsibility to assure that the co-curricular learning experiences of students are of high quality, are directed to the development of students, and meet both institutional and individual student needs.

The division complements the academic mission of TCU. Through programs, activities and services, the division strives to assure that graduates are prepared to assume roles as productive citizens. Therefore, there is an emphasis on leadership and civic engagement, understanding our rich, diverse society, accepting responsibility and developing opportunities for critical thinking and application of classroom learning.

The Division of Student Affairs provides services central to a quality student career, including residential services, health services, leadership and recreation services, career services, dining services, parking services and public safety.

The following units and departments compose the Division of Student Affairs, which is under the leadership of the vice chancellor for student affairs:

- Business Operations
- Campus Police (Security, Crime Prevention and Parking)
- Center for Career and Professional Development
- Dean of Students (Educational Discipline, Crisis Response, Code of Student Conduct, Student Handbook)
- Emergency Planning and Management
- Fraternity & Sorority Life
- Health Services (Health Center, Counseling Center Psychological Services, Health Education, Substance Use and Recovery Services)
- International Student Services (Pre-Arrival Services, Immigration, Orientation, Programming and Adjustment Issues, Working on Campus Assistance)
- Leadership and Student Involvement (Student Success, First Year Experience, Transfers, Parent & Family Programs, Student Orgs)
- Religious and Spiritual Life
- Residential Services (Housing and Residence Life, Dining Services)
- Student Affairs Information Services (Identification Card Center, Card Access)
- Student Identity and Success (Gender Resource Center, Intercultural Center, Community Scholars)
- Student Veteran Services
- University Recreation Center (Intramurals/Sports Clubs, Outdoor Programs, Fitness, Wellness, Aquatics)

Bicycle Regulations

Bicycle Regulations

Bicycle registration forms can be submitted online at www.police.tcu.edu, and the registrant may come to the TCU Police Department to receive a bicycle permit. Forms may also be obtained at the TCU Police Department, 3025 Lubbock Ave.

Bicycle riders must adhere to all state and local laws. Pedestrians have the right of way.

Campus ID Card

Campus ID Card

The TCU ID card is a student's access key to many University resources. Students can use their ID cards to access dining funds, residence halls and athletic events. ID cards may also be used to charge concessions at athletic events, items from vending machines, purchases at the bookstore, photocopies in the library and Frog Prints Printing Services, and computer printouts from the Information Commons and other public computers across campus. It is also used to verify identity if requested by a TCU official. The card is active as long as a student is enrolled. Most students ID card will remain active over the summer as long as they were enrolled in the previous spring semester and have already enrolled in the upcoming fall semester. It will only need to be replaced if lost or stolen. We do not require students to purchase a new card each year. Card-holders may replace lost or damaged cards at the ID Center during normal business hours. TCU police can print a replacement ID after hours or on weekends. There is a replacement charge of \$20 for a lost or stolen card.

Card owners are responsible for reporting lost or stolen cards promptly to ensure that no one else uses your card. Card owners can deactivate a lost or stolen card online several ways:

- 1) Sign into the TCU mobile app. Click on frog Bucks/Quick Links/I Lost My Card
- 2) Log into my.tcu.edu, click on Helpful Links/Frog Bucks/Quick Links/I Lost My Card
- 3) During business hours, call the ID Center at 817-257-7856
- 4) Outside of business hours call the TCU Police at 817-257-7777

Students can reactivate a found card using any of the above methods.

Until a card is reported lost or stolen you are responsible for any card purchases.

The ID card remains the property of TCU at all times, and funds and privileges attached to the card are non-transferable. Any misuse of the card could result in loss of privileges or disciplinary action. ID cards should be in a student's possession at all times and must be shown upon request of any University official.

If at any time students have questions or problems with their ID card, visit www.idcenter.tcu.edu, contact the ID Card Center in Brown-Lupton University Union at 817.257.7856 or email IDCenter@tcu.edu.

Campus Recreation and Wellness Promotion

Campus Recreation and Wellness Promotion

The Department of Campus Recreation & Wellness Promotion encourages lifelong wellness through holistic education and quality recreation and wellness programs, services and facilities that enhance the university experience through participation and leadership. It is the vision of the department to be a cornerstone of the University experience that positively engages every member of the TCU community in promoting healthy lifestyles.

The 232,000 square-foot facility provides for a variety of recreational opportunities, including swimming, basketball, volleyball, badminton, weightlifting, an indoor track for walking and jogging, cardiovascular training equipment, a games area, a climbing wall, computer access and food service.

The Wellness Education office offers primary prevention programming through collaboration with the University community. Programs and services provided include suicide prevention, sleep hygiene instruction, stress management workshops and healthy relationship training. Peer educators aid in the delivery of information.

The Aquatics Program offers instructional and fitness activities in the water, in addition to recreational swimming. Three pools grace the University Recreation Center: a 25-yard lap pool, a 22-foot-deep diving well and an outdoor leisure pool and patio.

Structured, competitive and recreational sporting events are scheduled throughout the academic year in the Intramural Sports Program. Activities involve team sports, individual or dual events and special events. Only currently enrolled TCU students and faculty/staff may participate in the Intramural Sports Program.

In addition to the Group Exercise Program, the Fitness Program offers personal training, massage therapy and fitness assessments. Group exercise classes are designed for beginner, intermediate and advanced levels.

The Climbing Wall is sure to provide an exciting outlet, whether you are entirely new to climbing, have been climbing for years, or are just looking for a challenging addition to your workout regime. We offer instruction and supervision on the 30-foot wall, with more than 20 top rope routes and a variety of bouldering routes. All climbing equipment, including shoes, harnesses, ATCs and carabineers, are available at the wall for free.

The Sport Clubs Program is designed to serve individual interests in different sport and recreational activities. Membership is open to all students and the club must be a recognized student organization. These interests can be competitive, recreational or instructional in nature, as clubs may represent TCU in intercollegiate competition or conduct intra-club activities, such as practice, instruction, social activities and tournament play.

Memberships

TCU faculty and staff must purchase membership to have access to the University Recreation Center. Cost is \$120 for an annual membership and may be paid through payroll deduction. Memberships are also available for purchase for spouse/partners, dependents and children of Faculty/Staff. For more information about any of the programs offered by the Department of Campus Recreation call 817.257.PLAY.

Center for Career and Professional Development

Center for Career and Professional Development

Career Exploration and Job Search Advising

The Center for Career and Professional Development plays a crucial role in preparing students for life after college and in helping alumni through career transitions. From exploring possible fields to preparing for interviews, landing internships or launching a career, the career center is a partner in today's competitive job market. The following are just a few of the services available at no charge to students and alumni.

- Career assessments
- Individual and career advising
- Resume and cover letter assistance
- Interview coaching and practice
- Job search assistance

- Job and internship listings on FrogJobs by Handshake
- On-campus interviewing
- Professional events and career fairs
- www.careers.tcu.edu, provides access to career planning tools, Intern Scholarship Program information, and additional resources to support student and alumni career development.

The BNSF Railway Career Center is located in The Harrison, First Floor and is open 8 a.m.-5 p.m. Monday-Friday. The Alcon Career Center, for Neeley School of Business students, is in Sumner Hal 2211, same hours.

Students and alumni may schedule personalized advising appointments via Handshake: <https://tcu.joinhandshake.com> call 817.257.2222 or email careers@tcu.edu.

Counseling and Mental Health Center

Counseling and Mental Health Center

Our mission is to provide quality treatment and recovery services that contributes to the academic success and personal growth of TCU students. Licensed mental health professionals provide a variety of goal-directed, confidential, evidence-based interventions that help students cope with mental health concerns, and grow in self-confidence.

The Counseling and Mental Health Center provides:

- Daily Drop-in Appointments for first-time visits
- Peer Support Communities to address common student concerns
- Goal-oriented individual and group therapy
- 24/7 Phone Counseling Helpline (817) 257-7233
- Crisis Intervention and Response
- Equine Assisted Group Therapy (nearby campus)
- Campus Intensive Outpatient Programs for behavioral health and substance use concerns.
- Referral Assistance Services to off-campus providers for longer-term, or specialty care needs
- Consultation for those concerned about the welfare of a student
- Educational programs for students, faculty, and staff on mental health and sexual assault prevention and stigma reduction

The Counseling and Mental Health Center is located on the second floor of Jarvis Hall. Hours during the academic year are Monday, Tuesday and Wednesday 8 a.m.-8 p.m. and Thursday and Friday 8 a.m.-5 p.m. Summer hours are 8:00 a.m.-5:00 p.m. To eliminate waiting for a first appointment, all first-time visits are 30-minute scheduled phone sessions, which are offered every day 10 a.m.-11:30 a.m. and 1-3 p.m. If your schedule does not allow these hours, call the office to arrange a first appointment. See counseling.tcu.edu for more information.

Educational Conduct Process

Educational Conduct Process

TCU Students should conduct themselves in a manner compatible with the University's function as an educational institution and the TCU mission statement. Each student is expected to be acquainted with published policies, rules and regulations of the University and will be held responsible for compliance with them. Students are also expected to comply with all federal, state and local laws. This principle extends to off campus and online conduct which in TCU's judgment, involves or adversely effects TCU members of the University Community and/or the pursuit of its objectives or substantially affects TCU's interests. Students may be held accountable by TCU and police agencies for the same instance of misconduct.

Reported violations of the Code of Student Conduct are investigated and resolved by staff members in the Division of Student Affairs under the general supervision and direction of the Dean of Students Office. Violations of the code are subject to a range of outcomes.

The Code of Student Conduct, including the academic conduct process, is at www.studenthandbook.tcu.edu.

The following are examples of conduct that is prohibited and subject to the outcomes outlined in section 5.8 of the Code of Conduct. This list includes, but are not limited to:

1. Infliction of bodily or emotional harm.
2. Hazing.
3. Destruction of property.
4. Use, storage or possession of weapons, dangerous devices or substances.
5. Tampering with safety equipment and arson.
6. Dishonest conduct.
7. Theft/unauthorized use of property.
8. Unauthorized or abusive use of technology, computer equipment, programs or data, or resources.
9. Failure to comply with University authority.
10. The use, production, distribution, sale or contrary to University policy or prohibited under federal and/or Texas law. (See www.studenthandbook.tcu.edu for details.)
11. The use, production, distribution, sale or possession being under the influence of, or driving under the influence of drugs, including cannabis in any form, and/or prescription drugs in a manner prohibited under federal and/or Texas. (See www.studenthandbook.tcu.edu for details).
12. Unauthorized entrance to or presence in or on University premises.
13. Disorderly and/or disruptive conduct that substantially undermines or interferes with the University's mission.
14. Violation of any federal, state or local law.
15. Violation of any University rules or regulations.
16. Violation of the University's Prohibited Discrimination, Harassment, Sexual Misconduct, and Retaliation Policy (See www.studenthandbook.tcu.edu for more details).
17. Use of tobacco or nicotine products and/or tobacco or nicotine paraphernalia.
18. Abuse of the University conduct system.
19. Activities that jeopardize building security for any member of the University community.
20. Behaviors that endanger or interfere with the well-being of any member of the University community in University facilities.

21. Causing excessive noise, or violating the University's housing visitation policy.
22. Acts that harm or otherwise negatively affect the appearance or structure of University facility exteriors, interiors or furnishings by failing to exercise reasonable care or in specific acts of vandalism.
23. Any act that violates the academic integrity of the institution (See www.studenthandbook.tcu.edu.)

Dining Services

Dining Services

Eating on-campus is easy with the TCU dining plans. Market Square is an all-you-care-to-eat facility in the Brown Lupton University Union (BLUU). The King Family Commons Building (KFCB), Bistro Burnett in the library and the Kinder Café in the Neeley School of Business provides meals and snacks throughout the day. Students also enjoy eating at the Chick-Fil-A, and Union Grounds on the first floor of the Brown Lupton University Union. For details about the dining plans, visit www.housing@tcu.edu or www.tcusodexomyway.com.

King Family Commons

The King Family Commons Building is located on Stadium Drive and Bellaire Drive in the Worth Hills area of campus. With four dining locations, students have the flexibility to use cash, credit card, Campus Cash or Frog Bucks to grab a cup of coffee at The Press, a burger and fries at O'Brien's Grill, build a burrito bowl at Caliente or get a fresh meal free of seven of the top eight allergens Magnolia's Zero7. For students seeking a different location to lounge or study, King Family Commons offers some creative seating for these activities as well. The building is open daily from 7 a.m. to 11 p.m. (hours vary at each dining location).

Additional Campus Dining

- Union Grounds — located in the Brown-Lupton University Union
- Shake Smart—located in the Campus Recreation Center
- Bistro Burnett — located in the library
- Kinder Cafe'— located in Tandy Building
- A La Carte — located in the Bass Building

Campus Cash

Campus Cash is designed to give students flexibility and can be used at any of TCU's campus dining locations.

Frog Bucks

Designed to give students flexibility, Frog Bucks can be used for on-or off-campus dining. Unused Frog Bucks that come with the dining plan will roll over to the spring semester but are NOT refundable at the end of the academic year. If students are running low, they can easily add more Frog Bucks online through my.tcu.edu. All Frog Bucks added to the base meal plan are refundable.

Special Dietary Needs

Market Square offers a variety of vegan, vegetarian and gluten-free options at every meal. The nutrition counselor, a registered dietitian, will meet with students who have dietary concerns to discuss menu options. If you need assistance with dietary accommodations, contact the Center for Academic Services at (817) 257-6567.

Connect with us:

- www.tcludiningservices.com – keeps you informed of special events and limited time offers; enables buying items online
- www.instagram.com/tcu_dining and www.facebook.com/tcu_dining keep you in the know about dining events

Gender Resource Office

Gender Resource Office

The mission of the Gender Resource Office (GRO) is to support gender and LGBTQIA+ identities through education, advocacy and social engagement. GRO promotes inclusion and understanding around issues of gender and sexual identity.

For more information visit our website:

<https://diversity.tcu.edu/gro/>

You can also reach us by email at gro@tcu.edu or by phone - 817-257-4820.

Health Center

The Brown-Lupton Health Center

The Brown-Lupton Health Center is located just north of the University Union. This AAAHC - accredited facility is staffed by board-certified physicians, physician assistants, nursing staff of LVNs and RNs. The Health Center provides ambulatory medical and psychiatric care for the various needs of TCU students. Appointments must be scheduled in advance. During the academic year, hours are 8 a.m.-5 p.m. Monday through Friday with medical appointments starting at 9:00 am.

The TCU Pharmacy, an independently owned pharmacy offering competitively priced prescriptions and over-the-counter medications, is conveniently located within the Health Center. The pharmacy accepts most insurance plans. Co-pays and medication costs can be billed to the student's University account or paid for by credit card, cash or check at the time the prescription is filled.

Required Vaccines

Health Center - Required Vaccines

All students must comply with the university's health requirements before registering for classes. These include the following:

- Meningitis ACWY – one dose given within the last five years
- MMR (Measles, Mumps and Rubella) – Two doses

Both dates and records must be submitted on the TCU Student Health Portal. Students must **enter the dates** of the vaccinations and **upload** supporting documents.

Immunization records will be accepted from the following:

- Documentation bearing the signature of a licensed healthcare provider,
- Official immunization record generated from a state or local health authority, <http://healthcenter.tcu.edu/>
- Official record received from school officials

Exemptions

- Students over the age of 22 are exempt from the Meningitis requirement.
- Students born before 1957 are exempt from the MMR requirement.
- Students with immunity to Measles and Mumps may submit their results proving their immunity in the absence of vaccination records.
- Students with a medical contraindicated requirement with the TCU Vaccination Exemption Form (available at <http://healthcenter.tcu.edu/>) and corresponding documents from your healthcare provider.
- Students with a reason of conscience affidavit must submit a copy of their affidavit online and **must deliver the original to the health center** by mail or in person to the TCU vaccination Exemption Form.
- Veteran and active duty military are exempt from the MMR requirement.

Medical History

- Student must submit a Medical History form on the TCU Student Health Portal.

Required Health Insurance

Health Center - Required Health Insurance

All undergraduate students carrying nine or more semester hours are required to have health insurance through either an individual/family plan or the University-offered United Healthcare Student Health Insurance plan. International students, regardless of classification, are required to carry the University-offered insurance as a minimum standard of coverage and are not eligible for a waiver of the insurance. Students majoring in nursing must have health and accident insurance coverage at any time they are enrolled in a clinical course regardless of the number of semester hours carried.

The plan offered by TCU is a major medical policy that provides benefits both on and off campus throughout the U.S. Detailed information about the University-offered plan can be found on the Health Center's website under insurance.

If coverage comparable to the TCU Plan is provided by a family/individual plan, the University-offered insurance may be waived online once the student has registered for classes. A waiver entered by the fall semester's deadline will remain in effect for that academic year. Failure to enter a waiver online by the specified deadline will result in the student being automatically enrolled in and billed for the University-offered United Healthcare student health insurance. For students entering in the spring semester, a waiver must be entered online prior to the spring semester's deadline. Deadlines and other information to elect or waive are emailed.

Although not required for graduate students or undergraduates carrying less than nine semester hours, the TCU Student Health Insurance Plan is available for students attending credit courses by specifically enrolling in the plan. The student plan is not available to TCU employees, even if they are taking classes. To specifically enroll in the University-offered plan, the "elect" choice must be entered online prior to the semester's deadline for electing or waiving.

Housing and Residential Life

Housing and Residential Life

Living in a residence hall is a vital part of being a Horned Frog. This is the time and place that you meet people from all over the world, develop lifelong friendships and get involved in a variety of activities. You will see yourself in a different light as you undergo personal and intellectual growth and engage in a community developed for your success. Residence halls are conveniently located throughout campus to give ample opportunity to hang out with friends, attend a concert or study!

About half of the undergraduates at TCU live on campus. Through academic, cultural, intramural and social activities, students in each hall determine the hall's identity. Participation in these activities assists in the student's adjustment and development in a residential setting.

Residence hall rooms for first year students are designed for as double occupancy; however, some rooms will accommodate three students. All of the residence halls are air-conditioned, non-smoking facilities. A standard room contains a bed, a desk and chair, a chest and a closet or wardrobe unit for each student. We want your space to be your home away from home, so we encourage you to add decorative items to personalize it.

Residence hall staff are a primary resource. The hall director, a full-time live-in professional supervises the RA staff. Each hall has student staff who are sensitive to student needs and alert to student concerns. Hall staff know the many University resources and can help students find needed assistance.

Residence hall communities at TCU assume that the most productive learning environment extends into all areas of a student's life. All residence halls offer a broad range of programs, which may include social, educational and cultural programs, physical activities, career information, study skills, personal management skills, spiritual involvement and self-help aids. Hall staff focus on creating a caring community designed to meet the distinctive needs and interests of the student population. Student involvement enhances the creation of a distinctive hall environment.

Residency Requirement

All entering students are required to live on campus or in other TCU authorized housing for their first two years after high school graduation, subject to the following exceptions:

- Students who are 21 years or older as of the first day of classes for the fall semester;
- Students who are married and/or have dependent children living in their home.
- Students who will continue to live in Fort Worth or within 30 miles from campus with their parents or legal guardian.
- Veterans.
- Part-time (fewer than nine credit hours).

Students enrolled for less than nine credit hours may live in a residence hall only with special permission from the Office of Housing and Residence Life. The Campus Housing License applies to the entire academic year. Students under 17 or over 25 are housed by special permission only on a space-available basis. Housing for incoming transfer students cannot be guaranteed; however, every effort will be made to accommodate as many as possible.

Housing Preferences

The right to make re-assignments is reserved by the University. The University makes room assignments without regard to age, race, color, religion, sexual orientation, national origin, ethnic origin, disability, covered veteran status, and any other bases protected by law.

Other housing information and current regulations are distributed to students at the beginning of each semester. Detailed housing information may be viewed at www.housing.tcu.edu and at my.tcu.edu under the Student Services link.

Intercultural Center

Intercultural Center

The Intercultural Center serves as a space to support the exploration of students' intersecting identities through co-curricular programming, community building, and innovative engagement of the narratives and cultural experiences students bring to TCU. Furthermore, the Intercultural Center promotes values of:

- Intellectual and Social Inclusion;
- Empowerment through Social Justice and Advocacy;
- Intersectionality;
- Civic and Global Engagement; and
- Transformation through Experiential Learning

Students are encouraged to visit the Intercultural Center for a sense of community and belonging. For further information, call (817) 257-5557

International Services

International Services

Located within the Division of Student Affairs, TCU's International Services Office supports the university's 700+ international students and scholars from over 90 countries. Specialized in immigration compliance, cultural transition, institutional compliance, student advising and programming, the International Services Office is one of the primary offices tasked with advancing the university's DEI efforts, as well as its mission "to advocate for an interconnected world characterized by diversity, equity, and inclusion for all through international education, fostering global citizenship, holistic advising, and collaborative programming to create responsible, ethical global leaders."

Located in the new TCU Intercultural Center, the International Services Office creates impactful educational engagements between the international community, the university, and an inclusive spectrum of the global community by taking an intentional approach to international students' needs through signature programs that focus on the following 4 support areas: Orientation and Adjustment, Immigration Support, Professional and Career Support, and Social and Cultural Exchange.

Leadership and Student Involvement

Leadership and Student Involvement

Leadership & Student Involvement maximizes students' potential through individual and community development. LSI houses the First Year Experience, University Unions, Student Activities, Student Organization, Student Government Association, Leadership & Experiential Learning, and Service Learning & Academic Initiatives. Visit www.lsi.tcu.edu or BLUU 2003 for more information.

Office of Emergency Management

Office of Emergency Management

The office of Emergency Management is responsible for creating the framework within which the Horned Frog community increases institutional disaster resilience. TCU Emergency Management facilitates a comprehensive emergency management: prevention, mitigation, preparedness, response and recovery.

Office of Religious and Spiritual Life

Office of Religious and Spiritual Life

The Office of Religious and Spiritual Life (RSL) offers resources, programs and staff dedicated to supporting faith communities, religious expression and spiritual exploration. The University is affiliated with the Christian Church (Disciples of Christ), a denomination that values "true community, deep spirituality and a passion for justice". To that end, RSL is committed to respecting the dignity and beliefs of every individual, celebrating diversity and welcoming all of God's people. RSL supports a vibrant religious life and serves students' spiritual needs while creating opportunities for reflection and learning.

Located on the first floor of Jarvis Hall, RSL is home to staff offices, and our a multi-faith prayer and meditation room. Also, as a long-standing part of TCU, Robert Carr Chapel is open daily for prayer and personal reflection, and is available by reservation for worship, concerts, events, ceremonies, weddings and other important occasions. In addition to TCU's chaplains who serve the entire campus, students will also find a variety of campus ministers and religious life partners who offer support, connection and spiritual care out of their own tradition.

Spiritual Care & Wellness

The chaplaincy team provides for the spiritual needs of students, faculty and staff through compassionate spiritual care that respects the beliefs of each person. We meet individuals where they are, providing a welcoming and safe space to discuss any number of life's transitions, to offer a listening and empathetic ear, and to assist in working through challenges. Chaplains also assist with spiritual care in times of trauma, crisis grief and loss, working with individuals and groups around the spiritual questions that arise during these critical times. Our chaplains also officiate at official university functions and at key times in our individual and communal lives. Students may also participate every weekday from 12:00-1:00pm in our Connected Spirit programming where they can cultivate a deeper and more meaningful relationship with their Higher Power, our chaplains, our religious organizations, and our local external faith communities.

Student Religious Organizations

RSL provides advising and other resources for 22 religious organizations on our main campus and at the School of Medicine. The organizations provide opportunities for worship, study, service and are open to all students. Campus ministers, advisers and student leaders grow and share experiences through the Campus Ministry Staff Council, the Student Leadership Council, and the Religious Advisory Council.

Religious Organizations Within RSL

- Baptist Student Ministry
- TCU Catholic

- Disciples on Campus
- TCU Wesley
- Reformed University Fellowship
- Brothers Under Christ (BYX)
- Calling in Action
- Chi Alpha (Assemblies of God)
- Delight
- TCU Exodus Retreat
- Fellowship of Christian Athletes
- TCU Hillel
- International Christian Fellowship
- Muslim Student Association
- Phi Lambda Sigma
- Student Mobilization
- Word of Truth Gospel Choir
- Young Life
- SAICA (South Asian Inter-Cultural Association)
- Christian Medical Association
- Muslim Medical Association
- Jewish Medical Association

TCU Interfaith Initiative and Better Together

The Interfaith Initiative gathers students across faith traditions to celebrate their individual beliefs, learn about one another and work together to change the world through leadership, learning, service and dialogue. Students get connected through on-campus interfaith programming, exploring interfaith movements off campus through site visits, and gaining leadership experience through the Interfaith Internships.

Purpose, Meaning & Belonging

The RSL Office at TCU encourages the campus community to better understand what we believe and why we believe it. We do this by helping students explore how their beliefs and values inform their sense of purpose, meaning and belonging. To accomplish that you'll find us facilitating discussions in classrooms, helping connect with organizations on campus, and hosting creative events around campus. This empowers our students, faculty & staff to celebrate our diverse beliefs that infuse the campus and encourages us to come together as one community around our shared values. Students may also choose to join one of Spiritual Communities that cover a variety of topics and identities.

Office of Church Relations and Disciples on Campus

The Office of Church Relations, which is a part of RSL, supports the University's relationship with its partner denomination -the Christian Church (Disciples of Christ). This is done partly through campus programs such as Ministers Week, CYF Day and other denominational events. Disciples on Campus serves as the student outreach and campus ministry for Disciples undergraduates and others, inviting them to continue their spiritual journey through worship, studies, and life-giving social opportunities.

Robert Carr Chapel

Since 1953, Robert Carr Chapel has been a space for the student and campus community, whether for worship, concerts, honor inductions, prayer groups or other activities. Recently renovated, the chapel is also open for prayer and reflection daily when not in use for events. To reserve the chapel for a group or special event contact chapel@tcu.edu or visit us in Jarvis Hall on the first floor.

Other Opportunities Include

Worship at Robert Carr Chapel Individual and Group Pastoral Care Spiritual Wellness Workshops, Crossroads Lecture Series on Faith and Public Life, Advent and Lenten Devotionals, Book Groups and Multiple Spaces for Meditation and Reflection

Contact us:

www.faith.tcu.edu

faith@tcu.edu

817-257-7830, 1st floor of Jarvis.

Parking and Transportation

Parking and Transportation

All students, faculty and staff who operate a motor vehicle on University property must register that vehicle with the TCU Police Department and comply with the rules and regulations set forth. The annual registration fees and the TCU Campus Parking Rules and Regulations can be found at <https://parking.tcu.edu>.

Purchasing a parking permit does not guarantee a parking place nor does the lack of a parking space justify violation of any parking regulation. The fact that a citation is not issued when a vehicle is illegally parked does not mean or imply that the regulation or rule is no longer in effect.

Illegally parked vehicles may be ticketed, immobilized or towed by the TCU Police Department. The payment of traffic fines, of immobilization or towing charges does not entitle the violator to accrue an indefinite number of citations. Continued parking offenses may lead to a suspension of campus driving and parking privileges, and may also result in disciplinary action by the University. Whenever it is necessary to move an illegally parked vehicle, an independent wrecker operator will tow the vehicle to the wrecker's storage area. The owner of the vehicle will be responsible for the wrecker fee and storage, plus the fine for the traffic violation.

The University does not assume any liability concerning the protection of the motor vehicle or any responsibility for proving special parking places near a building in which an employee works or a student's residence hall or class.

Student Identity and Engagement

Student Identity and Engagement (SIE)

Student Identity and Engagement (SIE) is the catalyst in providing diverse and engaging co-curricular experiences that help facilitate students educational and cultural endeavors. Through the development and facilitation of cultural programs, identity workshops, leadership workshops, and leadership opportunities. SIE enhances multicultural competencies, individual identity, and campus community engagement.

Student Veteran Services

Student Veteran Services

Veterans Services is committed to supporting military connected students as they transition to campus life and assist in their progress toward completing their academic degree.

Veterans Services serves as a liaison to various university services for information regarding academic advising, counseling, disability accommodations, veteran programming, benefit information, financial aid, and facilitates referrals to state and federal resources and services.

With the support of the TCU Veterans Task Force, this department coordinates various celebratory and recognition ceremonies for the military connected population.

Substance Use & Recovery Services

Substance Use & Recovery Services

Located in the Counseling and Mental Health Center, the TCU Substance Use & Recovery Services (SURS) office is based on a philosophy of student development and seeks to promote healthy lifestyle choices and responsible decision-making through programs, training and alternative activities.

The goals of SURS:

- Enhance the academic mission of the University by providing preventive programs to help ensure that the abuse of alcohol and other substances do not interfere with academic goal attainment.
- Collaborate with other departments in Student Affairs, Athletics and Academic Affairs to provide opportunities for students to positively influence the campus community.
- Enhance student responsibility to self, others and the world by assisting individuals in making responsible and ethical decisions regarding alcohol and other substances.
- Provide support for students in recovery and seeking recovery from substance use disorders by providing a genuine and thriving college experience through the Collegiate Recovery Community.
- Monitor the effectiveness of Substance Use & Recovery programs on campus, and help establish University-wide educational initiatives.

The SURS staff include licensed counselors and graduate assistants who provide individual intervention and recovery support as well as educational presentations at the request of student organizations, residence halls, fraternity and sorority groups, athletic teams and academic classes.

Students should refer to the University's alcohol and drug policy in the Student Handbook regarding procedures and consequences of violation of policy.

Those interested in services through the SURS Office are encouraged to stop by the office on the second level of Jarvis Hall, visit the website at www.surs.tcu.edu or call 817.257.7100.

TCU Global

TCU Global

TCU Global serves as a catalyst for students to become exceptional global citizens through active engagement. TCU Global promotes international and domestic programming and structures, including summer study abroad programs led by TCU faculty members, semester-long study abroad programs, and the Global Scholars program. TCU Global also supports domestic travel. For more information, visit <https://studyabroad.tcu.edu/>

Semester and Year Long Opportunities – International

The *TCU-In Athens Program* allows students to spend a semester abroad in one of the oldest cities in the world. TCU-In Athens students attend the American College of Greece (ACG), where they will take a full slate of courses in far-ranging subjects. Courses are taught by Greek professors in English and students take classes with other study abroad students. The American College of Greece is located on a hillside on the edge of Athens. Students are housed in a residence hall complex a short walk from campus.

The *TCU-In Barcelona Program* offers students the chance to enroll in a wide range of courses, participate in internships, and take part in activities and excursions, all while living in the international, culturally rich city of Barcelona. TCU-In Barcelona students are allowed to choose a variety of academic options for their semester abroad. They take classes through the CEA-CAPA center and can add in courses from the Universitat Pompeu Fabra (UPF), Universitat Autònoma de Barcelona (UA), and Universitat de Barcelona (UB). Courses at these institutions are taught by Spanish professors in English and Spanish, and students take classes with other study abroad students and Spanish students. Barcelona is the country's second-largest city located in the northern region of Spain. This city offers an ideal blend of historic and modern, combining Gothic charm with thriving immigrant cultures, and Gaudi's quirky architecture with world-class dining and shopping. Students are housed in shared apartments with other TCU and CEA-CAPA study abroad students.

The *TCU-In Dublin Program* offers students the option to spend a semester at one of Ireland's largest and most international universities, University College Dublin, while living in the culturally-rich and friendly city of Dublin, Ireland. Students can take courses in Arts & Humanities; Business, Engineering, and Architecture; Health and Agricultural Sciences; Science; and Social Sciences. They live on a 330-acre campus in UCD Residences and have access to all the modern campus amenities, including a multilevel gymnasium, library, green spaces, and student unions. The Dublin City Center, home to Temple Bar and Dublin Castle, is a short bus ride from campus.

The *TCU-In Florence Program* a wide variety of disciplines, but specializes in Fine Arts and Liberal Arts. Students take classes at Scuola Lorenzo de' Medici (LdM), an international school in Florence, alongside other international students. TCU students live in apartments throughout the city center. Florence, itself, is a stunning Renaissance city and an artistic and cultural capital. TCU-In Florence features a strong Fine Arts program, including art history, fashion, graphic design, interior design, and studio art. No prior Italian language is required in order to apply.

The *TCU-In London Program* provides a unique opportunity for TCU students to study in one of the major capitals of the world, drawing on the immense intellectual, cultural and human resources of London. TCU partners with the University of Westminster and the University of Roehampton to provide opportunities to take courses in a wide range of disciplines. Students also have the option of choosing an internship for academic credit.

The *TCU-In Madrid Program* is an extraordinary opportunity to attend a preeminent private university in Spain, while living in the city center of this vibrant international city. The cost of living makes this an affordable European destination. Students attend classes at Universidad Nebrija, where they can study business, economics, communication, psychology, cultural studies, or Spanish language. With the main campus located one mile north of the center of Madrid, Nebrija offers students an urban campus with state-of-the-art facilities, including computer labs, libraries, and public spaces. Students are also housed near the city center, commuting to class and the Accent Center taking anywhere from 15 to 30 minutes.

The *TCU-In Oxford Program* is a prestigious opportunity to study at St. Catherine's College, one of nearly 40 colleges that make up the University of Oxford. TCU juniors and seniors with high academic qualifications can study at St. Catherine's College through its Visiting Students Programme. Visiting Students have the opportunity to choose from the widest variety of tutorial courses offered by any college at Oxford. Visiting Students live in residence halls on the St. Catherine's campus.

The *TCU-In Paris* program allows students to live and study in one of the most historically and culturally rich cities in the world. A prime location for the Fine Arts, the TCU-In Paris program has strong offerings in Interior Design, Fashion Merchandising, and Studio Art, among others. Students take classes at Paris College of Art, an international college of art and design in Paris, alongside other international students. All TCU-In Paris students are required to take one course at the Accent Study Center, centrally located in Paris. TCU students live together in apartments throughout the city. No prior French language is required in order to apply.

The *TCU-In Paris - Dance* program allows dance students to live and study in one of the most historically and culturally rich cities in the world. A prime location for the Fine Arts, the TCU-In Paris program has students take a full load of studio dance classes at the Paris Marais Dance School, alongside other French and international students. All TCU-In Paris students are required to take one course at the Accent Study Center, centrally located in Paris. TCU students live together in apartments throughout the city. No prior French language is required in order to apply. This program is only available to Dance majors during the spring semester of their junior year.

The *TCU-In Prague* program offers students the option to spend a semester at AEP, the undergraduate study abroad program of Charles University, one of the oldest and most prestigious universities in Europe, while living in Prague, the political, cultural, and economic hub of Central Europe. Open to a limited number of participants, this program focuses on economics and political science while also offering courses in art history, communications, psychology, and liberal arts. Students are required to take one Czech language course as part of their course load. Students attend classes in the historic Schebek Palace, only blocks from the center of Prague, and are housed in shared apartments throughout the city center.

The *TCU-In Rome Program* allows students to experience an international and historically rich environment while studying at the American University of Rome (AUR), an American-style university in the heart of Rome. AUR is home to a highly diverse student body representing over 60 countries on campus. 28 native languages are spoken amongst their faculty and students, although all programs are conducted in English. Students study in Monteverde, a quiet neighborhood adjacent to Trastevere. TCU in Rome offers many types of courses, with strengths in Business, Communication, Fine Arts, and Liberal Arts. No prior language is required to be accepted to the program.

The *TCU-In Seville Program* is one of TCU's flagship semester programs, where students immerse themselves into the culturally rich city of Seville. TCU-In Seville students take classes through the International Center at Universidad Pablo de Olavide (UPO), a Spanish university, and the CEA-CAPA Study Center. Courses are taught by Spanish professors in English and Spanish, and students take classes with other study abroad students. TCU-In Seville offers courses in a wide range of disciplines and is open to any student. They have a strong focus on Spanish language and culture and represent a great option for those interested in furthering their Spanish language skills. Many Spanish majors and minors at TCU choose to study abroad in Seville. Seville is the capital of Andalusia, a southern region of Spain renowned for its beauty, history, spectacular festivals, and cultural legacies: tapas, bullfighting, and flamenco all originate from Andalusia.

The *TCU-In Stellenbosch Program* offers students the opportunity to study in Stellenbosch, South Africa, a charming college town outside of Cape Town, surrounded by breathtaking mountain and ocean views. Students live on campus and may take courses across a wide range of disciplines at Stellenbosch University including science, business and the liberal arts.

The *TCU-In Sydney Program* allows students to take classes at University of Sydney, a global top 20 university, leading the way in addressing environmental, social, and governance challenges. TCU students generally live together in residence hall-style apartments near campus. Set around the world's largest natural harbor, Sydney is home to beautiful golden beaches, world-class museums and art galleries, delicious fresh food, and a calendar of exciting events and festivals. Students can take classes from a wide variety of subjects, including health sciences, education, and music.

Other special study abroad opportunities include:

TCU Affiliated Programs. TCU Affiliated Programs are select study abroad programs offering additional semester- and year-long experiences for students in locations throughout Australia, Asia, Europe, Latin America and Africa.

Bilateral Exchange: Students have the ability to exchange for a semester with prestigious universities throughout the world—for example WHU - Otto Beisheim School of Management in Germany, Sciences Po and EDHEC Business School in France, and Meiji University in Japan. These programs are academically rigorous and require a high level of independence.

Semester Opportunities - Domestic

The *Washington Internship Program - TCU Department of Journalism* allows a select group of students to spend the fall semester interning at powerful political, social, government and media organizations in Washington, D.C. In the past, students have interned for the CBS Washington bureau, POLITICO, USA Today, the ONE Campaign, McClatchy Washington bureau and communications offices in the U.S. Congress. Internships are co-supervised by the employer and a TCU professor who visits students in Washington during the semester. The Washington Center (TWC) houses its interns in its own building, a new, secure facility with furnished apartments and 24-hour residence staff assistance, only two blocks from a Metro subway station and within walking distance of downtown Washington. TWC arranges for instructors to teach classes at night so students can continue to make progress towards graduation.

For more than 40 years, the *Washington Internship Program - TCU Department of Political Science* has placed interns in a wide variety of DC internships. As a TCU Washington intern, students work four days a week at their internship site, from late-August through December. They also take an evening class once a week and attend programming on Fridays. Recent internship placements include Congress, the White House, executive agencies such as the departments of State, Justice and Commerce, advocacy groups, think tanks, non-government organizations, news media outlets, lobbying firms and U.S. attorneys. The Washington Center (TWC) houses its interns in its own building - a new, secure facility with furnished apartments and 24-hour residence staff assistance, only two blocks from a Metro subway station and within walking distance of downtown Washington.

TCU Summer Programs

TCU Summer programs are broken down into two categories:

TCU Faculty-Led Programs are intensive study abroad courses developed and directed by TCU faculty members from such disciplines as biology, business, environmental science, communication science disorders, strategic communication, history, journalism, literature, nursing, social work, political science, religion, Spanish, and theatre. Generally taking place from 2-4 weeks, these programs are highly experiential and can take place around the globe, including Argentina, Australia, Costa Rica, England, France, Germany, Italy, Japan, Scotland, South Africa and Spain.

TCU Summer Semester Programs allow students to enroll in a local university during the summer for 4 – 8 weeks, taking a number of courses. Students have the ability to participate in international internships. These programs allow for more cultural immersion as students are based in one location for several weeks. These programs are held in Rome, Florence, Barcelona, London, Dublin, and Sydney.

Student Conduct and Academic Issues:

TCU Global serves as an academic unit for purposes of administering Study Abroad and Study Away programs, as well as courses assigned INTL designation. For academic issues related to INTL courses, semester study abroad and study away programs administered through TCU Global, the Chair of the TCU Global Academic and Curricular Advisory Committee serves as the Department Chair and the Vice Provost serves as the Dean. The Chair of the TCU Global Academic and Curricular Advisory Committee will coordinate with the academic dean of the student's major. For conduct issues, the Senior International Officer will coordinate with the Dean of Students and the academic dean of the student's major to ensure consistency with TCU policies and processes. For more information, visit <https://studyabroad.tcu.edu/>

TCU Public Safety

TCU Public Safety

The overarching mission of TCU is to educate individuals to think and act as ethical leaders and responsible global citizens in a global society. Critical to teaching and learning is the safety and security of our campus community. TCU Public Safety, comprised of the Police Department, Office of Emergency Management, Parking and Transportation, are collectively responsible for developing services, programs and strategies for maintaining a safe campus.

Police Department

The TCU Police Department (TCU PD) is committed to providing a safe learning environment for students, faculty, staff and visitors to the campus, through the mutual respect and shared responsibility of community policing. Our police officers are commissioned, by authority of the State of Texas and TCU's Board of Trustees, to provide police service to property owned or controlled by the University. TCU Police and civilian security guards, are in service 24 hours a day, seven days a week, and the TCU Police dispatcher can be contacted at 817.257.7777. The office is located at 3025 Lubbock Ave.

The TCU PD maintains a social media Twitter and Instagram accounts, posts a daily crime log, and produces an Annual Security and Fire Safety Report. The crime log and annual report may be found on the TCU police website (www.police.tcu.edu) and are also available at the TCU Police Department.

All firearms and dangerous weapons are prohibited on campus. TCU has complied with the statutory requirements of Section 411.2031 of the Texas Government Code and the TCU Board of Trustees, voted to prohibit license holders from carrying concealed handguns on any campus grounds or building on which an activity sponsored by TCU is being conducted, and in any passenger transportation vehicle owned by TCU.

The only exceptions are that students, faculty and staff may bring unloaded firearms, other weapons and ammunition directly to the TCU Police Department to be checked in and stored in a locked gun vault. Texas law does permit a person to store a concealed firearm in a locked, privately owned or leased motor vehicle parked on a street or driveway or in a TCU parking lot or parking garage.

Frog Shield

The TCU Police Department recently launched a safety application that uses geo-fencing and the nation's first Indoor Positioning System (IPS) to send accurate locations and pertinent information about 9-1-1 callers directly to TCU police. Users can also send anonymous safety reports and concerns while attaching photos and videos. Other functions include a Friend Watch links to campus safety resources and services. The application is provided at no cost to all TCU community members and guests. More information can be found at www.police.tcu.edu/frogshield or by calling (817) 257-7933.

L.E.S.S. is More

Students learn more, faculty teach more effectively and staff perform their duties more proficiently when they feel safe. To create the peace of mind that comes with feeling safe, the TCU Police Department participates in public safety drills in all campus buildings with the assistance of community members designated as trained in three emergency responses - Lockdown, Evacuate and Seek Shelter, or L.E.S.S. is More(<https://publicsafety.tcu.edu/less-is-more/>)

Crime Prevention

Crime prevention and other services are offered by the TCU Police Department and the Fort Worth Police Department's Community Service Office and include Active Shooter Training, Sexual Assault/Acquaintance Rape Prevention, Personal Awareness, Campus Crime Watch Meetings, Crime Prevention Surveys for Home and Business, Operation ID: Property Identification System, Auto Theft Prevention (Window Etching) and Vehicle Jump Starts. (Due to possible problems with electric locks, TCU Police Department is unable to provide vehicle unlocking services.) Crime prevention services can be requested by calling the non-emergency number for the police department at (817) 257-8400.

Froggie Five-O Student Escort Program

The TCU Police Department administers a safety escort program, Froggie Five-O. Froggie Five-O operates between the hours of 7 p.m. - 1 a.m. during the fall and spring semesters. Froggie Five-O provides safety escorts and uses student employees who escort students on foot or by golf carts to all areas of the campus. After 1 a.m., TCU police officers or security guards are available to escort students. Students may request a safety escort by calling Froggie Five-O during operation hours at (817) 257-5856 or the TCU Police at (817).257-7777.

Lost and Found

The TCU Police Department is the official lost and found office. Articles lost or found should be reported as soon as possible to help the office in returning property to the rightful owner.

Waiver of Responsibility

Waiver of Responsibility

Texas Christian University will admit qualified students without regard to race, color, religion, gender, national origin, age and veteran or handicapped status, in accordance with Title IX and other governmental regulations.

Academic Policies

Academic Conduct

Academic Conduct

Policy Statement and Purpose

If it is to fulfill its missions, an academic community requires that all of its participants maintain the highest standards of honor and integrity. The purpose of the Academic Conduct Policy is to make all aware of these expectations. Additionally, the policy outlines some, but not all, of the situations that violate these standards.

Further, the policy sets forth a set of procedures that will be used when these standards are violated. In this spirit, this policy outlines below: (1) Academic Misconduct; (2) Procedures for Dealing with Academic Misconduct, and (3) Consequences. These are not meant to be exhaustive.

Academic Conduct Policy may be found here: <https://tcu.navexone.com/content/docview/?app=pt&source=unspecified&docid=197&public=true>

Academic Policies

Academic Load/Determining Full and Part Time Enrollment

Academic Load/Determining Full and Part Time Enrollment

Determining Full and Part Time Enrollment Graduate Students and Burnett School of Medicine Students

Full-time enrollment for graduate students is 6 hours.

4.50-5.99 hours is 3/4 time

3.00-4.49 hours is 1/2 time

.50-2.99 hours is 1/4 time

Round down to the nearest cutoff.

- Full-time enrollment requirements for on-campus purposes will be waived for students enrolled in their graduating semester or enrolled in a thesis, dissertation, or DMA document course. This enrollment status will also apply to areas such as financial aid, external agencies, and enrollment reporting. For all other situations, students must be enrolled in full-time hours to be considered full time status.

- International Students on the F1/J-1 visa with less than full-time enrollment in their graduating semester must have an approved Final Term Reduced Course Load from the International Services Office. This request is not required if enrolled in a thesis, dissertation, or DMA document course.

Graduate students enrolled in a Thesis, Dissertation, or DMA Document course

One or more credit hours of thesis, dissertation, or DMA document courses are considered full-time enrollment for graduate students.

Academic Policies

Academic Standing

Academic Standing

See specific school/college and program sections for further information regarding grade point requirements.

Full-Time Students

A graduate student who achieves a GPA of less than 2.75 in any semester or term will be placed on academic warning. A student can be removed from that status by achieving a 2.75 cumulative average by the end of the next nine hours of enrollment. If the student should fail to do so, further enrollment will be granted only by the special recommendation of the chair of the department concerned and with the permission of the dean of the school/college in which the student is enrolled.

Part-Time Students

Graduate students enrolled for less than a full load will be placed on academic warning when their accumulated part-time course load totals at least nine hours and falls below a 2.75 cumulative GPA. A student can be removed from that status by achieving a 2.75 cumulative average by the end of the next nine hours of enrollment. If the student should fail to do so, further enrollment will be granted only by the special recommendation of the chair of the department concerned and with the permission of the dean of the school/college in which the student is enrolled.

Academic Policies

Audit Enrollment

Audit Enrollment (Course Visitor)

Occasional visitation of classes by students is allowed with the consent of the instructor. Any extended attendance requires enrollment as an audit. Auditors are admitted to classes on a space-available basis only. An audit fee is charged. TCU Scholars are given the opportunity to audit one class (for which auditing is permitted) without fee within the enrollment semesters for the current degree. TCU Scholars are expected to follow the established regulations for auditors. The following regulations are applicable:

1. Certain classes—laboratory and clinical classes; ranch management day classes; laboratory sections of lecture classes; activity and performance classes, such as in studio art, music and dance—may not be audited.
2. The only period during which students may register for an audit or change a credit class to audit is from the second day of late registration to the last day of late registration as published in the University calendar. It is recommended that prospective students consult the instructors of courses in which they are interested before they register. Students wishing to audit graduate courses must be admitted for graduate study and have written approval of either the instructor of the course for which they wish to register or the dean of the school/college in which the course is taught.
3. Classroom recitation and participation may be restricted at the discretion of the instructor; no grade is assigned and no credit is awarded.
4. If credit is desired, the student must register for and repeat the regular course after paying regular tuition.
5. The student's name will appear on the instructor's class roll. In order for "AU" to appear on the transcript, however, the instructor must certify at the end of the semester that the student has attended as an auditor. Audits not approved by the instructor as a final grade will be omitted from the student record.

Academic Policies

Change of Advisor Policy

TCU Policy on change of master's or dissertation chair/advisor

The primary goal of TCU is the timely completion of a student's master's thesis or dissertation. The student's advisor or chair plays a critical role in that completion progress. However, there are circumstances where it may be necessary to change advisors. Such circumstances may include, but are not limited to:

- Changes in the student's research topic or area.
- The advisor is going on an extended leave.
- The advisor is no longer employed at TCU.
- Irreconcilable conflicts between the student and advisor affect the student's progress in the timely completion of the thesis or dissertation.

Principles

- Students have the right to choose to work with their advisors.
- Advisors and students should handle issues and conflicts transparently and in a timely manner to minimize delay and disruption to degree completion.
- Retaliation or threat of retaliation is unacceptable. This retaliation includes but is not limited to cutting off funding for the student, losing visa status for international students, or creating a hostile environment. Students suspecting retaliatory actions should contact department, college, and university representatives. This may include their program director or department chair, college graduate associate dean, the Office of Graduate Studies, and the Office of the Dean of Students.
- A student or advisor can initiate a change of advisor. While it is encouraged that the previous advisor works with the student to find a new advisor, it is ultimately the student's responsibility to find a new one.

Recommended steps for changing advisors.

1. An initial conversation between the student and current advisor to communicate the intent of the change and plan to move forward.
2. Identify and contact the prospective new advisor by the student to ask for a change.
3. Complete and sign a new advisor form and submit it to the department.
4. Inform the graduate program director or chair of the change.

Special circumstances

- If the faculty member no longer works at TCU and the student is unable to contact them, the change of advisor form can be completed without their signature.
- If the student feels they are being retaliated against or discriminated against, they are encouraged to reach out to the department chair, graduate associate dean of the college, the Office of Graduate Studies, the Office of Institutional Equity, and/or report their concerns anonymously.

Academic Policies

Conferring of Degrees

Conferring of Degrees

Degrees are conferred by TCU at the close of the fall and spring semesters and at the conclusion of the summer term. Commencement exercises take place only at the conclusion of the fall and spring semesters. Students graduating in May or December must make arrangements to have examinations completed 72 hours prior to commencement exercises. Degrees will not be released unless the student has satisfied all financial obligations to the University.

Academic Policies

Course Credit

Course Credit

Credit by Examination

Students may earn academic credit for university-level learning by taking an examination in the appropriate area. Credit granted usually can be used to satisfy specific and general degree requirements. Credit by examination will not be awarded after the student has completed 66 hours of college credit.

For the currently enrolled student, the following conditions apply:

1. The approval of the academic dean must be obtained before taking CLEP or other recognized examinations for credit.
2. Credit by examination will not be awarded for a prerequisite course if credit has been earned in an upper-division course.
3. Credit earned by examination is not assigned a letter grade and is not counted toward special recognition or honors.
4. Duplicate credit is not allowed by enrolling in and completing a course for which credit was earned by examination.
5. Credit may be earned through selected CLEP General and Subject examinations, College Board Achievement Test in Foreign Languages and through locally constructed examinations.

For the entering student, the following conditions apply:

1. TCU grants credit in some subject areas through the following standardized examination programs: College Board Advanced Placement (AP), College Level Examination Program (CLEP), College Board Achievement Tests in Foreign Languages (ACH) and International Baccalaureate (IB).
2. Credit may be obtained through the following institutional examinations: locally constructed examinations in nursing, conference examinations in music, audition examination in ballet and/or modern dance, and certain non-U.S. advance-level national examinations.
3. Credit in English Composition earned by examination will be honored if it appears on an official college transcript.
4. Students may demonstrate competency in a language other than English by meeting the TCU non-English language undergraduate requirement (and earn credit for this requirement) in a variety of ways. First, the student may meet the requirement by successful completion of coursework at TCU, or by approved transfer credit from another institution, as specified in each academic major and receive the number of credit hours earned in those courses. Additionally, a student may provide evidence of competency in the non-English language by 1) scores on standardized tests approved by the University, for which the student will receive three to 12 hours of credit depending on the examination score, or 2) successful completion of one academic year in a secondary or post-secondary institution in which the language of instruction is other than English, for which the student will receive 12 hours of credit.

The credit by examination procedures are reviewed and updated annually. The current Credit by Exam information is available on the Office of Admission's website.

Examination and Portfolio Assessment Credit

Credit earned by examination or portfolio assessment is not assigned a letter grade and is not included in the calculation of the cumulative GPA.

Military Service Credit

The University follows, with limitations, the recommendations of the American Council on Education as published in the *Guide to the Evaluation of Educational Experiences in the Armed Forces* in granting credit for military service schools. See [Military Service Credit](#) in the Admissions section of this catalog for specific requirements.

Nonresidential Coursework Credit

As a general rule, TCU does not accept nonresidential courses taken prior to enrollment at TCU. However, a student may petition the appropriate academic dean to grant credit. Nonresidential courses taken while a student is in residence at TCU require prior permission of the appropriate dean if the courses are to be applied toward a TCU degree.

Independent Study Credit

Some departments at TCU offer an opportunity for independent study, usually pursued late in a student's major. It has a broad range of purposes. Perhaps most important is exposure of the undergraduate student to methods and techniques usually reserved for graduate students. Seminars, reading and reviews, and independent research characterize this phase of a student's work, which normally is optional. Independent study courses are also available to exceptional students with exceptional needs. A student, for example, may want a more intensive exposure to a specific subject than a standard course provides. With faculty approval, an independent study course can provide the opportunity to go as far as interest and capability allow.

[Academic Policies](#)

Definitions

Definitions

Major

A major is a prescribed set of courses, number of credit hours or academic experiences in one or more academic disciplines. Completion of a major is designed to assure disciplined and cumulative study, carried on over an extended period of time in an important field of intellectual inquiry. No course may be applied to more than one set of major or minor requirements without the express approval of the dean(s) of the major.

Minor

A minor is a prescribed set of courses, number of credit hours or academic experiences in one or more academic disciplines. Completion of the minor is designed to assure more than an introduction to an important intellectual field of study but less than a major in that field. A minor is traditionally outside the major field of study. The department offering the minor typically defines the requirements.

Emphasis, Focus and/or Concentration

Unless otherwise defined specifically within the catalog, an emphasis, focus or concentration is a guided subset of courses or academic experiences defined by the major department and is typically, but not always, within the major area. Emphasis may be further defined as consistent with specific accrediting body requirements (e.g., journalism).

Program

A program is a shared series of courses or experiences.

Area of Study

While used generically throughout the catalog, area of study could be replaced by major, minor or emphasis/concentration in most cases.

Career Track

This term has meaning within student records software and is used with reference to pre-professional program advising as a way to provide appropriate guidance on course selection and experiences, not necessarily tied to a major or minor.

Semester Hour

The unit of measure for academic credit purposes is the semester hour. A semester hour is equivalent to one hour of recitation or a minimum of two hours of laboratory per week for a semester or an equivalent time for a shorter term. Two hours of preparation for each classroom hour, on the average, are expected.

[Academic Policies](#)

Dismissal, Suspension or Expulsion

Dismissal, Suspension or Expulsion

Students may be dismissed from individual courses with a grade of "F" for lack of academic progress or for conduct deemed to be contrary to the professional or ethical standards of a field upon the recommendation of the responsible faculty member and the approval of the appropriate academic dean.

At such times as the student fails to meet acceptable standards of academic performance or has engaged in professional misconduct, at the discretion of the dean of the school/college in which the student is enrolled, the student may be

1. Dismissed or suspended from a program of study, and/or
2. Expelled from the University.

If a student is dismissed, suspended or expelled from the University, an appropriate grade or designation will be recorded for each course in progress as determined by the dean with oversight for the course in consultation with the dean of the school/college in which the student is enrolled.

[Academic Policies](#)

Doctoral and Ph.D. Degree Requirements

Doctoral and Ph.D. Degree Requirements

The Ph.D. degree is essentially a research degree. Although coursework is a necessary part of the program, the mere accumulation of course credits is not sufficient for attaining this degree.

The Ph.D. degree may be completed in three years at the minimum. Under the minimum program, the first two years will be given to coursework, seminars and related research. The third year primarily will encompass dissertation research. Students whose preparation is incomplete or who will be engaged in part-time teaching or paid research will extend their programs accordingly. In such cases, a four- or five-year program is not unusual.

A master's degree is not necessarily prerequisite to candidacy for the Ph.D. degree. A student entering a doctoral program after obtaining a master's degree would normally be classified as being in the second year of graduate study, as defined below.

Departments may, at their discretion, require that a formal minor be included in the total program. A formal minor requires at least six hours credit beyond the master's or 12 hours beyond the bachelor's degree.

All students in the doctoral programs are required to do a certain amount of teaching or research, appropriate to the goals of the student, as part of their training for the advanced degree.

Students must register for coursework or dissertation in each semester or summer session during which they utilize University research facilities or occupy a library carrel.

Residence Requirement, Doctoral

There is no general residency requirement. See specific degree listings for program requirements.

Transfer Credit, Doctoral

Limited non-research graduate credit earned from another accredited college or university will be considered for transfer to a doctoral program. Written request for transfer credit, with appropriate transcripts, should be made at the time of application for admission. Such credit must be applicable to the student's program as determined by his/her adviser; carry at least a "B" grade (3.0 on a 4.0 scale); and be residence credit, not extension or correspondence. Regardless of the level of entry for the doctoral program (pre or post master's degree), at least one-third of the credits toward a doctoral degree must be earned at TCU.

Permission to interrupt residence to earn graduate credit elsewhere for use on a TCU degree must be approved in advance with a formal request addressed to the dean and conferral with the department involved.

Foreign Language Requirement

Individual departments specify the conditions and policies for meeting foreign language requirements and conditions and policies for meeting these requirements. Consult the departmental graduate adviser for this information.

All foreign language requirements must be satisfied prior to admission to candidacy. International students may request their native language be accepted, but it must be one that is needed for research at TCU. They must demonstrate ability to translate this language into English and, if no examiner is available in the foreign languages department, pay any required fee for employment of an approved interpreter. The substitution must have the approval of the chairman of the major department and the dean of the school/college.

Advisory Committee, Ph.D.

An advisory committee of at least four persons will be assigned to the doctoral student by the dean on the recommendation of the major department. The committee will be appointed early during the second year and should consist of those persons under whom the student will take his/her qualifying examinations, including at least one person from the minor field, if any. This committee, with the student's dissertation director as chair, formulates the remainder of the student's program of study and submits it to the dean for approval.

Qualifying or Preliminary Examinations

All doctoral programs require some form of qualifying or preliminary examinations. It is the purpose of these examinations to evaluate the student's capability for advanced creative analysis and synthesis in the major specialization and related disciplines. The qualifying examination may not be taken earlier than the second semester of the second year of the student's graduate program. If language requirements exist, at least one language requirement must be completed prior to taking the qualifying examination. This examination will cover the major field, designated sub-fields and minor, if any. It must be written, or written and oral.

Only one re-examination will be permitted, and this only after such time interval and under such conditions of additional study as the advisory committee may decide. Each student should consult the departmental requirements provided in the course listings section for specific information regarding the type of examination, the fields to be covered and the expected completion date.

Admission to Candidacy, Ph.D.

A student becomes a candidate for the Ph.D. degree upon passing the qualifying or preliminary examinations and meeting the foreign language requirements of the department, provided he/she has also made up any course deficiencies and GRE scores have been recorded. The student does not need to make a formal request for candidacy.

Intent to Graduate, Ph.D.

At the beginning of the semester in which the student plans to graduate, the Intent to Graduate form should be filed with the appropriate dean's office. In the event that graduation cannot be completed, a cancellation form must be filed in the dean's office. The Intent to Graduate form must be refiled in case of postponement. A non-refundable graduation fee is charged when the intent is filed.

Dissertation Preparation

A dissertation is required in all doctoral programs. It must demonstrate superior research abilities, capacity for sound independent analysis and judgment, and effectiveness of expression. A student is required to register for at least 12 semester hours of dissertation and must register for at least one hour during any fall or spring semester in which the student is working with committee members or using University facilities. Check specific department listings for further restrictions. During the summer, the student must enroll for at least one dissertation hour during at least one of the summer sessions. In addition, the student must enroll for at least one hour during any fall or spring semester in which he/she plans to complete the dissertation and take the final oral examination.

Registration for the first half of the dissertation will not be accepted until the major department notifies the dean's office in writing that the student is eligible for dissertation registration. Registration for the second half will not be accepted until the student has been admitted to candidacy, and until that time the student is not considered a candidate for a degree.

Instructions for preparing and presenting dissertations should be obtained from the appropriate dean's office well in advance of actual dissertation writing. The form given should be followed in all cases unless a recognized professional variation is authorized by the major department under agreement with the dean.

As early as possible, each student should initiate a program of individual reading and study leading to the selection and development of the dissertation research. This program should proceed under the supervision of the chair and other members of the advisory committee. At least three, and preferably all, members of the committee should approve the draft of the dissertation before the final version is posted.

The student should note the special deadlines for dissertation preparation and distribution available each semester. The usual process requires electronic submission of a PDF file, according to the instructions posted at lib.tcu.edu/NDLTD. Copyright and bound copies may be obtained; fees for these optional services are paid by the student.

Oral Examination, Ph.D.

Each candidate for a doctoral degree must take a final examination covering the dissertation and related fields. The examining committee will be composed of the candidate's advisory committee and others, as may be designated by the major department. The final oral examination will be announced and open for audit to the graduate faculty and to others invited by the advisory committee. The examination may not take place later than the date listed in the Special Deadlines for Graduate Students.

Only one re-examination on a failed oral examination will be permitted, the date to be set at the discretion of the examining committee.

A student must be enrolled for a minimum of one hour of credit during any term (fall, spring, or any one of the three summer sessions) in which the student is using University facilities, working with faculty or taking the final oral examination.

Time Limit, Ph.D.

The work for the Ph.D. degree must be completed within six years after the student has been admitted to candidacy. Extension of time must be applied for in writing through the chair of the major department who will then make a recommendation to the appropriate dean. The letter should explain why the degree was not completed within the time limit and should present a schedule for completing the program.

Academic Policies

Family Educational Rights and Privacy Act

Family Educational Rights and Privacy Act

This Federal law states that a written institutional policy must be established and that a statement of adopted procedures covering the privacy rights of students be made available. The law provides that the institution maintains the confidentiality of student education records.

The University accords all the rights under the law to its students. Students wishing access to a complete copy of the regulation and the University policy governing their educational records may do so at the offices of the Provost/Vice Chancellor for Academic Affairs, The Harrison, Suite 3100; Vice Chancellor for Student Affairs, The Harrison, Suite 2200; Dean of Campus Life, The Harrison, Suite 1600; Registrar, The Harrison, Suite 1300; or Scholarships and Financial Aid, The Harrison, Suite 1300.

There are six rights, which are summarized here:

1. *The Right to be Informed.* The University will give students an annual notice of their rights and where copies of the policy may be reviewed.
2. *The Right to Inspect.* Students may inspect information contained in their educational record provided they make a written request to the custodian of the records. The request must be granted no later than 45 days from the receipt of the request.
3. *Right to Limited Control of Release.* No one outside the institution shall have access to, nor will the University disclose identifiable information from the educational records without written consent of the students, except directory information or other exceptions permitted by the act, which the student has not refused to permit the University to disclose.
4. *Right to Request a Change.* Students may request that the record be amended if they feel the information is inaccurate, misleading or in violation of the rights of privacy. The University will decide whether to change the record. The student may place a rebuttal in the record.
5. *Right to a Hearing.* If the University chooses not to amend the record, the student may request a hearing. The request must be in writing to the vice chancellor for student affairs or the vice chancellor for academic affairs. The student will be notified of the time, date and place of the hearing.
6. *Right to Report Alleged Violations.* Students who feel their rights have been abridged may file complaints with the Family Educational Rights and Privacy Act Office, Department of Education, Washington, D.C. 20201.

At its discretion, TCU may provide directory information in accordance with the provisions of the act to include student name, address, telephone number, email address, image, name of parents of dependent students, date and place of birth, major field of study, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student, participation in officially recognized activities and sports, and weight and height of members of athletic teams. It is also permissible for the University to release information from a student's educational record to a parent, provided the student is a "dependent" as defined in Section 152 of the Internal Revenue Code of 1954. Students may withhold directory information by notifying the registrar in writing. Requests for nondisclosure will be honored for only one academic year; therefore, authorization to withhold directory information must be filed annually in the Office of the Registrar.

Academic Policies

Foreign Language Examination

Foreign Language Examination

Each student must check on foreign language requirements for their major and any special deadlines for their completion. The language examination, when required, is administered by the student's major department. The student is responsible for scheduling the time of the examination with the department.

Academic Policies

Grade Appeals and Policy

Grade Appeals

In the event a student questions the appropriateness of a grade assigned for a course or the results of another critical component of a degree requirement (e.g., oral exam, juried exhibition, thesis, etc.), the student must first discuss the matter with the faculty member(s). These discussions between the faculty member and student should be initiated by the student as soon as possible after the grade is assigned, but no later than five academic days into the next long semester. The faculty member is expected to

respond within five academic days of the initiation. If there is no response from the faculty member, the student may present the issue directly to the department chair. In the event that the faculty member(s) agrees to change the grade/decision, the normal process for changing a grade shall be followed. If the student wishes to appeal the faculty's decision after these discussions, he/she must follow the formal grade appeals process outlined below.

Note: An academic day is defined as a school day on which TCU classes are meeting. Initiation of the discussion is any attempt to contact the faculty of record, or chair of examination committee in the case of a candidacy exam or thesis/dissertation defense, about the grade. This includes email or other written correspondence (recommended), personal meeting, and telephone call or message.

Grade Appeal Policy:

AA1.013 Grade Appeals: <https://tcu.navexone.com/content/docview/?app=pt&source=unspecified&docid=218&public=true>

Academic Policies

Grade Point Average

Grade Point Average

Two GPAs are maintained by Texas Christian University: 1) a semester average based on courses taken at TCU during a particular term, and 2) a cumulative average based on all work attempted at TCU.

A student's GPA is computed by dividing the number of grade points (grade points are earned per semester hour for the successful completion of academic work) by the number of hours (total credit hours attempted at TCU, excluding those attempted on a P/NC basis). Pass/No-Credit courses are disregarded in the calculation of the student's GPA.

The student is responsible for notifying the Office of the Registrar when a course is repeated.

Academic Policies

Grading

Grading

The faculty definition of grades, and the point system designed to indicate quality of work, is as follows:

A	4.00 – Excellent
A-	3.67
B+	3.33
B	3.00 – Good
B-	2.67
C+	2.33
C	2.00 – Satisfactory
C-	1.67
D+	1.33
D	1.00 – Poor
D-	0.67
F	0.00 – Failing

P – Passed the course

NC – No credit awarded for the course

In all cases where academic policy requires a grade of “C” or better, a “C-” does not meet that criteria. The same applies for “B” and “B-”.

Non-Grade Designators

I – Designates course has not been completed and a final grade has not been assigned. (The “I” must be removed within the first 60 days of the long semester immediately following, or it is changed to an “F.” Any extension must have written approval of the instructor and dean. This policy does not apply to senior Honors research papers/theses, graduate thesis or dissertation hours.

Q – Removed from the course by an academic dean.

AU – Officially audited

Satisfactory, Incomplete, Unsatisfactory grades for Thesis/Dissertation Research Hours

Satisfactory (S) - If a student makes satisfactory progress toward completing the research plan for that semester, the student should receive the grade S. S grades are not counted in computing the student's GPA and cannot replace a prior grade in the GPA. A “S” course grade, however, will carry credit hours and be used toward a student's total hours required for graduation.

Incomplete (I) - If a student is unable to make satisfactory progress due to something beyond their control (e.g. illness, building flooding, loss of data, etc.), the student should receive the grade I (incomplete). Grades of incomplete must be changed by 60 days into the next long semester after the incomplete was received or it is changed to an “F” or a “U”. “I” grades received in the spring semester must be removed 60 days after the start of the fall semester or it is changed to an “F” or a “U”.

Unsatisfactory (U) - If a student's progress toward completing the research plan for that semester is unsatisfactory, the student should receive the grade U. That grade does not need to be resolved and it will remain on the transcript. U grades are not counted in computing the student's GPA. A “U” course grade, however, will not carry credit hours or be used toward a student's total hours required for graduation.

Consequences of a U grade:

A second grade of U at any point (doesn't have to be sequential semesters) prompts a discussion between the faculty advisor, graduate program director, thesis/dissertation committee, and the student resulting in either a written plan for improvement signed by all parties; or, dismissal from the program. A third grade of U at any point (doesn't have to be sequential semesters) results in dismissal from the program.

The thesis/dissertation letter grade does not replace the thesis/dissertation hour S/U grades.

[Academic Policies](#)

Graduate Certificates

Graduate Certificates

Analytics

Comparative Race and Ethnic Studies

Criminal Justice

Education

Health Policy and Management

Nursing

Ralph Lowe Energy Management

Ralph Lowe Sustainable Energy Management

Ranch Management

Supply Chain Management

Women & Gender Studies

[Academic Policies](#)

Graduate Credit

Graduate Credit

Each course is assigned a five-digit number. The first digit indicates the level at which the course is offered (5 for senior and graduate; 6, 7, 8 and 9 for graduate only). The second, third, and fourth digits distinguish one course from another within the same department. The fifth digit indicates semester hour credit; when the fifth digit is zero, it is either variable credit, non-credit or the credit includes a fraction. Thus Biology 50113 is a senior and graduate- level course (first digit) for three semester hours credit (fifth digit). The three middle digits identify it as Cellular Physiology.

All credits applied to a graduate degree must be of graduate level (50000 and above); at least half of all coursework, inclusive of thesis or dissertation, must be courses with a first digit of "6" or higher.

Graduate students taking courses of "50000" rank will be evaluated differently than undergraduates, according to the course syllabus. Students in 4-1 or Accelerated Programs must enroll in the "55000" courses in order to receive graduate credit toward the master's.

In departments listing 50000-, 60000- and/or 70000-level courses, no more than 15 hours may be accrued toward the master's degree at the 50000 level. Ph.D. students must have departmental approval for 50000-level coursework. No 50000-level course may be taken for credit at TCU by an MBA student unless approved on an exception basis by the MBA academic program director.

No graduate credit is given for courses of less than 50000 rank taken at TCU. No graduate credit is given for undergraduate courses taken at TCU or elsewhere.

[Academic Policies](#)

Graduate Degree Programs

Graduate Degree Programs

Master of Accounting

Master of Arts

Art History

Biology

Chemistry

English

Environmental Science

History

Physics

Psychology

Master of Arts in Teaching

Mathematics

Master of Business Administration

Master of Education

Clinical Mental Health Counseling

Curriculum and Instruction

-Curriculum Studies

-Language and Literacy

-Math Education

-Science Education

Educational Leadership

Human Services

School Counseling

Special Education

Special Education with Educational Diagnostician Certification

Master of Environmental Management

Master of Fine Arts

Studio Art

-Painting

-Photography

-Printmaking

-Sculpture

Master of Liberal Arts

Master of Music

Collaborative Piano

Conducting

-Band

-Choral

-Orchestral

Music Composition

Music Theory

Musicology

Performance

-Piano

-Strings

-Voice

-Wind/Percussion

Piano Pedagogy

Vocal Pedagogy

Vocal Performance

Master of Music Education

Music Education (all areas)

Piano Pedagogy

Master of Science

Athletic Training

Biology

Business Analytics

Chemistry

Communication Studies

Criminology and Criminal Justice

Deaf and Hard of Hearing Studies

Developmental Trauma

Dietetics

Environmental Science

Geology

Kinesiology

Mathematics

Nursing

Nursing Education

Physics

Psychology

Speech-Language Pathology

Strategic Communication

Supply Chain Management

Master of Social Work

Doctor of Education

Educational Leadership

Higher Education Leadership

Doctor of Musical Arts

Composition

–*Cognate in Music History*

–*Cognate in Performance*

Conducting

–*Cognate in Music History or Theory*

–*Cognate in Performance*

Performance

–*Cognate in Composition*

–*Cognate in Music Theory or History*

–*Cognate in Voice Pedagogy*

Piano Performance

–*Cognate in Piano Pedagogy*

–*Cognate in Collaborative Piano*

Piano Pedagogy

Doctor of Nursing Practice

Adult Gerontology Acute Care Nurse Practitioner

Advanced Practice Registered Nurse

Clinical Nurse Specialist

Family Nurse Practitioner

Nurse Administrator

Nurse Anesthesia

Psychiatric Mental Health Nurse Practitioner

Doctor of Philosophy

Biology

Chemistry

Educational Studies

–*Counseling and Counselor Education*

–*Curriculum Studies*

–*Educational Leadership*

–*Science Education*

English

Health Sciences

History

Mathematics

Physics

–*Astrophysics*

–*Biophysics*

Psychology

Rhetoric and Composition

[Academic Policies](#)

Graduate Programs

Graduate Programs

Graduate degrees are administered by the following schools/colleges after graduate programs:

- Neeley School of Business
- Bob Schieffer College of Communication
- College of Education
- College of Fine Arts
- AddRan College of Liberal Arts
- Harris College of Nursing & Health Sciences
- College of Science & Engineering

The policies for graduate study are determined cooperatively by the administration, the Graduate Council, and the vice chancellor for academic affairs. The implementation of these policies is the responsibility of the vice chancellor.

[Academic Policies](#)

Graduation Participation

Graduation Participation

Policy Governing Student Participation in Commencement

Commencement ceremonies recognize academic achievements of students and faculty. While ceremonial in nature, commencement is a time for the university to celebrate a major milestone in the life of the academic community. Participation in commencement at Texas Christian University is an honor shared among graduates.

A Student participates in the commencement ceremony following the term in which the student completes all requirements for the degree (Spring semester graduates participate in the May commencement. Summer and fall semester graduates participate in the December commencement.)

Graduation is approved by the academic dean of the student's major in the form of a formal degree plan (completion of the degree is audited by the Registrar) and by the Controller's indication that the student has met all financial obligations to the university.

Students who have an approved degree plan from their dean that would make them eligible for a commencement, but fail to complete that degree plan may appeal to the Registrar to participate in commencement. If approved, such students will not receive a diploma or have their name in the commencement program, but will have their name read as they cross the stage. All appeals regarding participation in commencement are made to the Registrar, and the Registrar's decision in these cases is final.

Interpretative Note:

This policy is frequently applied at May Commencement. Students who are completing degrees in the summer frequently request to walk in the May commencement. This policy does not permit that. Only students who are graduating in the spring semester are allowed to participate. The only exception is for students who are: 1) registered and expected to complete all required courses in the semester of commencement; 2) have a degree plan in the Registrar's Office with an expectation of graduation; 3) find out when final grades come in that they have not met requirements; and 4) make a written appeal to participate. This exception is allowed to accommodate friends and family who may already be in transit at the time the student learns of failure to meet graduation requirements.

[Academic Policies](#)

Master's Degree Requirements

Master's Degree Requirements

In addition to the general academic regulations, the particular requirements of the master's degree are provided below and in the separate listings for departments and programs.

Residence Requirement, Master's

There is no general residency requirement. See specific degree listings for program requirements.

Transfer Credit

Limited graduate credit earned from another accredited college or university will be considered for transfer to a TCU master's program. Written request for transfer credit, with appropriate transcripts, should be made at the time of application for admission. Such credit must be applicable to the student's program as determined by his/her adviser; carry at least a "B" grade (3.0 on a 4.0 scale); and be residence credit, not extension or correspondence. Six semester hours of transfer credit usually is all that will be accepted, but under special circumstances additional hours may be considered, subject to approval by the chair of the major department and the dean of the school/college. Nonetheless, at least one-third of the credit hours required for any graduate or a post-baccalaureate professional degree must be earned at TCU.

Additional Master's Degree

TCU graduate students who either are currently enrolled in a master's degree program or who have already earned a master's degree from TCU or from an approved program outside of TCU may apply for an additional master's degree from TCU.

Approval of an additional master's degree from TCU must satisfy the following conditions as determined by the academic dean governing the additional master's degree.

All requirements relevant to the additional master's degree must be satisfied.

No more than nine hours of approved coursework for the prior (or concurrent) master's degree may be applied. Petition for applied course credit must be submitted in writing.

Applied course(s) must carry at least a "B" grade (3.0 on a 4.0 scale) and must be verified by accompanying official transcripts. Only non-thesis credits will be considered.

All credits applicable to the additional master's degree must be earned within five calendar years following matriculation.

Advisory Committee, Master's

*Not applicable to the MBA, MLA, MSBA, or MS SCM programs

An advisory committee of three faculty members is appointed by the dean for each graduate student after completion of the equivalent of a full semester of graduate work, usually 12 hours.

Until the student receives notice of the appointment of an advisory committee, he/she should consider the chair of the major department as the adviser, unless the department otherwise makes provision.

Accelerated and 4-1 Programs

Students pursuing a bachelor's and master's degree concurrently as part of an accelerated or 4-1 program may count some graduate course credits toward both degrees. Up to 12 credit hours at the 55000 and 60000 level may be used in this way. Students must be officially accepted into these special programs and must enroll in the courses as graduate level students.

Admission to Candidacy, Master's

*Not applicable to the MBA, MLA, MSBA, or MS SCM programs

A student pursuing a master's degree will have a petition to candidacy prepared by the dean's office after nine or more hours of coursework have been completed and after all conditions to admission have been met, including the pertinent aptitude test records, departmental or other required examinations, and foreign language requirements, if any. The student does not need to make a formal request for candidacy.

Registration for the second half of the thesis will not be accepted until all requirements for candidacy have been fulfilled. Until that time the student is not considered a candidate for a degree.

Intent to Graduate, Master's

At the beginning of the semester in which the student plans to graduate, the Intent to Graduate form should be filed with the appropriate dean's office. In the event that graduation cannot be completed, a cancellation form must be filed in the dean's office. The Intent to Graduate form must be refiled in case of postponement. A non-refundable graduation fee is charged when the intent is filed.

Thesis Preparation

The thesis required in many of the master's degree programs represents the climax of a student's program and is expected to demonstrate thoroughness of research, keenness of analysis and effectiveness of expression.

A student is required to register for at least six hours of thesis and must register for at least one hour during any fall or spring semester in which the student is working with committee members or using University facilities. Check specific department listings for further restrictions. During the summer, the student must enroll for at least one thesis hour in at least one of the summer sessions. In addition, the student must enroll for at least one hour of thesis in the semester in which he/she plans to complete the thesis and take the final oral examination.

General instructions for preparing and presenting theses should be obtained from the appropriate dean's office well in advance of the actual thesis writing. The form presented should be followed in all cases unless a recognized professional variation is authorized by the major department under agreement with the dean.

The thesis subject must be approved by the advisory committee, which should be consulted frequently in the progress of the thesis so that proper guidance may be given. All members of the committee should approve the thesis draft before the final version is posted. Students should particularly note the special deadlines for thesis preparation and distribution. These deadlines may be obtained each semester from the dean's office. The usual process requires electronic submission of a PDF file according to the instructions posted at lib.tcu.edu/NDLTD. Copyright and bound copies may be obtained; fees for these optional services are paid by the student.

Oral Examinations, Master's

Where master's degrees require a final oral examination the exam will cover all work taken for the degree, including the thesis, if any. The examining committee will be composed of the candidate's advisory committee, and others as may be designated by the major department. The examination may not take place later than the date listed in the deadlines for graduate students each semester.

The candidate must show satisfactory completion of all courses in the degree program, except those in progress, before the oral examination may be given. Only one re-examination on a failed oral will be permitted, the date to be set at the discretion of the examining committee. In addition to the final oral examination, written examinations may be required at the discretion of the major department.

A student must be enrolled for a minimum of one hour of credit during any term (fall, spring or any one of the three summer sessions) in which the student is using University facilities, working with faculty or taking the final oral examination.

Summer Completion of Degree Programs

A student planning to complete the thesis and/or oral examinations during the summer, particularly during the second five-week term, should check with advisory committee members prior to the end of the spring semester to affirm that their schedules will make them available during that period.

Time Limit, Master's

The student is expected to complete work, including thesis if required, within a period of five years from the date of the earliest credit to be counted on the degree (including transfer credit, if any). See M.J. Neeley School of Business Program Length for its requirement.

Extension of time must be applied for in writing through the chair of the major department, who will then make a recommendation to the dean of the school/college. The letter should explain why the degree was not completed within the time limit and should present a schedule for completing the program. Additional courses may be assigned to students who do not complete the degree within the time limit.

Registration

Registration

Students must be enrolled as graduate students to be eligible to receive graduate credit. Graduate students planning to enroll for courses offered outside the unit in which they will receive their degree must receive written permission to enroll from a representative of the unit offering the course. Permission to enroll must be obtained prior to enrollment. Failure to receive prior written permission may result in cancelled enrollment because of space or program requirements.

All students and prospective students are responsible for consulting and following the academic calendar, which includes dates for the registration periods.

Adding Courses/Schedule Changes

The academic calendar specifies the last day for adding or changing courses each semester and each summer session. Any changes in schedule after the posted deadlines, including section changes, require permission from the student's dean.

[Academic Policies](#)

Student Access and Accommodation

Student Access and Accommodation

Texas Christian University complies with the Americans with Disabilities Act, as amended, and with Section 504 of the Rehabilitation Act of 1973 regarding postsecondary students with disabilities. No otherwise qualified individual shall be denied access to or participation in the services, programs and activities of TCU solely on the basis of a disability. The University will provide reasonable accommodations for each eligible student who has a physical or mental health diagnosis that substantially limits a major life activity, has a record or history of such diagnosis, or is regarded as having such diagnosis.

To apply for reasonable accommodations, all students must submit an online application for accommodation to the Student Access and Accommodation office. Students will use their TCU username and password to access the online application. Student Access and Accommodation will confirm by email to the student's official TCU email account when the application has been successfully submitted. Once the application has been submitted, students will be prompted to submit supporting documentation based on their disability type(s) from a qualified professional that meets the University's official documentation guidelines. Each eligible student is responsible for presenting relevant, verifiable, professional documentation and/or assessment reports to the Student Access and Accommodation office. Information concerning a student's disability is treated in a confidential manner in accordance with University policies as well as applicable federal and state laws. Further documentation may be required from the student to confirm the presence of a disability or to assist the University in determining appropriate accommodations.

All accommodation requests are reviewed by the Student Access and Accommodation Documentation Review Committee (DRC). A follow up appointment will be requested once the application and documentation have been reviewed. Students will be sent an email through their TCU email account to schedule a follow up appointment to discuss the outcome of the review and any accommodations that have been approved. For approved disabilities-related services/accommodations, the office will prepare eligibility notification for the student's faculty members concerning specific, reasonable academic accommodations. The student is responsible for requesting accommodation notification each semester they would like to use their accommodations. The Notification of Accommodation Request Form is available on the Student Access and Accommodation website. Notification of accommodations will be sent via TCU email to the student and faculty after requested by the student. It is the student's responsibility to confer with faculty members regarding their accommodations in order to determine a plan for implementation. An interactive process is absolutely essential and relies on the student's initiative. Accommodations take effect once the student and faculty members receive the accommodation notification and the student conferences with each faculty member(s). Accommodations are NOT retroactive. Student Access and Accommodation staff are available to consult with the student and with University faculty and staff to ensure delivery of appropriate support services. The Student Access and Accommodation office serves as a liaison between the student and the faculty member as needed.

The Student Access and Accommodation office is located in The Harrison, Suite 1200, and can be reached at 817.257.6567.

Students who wish to appeal a decision regarding appropriate accommodations may do so in writing to the Chief Inclusion Officer/and or their designee, who shall decide the appeal. Contact information for the Chief Inclusion Officer/and or their designee is 817.257.4803 at TCU Box 298980, The Harrison 1807, Fort Worth, TX 76129

[Academic Policies](#)

Student Responsibilities

Student Responsibilities

Faculty, academic advisers and deans are available to help students understand and meet academic requirements for a degree, but the students themselves are responsible for understanding and fulfilling them. If requirements are not satisfied, the degree will be withheld pending adequate fulfillment. Thus, it is essential that all students become familiar with all requirements and remain currently informed throughout their college career

[Academic Policies](#)

Student Withdrawal

Student-Initiated Withdrawal

The purpose of student-initiated withdrawal from courses is to enhance the learning opportunity in a program of study. On recognition that a student may lack the background needed for the mastery of course content, the subject matter in a course does not match student need or interest as anticipated, or that course requirements will limit effective appropriation of learning in a semester's overall program of study, a student may officially withdraw from the course.

Mere absence from a class does not constitute withdrawal. To withdraw from a course, a student must follow official established procedure. Students may withdraw from classes with no academic penalty through 70 percent of class days. The last day to declare P/NC will be the 90% point in the semester, unless the 90% point occurs after the last day of class. In those instances, the last day to declare P/NC is the Tuesday before the last day of class. Please refer to the Academic Calendar for the specific dates. (Exam days are considered class days. The last day to withdraw will be the last whole day not to exceed 70 percent.) The date of withdrawal for all purposes, including tuition adjustment, shall be the date of official withdrawal. No withdrawals are allowed after this date during the fall and spring semesters or a comparable period during a shorter term.

Any student experiencing unusual hardship may seek special consideration through a written petition to the dean of the college of his or her major. Petitions should, where possible, be documented with supporting statements from a doctor, counselor or family member. Doing unsatisfactory work in a course is not sufficient reason for special consideration. If, in the opinion of the dean, the request is justified, a grade of "Q" (dropped by the dean's permission) may be assigned by the dean after consultation with the instructor of the course, the chair of the department and the dean of the school/college in which the course is offered. Any dean assigning a "Q" will notify the Office of the Registrar.

Academic Policies

TCU Thesis and Doctoral Publications

TCU Thesis and Doctoral Publications

Thesis and doctoral dissertations are considered a product of documented discoveries, findings, and insights gained through TCU-supported research. As such, the university requires that completed thesis and dissertations in fulfillment of degree requirements be made part of publicly available scholarly records as a condition of the degree awarded.

TCU uses the ProQuest database to publish and archive such graduate works. The thesis or dissertation must be submitted to the TCU Library for publication. Instructions for publication can be found on the TCU library's [website](#).

The university has the right to reproduce and publicly distribute copies of the thesis or dissertation on a non-commercial basis. The student retains the right to the original work to publish derivative works of the thesis or dissertation.

Embargo Policy

Students may request an embargo to delay publication for up to two years. This embargo must be requested and approved by the student's thesis or dissertation chair before publication on ProQuest. A further extension may be granted by the student's college for special circumstances.

Academic Policies

Transcript of Academic Records

Transcript of Academic Records

Students and former students may request official transcripts of their TCU academic record from the Office of the Registrar. Official copies of high school records and transfer credits from schools other than TCU must be requested from the institutions where the work was taken. All transcript requests must be made by the student. Adequate notice, normally one week, is required for transcript processing. Transcripts will not be released unless the student has satisfied all financial obligations to the University. Disciplinary actions do not appear on the official transcript, but students who leave the university after disciplinary action or when disciplinary action is pending may at the discretion of the Dean of Campus Life have a letter attached to the official transcript describing their disciplinary problem or suggesting that the recipient contact an appropriate person in the Office of Campus Life.

Academic Policies

Unprofessional Behavior, Disruptive Behavior, and Lack of Academic Progression

Unprofessional Behavior, Disruptive Behavior, and Lack of Academic Progression

This policy provides the formal process for addressing unprofessional behavior according to the expectations of an academic discipline, disruptive behavior in an academic environment, and lack of academic progress. Violations of non-academic behavioral standards are to be considered under the Code of Student Conduct and, if necessary, referred to the Dean of Students.

Policy

AA1.015 Unprofessional Behavior, Disruptive Behavior, and Lack of Academic Progression – Graduate: <https://tcu.navexone.com/content/docview/?app=pt&source=unspecified&docid=220&public=true>

Academic Conduct Policy

Academic Conduct Policy

An academic community requires the highest standards of honor and integrity in all of its participants if it is to fulfill its mission. In such a community, faculty, students and staff are expected to maintain high standards of academic conduct. The purpose of this policy is to make all aware of these expectations. Additionally, the policy outlines some, but not all, of the situations that can arise that violate these standards. Further, the policy sets forth a set of procedures, characterized by a "sense of fair play," which is used when these standards are violated. In this spirit, definitions of academic misconduct are listed below. These are not meant to be exhaustive.

I. Academic Misconduct

Any act that violates the spirit of the academic conduct policy is considered academic misconduct. Specific examples include, but are not limited to:

1. Cheating. Includes, but is not limited to:
 1. Copying from another student's test paper, laboratory report, other report, or computer files and listings.
 2. Using in any academic exercise or academic setting, material and/or devices not authorized by the person in charge of the test.
 3. Collaborating with or seeking aid from another student during an academic exercise without the permission of the person in charge of the exercise.
 4. Knowingly using, buying, selling, stealing, transporting or soliciting in its entirety or in part, the contents of a test or other assignment unauthorized for release.
 5. Substituting for another student, or permitting another student to substitute for oneself, in a manner that leads to misrepresentation of either or both students' work.
2. Plagiarism. The appropriation, theft, purchase or obtaining by any means another's work, and the unacknowledged submission or incorporation of that work as one's own offered for credit. Appropriation includes the quoting or paraphrasing of another's work without giving proper credit.
3. Collusion. The unauthorized collaboration with another in preparing work offered for credit.
4. Abuse of resource materials. Mutilating, destroying, concealing or stealing such materials.

5. Computer misuse. Unauthorized or illegal use of computer software or hardware through the TCU Computer Center or through any programs, terminals, or freestanding computers owned, leased or operated by TCU or any of its academic units for the purpose of affecting the academic standing of a student.
6. Fabrication and falsification. Unauthorized alteration or invention of any information or citation in an academic exercise. Falsification involves altering information for use in any academic exercise or academic setting. Fabrication involves inventing or counterfeiting information for use in any academic exercise or academic setting.
7. Multiple submission. The submission by the same individual of substantial portions of the same academic work (including oral reports) for credit more than once in the same or another class without authorization.
8. Complicity in academic misconduct. Helping another to commit an act of academic misconduct.
9. Bearing false witness. Knowingly and falsely accusing another student of academic misconduct.

II. Procedures for Dealing with Academic Misconduct

1. Definitions
 1. Day refers to a school day on which classes are meeting.
 2. Academic dean refers to the dean of the college or school offering the course in which the academic misconduct is alleged to have taken place.
 3. Department chair refers to the academic administrator responsible for the unit providing the instruction in which the alleged academic misconduct occurred.
 4. Faculty refers to the instructor of the course in which the suspected academic misconduct occurred.
 5. Advisor refers to any person selected by the student who accompanies the student during formal hearings. The advisor may speak with the student but may not actively participate in the hearings.
 6. The Academic Appeals Committee is a standing University committee. The charge and membership of the committee may be found in the current Handbook for Faculty and Staff.
2. Investigation and Initiation
 1. Students who know of an act of academic misconduct should report the incident to the faculty member teaching the course. The faculty member will obtain the basic facts of the allegation and ask the student reporting the misconduct to write and sign a statement of facts. The name(s) of the student(s) reporting suspected academic misconduct will remain confidential during the informal faculty/student meeting, but must be revealed to the accused student if the resolution proceeds beyond the faculty member and the accused student.
 2. Faculty who suspect academic misconduct or who have academic misconduct reported to them must initiate an investigation and meet with the accused student within five (5) days of becoming aware of the incident. A faculty member who is made aware by another person of an act of academic misconduct has the responsibility to investigate the allegation, and, if warranted, pursue the issue as outlined below (C.1).
 1. In instances where the suspected academic misconduct is discovered during an academic exercise, the faculty member has the right to suspend immediately the student involved in the alleged activity from further work on the academic exercise.
 3. A student, once accused of academic misconduct, will proceed in the course without restriction until resolution of the issue or until the academic dean has taken an action (as specified in III.B) that removes the student from the course.
 4. An "I" grade should be given by the instructor if the alleged misconduct occurs near the end of a semester (for example, during finals), and a sanction outlined in Section III has not been applied by the instructor or the dean.
 5. If more than one student is accused of the same act of misconduct (giving and receiving aid), each individual student is guaranteed the right to have the cases heard separately. With each student's permission, the cases can be combined. The faculty/student conference (C.1) is expected from this requirement.
3. Resolution
 1. *Meeting Between Faculty Member and Student.* This is the first step to be taken in resolving an incident of suspected academic misconduct.
 1. Within five (5) days of suspecting misconduct, the faculty member will hold a meeting with the student. At this meeting, the faculty member will inform the student of all allegations against them and present any information supporting the allegations.
 2. The student will be given the opportunity to respond to the allegations. The student has the right not to respond.
 3. The faculty member will decide whether or not academic misconduct has occurred, and, if warranted, apply any combination of sanctions in III.A below, or refer the matter to the dean for more severe sanctions (probation, suspension or expulsion). Findings of academic misconduct are based on the preponderance of the evidence.
 4. The faculty member will notify the student in writing of their decision and may send copies to the academic dean, the dean of the college in which the student is enrolled, the department chair and the dean of campus life. Any such copies of the findings will be kept on file in the college and department offices and in the student discipline files maintained by the dean of campus life.
 2. *Meeting with Department Chair.* This meeting takes place when the student wishes to appeal either the findings of the faculty member or the severity of the sanction(s).
 1. Within five (5) days of being notified by the faculty member of the disposition of the incident of academic misconduct, the student may request a meeting with the department chair.
 2. The department chair will become acquainted with the facts and meet with the parties involved in the case. The student has the right to meet with the department chair without the faculty member being present.
 3. The department chair may either support or reverse the findings of the faculty member, and may lessen the sanctions imposed by the faculty member even while supporting its findings. The chair may not increase the severity of the sanction(s).
 4. The department chair will notify the student and faculty member of his or her decision in writing and may send copies to the faculty member, the academic dean and the in the Dean of Students Office within Student Affairs. Any such copies of the findings will be kept on file in the college and department offices and in the student conduct files maintained by the Dean of Students Office.
 3. *Meeting with Academic Dean.* This meeting takes place if the student wishes to appeal either the findings of the department chair or the severity of the sanction(s), if the faculty member recommends sanctions in addition to those listed in III.A.3 and 4, or if the student has been found guilty of academic misconduct previously.
 1. Within five days of being notified by the chair of the disposition of the incident of academic misconduct, the student may request a meeting with the academic dean.
 2. The academic dean will hear the facts of the case and make a decision about the alleged act of academic misconduct or the appropriateness of the sanctions administered by the faculty member. The academic dean can issue any combination of sanctions listed in Section III.

3. The academic dean will notify the student of their decision in writing with copies to the department chair and the faculty member. Copies of the findings will be kept on file in the college office and may be sent to the Dean of Students Office.
4. *Academic Appeals Committee.* Should the student wish to appeal the decision of the academic dean, they have the right to request a hearing before the Academic Appeals Committee.
 1. The student must request this hearing by submitting an appeal letter to the chair of the University Academic Appeals Committee no later than five days from the date of receiving written notification of the dean's findings.
 2. Upon receipt of the appeal letter, the chair of the Academic Appeals Committee may request materials from the student, the faculty member, the department chair and/or the dean.
 3. The appealing student has the right to appear before the Academic Appeals Committee. The student may bring one person with them as an advisor. The advisor may not speak for the student or to the committee. The advisor may only speak with the student. The student must inform the University five (5) class days in advance if their advisor is an attorney in order for the University to also have an attorney present. Each party shall bear the expense of their legal counsel. Legal counsel is to provide counsel only and may not participate directly in the meeting. The meeting is an administrative hearing, not a court proceeding, and is not subject to the procedures or practices of a court of law.

III. Sanctions

1. By the Faculty Member
 1. Grant no credit for the examination or assignment in question (treat as a missed assignment).
 2. Assign a grade of "F" (or a zero) for the examination or assignment in question.
 3. Recommend to the academic dean that the student be removed immediately from the course with a grade of "F."
 4. Recommend to the academic dean that the student be placed on probation, suspended or expelled from the University.
2. By the Academic Dean or Academic Appeals Committee
 1. Apply sanctions in III.1
 2. Drop student from the course with a grade of "F". This grade cannot be changed by student-initiated withdrawal and the grade will be included in the computation of GPA even if the course is repeated.
 3. Place the student on suspension from the University for a specified period of time.
 4. Expel the student from the University.
 5. In a case where the academic dean as defined above is not the dean of the college in which the student is enrolled, they shall recommend to the vice chancellor for academic affairs that the student be placed on probation, suspended or expelled.

(Previous academic misconduct will be taken into account when either the academic dean or the Academic Appeals Committee considers sanctions for academic misconduct.)

Bill of Student Rights and Responsibilities

Bill of Student Rights and Responsibilities

(Officially approved spring 1977)

The purpose of this document is to enumerate the essential provisions of the student's rights and freedoms, together with the corresponding responsibilities that the student assumes while enrolled at Texas Christian University. It is understood by all persons concerned that the rights and responsibilities enumerated herein are to be exercised within the framework of the philosophies and objectives of Texas Christian University. If need for clarification arises, the University Judicial System shall be used to interpret the philosophies and objectives of the University.

Section I. Freedom of Access to Higher Education

1. The University shall be open to all applicants regardless of race, religion, sex, age or national origin who are qualified according to its admission requirements.
2. The appropriate facilities and services of the University shall be available to its enrolled students.
3. Each student has the responsibility to meet all of their financial obligations to the University.
4. Each student has the responsibility to observe the regulations of the University.

Section II. Classroom Expression

1. Any student who is in good standing with the University has the right to register for and attend any class (course) for which they have met the prerequisites as stated in the official University catalog and that is open to further enrollment.
2. Freedom of discussion and expression of views relevant to a course shall be protected.
3. Students are responsible for meeting the stated requirements of any class for which they are enrolled.
4. Students have the right to academic evaluations that are neither prejudiced nor capricious and that are based on stated class requirements.

Section III. Student Records

1. The confidential status of student records, including information about student views, beliefs and political association shall be protected. The term "confidential" means the ethical, moral and legal responsibility not to divulge information of a personal nature that has been obtained in the course of a professional relationship except:
 - When necessary to prevent an individual's serious injury to themselves and/or to another person;
 - For use by members of the faculty and administration when necessary to carry on the internal operations of the University;
 - When a parent or guardian has legal access to such records; and
 - When ordered by a court of competent jurisdiction to release such information.
2. No entry may be made on a student's official transcript without notification to the student.
3. Access to the University record is guaranteed to each student, subject only to applicable state and federal laws and reasonable University regulations as to time, place and supervision.
4. Entries relating to a student's race and religion may be solicited, but shall not become part of the student's official transcript.
5. Within a maximum of eight (8) years from the date of an individual's termination from the University, a routine destruction of their conduct records shall be accomplished, with the exception of those records indicating expulsion, which will be retained permanently.

6. The student has the responsibility to give full, accurate and complete information for all official records required by the University.

Drug Use Policy

Drug Use Policy

Students enrolled in TCU are subject to disciplinary action for the possession, manufacture, use, sale or distribution (by either sale or gift) of any quantity of any prescription drug or controlled substance, or for being under the influence of any prescription drug or controlled substance, except an over-the-counter medication or for the prescribed use of medication in accordance with the instructions of a licensed physician. Controlled substances including but not limited to: cannabis, K2 and other synthetic cannabinoids, synthetic stimulants (such as bath salts), cocaine, cocaine derivatives, heroin, amphetamines, methamphetamines, barbiturates, steroids, LSD, GHB, Adderall, Rohypnol, and substances typically known as "designer drugs" such as "ecstasy." Possession of paraphernalia associated with the use, possession or manufacture of a prescription drug or controlled substance is also prohibited (see Code of Student Conduct section, Drugs). Students having prohibited substances in their residence and students in the presence of these substances or paraphernalia may be subject to the same penalties as those in possession.

The minimum penalty for a first-time violation of the Drug Use Policy for use or possession of a prescription drug or controlled substance may be conduct probation for a full year, a requirement for participation in a drug education and/or treatment program, meetings with staff in the Substance Use and Recovery Services (SURS) office and random drug screenings. Any student who violates the Drug Use Policy for use or possession of a prescription drug or controlled substance for a second time may be suspended from the University for at least one year. Possession of drug paraphernalia may subject a student to the same penalties as those imposed for use and possession of a prescription drug or controlled substance.

The penalty for a violation of the Drug Use Policy for sale, distribution or manufacture of a prescription drug or controlled substance may be permanent expulsion from the University. A student who voluntarily seeks help for drug or alcohol use is not subject to disciplinary action; in fact, University officials will do everything they can to assist the student in obtaining appropriate treatment. If the student continues to use drugs, they do become subject to disciplinary action.

Firearms and Deadly Weapons Policy

Firearms and Deadly Weapon Policy

Texas Christian University is committed to providing a safe environment for employees, students and campus visitors. Therefore, the University, in accordance with the Texas Penal Code, prohibits the possession of any firearm or deadly weapon on University property or at University-sponsored events, even if an individual has been issued a license by the state. Violation of this policy will result in disciplinary action.

Graduation Participation

Policy Governing Student Participation in Commencement

Commencement ceremonies recognize academic achievements of students and faculty. While ceremonial in nature, commencement is a time for the university to celebrate a major milestone in the life of the academic community. Participation in commencement at Texas Christian University is an honor shared among graduates.

A Student participates in the commencement ceremony following the term in which the student completes all requirements for the degree (Spring semester graduates participate in the May commencement. Summer and fall semester graduates participate in the December commencement.)

Graduation is approved by the academic dean of the student's major in the form of a formal degree plan (completion of the degree is audited by the Registrar) and by the Controller's indication that the student has met all financial obligations to the university.

Students who have an approved degree plan from their dean that would make them eligible for a commencement, but fail to complete that degree plan may appeal to the Registrar to participate in commencement. If approved, such students will not receive a diploma or have their name in the commencement program, but will have their name read as they cross the stage. All appeals regarding participation in commencement are made to the Registrar, and the Registrar's decision in these cases is final.

Interpretative Note:

This policy is frequently applied at May Commencement. Students who are completing degrees in the summer frequently request to walk in the May commencement. This policy does not permit that. Only students who are graduating in the spring semester are allowed to participate. The only exception is for students who are: 1) registered and expected to complete all required courses in the semester of commencement; 2) have a degree plan in the Registrar's Office with an expectation of graduation; 3) find out when final grades come in that they have not met requirements; and 4) make a written appeal to participate. This exception is allowed to accommodate friends and family who may already be in transit at the time the student learns of failure to meet graduation requirements.

Legal Sanctions for Illegal Use of Alcohol or Other Drugs

Legal Sanctions or Illegal Use of Alcohol or Other Drugs

In accordance with federal regulations the following information is provided for all students. In addition to sanctions imposed by the University for a violation of the Alcohol Use Policy and the Drug Abuse Policy, a student may be subject to regulations of civil authorities. Various local, state and federal regulations prohibit the illegal use, possession and distribution of illicit drugs and alcohol. Penalties for violation of such statutes vary depending on the type of drug, the amount of the drug involved, the type of violation, and in the case of alcohol, the age of the persons involved. Detailed descriptions of legal penalties are available in the Office of Alcohol and Drug Education.

The University reserves the right to refer students to court authorities for any behavior that is in violation of the law regardless of any sanctions imposed by the University.

Non-Discrimination Policy

Statement on TCU's Non-Discrimination Policy

TCU is committed to providing a positive learning, living, and working environment free from unlawful discrimination, harassment, sexual misconduct, and retaliation. In support of this commitment, TCU policies prohibit discrimination and harassment based on age, race, color, religion, sex, sexual orientation, gender, gender identity, gender expression, national origin, ethnic origin, disability, predisposing genetic information, covered veteran status, and any other basis protected by law.

The **Office of Institutional Equity (OIE)** is responsible for responding to all reports of discrimination, harassment, sexual misconduct and retaliation.

Please use the following links to review [TCU Policy 1.008 Prohibited Discrimination, Harassment, Sexual Misconduct and Retaliation](#) or to review [TCU Policy 1.009 Responding to Reports of Prohibited Discrimination, Harassment, Sexual Misconduct, and Retaliation](#).

To make a report, you may call OIE at 817-257-8228, email oe@tcu.edu, visit us at The Harrison, Suite 1800 or click here: [Make a Report](#).

To learn about the Campus Community Response Team (CCRT) and Report a Bias Incident click here: <https://inclusion.tcu.edu/campus-community-response-team/>

Title IX

TCU's Title IX Coordinator works within OIE. Andrea Vircks-McDew serves as TCU's Title IX Coordinator. You may call 817-257-8228 to make a report, email oie@tcu.edu or a.vircks@tcu.edu, or make a report [here](#). Additional Title IX resources and information are available at <https://www.tcu.edu/institutional-equity/title-ix/index.php>.

Mandatory Reporters

ALL TCU employees, except confidential resources, are considered Mandatory Reporters. Mandatory reporters are required to immediately report to OIE any conduct that raises Discrimination, Harassment, Sexual Misconduct (Title IX or Violence Against Women (VAWA)) or Retaliation. Mandatory reporters cannot promise to refrain from forwarding the information to OIE.

Confidential On-Campus Resources

Campus Advocacy, Resources & Education

www.care.tcu.edu

817-257-5225

Counseling & Mental Health Center

www.counseling.tcu.edu

817-257-7863

Religious & Spiritual Life

www.faith.tcu.edu

817-257-7830

On Campus Resources

TCU Police

www.police.tcu.edu

817-257-8400 Non-emergency

817-257-7777 Emergency

Student Grievance Procedure

Student Grievance Procedure

The University has established both informal and formal procedures that a student may follow when presenting grievances. A grievance is defined as any dispute or difference concerning the interpretation or enforcement of any provision of University regulations, policies or procedures or state or federal laws applicable on the campus. Administrators, faculty and students are encouraged in all instances to resolve grievances informally and as promptly as possible. However, formal procedures may be followed when needed.

Detailed information about the University educational conduct system is provided in the Student Handbook and is available online at <https://deanofstudents.tcu.edu/studenthandbook/>. Individuals may also contact the Dean of Students at 817.257.7926.

University Communications

University Communications

TCU will make every attempt to communicate with all members of the academic community in a timely and effective manner. The University will utilize U.S. mail, campus mail, telephone calls, and/or TCU provided email to communicate official University business. Information communicated by TCU provided email (tcu.edu account) is considered an official communication from the University. In the event of an emergency, the University will most likely communicate with students via their tcu.edu email account, text message, local media and the TCU home page (www.tcu.edu.) Many offices will use tcu.edu email exclusively to communicate important information; therefore, it is important that TCU community members access their accounts regularly or forward their account to a different email account.

It is also imperative that students keep their addresses and telephone numbers current. Telephone numbers and addresses may be used to contact students in the event of an emergency or to conduct official University business. Students may update their information via my.tcu.edu.

University Judicial System

University Judicial System

Preamble

This Judicial system is intended to provide an orderly system for adjudication of disputes arising under the Bill of Rights and for the just resolution of grievances based on actions of University employees or groups recognized by the University. A grievance is defined as any dispute or difference concerning the interpretation or enforcement of any provision of University regulations, policy procedures, or state or federal law.

I. Boards of Original Jurisdiction

1. The University committees enumerated below shall serve as quasi-judicial boards of original jurisdiction.
 - a. The Student Organizations Committee shall hear cases involving student organizations officially recognized or approved by the committee. It shall have the authority to delegate responsibility for judicial hearings to other student groups (such as the Panhellenic Council, the Interfraternity Council, etc.), but no dispute (case) handled by one of these groups can be appealed to the University Court until a ruling has been made by the Student Organizations Committee itself. Cases may be brought by University staff members, officers of student organizations under the jurisdiction of the committee or by individual students who charge that their rights have been violated by such organizations.

b. The Student Publications Committee shall hear cases involving University-sponsored student publications (e.g., *The Daily Skiff* and *Image*). Cases may be brought by University staff members, student editors or writers and individual students who think their rights have been violated by the press. The committee shall also hear cases involving controversy over such questions as compliance with the Canons of Responsible Journalism, FCC Regulations and the standards of taste in the University community.

c. The Public Presentations Committee shall hear cases regarding controversies in the areas of speakers, films, theatre, dance and art exhibitions to be presented by student organizations. Judgments concerning the appropriateness of a presentation (as defined in the Student Bill of Rights) will be made by this committee. Cases may be brought by University staff members, by student organizations that sponsor public presentations, or by individual students who charge their rights are violated by such presentations.

d. The Academic Appeals Committee shall hear cases brought to it by students who are appealing a specific grade or who have been accused of cheating on examinations, plagiarism or other academic dishonesty. Controversies in this area may only be brought to the committee after regular channels of department and school/college have been used.

e. The Traffic Appeals Committee shall hear cases involving disputes over the enforcement of University traffic regulations. Cases may be brought by students, faculty or administrators.

f. The Student Conduct Committee hears appeals from individual students who have been disciplined by the Dean of Students Office. It also may have discipline cases referred directly to it by the Dean of Students Office.

g. The Student Grievance Committee shall hear cases brought to it by students when such cases do not fall within the jurisdiction of the other quasi-judicial committees listed above. Individuals are expected to resolve grievances informally whenever possible, before appealing to this committee.

2. All quasi-judicial committees must have both student and faculty members.

II. University Court

1. The University Court shall have the authority to hear appeals from the quasi-judicial committees listed herein, only under conditions when 1) the dispute involves an alleged violation of the Bill of Student Rights; and 2) the board of original jurisdiction made procedural errors. If new evidence has become available since the original hearing, the case shall be referred back to the board of original jurisdiction. The court itself will, by majority vote, determine which cases it will hear.
2. Under conditions when a case will be heard by the University Court, the court shall have injunctive power to stay, for a maximum of 10 school days or until a University Court hearing can be held, whichever comes sooner, implementation of policies and decisions of University committees, administrative officers, faculty members and student organizations that may violate the Student Bill of Rights.
3. In cases of dispute over jurisdiction, the court will determine which quasi-judicial committee will have authority over a particular case.
4. The court shall be composed of four faculty members appointed by the Faculty Senate, four students appointed by the president of the House of Student Representatives with the approval of the House and three administrators appointed by the chancellor.
5. Members shall be appointed in April for terms beginning in June and ending in May. Temporary appointments may be made by the respective bodies for summer if regular appointees are not able to serve.
6. The court shall be free to select its own chairperson.
7. The University Court shall annually review and report to the ratifying bodies upon the quasi-judicial procedures and functions of the University committees.
8. Records of University Court proceedings shall be kept on file for at least five years as a guide for precedent; however, the confidentiality of participants must be protected by the administrator to whom the records are entrusted.

III. The Chancellor

1. Because the ultimate institutional responsibility has been delegated to the chancellor by the Board of Trustees, they retain the right to reverse any decision of the University Judicial System. The chancellor may delegate this authority to the president or an appropriate Vice Chancellor.

IV. Educational Discipline Procedures

1. Each quasi-judicial committee and the University Court shall determine its own hearing procedures, provided these procedures meet accepted "fair play" standards.
2. Each quasi-judicial committee and the University Court must observe rules of procedure, which include the following "fair play" rights:
 - The right to be informed in writing of the charges and the possible punishment.
 - The right to have at least three school days in which to prepare a defense to refute the charges.
 - The right to a hearing, which should elicit information from both sides. If possible, the accused shall be able to face their accuser(s) and have the right to be advised by legal or other counsel.
 - The right to be furnished a list of names of accusers and witnesses and a statement of facts they testified to, if the accused does not face their accusers. However, because of the close proximity in which students live and interact on campus, it is sometimes necessary to protect the anonymity of a witness or accuser. In such cases the Dean of Students may verify the identity of a witness and accept a written statement from them without revealing the name of the witness or accuser to the accused.
 - The right to present oral or written testimony.
 - The right to remain silent about any incident in which they are a suspect. No form of harassment shall be used by an institutional representative to coerce admissions of guilt.
 - The right to be advised in writing of the results of the hearing.
 - The right to receive a transcript or tape recording of the proceedings, at the individual's own expense, this is requested 24 hours before the hearing.

V. Student Affairs

Campus Expression

1. Students shall be free to examine and discuss all questions of interest to them and to express opinions publicly and privately.
2. Students have the right to assemble freely and peaceably.
3. Students shall be free to support or protest causes by orderly means.
4. Students have the right to be interviewed on campus for any position for which they meet the qualifications specified by any prospective employer permitted to recruit on campus by the University.

5. Student organizations officially recognized by the University shall be allowed to invite and hear speakers of their choosing. Speaker presentations shall be conducted in a manner consistent with an academic community and consistent with the philosophy and objectives of Texas Christian University. Student organizations have the right to present "entertainment" productions. (As used in this document, entertainment refers to films, theatre, dance, music and art exhibitions.) All productions shall be conducted in a manner consistent with an academic community and consistent with the philosophy and objectives of TCU.

Student Organizations

1. Organizations consistent with the mission and values of TCU shall be recognized by the Director of Student Activities for any lawful purpose upon submission of a constitution and a list of current officers.
2. Membership lists are confidential and solely for the use of the organization, except that they may be solicited for internal use by the Director of Student Activities.
3. Student organizations, including those affiliated with an extramural organization, shall be open to qualified students without respect to race, creed or national origin. Religious qualifications may be required by organizations whose aims are primarily sectarian.
4. Student organizations shall have use of appropriate University facilities for their group activities, subject to such regulations as are required for scheduling meeting times, places and payment of any required fees.
5. No individual, group or organization may use the University name without the expressed authorization of the University except to identify University affiliation. University approval or disapproval of any organization's policy may not be stated or implied by that organization.

Student Communication Media

1. The student communication media shall be free of censorship. The editor and managers shall be free to develop their own editorial policies and methods of news coverage within the framework of the philosophies and objectives of the University. (The term "censorship" in reference to student communications media means any attempt to threaten or coerce any editor, manager or staff member of a student-run publication or broadcast station in order to prevent the dissemination of any factual account or the expression of any opinion, or generally, to hinder the free flow of ideas.)
2. The editorial freedom entails a responsibility to observe the Canons of Responsible Journalism and applicable regulations of the Federal Communications Commissions to avoid the publication of libelous and other unlawful statements and to show regard for the standards of taste of the University.

Student Governance

1. The role and responsibilities of recognized governing bodies composed primarily of students shall be delineated in the constitutions and bylaws of the respective organizations. Actions of student government within the areas of its jurisdiction shall be reviewed only through orderly and prescribed procedures.
2. In the formulation of University policy, students are entitled to a participatory function.

Student Rooms and Property

1. Students have the right to be free from unreasonable search and seizure by University personnel, and during the process of search and/or seizure the safety of personal effects will be protected.
2. A student's room shall not be occupied during the term of a housing contract by anyone other than the student without written consent from the student.
3. The student, by moving into a University residence hall, acknowledges their responsibility to abide by the terms of the housing contract.

VI. Conduct Outcomes

1. University conduct outcomes shall be imposed upon a student only in accordance with the provisions of a written, officially adopted and published Code of Student Conduct.
2. When charged with a violation of the Code of Student Conduct, students shall have procedural "fair play" rights.
3. Students formally charged with violating University regulations shall be informed of their "fair play" rights in writing.
4. Students shall have the right to appeal any conduct outcomes within the provisions of the University judicial system.
5. Students are responsible for answering honestly any questions posed to them in conduct hearings unless the individual claims the right to remain silent on the basis of possible self-incrimination.

VII. Equal Opportunity

Texas Christian University does not discriminate on the basis of personal status or individual characteristics of group affiliation, including, but not limited to, classes protected under federal and state law.

VIII. Un-enumerated Rights and Responsibilities

The preceding unenumerated of rights and responsibilities shall not be construed to be all-inclusive for students in their capacity as members of the student body or as citizens of the community at large.

IX. Judicial System

Any controversies that may arise in connection with rights and responsibilities of students outlined in this document shall be adjudicated according to the University judicial system.

X. Amendments

Amendments to the Bill of Rights and Responsibilities may be proposed only by the House of Student Representatives, the Faculty Senate or the TCU Chancellor. When proposed, amendments shall be referred to a special committee by a majority vote of the House of Student Representatives or the Faculty Senate, or at the request of the Chancellor. The committee shall consist of three members appointed by the president of the House of Student Representatives, three members appointed by the chair of the Faculty Senate and three members appointed by the Chancellor. When the committee recommends an amendment to the Bill of Student Rights and Responsibilities, it will require an affirmative vote of a majority of the TCU students voting in a campus-wide election and a majority of the faculty voting in a faculty election, upon recommendations by a majority of the House of Student Representatives and the Faculty Senate, and by approval of the chancellor.

XI. Ratification

Ratification of this statement shall be by affirmative vote of a majority of the TCU students voting in a campus-wide election and a majority of the faculty voting in a faculty election, upon recommendation by a majority of the Student House of Representatives and the Faculty Senate, and by approval of the chancellor.

AddRan College of Liberal Arts

Addran College of Liberal Arts

In 1873, Addison and Randolph Clark established AddRan Male and Female College in Thorp Spring, Texas. That institution later moved to Fort Worth and became Texas Christian University. Though the University has grown and expanded into areas that the Clark brothers could not have conceived, the AddRan College of Liberal Arts perpetuates their vision of education and the centrality of the liberal arts that lay at its core.

Today, AddRan offers the MA and Ph.D. in English and History, the Ph.D. in Rhetoric and Composition, the MS in Criminal Justice, and the Master of Liberal Arts. Four departments (economics; philosophy; religion; sociology and anthropology) offer a limited number of courses at the graduate level in which graduate students from across the University can enroll. Additionally, faculty in other AddRan departments also hold appointments to the graduate faculty, allowing them to work with graduate students in various capacities, including serving on thesis or dissertation committees.

English

English

For admission and general requirements, see [degree requirements](#) for specific departmental requirements and supplementary information.

English MA/Ph.D. and Rhetoric and Composition Ph.D. Admission Requirements

To pursue the MA in English, students must earn a B.A. or equivalent, with credit in English equivalent to the TCU 30-semester-hour major. To pursue the Ph.D., students must earn a B.A. or equivalent, with credit in English equivalent to the TCU 30-semester-hour major and sophomore-level credit in a foreign language. Applicants with less preparation may be admitted conditionally but must take such additional courses as prescribed by AddRan College and the departmental director of graduate studies. Applicants must present recent GRE scores (less than five years old) with the admission application. Applicants must also submit a writing sample (10-20 pages, exclusive of notes and works cited) that demonstrates appropriate academic and writing skills needed for success in an English graduate program. Applicants should include with their materials a personal statement outlining career goals, explaining how they match the English Program at TCU, and three to five references relevant to postgraduate work in English studies.

Accelerated MA in English

Accelerated MA in English

For admission consideration, students must submit a graduate program application packet. The application process is selective; only students with an outstanding record and strong recommendations will be considered. If admitted, students will complete a 30-hour graduate degree plan. Students will complete up to 12 hours of graduate coursework (four graduate courses) during the last year of undergraduate study. Those 12 hours may also fulfill requirements for the BA in English or writing. Candidates must work with the graduate adviser to determine how the courses will apply to the MA degree.

At the end of a student's fourth year, assuming all other graduation requirements are met, the student earns the baccalaureate degree (in English or writing). During the fifth year, students must take an additional 18 hours to complete the Accelerated MA in English degree including 6 thesis hours.

English, MA

English, MA

The program requires at least 30 semester hours of credit approved by the director of graduate studies in addition to any coursework required because of inadequate prerequisites. The 30 hours include thesis and may include up to 9 hours for an approved minor or approved courses in a related field or fields.

English MA/Ph.D. and Rhetoric and Composition Ph.D. Admission Requirements

English MA/Ph.D. and Rhetoric and Composition Ph.D. Admission Requirements

To pursue the MA in English, students must earn a B.A. or equivalent, with credit in English equivalent to the TCU 30-semester-hour major. To pursue the Ph.D., students must earn a B.A. or equivalent, with credit in English equivalent to the TCU 30-semester-hour major and sophomore-level credit in a foreign language. Applicants with less preparation may be admitted conditionally but must take such additional courses as prescribed by AddRan College and the departmental director of graduate studies. Applicants must present recent GRE scores (less than five years old) with the admission application. Applicants must also submit a writing sample (10-20 pages, exclusive of notes and works cited) that demonstrates appropriate academic and writing skills needed for success in an English graduate program. Applicants should include with their materials a personal statement outlining career goals, explaining how they match the English Program at TCU, and three to five references relevant to postgraduate work in English studies.

English, PhD

English, Ph.D.

Course Requirements

Students must complete for credit a minimum of 54 semester hours of graduate courses, exclusive of 12 credit hours for the dissertation. Postgraduate hours completed more than seven years prior to a student's admission into TCU's English graduate program may not count toward requirements; the graduate advisor will determine applicable credit on a case-by-case basis.

Of the 54 hours, at least 36 must be taken at TCU. Of these courses, students must take 6 hours in Pedagogy and remaining hours in electives, as outlined below. The course in Teaching College Composition may be satisfied through transfer/waiver.

	Pedagogy (6 hours)	
ENGL 60513	Teaching College Composition	3
	ONE of the following:	
ENGL 50973	Directed Study in English	3
ENGL 60803	Literature Pedagogy	3
	AND	
	Electives (30 hours)	

Students should select their additional coursework in consultation with their English advisor(s) and the Director of Graduate Studies, focused not only on intended area(s) of specialization but in preparation for qualifying examinations.

Examinations

A student takes qualifying comprehensive examinations, consisting of a minimum of two exams in two different areas, when they have completed for credit 48-54 hours of graduate courses, of which 36 must be from TCU; and completed requisite coursework. These examinations are based on the student's areas of concentration. The student and their advisory committee will determine the areas to be covered by the exams. A student who fails one or more areas of the examinations may retake the failed area(s) again, but a second failure on any area of the examination bars the student from candidacy.

Dissertation

Doctoral students must complete a dissertation that demonstrates their ability to do independent and original research, and to synthesize their findings and existing knowledge into a unified document. A candidate must present a dissertation prospectus to their advisory committee for discussion, suggestions and approval before proceeding with the project. The candidate's oral defense of the dissertation is a public lecture based upon their findings, presented to the Department of English graduate faculty, graduate students and other interested persons within the academic community.

Academic Advising

Students are advised in consultation with their English advisor(s) and the Director of Graduate Studies.

Rhetoric and Composition, PhD

Rhetoric and Composition, Ph.D.

Course Requirements

Students must complete for credit a minimum of 54 semester hours of graduate courses exclusive of 12 credit hours for the dissertation. Postgraduate hours completed more than seven years prior to a student's admission into TCU's graduate program in Rhetoric and Composition may not count toward requirements; the graduate adviser will determine applicable credit on a case-by-case basis.

Of the 54 hours, at least 36 must be taken at TCU according to the following requirements:

I. Foundations to the Profession (9 hours)

Students must complete 9 hours in coursework that addresses each of three areas:

ENGL 60513	Teaching College Composition	3
	One graduate-level course in composition	3
	One graduate-level course in rhetoric	3

II. Electives (27 hours)

Students should select their additional coursework in consultation with the Rhetoric and Composition PhD advisor(s) and the Director of Graduate Studies, focused not only on intended area(s) of specialization but in preparation for qualifying examinations in both rhetoric and composition (e.g., pedagogy, literacy, technology, disciplinary history, and theory and methodology).

Examinations

A student takes qualifying comprehensive examinations, consisting of a minimum of two exams in two areas, when she or he has completed for credit 48-54 hours of graduate courses, of which 36 must be from TCU; and completed requisite coursework. These examinations are based on the student's areas of concentration. The student and his or her advisory committee will determine the areas to be covered by the exams. A student who fails one or more areas of the examinations may retake the failed area(s) again, but a second failure on any area of the examination bars the student from candidacy.

Dissertation

Doctoral students must complete a dissertation that demonstrates their ability to do independent and original research, and to synthesize their findings and existing knowledge into a unified document. A candidate must present a dissertation prospectus to their advisory committee for discussion, suggestions and approval before proceeding with the project. The candidate's oral defense of the dissertation is a public lecture based upon their findings, presented to the Department of English graduate faculty, graduate students and other interested persons within the academic community.

Academic Advising

Students are advised in consultation with the Rhetoric and Composition PhD advisor(s) and the Director of Graduate Studies.

Comparative Race and Ethnic Studies

Comparative Race and Ethnic Studies

A Graduate Certificate in Comparative Race and Ethnic Studies (CRES) is available to TCU graduate students as a supplement to existing master's and doctoral degree programs. CRES critically examines race and ethnicity as an essential step in becoming ethical citizens and leaders in today's global community. It is an academic and community-oriented program that values respect, inclusiveness, creative expression, dialogue, engagement, inquiry and academic excellence. The certificate recognizes a

student's intensive engagement with issues in Race and Ethnic Studies in the context of her/his regular disciplinary graduate work. A Graduate Certificate in CRES signifies a TCU graduate student has adequately demonstrated a commitment to the CRES program's mission and demonstrated competencies in its learning outcomes. Students may also add a supplemental Concentration in Research and/or Pedagogy.

Admission Requirements

A student must be enrolled in a TCU master's or doctoral program approved by the Comparative Race and Ethnic Studies department to participate. See the departmental website for a list of eligible programs. Admission to the CRES Graduate Certificate is automatic if the student has full good standing in her/his graduate program as certified by the Director of Graduate Studies of the student's home program or his/her College's Associate Dean of Graduate Studies.

For admission to the supplemental Concentration in Research and/or the Concentration in Pedagogy programs, the student must have already completed a minimum of 6 hours of the CRES Graduate Certificate requirements (described below), including [CRES 60003](#), and have full good standing in her/his graduate program as certified by the program's Director of Graduate Studies or his/her College's Associate Dean of Graduate Studies.

Application for admission to the CRES Graduate Certificate and the supplemental Concentration in Research and/or Concentration in Pedagogy programs should be made by downloading the admissions form on the CRES website, obtaining the necessary signatures in the student's home program or college, and then delivering it to the Chair of Comparative Race and Ethnic Studies.

CRES Graduate Certificate Requirements

CRES Graduate Certificate Requirements

The Graduate Certificate in Comparative Race and Ethnic Studies requires 10 semester hours including the required [CRES 60003](#) Graduate Introduction to Comparative Race and Ethnic Studies course and the required [CRES 70001](#) CRES Portfolio. The other six hours of electives consist of CRES-prefixed or CRES-approved courses passed with a grade of "C-" or better.

Required Courses: 10 hours

CRES 60003	Graduate Introduction to Comparative Race and Ethnic Studies	3
CRES 70001	Portfolio	1
	Elective Course (CRES prefix or CRES approved)	3
	Elective Course (CRES prefix or CRES approved)	3

CRES Graduate Certificate Portfolio (CRES 70001) 1 hour

CRES Graduate Certificate Portfolio (CRES 70001) 1 hour

To earn a Graduate Certificate in CRES, students must complete the following and demonstrate the appropriate competencies when applicable:

- Provide evidence, such as a paper or project, of a presentation at an academic conference that engages with issues, areas of study, or research that align with the work outlined in the students' CRES Graduate Certificate coursework.
- Demonstrate an application of knowledge gained in the Graduate Certificate coursework either through scholarship and/or community service.
- Develop (and when possible implement) a lesson plan that speaks to the various commitments of the CRES department. The Graduate Certificate Portfolio will be approved by a committee of CRES core faculty appointed by the Chair of Comparative Race and Ethnic Studies.

Supplemental Concentration in Research and/or Pedagogy

Supplemental Concentration in Research and or Pedagogy

For admission to the supplemental Concentration in Research and/or the Concentration in Pedagogy programs, the student must satisfactorily complete a minimum of 6 hours of the CRES Graduate Certificate requirements, including [CRES 60003](#), and have full good standing in her/his graduate program as certified by the program's Director of Graduate Studies or his/her College's Associate Dean of Graduate Studies.

Students should submit a second separate application for admission to each supplemental Concentration program to the Chair of Comparative Race and Ethnic Studies. Students may opt to complete one or both of the concentrations.

Concentration in Research

In order for graduate students to achieve the supplemental certification in research a total of six (6) dissertation or thesis hours must be added to their CRES program of study. For these hours to be considered, the student, in consultation with a CRES affiliated faculty member, must demonstrate how their research, such as thesis or dissertation work, meets the aims and objectives of the CRES department.

Concentration in Pedagogy

In order for graduate students to achieve the supplemental certification in pedagogy they must add an additional six (6) hours to their CRES program of study. Students can either take courses that specifically address teaching within comparative race and ethnicity framework and/or be a teaching assistant or instructor of record for a CRES approved course or equivalent.

Pass/No Credit

Courses for the graduate certificate may not be taken on a pass/no credit basis.

Criminology & Criminal Justice

Criminology & Criminal Justice

The Department of Criminal Justice offers a Master of Science in Criminology & Criminal Justice. This graduate program emphasizes independent research and analytic thinking in examining topics and issues related to the study of crime and the criminal justice system. Students will apply analytic skills developed in the courses to examine contemporary criminological issues, analyze existing research, and inform policy. Students and instructors with a variety of backgrounds and experiences in the criminal justice field will provide a rich and interactive learning environment for those with or without a background in the field. The program is offered exclusively online. It is designed for prospective doctoral students, working professionals and college graduates interested in the advanced study of criminal justice and criminology.

Admission Requirements

For unconditional admission, applicants must meet the following requirements set by TCU:

- A bachelor's degree from an institution regarded as standard by the University and a regional accrediting agency
- A "B" average in either the last 60 hours of undergraduate work or in all undergraduate work
- A "B" average in the major field

The Department of Criminal Justice also requires the following from each applicant:

- A personal statement of no more than 250 words describing academic and professional objectives
- Two letters of recommendation
- A non-refundable application fee

Meeting these minimum requirements does not guarantee admission to the program; it is up to the discretion of the program director and faculty to select applicants for admission. Individuals who do not meet these requirements may be accepted conditionally, in accordance with TCU policy and with the approval of the program director. The department will consider qualified majors in other fields and may take into account life and career experience.

Application Deadlines

Application materials must be received by May 1 for full consideration.

Criminology & Criminal Justice, MS

Criminology & Criminal Justice, MS

The degree plan is 30 credit hours. Students can choose to complete a thesis, though it is not required. Since this is a fixed two-year program, students will not choose among course offerings, and no transfer credits will be given.

Thesis Track

24 hours of coursework and 6 hours of thesis work

Year 1

CRJU61123 Criminal Justice Systems	Criminal Justice Systems	3
CRJU61183 Adv Criminological Theory	Advanced Criminological Theory	3
CRJU61143 Soc Sci Stats & Probability	Social Science Statistics and Probability	3
CRJU61253 Policing	Policing	3

Year 2 - including summer

CRJU61133 Adv Soc Sci Res Methodology	Advanced Social Science Research Methodology	3
CRJU61283 Research Writing	Research Writing	3
CRJU70980 Thesis	Thesis	1-3
CRJU61263 Courts, Law, & Legal Procedure	Courts, Laws and Legal Procedure	3
CRJU70990 Thesis	Thesis	1-3
CRJU61273 Corrections and Reentry	Corrections and Reentry	3

The thesis is a paper that must be approved by the student's advisor and thesis committee advisory members. It is a product of independent research and should demonstrate the appropriate level of analytic and writing acumen to the standards in the social sciences. Students will meet regularly with their advisers throughout the research and writing process.

Non-Thesis Track

24 hours of coursework and 6 hours of applied research

Year 1

CRJU61123 Criminal Justice Systems	Criminal Justice Systems	3
CRJU61183 Adv Criminological Theory	Advanced Criminological Theory	3
CRJU61143 Soc Sci Stats & Probability	Social Science Statistics and Probability	3
CRJU61253 Policing	Policing	3

Year 2 - including summer

CRJU61133 Adv Soc Sci Res Methodology	Advanced Social Science Research Methodology	3
CRJU61283 Research Writing	Research Writing	3
CRJU61193 Applied Research & Policy 1	Applied Research and Policy 1	3
CRJU61263 Courts, Law, & Legal Procedure	Courts, Law, and Legal Procedure	3
CRJU61393 Applied Research & Policy 2	Applied Research and Policy 2	3
CRJU61273 Corrections and Reentry	Corrections and Reentry	3

Leadership, Executive and Administrative Development (LEAD) Certificate

The LEAD certificate is a 12-hour program designed for law enforcement and security professionals in mid to upper-level supervisory positions. Two courses are taken concurrently on campus on two evenings each semester for one academic year. Credits can be transferred to the M.S. in Criminology & Criminal Justice degree. Applicants must meet the graduate program admission requirements. In addition, 1 of the letters of recommendation must be from a Chief or equivalent supervisor to be considered for admission. Admission is highly selective.

Required courses:

CRJU61303 Crit Issues in Law Enforcement	Critical Issues in Law Enforcement	
CRJU61333 Law Enforcemnt Policy&Practic	Law Enforcement Policy and Practice	
CRJU61323 Legl Issues in LawEnforceMan	Legal Issues in Law Enforcement Management	
CRJU61313 Law Enforcemt Mana & Leadersp	Law Enforcement Management and Leadership	

Leadership, Executive and Administrative Development (LEAD) Certificate

Leadership, Executive and Administrative Development (LEAD) Certificate

The LEAD certificate is a 12-hour program designed for law enforcement and security professionals in mid to upper level supervisory positions. Two courses are taken concurrently on campus on two evenings each semester for one academic year. Credits can be transferred to the M.S. in Criminal Justice and Criminology degree, which requires a separate application process. Applicants must have a bachelor's degree in an accredited institution and are required to submit a letter of recommendation from a Chief or equivalent supervisor to be considered for admission. Admission is highly selective.

Required courses:

CRJU61333 Law Enforcemnt Policy&Practic	Law Enforcement Policy and Practice	
CRJU61323 Legl Issues in LawEnforceMan	Legal Issues in Law Enforcement Management	
CRJU61313 Law Enforcemt Mana & Leadersp	Law Enforcement Management and Leadership	
CRJU61303 Crit Issues in Law Enforcement	Critical Issues in Law Enforcement	

History

History

The history concentration is available on the Master of Arts and Doctor of Philosophy degrees.

Students must earn a B.A. degree or its equivalent with a 24-hour major in history. Applicants lacking these qualifications may be admitted conditionally, but must take such preparatory work as may be prescribed by the departmental graduate committee.

Applicants should submit their materials before Feb. 1. Late applications will not be accepted.

History, MA

History, MA

To be admitted to study in the MA program, an applicant must complete 24 hours of undergraduate history courses (any applicant lacking these qualifications may be admitted conditionally, but must take such preparatory work as may be prescribed by the Graduate History Committee. Students must also present a strong academic record and provide evidence of an ability to do scholarly research and writing).

For the thesis option, a minimum of 30 approved semester hours, including at least 15 in history courses and 6 in thesis, is required. A maximum of nine hours of supporting work in related disciplines is optional. For the non-thesis option, a minimum of 30 approved semester hours is required, including at least 15 hours in history courses. A maximum of 9 hours of supporting work in related disciplines is optional. [HIST 50963](#) Historiography is required of all graduate students.

For specific requirements, consult the Department of History Guide to Graduate Study.

History, PhD

History, Ph.D.

To be admitted to study in the Ph.D. program, an applicant must have an MA in history (any applicant lacking these qualifications may be admitted conditionally, but must take such preparatory work as may be prescribed by the Graduate History Committee.)

Students must also present a strong academic record and provide evidence of an ability to do scholarly research and writing. Even though he/she may have earned an MA degree at TCU, the student must reapply to AddRan College before being admitted to work toward the Ph.D. degree. A statement of purpose, writing sample, and three letters of recommendation are required.

The doctorate is offered in the areas of the U.S. and Latin America history. Students are normally expected to earn the MA degree before continuing toward the Ph.D.

Degree Requirements

1. A suitable number and variety of graduate courses to prepare the student for the qualifying examination and for the writing of the dissertation. In addition to the major area of specialization, the student also completes coursework in two minor areas, usually 9 hours in each. With approval of the student's graduate committee, as many as 12 hours may be taken outside the department. The doctoral program comprises no fewer than 54 hours of graduate courses for credit exclusive of credit hours for the thesis or dissertation.
2. Reading knowledge of one approved foreign language, usually selected from French, German or Spanish. The language should be the one most appropriate to the student's research and fields of concentration. Reading knowledge can be demonstrated by superior performance on the ETS examination, by satisfactory completion of a special course offered by the Department of Modern Languages, by independent study and successful examination by a member of the department fluent in the language, or by achieving at least a "B" in 6 hours of sophomore-level college language courses. The language requirements must be met before submitting the comprehensive portfolio.
3. There are two required courses, HIST 50963 (Historiography) and HIST 800083 (History as a Profession). Students who have taken similar courses at other institutions may petition the graduate committee for a waiver and will need to take other courses in lieu of these hours. Students are also required to take a minimum of two research seminars as a part of their overall coursework.
4. A comprehensive portfolio consisting of written materials and an oral examination covering two minor fields and the major area of specialization. The student must pass the written portions of the portfolio before taking the oral exam. In the event that the student fails the oral exam, the student's committee has the option to allow one more opportunity to pass. Upon completion of the comprehensive portfolio and a successful oral exam, the student is admitted to candidacy. For specifics regarding this examination, see the Department of History Guide to Graduate Study.
5. A doctoral dissertation constituting an original contribution to scholarship or a new synthesis of existing knowledge. The candidate defends the dissertation in a final oral examination.

Master of Liberal Arts

Master of Liberal Arts

The Master of Liberal Arts program is designed to offer graduate-level education in the broad areas of liberal studies. It is a multidisciplinary, non-career oriented program that seeks to offer a wide range of educational opportunities to students of diverse educational backgrounds. The intent of the program is to make available to all college graduates an opportunity to satisfy their intellectual curiosity and to broaden their knowledge.

Application Procedures

A bachelor's degree from a regionally accredited college or university is required for admission. Applications for admission are available online at www.mla.tcu.edu.

The application is considered complete when the following are received

Completed application form (online)

One certified transcript mailed directly from the applicant's degree granting university to the Office of the Dean of AddRan College of Liberal Arts, TCU Box 297200, Fort Worth, TX 76129

A \$60 application fee (Due at the time online application is submitted)

MLA Degree Requirements

The MLA degree requires successful completion of 30 hours of coursework. Only MLA courses will fulfill the requirements for the MLA degree. Twelve of the 30 hours must be in MLA courses designated as "Perspectives on Society." Courses so designated will relate a liberal arts discipline to a) issues of contemporary American society, b) issues of culture or cultural diversity in America, c) other world cultures and societies. No thesis is required. An average GPA of 2.75 is required for graduation. Graduate students pursuing their MLA degree are expected to complete all requirements within a period of five years from the date of the earliest credit to be counted toward that degree including transfer credit.

Online Program

The MLA Program offers courses that can be taken completely online. These courses are open to all MLA students. If students wish, they can complete the entire MLA Program exclusively online. No distinction is made between in-person courses and online courses in terms of degree requirements or in the actual granting of the degree.

Pass/No-Credit

At the election of the student, MLA courses can be taken on a pass/no-credit basis; however, no more than nine hours taken on a pass/no-credit basis will count toward the MLA degree.

Independent Study

Students may pursue travel/study courses by taking an independent study course under the supervision of an MLA instructor. In order to take an independent study course, a student must follow certain guidelines, which are available from the Office of the Dean of AddRan College of Liberal Arts. No more than six hours of independent study may count toward the degree.

Transfer Credit

Any request for transfer credit must be made on the appropriate form available in the Office of the Dean of AddRan College of Liberal Arts. An official transcript of the graduate work must be mailed from the registrar's office directly to TCU. Credit may be requested only for courses broad enough in content to meet the philosophic intent of the MLA Program. All requests are subject to approval by the MLA Advisory Committee. No more than six hours of transfer credit will be accepted. Courses, other than MLA, completed at TCU cannot be applied toward degree requirements.

MLA Courses

Courses in the MLA Program are offered on a rotating basis. Classes generally meet on weekday evenings; occasionally, day and Saturday classes are offered. MLA courses are also offered during the various summer terms. The Office of the Dean of AddRan College of Liberal Arts publishes course descriptions for each semester.

Women & Gender Studies Graduate Certificate

Women & Gender Studies Graduate Certificate

A Certificate in Women & Gender Studies is available on the master's and doctoral degrees in selected programs. A list of eligible programs is available on the women and gender studies website. The certificate recognizes a student's intensive investigation of issues in women and gender studies in the context of their regular disciplinary graduate work.

Admissions Requirements

A student must be enrolled in a master's or doctoral program approved by the women and gender studies department to participate. See the department website for a list of eligible programs. Application for admission to the certificate program should be made online to the women and gender studies department chair.

Bob Schieffer College of Communication

Bob Schieffer College of Communication

The Bob Schieffer College of Communication offers the Master of Science in two degree plans - communication studies and strategic communication. Students interested either in continuing into a doctoral program or professional development will find programs that prepare them for the future. Research and development are balanced with applied experiences in the communication field. Located in one of the largest media markets in the United States, the graduate programs in the Bob Schieffer College of Communication at TCU offer diverse opportunities in a supportive and stimulating environment.

Bob Schieffer College of Communication Admission Requirements

An applicant must possess a bachelor's degree from an institution regarded as standard by the University and a regional accrediting agency. For unconditional admission, the student must have satisfactory undergraduate preparation for the particular degree sought. This is determined by the departmental graduate director and the Bob Schieffer College of Communication associate dean and includes a:

- "B" average in the last 60 hours of undergraduate work or in all undergraduate work;
- "B" average in the major field of study; and

An application that is otherwise satisfactory may still be rejected if the intended major area has already accepted as many new students as its facilities can accommodate, or if it is felt that the program TCU provides is not suitable to the applicant's vocational goals.

Application Procedure

To be considered for admission to graduate study, please complete the following items:

- Completed online application;
- One official transcript from each university/college attended. This includes all undergraduate and graduate work from all colleges or universities attended. TCU transcripts are not required;
- Three letters of recommendation;
- Official TOEFL scores for non-native English speakers;
- A \$60 application fee;
- GRE general test scores are welcome but not required;

Communication Studies applicants must also provide:

- A statement of experience and professional goals, which allows the departmental graduate coordinator to adequately determine the suitability of the applicant for the graduate program.

Strategic Communications applicants must also provide:

- Resume or curriculum vita;
- A video statement of the applicant's experience and professional goals. This allows the admissions committee to adequately determine the applicant's suitability for the graduate program;
- A written essay responding to a prompt or question.

Additional admission information is available on the Bob Schieffer College of Communication Graduate Studies website.

International Applicants

International applicants must submit TOEFL scores of 550 or better paper based, 213 computer based or 79 or better Internet-based, and proof of financial support. See individual programs for other requirements. TCU recommends a 100 or higher TOEFL score (internet based) for international students.

Conditional Admission Policy

A conditional admission may be granted to students who may be weak in one of the admission criteria if they show strength in all other criteria. The letter of acceptance will state the conditions that must be met in the first nine hours. Special permission to extend this conditional admission must be made in writing through the associate dean's office. Students who have not removed the conditions by the stated deadline will not be permitted to register for classes in the subsequent semester.

Bob Schieffer College of Communication Grading Procedures

The grading policy for all graduate communication courses is based on the following scale:

Letter Grade	Grade Point Weight
A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
C-	1.67
F	0.000

"I" — Course has not been completed and final grade has not been assigned. The "I" must be removed within the first 60 days of the long semester immediately following (with exception to the thesis or project in lieu of a thesis) or it is changed to an "F." Any extension must have written approval of the instructor of record and college dean.

"Q" — Removed from the course by the academic dean

"W" — Officially withdrew from the course

"AU" — Officially audited the course

Bob Schieffer College of Communication Academic Standards

All graduate students are required to meet the academic standards set by the Bob Schieffer College of Communication faculty. Failure to do so will result in academic probation or suspension. Graduate students must achieve at least a 2.75 GPA each semester and on a cumulative basis throughout their program of study. A student who fails to meet this expectation will be placed on probation the following long semester and must achieve a cumulative GPA of 2.75. Failure to meet that expectation will result in the removal from the program with the right to appeal to the Bob Schieffer College of Communication dean. If a graduate student in the Bob Schieffer College of Communication receives six hours of a grade of "C+" or lower, the associate dean of the graduate programs for the college may dismiss the student from the program because of failure to make satisfactory academic progress.

Bob Schieffer College of Communication Financial Aid

Stipend/Tuition Reimbursement. Merit-based financial aid is available. Students must request financial assistance in their application.

Responsibilities tied to stipend awards are departmentally driven. In all units, the graduate students on a stipend are assigned to work with a faculty member. In some units, students are assigned a lab to work in as they mentor students and assist with teaching duties. In other units, students may assist a faculty member with grading or course development or research. The number of hours assigned are directly related to the stipend. Unit graduate directors are responsible for keeping track of the graduate student's time and job as an assistant. The faculty member who oversees the student will report to the graduate director.

Satisfactory Progress

Candidacy. This status is awarded when the student has completed a minimum of nine graduate hours, maintained a graduate GPA of at least a 2.75 and secured approval from the unit graduate coordinator.

Communication Studies Degree Program

Communication Studies Degree Program

The Department of Communication Studies offers a Master of Science in Communication Studies. Applicants for the Communication Studies program must follow the Bob Schieffer College of Communication admission procedures as outlined in this catalog.

Communication Studies, MS

Communication Studies, MS

To pursue the Master of Science in Communication Studies, a student must have a bachelor's degree, including at least 15 hours in communication studies and nine hours in related areas.

The graduate major consists of 36 credit hours, including two basic plans.

Plan I

The *non-thesis* plan includes 36 hours of coursework. A student electing this option must successfully complete oral and written comprehensive examinations as specified by the graduate committee.

Plan II

The *thesis*-plan includes 30 hours of coursework and six hours of thesis. A student electing this option must successfully complete the thesis and satisfactorily pass an oral defense of the thesis.

General Information about Plan I and II

At least 24 hours of a student's program must be at the 60000 level. With special permission from the graduate coordinator, students may take up to six hours outside the department.

Required Courses

COMM60173 Comm Research Methods	Communication Research Methods	3
COMM60183 Communication Theory	Communication Theory	3
COMM60193 Adv Resh Mthds In COMM	Advanced Research Methods in Communication Studies	3

Strategic Communication, MS

Strategic Communication, MS

This degree is designed for working strategic communication professionals seeking to broaden their understanding of strategic communication theories and skills in strategy, research, storytelling, new media and leadership. Students will take a blend of advertising and public relations courses that enable them to compete in today's digital and global world.

Admission Requirements

Please see the following for admission requirements

Applicants must meet general University requirements as specified in the graduate catalog, and have completed 15 semester hours (five courses) in undergraduate journalism, advertising, public relations, marketing or a related field or have sufficient professional experience in a communication discipline as determined by the graduate admissions committee.

Degree Requirements for Strategic Communication Master of Science Degrees

The Master of Science in Strategic Communication require 36 hours.

All Strategic Communication graduate students take the following core courses.

<u>STCO50123 Foundations and Theory</u>	Foundations and Theory	3
<u>STCO50183 Management & Leadership</u>	Management and Leadership	3
<u>STCO60113 Research Methods</u>	Research Methods	3
<u>STCO60133 Ethics</u>	Ethics	3
<u>STCO60183 Global Strategic Comm</u>	Global Strategic Communication	3

Students may select up to 21 hours of strategic communication courses that best fit their career needs. With special permission from the graduate director, up to 6 approved graduate hours may be taken outside the Department of Strategic Communication.

Students may choose one of two tracks for graduation.

Track I: Project

The project track requires 33 hours of coursework and 3 hours of project. For TCU Certified Public Communicator graduates, and with permission from the graduate director, the project track requires 27 hours of coursework and 3 hours of project. The project is completed during the semester prior to graduation. Students who do a project apply the skills and knowledge they have gained in their graduate coursework to solve an applied, contemporary problem or issue.

Track II: Thesis

The thesis track requires 30 hours of coursework and 6 hours of thesis. For TCU Certified Public Communicator graduates, and with permission from the graduate director, the thesis track requires 24 hours of coursework and 6 hours of thesis. The thesis takes two semesters to complete and involves a research project. Graduate students who are thinking of going on to earn a Ph.D. typically elect for the thesis track.

College of Education

College of Education

The mission of the College of Education at Texas Christian University is to prepare exemplary leaders for diverse educational settings and related fields who are reflective, ethical, innovative, and committed to all learners. We meet that mission by offering excellent graduate programs taught in small classes by professors who know their students well. Educational experiences are designed so that students can grow personally and professionally to become leaders in their field.

College of Education Programs

College of Education Programs

Master of Education degrees are offered with majors in:

- Curriculum and Instruction
- Clinical Mental Health Counseling
- School Counseling
- Human Services
- Special Education
- Educational Leadership

Doctoral degrees are offered in:

- Ph.D. in Educational Studies
 - Counseling and Counselor Education
 - Curriculum Studies
 - Educational Leadership
 - Science Education
- Ed.D. in Educational Leadership
- Ed.D. in Higher Educational Leadership
- MBA/Ed.D. Joint Program in Educational Leadership
- MBA/Ph.D. in Educational Studies: Educational Leadership

College of Education Admission for Graduate Studies

TCU's admissions standards stated in the admissions portion of the graduate catalog are used in the College of Education admission process in addition to the following:

Application Checklist for Admission

Because applications are considered in light of multiple criteria, incomplete applications cannot be accepted. A complete application consists of:

- The completed application form. The application form may be obtained at www.applyweb.com/tcug.
- A personal essay stating reasons for applying to the graduate program including professional background information and goals (200 words or fewer).
- Official transcripts from each college/university previously attended. E-transcripts must be sent directly to tcugradstudies@tcu.edu from the university or college attended. Paper transcripts may be mailed to Registrar's Office – Transcripts, TCU Box 297005, Ft. Worth, TX 76129. (TCU transcripts are not required.)
- Three letters of recommendation (at least two of the letters should be from individuals who can comment on applicant's academic performance and/or potential to reach professional goals).
- Official TOEFL scores for non-native English speakers.
- Evidence of current criminal record search (for all programs except Higher Education Leadership M.Ed., Higher Educational Leadership Ed.D., Curriculum Studies Ph.D., and Educational Leadership Ph.D., Higher Education Emphasis).
- Personal or video-based interviews for students applying to many of the graduate programs (format determined by program).
- Optional: Official GRE test scores.
- A writing sample (15-20 pages, exclusive of notes and works cited) demonstrating appropriate academic writing skills needed for success in a graduate program for the Ph.D. in Counseling and Counselor Education, Curriculum Studies, Educational Leadership and Science Education.
- An essay, including a short professional background summary, a statement addressing professional goals and a brief philosophy of leadership statement for the Ed.D. in Educational Leadership and Higher Educational Leadership programs as well as for the MBA/Ed.D. program.
- A brief equity statement (for PK-12 Educational Leadership programs, including certification-only programs); see departmental website for more information.
- \$60 application fee.
- Certification-seeking students (i.e. Principal or Superintendent) must provide valid Texas Educator Certification and Service Record.
- Pay the \$35 Texas Education Accountability System for Educator Preparation Program Fee, as required by 19 TAC 229.9(7). The fee will appear on your TCU student account.

Admission Deadlines

M.Ed. Applications

- Nov. 16 for spring admission (available for Curriculum & Instruction M.Ed. and Special Education M.Ed.).
- Jan. 2 for fall admission to Educational Leadership M.Ed.: Higher Education Emphasis (Graduate Assistant applicants only).
- Feb. 1 – deadline for fall admission to Counseling & Human Services programs (Clinical Mental Health M.Ed., School Counseling M.Ed., and Human Services M.Ed.).
- March 1 for summer/fall admission

Ed.D. in Educational Leadership

- Dec. 1 - priority deadline
- Feb. 1 - final deadline

Ed.D. in Higher Educational Leadership

- Dec. 1 - priority deadline
- Feb. 1 - final deadline

Joint MBA/Ed.D. in Educational Leadership and Higher Education Leadership

- March 1 for fall admission

Ph.D. in Educational Studies: Curriculum Studies, Counseling and Counselor Education, Educational Leadership and Science Education

- Dec. 1 - priority deadline
- Feb 1 - final deadline

Program Change Admission Requirement

Current TCU students seeking to change programs into the M.Ed., Ed.D. or Ph.D. in Educational Leadership or Higher Education Leadership in the College of Education may apply to do so. Applications to change programs require the following:

1. Meet all requirements for admission into the program

- Complete a full application by deadlines established for the next entry period (Ed.D. Summer; M.Ed. and Ph.D. Fall).
- Submission of Letters of Recommendation
- Completion of an Essay
- Participation in an Admissions Interview (if required by program)
- Submission of Academic Transcripts for Previous Undergraduate and Graduate Work
- Submission of a Professional Resume
- Payment of Application Fees

3. Applications for admission to a new program place all applicants in the pool for the next cycle.

4. Review of applications is competitive and holistic.

5. Regular College of Education course transfer policies apply to students if accepted.

Note: students must complete a new application to the program to which they are seeking entry. Previously submitted application materials will not be used in reviewing applicants for entry into a new program.

Retention in the College of Education Graduate Programs

Students must maintain acceptable academic performance (minimum 3.0 GPA) in order to advance in the program. The College of Education is dedicated to identifying and intervening to assist students who demonstrate difficulties maintaining these standards.

Any faculty member who has concern about a student's performance and/or professionalism may initiate the Academic Performance and Professionalism Warning (APPW) process. The process operates as follows:

- The faculty member completes the APPW form describing the concerns and indicating potential strategies and solutions to resolve the problem.
- A conference between the student and two faculty members is required to complete the APPW form. During the conference, the parties will discuss the student's understanding of the concerns, generate potential solutions, and agree upon a course of action. The APPW contract will be signed by the student and faculty members. If the student fails to respond or attend a conference, the two faculty members will complete the form and notify the student via certified mail.
- The completed form is submitted to the associate dean, the student and the Dean of Students office.
- Any student receiving two notices through this process may be considered for dismissal from the College of Education.
- Except in an unusually severe or critical situation (e.g., plagiarism, cheating, threat of harm to others, etc.), no single retention notice will result in a student being dismissed from the program.
- These notices do not become part of a student's permanent academic record.

Accelerated Master's Option

Accelerated Master's Option

The Accelerated Option is for high achieving undergraduate students enrolled in TCU's College of Education. This option is available only to TCU undergraduates obtaining a baccalaureate degree in early childhood (EC-6), middle school or secondary education, or a baccalaureate degree in youth advocacy and educational studies. The Accelerated Option allows outstanding students to complete a bachelor's degree with the Master of Education (MEd) in five years. Students are eligible to apply for admission to the graduate program during the semester they complete 90 hours of undergraduate coursework. To be considered for admission to the Accelerated Option, students must submit a graduate program application packet. Only candidates demonstrating superior undergraduate academic performance and having strong recommendations are considered for admission.

Students intending to pursue an Accelerated Option should make their plans known as early as possible to their faculty advisor in the College of Education to ensure proper advising. If admitted to the Accelerated Program, students complete up to 12 semester hours of the MEd program during the fourth year of undergraduate study. Candidates must work with their undergraduate advisors to determine how the courses they take will apply to the undergraduate degree. During their senior year, they complete the following classes.

EC-6 Undergraduate Major

EDUC55980 Adv Clinical Teaching	Advanced Clinical Teaching	1-6
EDEC55123 Learner-Centrd Teach:Families	Learner-Centered Teaching: Families	3
EDUC55133 Reading Instruction Grades 3-6	Reading Instruction Grades 3-6	3

Middle/Secondary Undergraduate Major

EDUC55313 Educational Assessment	Educational Assessment	3
EDSP55663 Motvtng/Mana Stdnt Class	Motivating and Managing Students in the Classroom	3
EDUC55980 Adv Clinical Teaching	Internship	1-6

Youth Advocacy and Educational Studies Undergraduate Major

EDUC55003 Diversity in Amer Educ	Diversity in American Education	3
	Advanced Internship: Youth Advocacy and Educational Studies	1-20

At the end of the fourth year, assuming all other graduation requirements are met, the student earns the baccalaureate degree. During the fifth year, including summer, the student completes the remaining semester hours toward the MEd degree. Students will complete 9 hours of core courses, 12 hours from the Teaching and Learning emphasis (including EDMS/SE 51103 Educational Assessment), and 15 hours from content area specialization as described under the Traditional Master's Option.

Note: No more than 15 hours of 50000-level classes may be applied toward a master's degree.

Accelerated Master's Option Special Education

Accelerated Master's Option Special Education

The Accelerated Option for a master's degree in special education is for high-achieving undergraduate students enrolled in TCU's College of Education. This option is available only to TCU undergraduate students obtaining a baccalaureate degree in early childhood (EC-6), middle school, or secondary education, or a baccalaureate degree in youth advocacy and educational studies. The Accelerated Option allows outstanding students to complete a bachelor's degree and a Master of Education (M.Ed.) in five years. Students are eligible to apply for admission to the graduate program during the semester they complete 90 hours of undergraduate coursework. To be considered for admission to the Accelerated Option, students must submit a graduate program application packet. Only candidates demonstrating superior undergraduate academic performance and having strong recommendations are considered for admission.

Students intending to pursue an Accelerated Option should tell their faculty advisor as early as possible to ensure proper advising. If admitted to the Accelerated Program, students' complete 12 semester hours of the M.Ed. program during the fourth year as listed below:

Accelerated Master's Degree in Special Education

EC-6 Undergraduate Major (Required Courses 12 hours)

EDUC55980 Adv Clinical Teaching	Advanced Clinical Teaching	1-6
EDEC55123 Learner-Centrd Teach:Families	Learner-Centered Teaching: Families	3
EDUC55133 Reading Instruction Grades 3-6	Reading Instruction Grades 3-6	3

OR

Middle/Secondary Undergraduate Major Required Courses (12 hours)

EDEC55313 Educational Assessment	Educational Assessment	3
EDEC55663 Motvtng/Mana Stdnt Class	Motivating and Managing Students in the Classroom	3
EDUC55980 Adv Clinical Teaching	Internship	1-6

At the end of the fourth year, assuming all other graduation requirements are met, the student earns a baccalaureate degree. During the fifth year, including summer, all students (EC-6 and Middle/Secondary) complete the remaining semester hours toward the M.Ed. degree as listed below:

Remaining Core Requirements (12 hours)

EDSP50013 Literacy Methods in Spec Educ	Literacy Methods in Special Education	3
	OR	
EDUC50273 Technolgy for Diverse Learners	Technology for Diverse Learners	3
EDSP60233 Excptnl Chldn&Yth At Ris	Understanding Exceptional Children and Youth At-Risk	3
EDSP60313 Critical Issues in Special Ed	Critical Issues in Special Education	3
EDSP60433 Planning and Instruction	Planning and Instruction in Academically Diverse Classrooms	3

Remaining Research Requirements (6 hours)

EDUC70953 Research In Education	Research in Education	3
EDSP70003 Single Subject Research Design	Single Subject Research Design	3
	OR	
EDUC70903 Treatise	Treatise	3

Clinical Mental Health Counseling, MEd

Clinical Mental Health Counseling, M.Ed.

The Master of Education in Clinical Mental Health Counseling focuses on providing students with a 60-hour, rigorous and strength-based program to prepare students for licensure in the State of Texas, in accordance with Council for Accreditation of Counseling and Related-Educational Program (CACREP) requirements.

The objectives of this program are to:

- Provide a rigorous course of study to prepare students to work with children and families in a variety of settings; and
- Provide students with the necessary foundational knowledge to successfully pass the National Counselor Exam administered by the Texas State Board of Examiners of Professional Counselors. To meet these objectives, the following courses are required:

Professional Studies (12 hours)

EDGU60003 Counsel Diverse Populations	Counseling Diverse Populations	3
EDGU60323 Assessment in Counseling	Assessment in Counseling	3
EDUC60823 ProgramEvalResearch	Educational Program Evaluation & Research	3
EDUC60143 Theories Of Human Dev	Theories of Human Development	3

Specialization (30 hours)

EDGU50223 Helping Relationships	Helping Relationships	3
EDGU50323 Small Group Counseling	Small Group Counseling	3
EDGU60113 DSM: Diagnosis & Treatment	DSM: Diagnosis and Treatment	3
EDGU60143 Counseling Interventions	Counseling Interventions	3
EDGU60163 ABN Human Dev	Abnormal Human Development	3
EDGU60383 Counseling Theories & Techniq	Counseling Theories and Techniques	3
EDGU60133 Addictions Counseling	Addictions Counseling	3
EDGU60213 Intro Marr and Fam Therapy	Introduction to Marriage and Family Therapy	3
EDGU60223 AdvCounSkillsEthics	Advanced Counseling Skills and Ethics	3
EDGU60233 Career Dev & Information	Career Development and Information	3

Program Class (minimum 3 hours)

EDGU70033 OrientEthicPracCMHC	Orientation and Ethical Practice in Clinical Mental Health Counseling	3
---	---	---

Field Experience (9 hours)

EDGU70103 Practicum	Practicum I	3
EDGU70303 EDGU Intern	Internship (Semester 1)	3
EDGU70303 EDGU Intern	Internship (Semester 2)	3

Students select two elective courses from the following (6 hours):

ARED60970 Special Problems	Special Problems: Therapeutic Arts	1-3
EDGU60153 Intro to Play Therapy	Introduction to Play Therapy	3
EDGU70233 IntPracCounseling	International Practices of Counseling	3
EDGU60613 Guidance and Counseling Progra	Guidance and Counseling Programs	3

Curriculum and Instruction, MEd

Curriculum and Instruction, M.Ed.

The Curriculum and Instruction master's degree program is designed for teachers and other educational professionals interested in improving their instruction, preparing for positions of leadership, or enhancing their abilities to support learning in K-12 schools or other educational settings. The program offers graduate students two kinds of preparation: 1) knowledge related to content and 2) knowledge that helps them contribute to scholarship. The degree is constructed so that students choose a content specialization and either a research emphasis, or a teaching and learning emphasis. The objectives of the program are to:

- Provide a rigorous master's degree program that prepares graduate students to work with children, adolescents, and families in a variety of educational settings.
- Provide graduate students with the knowledge and skills necessary to enhance their teaching and research abilities.

There are two options for earning the Curriculum and Instruction master's degree:

- Traditional master's degree (30 credit hours)
- Accelerated master's degree (30 credit hours)

The traditional Master of Education (MEd) is a 30 credit hour program that provides a solid knowledge base and background in the theoretical and practical aspects of the selected specializations. These specializations include:

Curriculum Studies Specialization

Curriculum Studies as a field is interdisciplinary and draws upon multiple perspectives including psychology, social foundations, cultural studies, critical theory, and education to study curriculum, individuals, societies, and interdisciplinary themes, while critically examining educational issues and policies. The field values democratic community building and an ethic of social action that honors diversity. Students come to curriculum studies from formal and informal learning contexts as well as various disciplines. Graduates of the program pursue varied professional positions in schools, non-profit agencies, and other community organizations. While curriculum studies students' backgrounds and goals are diverse, they share an interest in understanding the intersections of individuals and sociopolitical contexts. Curriculum studies arises from a 1970s reconceptualization of curriculum. Concerned with understanding curriculum more so than developing and evaluating curricula, Curriculum Studies addresses questions such as:

- What is knowledge and who decides? How does knowledge affect lives?
- What does it mean to educate and to be/come educated?
- What are the relationships between learning and teaching, curriculum theory and practice?
- How is curriculum culturally, politically, and economically situated?
- What are the roles of power and vulnerability in curriculum studies?

Language and Literacy Specialization

The Language and Literacy specialization focuses on research and pedagogy related to language and literacy, while preparing graduate students with an in-depth understanding of teaching reading and writing to children and adolescents. With this knowledge, students will be able to establish themselves as teacher-leaders in their respective schools and districts. Prerequisite: Certification to teach EC-6, or English Language Arts/Reading as respective grade levels. Note: This program does not meet the requirements for Reading, English Language Arts teacher certification.

Mathematics Education Specialization

By completing this specialization, students will enhance their mathematical knowledge for teaching and pedagogical content knowledge, understand the vertical alignment of the mathematics content areas in the pre-K through 12 curriculum, and link research and practice by understanding how to use and conduct research to enhance teacher practice. With this knowledge, students will be able to establish themselves as teacher-leaders in their respective schools and districts. Prerequisite: Certification to teach mathematics at respective grade level. If not certified, the applicant must demonstrate subject preparation for a highly qualified teacher as outlined by the Texas Education Association under the No Child Left Behind Act:

- 24 hours or more of mathematics coursework at the undergraduate level (for middle/secondary candidates) or
- Undergraduate mathematics coursework, professional development in mathematics and/or teaching experience (for elementary candidates).

Note: This program does not meet the requirements for mathematics teacher certification.

Science Education Specialization

Science Education draws upon science, psychology, and education as a foundation for the teaching about and learning of science. The science education reform documents require students to have knowledge of practices, crosscutting concepts, and core ideas of science and an in-depth understanding of teaching science to all children. In addition, students earning this degree will have an understanding of and experience in original research. There is a minimum requirement of 12 hours of course work in this area of specialization.

Required Courses for the Traditional Master's Option

Students complete 12 hours of course work within a specialization selected from the courses below. 3 hours of elective are selected from outside of the specialization:

Curriculum Studies

EDUC70813 Curriculum Studies Seminar	Curriculum Studies Seminar	3
EDUC60833 Curriculum History in the US	Curriculum History in the United States	3
EDUC60843 Contemporary Curriculum Theory	Contemporary Curriculum Theory	3
EDUC70823 Inquiry Seminar	Inquiry Seminar	3

[EDUC70813 Curriculum Studies Seminar](#) 6 hours may be repeated with new topic.

Language and Literacy

EDUC60053 Adv Study: Literacy Inst	Advanced Study of Literacy Instruction	3
EDUC60083 Sem: Language & Literacy	Seminar in Language and Literacy	3
EDUC60413 Foundations Of Literacy	Foundations of Literacy	3
EDUC60613 Analysis Literacy Progress	Analysis of Literacy Progress	3
EDXX XXXX3	Elective (3 hours)	3

Mathematics Education

EDMT50123 Teaching Geometry & Measuremnt	Teaching Geometry and Measurement	3
EDMT50133 Teaching Data Anal & Prob	Teaching Data Analysis and Probability	3
EDMT60103 Teaching Number and Operations	Teaching Number and Operations	3
EDMT60113 Teaching Algebraic Thinking	Teaching Algebraic Thinking	3
EDMT60143 Technology in Math	Teaching and Learning Mathematics with Technology	3
EDHE60013 Leadership:Theory & Practice/EDLE60013 Leadership:Theory & Practice	Leadership: Theory and Practice - cross-listed in Higher Ed & Ed Leadership	3
EDMT60153 Discourse in the Math	Fostering Discourse in the Mathematics Classroom	3
EDMT60513 Practicum in Math Education	Practicum in Mathematics Education	3

[EDMT60513 Practicum in Math Education](#): required for Accelerated Master's Option

Science Education

EDSC60033 Academic Lang Devel:Science	Academic Language Development in Science	3
EDSC60333 Theory & Pedagogy of Science	Theory and Pedagogy of Science Instruction	3
EDMS/SE 50553	Methods for Teaching Middle School/Secondary Science	3
EDXX XXXX3	Elective (3 hours)	3

Core Requirements (3 hours minimum required for all students)

EDUC70953 Research In Education	Research in Education	3
---	-----------------------	---

In addition to the content specialization and core requirements, students select either a Research or Teaching and Learning Emphasis.

Research Emphasis (6 Thesis hours are required for Research Emphasis. An additional 6 hours of course work are required from the list of courses below, with advisor guidance)

EDUC60043 Action Research	Action Research	3
EDUC60810 Seminar:Educational Research	Seminar in Educational Research	1-3
EDUC60823 ProgramEvalResearch	Educational Program Evaluation & Research	3
EDUC70823 Inquiry Seminar	Inquiry Seminar	3
EDUC70923 Intro to Applied Qual Methods	Introduction to Applied Qualitative Methods	3
EDUC70960 Apprenticeship in Research	Apprenticeship in Research	1-3
EDUC70963 Qualitative Inquiry	Qualitative Inquiry	3
EDUC70973 Advanced Qualitative Inquiry	Advanced Qualitative Inquiry	3
EDUC70983 Intro Quantitative Research	Introduction to Quantitative Research	3
EDUC70980 Thesis	Thesis	1-20
EDUC70990 Thesis	Thesis	1-3

[EDUC60810 Seminar:Educational Research](#): 1-3 hours

[EDUC70960 Apprenticeship in Research](#): 1-3 hours, may be repeated

[EDUC70980 Thesis](#): 3 hours required

[EDUC70990 Thesis](#): 3 hours required

Teaching and Learning Emphasis (All students choosing the Teaching and Learning emphasis select 12 hours from the list of courses below, with advisor guidance)

EDEC60133 Play And Creativity	Play and Creativity	3
EDEC60223 The Young Child	The Young Child	3
EDLE60043 Inst Ldsp: Curr/Inst/Asmt	Instructional Leadership A: Curriculum, Instruction, and Assessment	3
EDLE60053 Inst Ldsp: Sup/Coaching/Eval	Instructional Leadership B: Supervision	3
EDSE50173 Developmnt of Writtn Communica	Development of Written Communication	3
EDUC50273 Technolgy for Diverse Learners	Technology for Diverse Learners	3
EDUC50003 Diversity In Amer Educ	Diversity in American Education	3
EDUC50503 Foundations of Lang Acquisitn	Foundations of Language Acquisition	3
EDUC50513 TESOL Methods and Assessment	TESOL Methods and Assessment	3
EDUC60213 Psych of Thinking & Learning	Psychology of Thinking and Learning	3
EDUC60253 Hist&Phil Foundatns Of E	Historical and Philosophical Foundations of Education	3
EDUC60313 Educational Assessment	Educational Assessment	3
EDUC60833 Curriculum History in the US	Curriculum History in the United States	3
EDUC60843 Contemporary Curriculum Theory	Contemporary Curriculum Theory	3
EDUC70903 Treatise	Treatise	3

EDUC70903 Treatise: required for Traditional Master's Degree Option

Educational Leadership, MEd

Educational Leadership, M.Ed.

The M.Ed. in Educational Leadership (Higher Education emphasis) is a 36 credit-hour non-thesis program that prepares individuals to serve in educational leadership in college and university and higher-education related settings. The M.Ed. in Educational Leadership (Higher Education emphasis) is comprised of the following course of study:

Higher Education Emphasis

EDHE/EDAD 70203/70200	Internship - Cross-listed in Higher Education & Ed Leadership	3
EDHE/EDGU 60403	Theories of Student Development - cross-listed in Higher Education and Counseling	3
EDHE60423 Intro to Student Affairs	Introduction to Student Affairs	3
EDHE62373 Helping Relationships for HE	Helping Relationships for Higher Education Administrators	3
EDHE/EDLE 60013	Leadership: Theory and Practice - cross-listed in Higher Ed & Ed Leadership	3
EDHE61183 Special Topics in HE	Special Topics in Higher Education	3
EDHE61093 Diversity in American HE	Diversity in American Higher Education	3
EDUC60823 ProgramEvalResearch	Educational Program Evaluation & Research	3
EDUC70983 Intro Quantitative Research	Introduction to Quantitative Research	3
EDHE62053 Small Group Dynamics for HE	Small Group Dynamics for Higher Education Administrators	3
	Electives	3
	Electives	3

Credit for Prior Learning

Students admitted to the M.Ed. in Higher Education Leadership Program who possess a minimum of 3 years of prior full time work experience in higher education settings may seek credit for prior learning in lieu of completing 1-2 internships (3-6 credit hours). Credit for prior learning can be earned through the completion of Portfolio One and/or Portfolio Two (each equating to 3 credit hours). Each completed portfolio will be reviewed by program faculty with a pass/no pass grade assigned by the Program Coordinator. A pass grade will be equal to or above a 70% for each portfolio. A no pass grade will be 69% or below for each portfolio.

M.Ed. Educational Leadership PK-12

The M.Ed. in Educational Leadership (PK-12 emphasis) is a 30 credit-hour non-thesis program that prepares individuals to serve in K-12 educational leadership in a variety of educational settings. The program accepts a new cohort beginning each fall term, and persons in the cohort move through coursework together.

Two pathways are available in the Educational Leadership, M.Ed. PK-12 emphasis: The first pathway serves students who are seeking certification as school administrators in the state of Texas (i.e., seeking the Principal-as-Instructional Leader certificate from the State Board of Educator Certification). The second focuses on developing leadership skills useful in the PK-12 context, but serves those who are not seeking certification; this might include persons wanting to serve in roles (e.g., teacher-leaders, instructional coaches) that do not require the Principal-as-Instructional Leader certificate.

Note: Applicants seeking to enroll in the coursework leading to certification as a principal must hold a valid teaching certificate and must have completed at least two full years of teaching in an accredited school by the time they would begin M.Ed. coursework, and must have completed at least three full years of teaching in an accredited school by the time they complete their program at TCU to be eligible for TCU to make a recommendation to the State Board for Educator Certification (SBEC).

PK 12 Emphasis (leading to Principal Certification)

EDLE60013 Leadership:Theory & Practice	Leadership: Theory and Practice	3
EDLE60023 Seminar:Teach, Learn, Ldshp	Seminar: Trends in Teaching, Learning, and Leadership	3
EDLE60033 Comm Engage & Cul Resp Prac	Community Engagement and Culturally Responsive Practice	3
EDLE60043 Inst Ldsp: Curr/Inst/Asmt	Instructional Leadership: Curriculum, Instruction, & Assessment	3
EDLE60053 Inst Ldsp: Sup/Coaching/Eval	Instructional Leadership: Supervision, Coaching, & Evaluation	3
EDLE60063 Law & Ethics in Ed Ldrsp	Law and Ethics in Educational Leadership	3
EDLE60083 Data Use for Educ Leaders	Data Use for Educational Leaders	3
EDUC70953 Research In Education	Research in Education	3
EDLE60093 Principal Pract-Educ Leadership	Principal Practicum in Educational Leadership	3
EDLE60093 Principal Pract-Educ Leadership	Principal Practicum in Educational Leadership	3

In addition to completing the designated slate of courses, students seeking certification as a principal must submit evidence of successful completion of two workshops provided by one of the 20 Texas Education Service Centers [Advancing Educational Leadership (AEL) and Texas Teacher Evaluation and Support System (T-TESS)] prior to beginning any work related to [EDLE60093 Principal Pract-Educ Leadership](#). Students seeking certification must also take and pass a practice exam administered by program faculty before being recommended to take the appropriate state-required examinations for principal certification.

Students enrolled in the M.Ed. EDLE (PK-12 emphasis) will continue to participate in a Midpoint Assessment after they complete their first 12 credit hours; at this point they will each receive written and verbal feedback on strengths and areas in need of improvement during the second half of their program.

PK-12 Emphasis (Non-certification Track)

EDLE60013 Leadership:Theory & Practice	Leadership: Theory and Practice	3
EDLE60023 Seminar:Teach, Learn, Ldshp	Seminar: Trends in Teaching, Learning, and Leadership	3
EDLE60033 Comm Engage & Cul Resp Prac	Community Engagement and Culturally Responsive Practice	3
EDLE60043 Inst Ldsp: Curr/Inst/Asmt	Instructional Leadership: Curriculum, Instruction, & Assessment	3
EDLE60053 Inst Ldsp: Sup/Coaching/Eval	Instructional Leadership: Supervision, Coaching, & Evaluation	3
EDLE60063 Law & Ethics in Ed Ldrsp	Law and Ethics in Educational Leadership	3
EDLE60083 Data Use for Educ Leaders	Data Use for Educational Leaders	3
EDUC70953 Research In Education	Research in Education	3
EDAD70200 Internship	Internship in Educational Administration or additional 3-hour elective	1-6
EDAD70200 Internship	Internship in Educational Administration or additional 3-hour elective	1-6
EDHE/EDAD 70203/70200	Internship - Cross-listed in Higher Education & Ed Leadership	3
EDHE/EDGU 60403	Theories of Student Development - cross-listed in Higher Education and Counseling	3
EDHE60423 Intro to Student Affairs	Introduction to Student Affairs	3
EDHE62373 Helping Relationships for HE	Helping Relationships for Higher Education Administrators	3
EDHE/EDLE 60013	Leadership: Theory and Practice - cross-listed in Higher Ed & Ed Leadership	3
EDHE61183 Special Topics in HE	Special Topics in Higher Education	3
EDHE61093 Diversity in American HE	Diversity in American Higher Education	3
EDUC60823 ProgramEvalResearch	Educational Program Evaluation & Research	3
EDUC70983 Intro Quantitative Research	Introduction to Quantitative Research	3
EDHE62053 Small Group Dynamics for HE	Small Group Dynamics for Higher Education Administrators	3
	Electives	3
	Electives	3

Human Services, MEd

Human Services, M.Ed.

The Master of Education in Human Services focuses on providing students with a 36-hour, rigorous and strength-based program to for students who are interested in providing social services in settings that do not require licensure or certification. The following courses are required in the 36-hour Human Services Program.

Professional Studies (36 hours)

EDUC60823 ProgramEvalResearch	Educational Program Evaluation & Research	3
EDGU50223 Helping Relationships	Helping Relationships	3
EDGU60003 Counsel Diverse Populations	Counseling Diverse Populations	3
EDGU50323 Small Group Counseling	Small Group Counseling	3
EDGU60143 Counseling Interventions	Counseling Interventions	3
EDGU60223 AdvCounSkillsEthics	Advanced Counseling Skills and Ethics	3
EDGU60383 Counseling Theories & Techniq	Counseling Theories and Techniques	3
EDGU70103 Practicum	Practicum I	3
	Electives (must be approved by advisor)	12

Students may transfer up to 6 hours of approved course-work.

To complete the MEd in School Counseling, Clinical Mental Health Counseling, or Human Services requires that the students successfully complete the 36-hour, 48-hour, or 60-hour master's program with a "B" average or better and successfully pass an oral examination involving a written and video case presentation.

School Counseling, MEd

School Counseling, M.Ed.

The online MEd in School Counseling focuses on providing students with a 48-hour rigorous and strength-based program to pursue certification in school counseling. All counseling classes may be applied to academic requirements for Texas professional licensure. The online MEd in School Counseling meets the requirements of the State Board of Educator Certification and follows the guidelines for certification in school counseling. *The following courses are required.* As of September 1, 2019, the Texas Education Agency requires school counselors to have a master's degree in counseling that encompasses 48 hours of coursework. We no longer offer certification-only.

Major (48 semester hours)

EDGU60323 Assessment in Counseling	Assessment in Counseling	3
EDUC60823 ProgramEvalResearch	Educational Program Evaluation & Research	3
EDUC60143 Theories Of Human Dev	Theories of Human Development	3
EDGU60153 Intro to Play Therapy	Introduction to Play Therapy	3
EDGU50223 Helping Relationships	Helping Relationships	3
EDGU60003 Counsel Diverse Populations	Counseling Diverse Populations	3
EDGU60233 Career Dev & Information	Career Development and Information	3
EDGU50323 Small Group Counseling	Small Group Counseling	3
EDGU60143 Counseling Interventions	Counseling Interventions	3
EDGU60383 Counseling Theories & Techniq	Counseling Theories and Techniques	3
EDGU60613 Guidance and Counseling Progra	Guidance and Counseling Programs	3
EDGU60223 AdvCounSkillsEthics	Advanced Counseling Skills and Ethics	3
EDGU70103 Practicum	Practicum I	3
	Students select 9 hours from the following:	
EDGU60133 Addictions Counseling	Addictions Counseling	3
EDGU60163 ABN Human Dev	Abnormal Human Development	3
EDGU60213 Intro Marr and Fam Therapy	Introduction to Marriage and Family Therapy	3
EDGU70233 IntPracCounseling	International Practices of Counseling	3
EDGU60113 DSM: Diagnosis & Treatment	DSM: Diagnosis and Treatment	3
EDGU70793 Strength-Based Theories	Strength-Based Theories: Assessment, Research, and Practice	3
ARED60970 Special Problems	Special Problems: Therapeutic Arts	1-3

Students must pass the practice TExES exam before taking the state exam for counseling in schools.

Probationary School Counseling

Probationary School Counseling

A student may apply for probationary certification if a) a school district has made an official offer to the student to fill a counselor position, and b) the counseling program faculty in the College of Education approve the probationary certification. In order to gain faculty approval the student must be within the last 12 hours of the program or two long semesters and have successfully completed:

Certification

EDGU60613 Guidance and Counseling Progra	Guidance and Counseling Programs	3
EDGU50223 Helping Relationships	Helping Relationships	3
EDGU50323 Small Group Counseling	Small Group Counseling	3
EDGU60143 Counseling Interventions	Counseling Interventions	3

The student also must have demonstrated ethical and professional behavior. As long as the student has not graduated, he or she must remain under supervision of the TCU counseling faculty. This will require the student to report to the faculty member on a regular basis and maintain appropriate documentation regardless of whether the student is enrolled in a practicum course.

Special Education, MEd.

Special Education, M.Ed.

The mission of the special education master's degree program is to prepare educators who understand and implement researched-based practices, serve as instructional leaders, and advocate for students with disabilities and their families.

The M.Ed. in Special Education is a 30-hour program designed for students who are certified in elementary, middle school, secondary school special education or who have extensive experience in a related field. The traditional program addresses K-12 special education, focusing on evidenced-based instructional practices and research methodology related to students with high-incidence disabilities such as learning or behavioral disabilities. In addition, electives are available for program students interested in focusing on evidence-based instructional practices and research methodology related to students with high-incidence disabilities who are also active bilingual learners of English (ABLE).

In the second M.Ed. option, Special Education M.Ed. with Educational Diagnostician Certification, students learn evidence-based instructional practices and research methodologies, as well as become certified Educational Diagnosticians through the state of Texas. Students may choose either option in pursuit of a Special Education M.Ed.

Upon acceptance into the graduate program in special education, students must meet with a special education advisor. It is essential that students work closely with an advisor at the time of program admittance through completion.

The M.Ed. in special education does not lead to initial teacher certification.

There are two options for earning a Special Education master's degree:

- Special Education (30 credit hours)
- Special Education with Educational Diagnostician Certification (36 credits)

The traditional Master of Special Education (M.Ed.) is a 30 credit hour program that provides a solid knowledge base and background in the theoretical and practical aspects of the field of special education. The traditional degree plan is outlined below.

Required Courses for the Traditional Master's Option

Research Requirements (9 hours)

EDUC70953 Research In Education	Research in Education	3
EDSP70003 Single Subject Research Design	Single Subject Research Design	3
	OR	
EDUC60043 Action Research	Action Research	3
EDSP 70903	Treatise in Special Education	3

Core requirements (Choose 21 hours)

EDSP50013 Literacy Methods in Spec Educ	Literacy Methods in Special Education	3
EDUC50503 Foundations of Lang Acquisitn	Foundations of Language Acquisition	3
EDUC50513 TESOL Methods and Assessment	TESOL Methods & Assessment	3
EDUC50663 Motvtng/Manage Student Class	Motivating and Managing Students in the Classroom	3
EDSP60233 Excptnl Chldn&Yth At Ris	Understanding Exceptional Children and Youth At-Risk	3
EDSP60313 Critical Issues in Special Ed	Critical Issues in Special Education	3
EDSP60433 Planning and Instruction	Planning and Instruction in Academically Diverse Classrooms	3
EDUC60313 Educational Assessment	Educational Assessment	3
EDSP60513 Practicum in Special Education	Practicum in Special Education	3
EDUC50273 Technolgy for Diverse Learners	Technology for Diverse Learners	3

The Master of Special Education with Educational Diagnostician Certification (M.Ed.) is a 36 credit hour program that provides a solid knowledge base related to the field of special education along with a certification as an Educational Diagnostician. This degree plan is outlined below.

Required Courses for Master's of Special Education with Educational Diagnostician Certification

Core requirements (12 hours)

EDSP50013 Literacy Methods in Spec Educ	Literacy Methods in Special Education	3
EDUC50663 Motvtng/Manage Student Class	Motivating and Managing Students in the Classroom	3
EDSP60233 Excptnl Chldn&Yth At Ris	Understanding Exceptional Children and Youth At-Risk	3
EDSP60513 Practicum in Special Education	Practicum in Special Education	3

Diagnostician Certification Requirements (15 hours)

EDSP60333 Acad Achvmt and Eval	Academic Achievement and Evaluation	3
EDSP60313 Critical Issues in Special Ed	Critical Issues in Special Education	3
EDSP60433 Planning and Instruction	Planning and Instruction in Academically Diverse Classrooms	3
EDSP60533 Culturally Resp Assessment	Culturally Responsive and Language Based Assessment	3
EDSP60723 Cognitive Asmt & Adapt Beh	Cognitive Assessment and Adaptive Behavior	3

Research Requirements (9 hours)

EDUC70953 Research In Education	Research in Education	3
EDSP70003 Single Subject Research Design	Single Subject Research Design	3
EDSP 70903	Treatise in Special Education	3

School Leadership-Principal Certification Only

School Leadership-Principal Certification Only

Non-degree seeking students who already hold valid teaching certification, a master's degree in an education-related field and who have completed at least two years of full-time teaching in an accredited school (by time of application) may opt for a program of coursework that will enable the student to meet requirements for certification as a school administrator (Principal-as-Instructional Leader) in the state of Texas.

Students in degree-seeking programs other than Educational Leadership who hold a master's degree from an accredited university in education or an education-related field, or who are earning a Master's or doctoral degree in an education-related field at TCU, may be admitted to the program for principal certification, as long as they have also completed at least two years of full-time teaching in an accredited school (by the time of application) and hold a valid teaching certificate.

The program is a 15-21 hour program, with the variation dependent on the content of the Master's degree and the time to completion of the practicum experience. Recommendation by TCU for certification to the State Board of Educator Certification for the Principal-as-Instructional Leader certificate requires: (1) successful completion of the program of study as approved by the advisor; (2) evidence of successful completion of Advancing Educational Leadership (AEL) and Texas Teacher Evaluation and Support System (T-TESS) training (via an Education Service Center); and (3) successful completion of the TExES 268 and PASL (368) state-required examinations. The following courses are required:

EDLE 60033	Community Engagement and Culturally Responsive Practice	3
	OR	
EDLE 70043	School & Community Contexts	3
EDLE 60043	Instructional Leadership A: Curriculum, Instruction, and Assessment	3
EDLE 60053	Instructional Leadership B: Supervision	3
EDLE 60063	Law and Ethics in Educational Leadership	3
	OR	
EDAD 70013	Legal and Social Environment of Education	3
EDLE 60093	Principal Practicum in Educational Leadership**	3
EDLE 60083	Data Use for Educational Leaders	3
	OR	
EDAD 70063	Data-Informed Decision-Making	3

*[EDLE 60043](#) is required unless the student holds a Master's degree, earned within 10 years of application to the certification-only program, or is currently enrolled in a Master's or doctoral program at TCU that is in an area of emphasis directly related to PK-12 pedagogy (e.g., curriculum and instruction, assessment, mathematics education, social studies education, science education, literacy education, special education).

**1 semester (3.0 hours) of [EDLE 60093](#) is required if state-required 160-hour practicum is completed wholly within the fall or spring semester; 2 semesters (6.0 hours) are required if the 160-hour practicum cannot be wholly completed within a single semester.

School Leadership-Superintendent Certification Only

School Leadership-Superintendent Certification Only

Non-degree seeking students who already hold a conferred Master's degree in education or a related field, a valid principal's certificate (or an approved waiver for the principal's certificate issued by the Texas Education Agency) and who have completed a minimum of three years of managerial experience by the end of the certification program, may apply for participation in the superintendent-certification program. Persons in the Ed.D. (EDLE, K-12 emphasis) or the PhD (EDLE, PK-12 emphasis) may also pursue the superintendent certificate, provided they apply and are accepted to the superintendent preparation program and complete the required coursework and experiences within their degree course sequence. NOTE: The superintendent certificate does not require a doctoral degree; persons who are degree-seeking, but who complete the program outlined below, may apply for and be recommended for the superintendent certificate before completion of the doctoral degree.

The program is an 21-24 hour program, with the variation dependent on the time to completion of the practicum experience. Persons seeking to apply to the superintendent certificate program must apply and meet admissions criteria, including (1) holding, at a minimum, a Master's degree in education or a related field; (2) holding, at a minimum, a valid principal certificate or the equivalent issued by another state (or, holding a waiver of the certificate granted by the Texas Education Agency at time of program application). Other materials required for submission for consideration for admission include a current resume, equity statement, video or live interview, transcripts of prior coursework, professional references, and a personal statement, in addition to completion of the online application.

Upon admission to superintendent certification, the following courses are required:

EDAD 70043	Educational Policy and Practice	3
	OR	
EDLE 60073	Education Policy Studies	3
EDAD 70033	Ethical and Moral Dimensions of Educational Leadership	3
EDLE 70043	School and Community Contexts	3
	OR	
EDLE 60033	Community Engagement and Culturally Responsive Practice	3
	OR	
EDLE 70053	Cultural Foundations in Educational Leadership	3
EDAD 70013	Legal and Social Environment of Education	3
	OR	
EDLE 60063	Law and Ethics in Educational Leadership	3
EDHE 70153	Organizational Behavior in Education Contexts	3
EDLE 70083	Issues and Trends in :Superintendency	3
EDLE 70090	Superintendent Practice in Educational Leadership*	3-6

*1 semester (3.0 hours) of [EDLE 70090](#) is required if state-required 160-hour practicum is completed wholly within the fall or spring semester; 2 semesters (6.0 hours) are required if the 160-hour practicum cannot be wholly completed within a single semester.

Additionally, some state-required trainings or learning experiences may be embedded in courses or assigned external to coursework (e.g., dyslexia training; mental health/substance abuse/youth suicide; digital literacy). Evidence of successful completion of these are required for final recommendation of the candidate by TCU for the superintendent certificate.

Final recommendation by TCU for certification to the State Board of Educator Certificate for the Superintendent certificate requires: (1) successful completion of the program of study as approved by the advisor and in alignment with state requirements; (2) successful completion of the State of Texas required TExES examination(s); and (3) evidence that the candidate has completed at least three creditable years of managerial experience in a public school district (requirements for what such experience must include is noted in the Texas Education Code, Chapter 242.20).

Educational Leadership Programs

Educational Leadership Programs

TCU's College of Education offers an Ed.D. in Educational Leadership, as well as a Ph.D. in Educational Studies with an emphasis in Educational Leadership (see "PhD in Educational Studies"). These Ed.D. programs prepare students to assume major leadership positions in a wide variety of education-related organizations by applying managerial skills and educational leadership in the field of education. The program is designed to prepare students to enter educational management in school systems; regional, state, or federal governments; research institutions; private foundations; universities; or private sector companies. PhD programs prepare students for tenure-track work or other careers that have a heightened focus on educational research.

The program:

- Develops leaders who understand the operations and leadership of organizations.
- Develops leaders prepared to take advantage of increasing opportunities for creating new educational institutions and systems.
- Develops educational leaders who operate with a global perspective in a diverse and rapidly evolving professional field.
- Develops educational leaders who operate with clear-cut ethical and moral commitments for the education of all students.
- Develops educational leaders able to envision and create new settings now possible through the availability of information technologies.

There are five options to the Educational Leadership Program.

Option 1: The Ed.D. in Educational Leadership: Schools and Districts offers high-quality instruction preparing students for leadership roles in K-12 education. For those interested, this program also provides students the background necessary to complete superintendent certification in Texas.

Option 2: The Ed.D. in Higher Education Leadership is designed to prepare students to assume leadership positions in higher education institutions.

Option 3: The Ph.D. in Educational Studies (Educational Leadership emphasis) is designed to prepare students who aspire to professional positions that involve a focus on research, such as work with policy organizations, think tanks, or tenure-track positions in institutions of higher education.

Option 4: Together with the M.J. Neeley School of Business, the College of Education has created a unique option: a comprehensive program that integrates a Master of Business Administration (MBA) with a doctorate in educational leadership (Ed.D.) or higher education leadership (Ed.D.), effectively combining the best of business and educational disciplines.

Option 5: Together with the M.J. Neeley School of Business, the College of Education has created a unique option: a comprehensive program that integrates a Masters of Business Administration (MBA) with a PhD in Educational Studies with an Educational Leadership emphasis, effectively combining the best of business and educational disciplines. The MBA/PhD has advising plans for both PK-12 and higher education contexts, and prepares those individuals for whom research will be a significant component of professional life.

Educational Leadership, MBA/Ed.D.

The purpose of this program is to prepare students to assume major leadership positions in a wide variety of education-related organizations by applying managerial skills and educational leadership in the field of education. The program is designed to prepare students to enter educational management in school systems, regional, state, or federal governments, higher education institutions, research institutions, private foundations, or private sector companies.

Candidates must be admitted to both the Neeley School's MBA program and the College of Education's Ed.D. program. They must then meet all core requirements listed below as well as complete the START Workshop or MBA orientation. In the event a student elects to complete the MBA without continuing into the doctoral program, he/she must meet all remaining requirements for the MBA (i.e., elective units in the School of Business). If a student's work is unsatisfactory in MBA courses, and he/she is not permitted to continue, he or she may not be permitted to commence the doctoral program. Throughout the program, students must maintain a B average. At the completion of coursework, students will take written and oral comprehensives before proceeding into the dissertation stage.

Full-Time MBA Curriculum

ACCT60010 Financial Reporting	Financial Reporting	1.5
ACCT60020 Acct For Manag Plan/Ctrl	Accounting for Managerial Planning and Control	1.5
BUSI60050 Global Environment of Business	Global Environment of Business	1.5
BUSI60070 Business Simulation	Business Simulation	1.5
FINA60020 Managerial Economics	Managerial Economics	1.5
FINA60010 Financial Management I	Financial Management I	1.5
INSC60010 Statistical Models	Statistical Models	1.5
INSC60020 Managing Ops & Processes	Managing Operations and Processes	1.5
INSC60600 Supply Chain Concepts	Concepts in Supply Chain Management	1.5
ENTR60250 Innovation & Entrepreneurship	Innovation and Entrepreneurship	1.5
MANA60330 Engaging People	Engaging People	1.5
MANA60340 Leading Teams and Orgs	Leading Teams and Orgs	1.5
MANA60630 Strategic Management	Strategic Management	1.5
MANA60460 Business Ethics	Business Ethics	1.5
MARK60010 Marketing Management	Marketing Management	1.5
	Electives	6

Professional Curriculum: MBA courses taught in the evening

ACCT60010 Financial Reporting	Financial Reporting	1.5
ACCT60020 Acct For Manag Plan/Ctrl	Accounting for Managerial Planning and Control	1.5
BUSI60050 Global Environment of Business	Global Environment of Business	1.5
BUSI60070 Business Simulation	Business Simulation	1.5
ENTR60250 Innovation & Entrepreneurship	Innovation and Entrepreneurship	1.5
FINA60020 Managerial Economics	Managerial Economics	1.5
FINA60013 Mgt Of Financ Resources	Management of Financial Resources	3
INSC60010 Statistical Models	Statistical Models	1.5
INSC60020 Managing Ops & Processes	Managing Operations and Processes	1.5
INSC60040 Managing Info Technology	Managing Information Technology	1.5
INSC60050 Business Analytics	Business Analytics	1.5
INSC60600 Supply Chain Concepts	Concepts in Supply Chain Management	1.5
MANA60350 Essentials of Motivation	Essentials of Motivation	1.5
MANA60460 Business Ethics	Business Ethics	1.5
MANA60670 Strategy Formulation	Strategy Formulation	1.5
MANA60680 Strategy Implementation	Strategy Implementation	1.5
MARK60010 Marketing Management	Marketing Management	1.5
	Electives	4.5

Ed.D. Degree Requirements

The M.J. Neeley School of Business and the College of Education offer the MBA/Ed.D. in Education with a business option. An MBA/PhD in Education is also offered. Details about these programs are provided in the [College of Education section of this catalog](#) (p. 40). For more information, please see www.coe.tcu.edu/graduateprograms.asp.

Educational Leadership, EdD

Educational Leadership, Ed.D.

Program Mission and Guiding Principles:

The mission of the TCU Educational Leadership doctoral program is to develop leaders who make a difference for the common good. The program serves professionals from within the PK-12 educational context who want to develop the breadth of knowledge and skills needed to succeed in advanced leadership roles within the PK-12 context as well as professionals who work externally to PK-12 but in education-related endeavors (business/corporate training, policy organizations, or nongovernmental organizations). The program weaves several emphases throughout coursework. These program elements support the student to:

- Develop and practice reflective, ethical, and justice-oriented leadership;
- Collaborate with persons from diverse backgrounds, roles, and perspectives in the service of systemic improvements toward excellence and equity;
- Communicate effectively via multiple modes (e.g., oral, written, via technology)
- Analyze, define, and respond to complex problems; and
- Anticipate and respond to dynamic environments

Application Procedures and Deadlines

An applicant must have a master's degree in education or related field. Applicants must present a strong academic record (GPA of 3.0 in either the last 60 hours of college credit or undergraduate GPA). Applicants to the EDLE EdD must submit transcripts of all prior collegiate work, a statement explaining the applicant's interest in earning the EdD and how the applicant sees the EdD fitting with personal and professional goals, an equity statement, a current resume, and must complete either a video or in-person interview.

Additionally, applicants who wish to seek certification as a public school principal in Texas in conjunction with the EdD must have completed at least two years of full-time teaching at an accredited school and must hold a valid teaching certificate at the time of application to the EdD program. Applicants who wish to pursue principal certification in conjunction with the EdD must also complete two to three courses in addition to the 54-hour EdD program (as certification-only seeking students, or in connection with another program at TCU) prior to beginning coursework with the doctoral cohort. These courses are:

[EDLE60043 Inst Ldsp: Curr/Inst/Asmt](#) (Instructional Supervision-Curriculum, Instruction, and Assessment)*

[EDLE60053 Inst Ldsp: Sup/Coaching/Eval](#) (Instructional Supervision-Supervision, Evaluation, and Coaching)

[EDLE60083 Data Use for Educ Leaders](#) (Data Use for Educational Leaders)

*[EDLE60043 Inst Ldsp: Curr/Inst/Asmt](#) may be waived as a prerequisite for those seeking principal certification in conjunction with the EdD in the event the applicant holds a Master's degree, earned within 10 years of application to the EdD program, that is in an area of emphasis directly related to PK-12 pedagogy (e.g., curriculum and instruction, assessment, mathematics education, social studies education, science education, literacy education, special education).

Applicants seeking superintendent certification must hold a principal certification at the time the superintendent certificate is sought in addition to meeting coursework and practicum requirements, or must hold a TEA waiver of the principal certification requirement at time of application. To be recommended for the superintendent certificate, persons who complete the certification portion of the program must also have at least three years of managerial experience by the time they seek certification.

Application Deadlines

Students interested in applying to the program should abide by the deadlines stated on the website.

Ed.D. Degree Requirements

The Ed.D. in Educational Leadership is a 54-hour degree aimed at enabling leaders in PK-12 contexts to successfully engage in a range of professional endeavors. The program of study is outlined in the following section. Students are required to take a suitable number and variety of graduate courses and field-based experiences to prepare for the completion of the capstone project or dissertation-in-practice. The Ed.D. encompasses a minimum of 54 hours of core courses, fieldwork and directed capstone or dissertation-in-practice, though additional courses may be needed if prerequisites have not been met or if a student requires more than 15 credit hours to complete the capstone or dissertation-in practice.

Application of Transfer Coursework:

As the Ed.D. in Educational Leadership (PK-12) is a cohort-based, highly structured model, no transfer coursework will be accepted toward the 54-hours required of program enrollees.

Texas Principal-as-Instructional Leader or Superintendent Certificates

Students seeking principal or superintendent certification in conjunction with the EdD in Educational Leadership must ensure they successfully complete the certification requirements as noted in the "certification-only" sections of this graduate catalog, and meet any prerequisite requirements associated with certification within the Ed.D. in Educational Leadership, in collaboration with their advisor.

Program of Study (PK-12 Contexts)

Students should use the approved program of study to guide course selection, with the assistance of the advisor. Each student will work with an assigned advisor to plan and, where needed, adjust the plan of study to meet both student needs and programmatic requirements.

Course of Study: Core Content (21 hours)

EDAD70003 Foundational Readings in Educational Administration	Foundational Readings in Educational Administration	3
EDAD70013 Legal and Social Environment of Education	Legal and Social Environment of Education	3
	OR	
EDLE60063 Law and Ethics in Educational Leadership	Law and Ethics in Educational Leadership	3
EDAD70033 Ethics & Equity Leadership	Ethics & Equity-Oriented Leadership	3
EDAD70043 Educational Policy and School Finance	Educational Policy and School Finance	3
EDHE70153 Organizational Behavior in Education Contexts	Organizational Behavior in Education Contexts	3
EDLE70043 School and Community Contexts	School and Community Contexts	3
	OR	
EDLE60033 Community Engagement and Culturally Responsive Practice	Community Engagement and Culturally Responsive Practice	3
EDLE70053 Cultural Foundations in Educational Leadership	Cultural Foundations in Educational Leadership	3

Course of Study: Inquiry (9 hours)

EDUC70953 Research in Education	Research in Education	3
EDUC70983 Introduction to Quantitative Research	Introduction to Quantitative Research	3
EDUC70923 Introduction to Applied Qualitative Methods	Introduction to Applied Qualitative Methods	3
	OR	
EDUC70823 Inquiry Seminar	Inquiry Seminar: Mixed Methods	3

Course of Study: Certification/Practicum/Internship (9 hours)

EDLE70083 Issues and Trends in Superintendency	Issues and Trends in Superintendency	3
EDLE60093 Principal Practicum in Educational Leadership	Principal Practicum in Educational Leadership (Semester 2)	3
	OR	
EDLE70090 Superintendent Practicum	Superintendent Practice in Educational Leadership	3-6
	OR	
EDAD70200 Internship	Internship in Educational Administration	1-6
EDLE60093 Principal Practicum in Educational Leadership	Principal Practicum in Educational Leadership A	3
	OR	
EDLE70090 Superintendent Practicum	Superintendent Practice in Educational Leadership	3-6
	OR	
EDAD70200 Internship	Internship in Educational Administration	1-6

For non-certification seeking students additional coursework may be elected in lieu of internship hours.

Course of Study: Capstone/Dissertation (15 hours)

EDAD70073 Capstone/Dissertation Seminar A	Capstone/Dissertation Seminar A	
EDAD70073 Capstone/Dissertation Seminar B	Capstone/Dissertation Seminar B	
EDAD90770 Capstone Project	Capstone Project (9 total with Chair)	3
	OR	
EDUC90980 Dissertation	Dissertation	1-6
EDUC90990 Dissertation	Dissertation	1-6

While most students will complete the capstone or dissertation-in-practice at the end of year 3, and students who have not completed the Capstone must continue to enroll in 1 hour of [EDAD90770 Capstone Project](#) or [EDUC90990 Dissertation](#) as appropriate with their chair through completion of the degree.

Process for Advancement to Candidacy

Students advance to candidacy upon successful proposal of the capstone or dissertation-in-practice to the committee.

Dissertation (or Capstone) Research

Students complete their proposed (and accepted) plan for research, compose the capstone or dissertation-in-practice, and defend the work in a final oral examination. A minimum of 15 hours of capstone or dissertation (including [EDAD70073 Capstone/Dissertation Seminar](#) and either [EDAD90770 Capstone Project](#) or [EDUC90990 Dissertation](#)) are required.

Details and forms related to the process and requirements are in the Graduate Handbook for Educational Leadership Programs and on the College of Education website.

Program of Study (Higher Education Contexts)

Program of Study (Higher Education Contexts)

The Ed.D. in Higher Education Leadership is designed to prepare students for leadership roles in a variety of higher education institutional settings. The program provides a professional degree to improve the practice of those engaged in administrative functions in higher education.

The doctorate of Educational Leadership in Higher Education:

- Is a 54-hour program combining foundational and inquiry courses, and opportunities for specialization (community college leadership or collegiate athletics administration)
- Delivers coursework through a cohort-based weekend format model
- Provides a structured curriculum and dissertation supports, allowing students to complete EdD requirements in 3-years
- Takes advantage of TCU's history as a sectarian institution to include value based and ethical leadership concepts as part of the curriculum

The Higher Education Leadership program prepares students to assume major leadership roles in higher education institutions. The program:

- Prepares students for positions such as presidents, vice-presidents, deans and department heads.
- Develops educational leaders who understand organizations and the effective leadership of organizations.
- Develops educational leaders prepared to take advantage of increasing opportunities for creating new educational institutions and systems.
- Develops leaders who understand the relationship of higher education to community settings.
- Develops educational leaders who operate with a global perspective in a diverse and rapidly evolving professional field.
- Develops educational leaders who reflect clear ethical and moral commitments for the education of students.
- Develops educational leaders able to envision and create new settings now possible through the availability of information technologies.

Admission

To be admitted to the doctoral program in Higher Education Leadership, a student must:

- Apply to TCU Graduate School
- Demonstrate a strong academic record
- Have a Master's Degree in education or an appropriate field from a regionally accredited institution
- Provide a written statement that documents evidence that leadership skills and experiences, and explains motivations and goals for pursuing the Ed.D. degree
- Complete an interview with College of Education faculty
- Complete a reference referral form and provide 3 letters of reference, with at least one letter from an academic reference
- Show three years of professional experience, preferred
- International students must meet TCU International Admission requirements

Program of Study

A program of study is both a guideline for the student and the student's Doctoral Advisory Committee and a document for ongoing evaluation and assessment. Each student will create a Doctoral Advisory Committee (DAC). The DAC will be created using the criteria established by the College of Education in the "Guidelines for Project/Dissertation Committee Service" document. The EdD in Higher Education Leadership requires 54 hours of post-matriculation course work.

Foundations (18 hours)

EDAD 70003	Foundational Readings in Educational Administration	3
EDAD 70033	Ethical and Moral Dimensions of Educational Leadership	3
EDHE 60133	Legal Issues in Higher Education	3
EDLE 70053	Cultural Foundations in Educational Leadership	3
EDHE 70263	Finance in Higher Education	3
EDHE 70153	Organizational Behavior in Education Contexts	3

Inquiry (9-hours)

EDUC 70953	Research in Education	3
EDUC 70963	Qualitative Inquiry	3
EDUC 70983	Introduction to Quantitative Research	3

Specialization (12 hours)

EDHE 70133	History and Philosophy of Higher Education	3
EDHE 70143	Advanced Student Development Theory: Impact of College on Students	3
EDHE 78213	Human Resource Management in Higher Education	3
EDHE 70233	Comparative Higher Education	3
EDAD 60133	Trends and Issues in Educational Administration	3

[EDHE 70233](#) would be open to any student in the College of Education and can count towards the Ed.D. in Higher Education Leadership (general leadership track), replacing one of the courses listed above during the summer in which the student enrolls in [EDHE 70233](#).

Capstone Project (15 hours)

EDAD 70073	Capstone/Dissertation Seminar	3
----------------------------	-------------------------------	---

*[EDAD 70073](#) repeated for credit

Educational Studies: Curriculum Studies, Ph.D.

The Ph.D. in Educational Studies: Curriculum Studies is a distinctive program that prepares students who are qualified to engage in high-quality original scholarships, to assume faculty positions in curriculum studies at the college and university levels, to take leadership positions at district and state-level education agencies, to assume curriculum positions in informal learning environments and to take on positions of influence in educational advocacy.

Admission

For admission into the program, an applicant must have a master's degree in an education-related field. Applicants must present a strong academic record, acceptable GRE scores within the past five years, a writing sample (15-20 pages, exclusive of notes and works cited) that demonstrates appropriate academic writing skills needed for success in a graduate program and three letters of recommendation. Applicants will be interviewed as part of the selection process.

Degree Requirements

As a research degree, the Ph.D. is awarded for demonstrating competence in research by successfully defending a doctoral dissertation. The emphasis is on developing knowledge and skills in curriculum studies and the ability to conduct original research. A general program of study is outlined below. Students are required to take a suitable number and variety of graduate courses and research apprenticeships to prepare them for the qualifying examination and the dissertation. The program requires 60 hours after acceptance into the program. The Ph.D. in Educational Studies: Curriculum Studies includes the following requirements.

I. Courses and Requirements

Curriculum Studies Content (18 hours)

EDUC 60833	Curriculum History in the United States	3
EDUC 60843	Contemporary Curriculum Theory	3
EDUC 70813	Curriculum Studies Seminar	3
EDUC 70823	Inquiry Seminar	3

EDUC 70813 and EDUC 70823 may be repeated with new topics for 9 credit hours.

Portfolio

Students develop an academic portfolio throughout their course of study. Student and program advisors determine course study (electives, research courses, etc.) during portfolio conferences held before completion of the second semester and qualifying comprehensive examination. Students may use the portfolio for New Media graduate certificate.

Electives (15 hours)

Students work with program advisors to determine electives that support student's goals and interests. Students may use elective hours to take additional curriculum studies and inquiry seminars, pursue graduate certificate(s) (e.g. Women & Gender Studies) and/or develop an area of emphasis.

Research (12 hours)

In addition to research courses, which may include the following among others, students consult with program advisors to identify and join at least one research community during their first year in the program and continue participation in research projects throughout their doctoral studies.

EDUC 60043	Action Research	3
EDUC 60823	Educational Program Evaluation & Research	3
EDUC 70953	Research in Education	3
EDUC 70960	Apprenticeship in Research	1-3
EDUC 70963	Qualitative Inquiry	3
EDUC 70973	Advanced Qualitative Inquiry	3
EDUC 70983	Introduction to Quantitative Research	3

EDUC 70960: 1-3 hours may be repeated

II. University Teaching (3 hours)

Students apprentice with faculty in teaching at least one course before taking on more advanced teaching responsibilities.

EDUC 70943	Apprenticeship in Teaching	3
------------	----------------------------	---

III. Comprehensive Qualifying Examination

Students take a qualifying examination to demonstrate their knowledge and abilities in curriculum studies. Upon the successful completion of the qualifying examination, students are admitted to candidacy.

IV. Dissertation Research

Students propose and conduct original research, write a dissertation and defend the dissertation in a final oral examination with at least 12 dissertation hours.

EDUC 90980	Dissertation	1-6
EDUC 90990	Dissertation	1-6

Educational Studies: Counseling and Counselor Education, PhD

Educational Studies: Counseling and Counselor Education Ph.D.

The Ph.D. in Educational Studies: Counseling and Counselor Education is designed to prepare advanced professional practitioners in counseling, counselor education and systems intervention with particular emphases on strength-based approaches to work with diverse populations and settings. Its purpose is to provide quality doctoral training for future educators, researchers and clinicians who wish to emphasize clinical applications that promote the health, quality of life and well-being of children, adolescents, young adults and their families. The counseling theory and counselor education courses are designed to increase understanding of current research and practice in the field. The professional competencies and counselor education courses are designed to expose students to supervisory and teaching experiences to help the student become proficient in social science research methodologies and to best prepare the student for original research and career goals. Finally, electives taught in education,

communication, pastoral counseling, health and kinesiology, psychology and other disciplines may be chosen with the advisory committee. These will offer each doctoral student a personal specialization area for professional development and research. The college/department in which courses are offered will determine the readiness of students to take courses.

The Ph.D. in Educational Studies: Counseling and Counselor Education prepares students to be qualified to engage in high-quality original scholarship. Recipients will have the knowledge and skills to assume college faculty positions with responsibility in teaching graduate counseling courses, participate in counseling and counselor education research, and assume leadership positions in counseling and counselor education within schools and other organizations.

Admission

For admission to the program, an applicant must meet CACREP entry-level foundational curricular standards, professional practice, and entry-level specialization requirements.

While a CACREP-accredited master's degree is highly preferred, applicants must be a graduate of a regionally accredited Counseling master's program in the U.S. or have proof of equivalent training in foreign institutions. Applicants who did not graduate from a CACREP-accredited master's program should submit detailed course descriptions (and syllabi if available) with transcript for review. Curricular standards include: (1) professional counseling orientation and ethical practice, (2) social and cultural diversity, (3) lifespan development, (4) career development, (5) counseling practice and relationships, (6) group counseling and group work, (7) assessment and diagnostic processes, and (8) research and program evaluation. Professional practice standards include: (1) supervised counseling practicum that totals a minimum of 100 hours (with at least 40 hours of direct counseling with actual clients) over a full academic term (8 weeks or more), and (2) supervised counseling internship in roles and settings with actual clients relevant to specialized practice area that totals a minimum of 600 hours (with at least 240 hours of direct service with actual clients). All practicum and internship experiences must adhere to CACREP rules for supervision. Additionally, applicant must show demonstrated knowledge and skills necessary to address wide range of issues in a specialized practice area (i.e., addiction counseling; career counseling; clinical mental health counseling; clinical rehabilitation counseling; college counseling and student affairs; marriage, couple, and family counseling; rehabilitation counseling; or school counseling).

Each applicant must submit/complete:

Official transcript(s) exhibiting a strong academic record and completion of CACREP entry-level requirements

Current resume reflecting all clinical experience

Copy of any relevant counseling license(s)/certification(s)

Three letters of recommendation, at least two of which are from counseling faculty (from master's program) or clinical supervisors

Personal Statement - In 500-750 words, explain why you wish to seek the doctorate. Explain how you see the degree as fitting with personal and professional goals, and what you view as your strengths and challenges as you embark on this new journey.

GRE scores are OPTIONAL

Professional interview

Writing sample for a given prompt (case scenario) to be completed during professional interview.

Program of Study

A minimum of 60 credit hours post-matriculation is required for the degree.

Counseling Courses (9 hours)

EDGU70793 <u>Strength-Based Theories</u>	Strength-Based Theories:Assessment, Research, and Practice	3
EDGU70383 <u>AdvSt:Counseling Theories&Tech</u>	Advanced Study in Counseling Theories and Techniques	3
EDGU70393 <u>AdvLeadDivSoc</u>	Advocacy & Leadership in a Diverse Society	3

Counselor Education/Professional Competencies (12 hours)

EDGU70023 <u>Teaching Helping Relationships</u>	Teaching Helping Relationships	3
EDGU70143 <u>TeachPracCE</u>	Teaching Practices in Counselor Education	3
EDGU70223 <u>Supervision in Counseling</u>	Supervision in Counseling	3
EDGU70323 <u>Advanced Group Leadership</u>	Advanced Group Leadership	3

Research (12 hours)

EDUC70963 <u>Qualitative Inquiry</u>	Qualitative Inquiry	3
EDUC70973 <u>Advanced Qualitative Inquiry</u>	Advanced Qualitative Inquiry	3
EDUC 70983		3
	Advanced statistics courses in education, psychology, kinesiology or other programs	

Field Experiences (9 hours)

EDGU70403 <u>AdvPracCoun</u>	Advanced Practicum in Counseling	3
EDGU70503 <u>DocIntCounC</u>	Doctoral Internship in Counseling -Clinical	3
EDGU70603 <u>DocIntCounNC</u>	Doctoral Internship in Counseling - Non-Clinical	3

Electives (6 hours)

To create a program that is sensitive to student career goals, elective courses will be selected by student and approved by advisor. These courses may include an apprenticeship (e.g., teaching, research) or course from another program.

Qualifying ExaminationThe qualifying examination is taken at the end of the coursework and prior to beginning work on the dissertation. The purpose of the qualifying examination is to assess the student's readiness to begin dissertation research. The qualifying examination requires students to demonstrate their ability to critically discuss theory, research and practice in the field of counseling and counselor education. The exams consist of a series of questions developed by the student's advisory committee. These questions are designed for two purposes: 1) to examine the student's knowledge of a body of literature in depth and 2) to examine the student's breadth of understanding of the field of counseling and counselor education. The qualifying examination consists of two parts: a written examination and an oral examination. All

committee members will read and give feedback to the student on the written product. When all committee members are satisfied with the quality of the written product, an oral examination will be scheduled. The student's committee will determine by consensus if he/she 1) passed the examination, 2) failed the examination or 3) passed with conditions, which the student will need to meet prior to passing. A student is limited to three attempts to pass the qualifying examination.

Dissertation (12 hours)

The College of Education is committed to helping students establish their own research interests and agenda. To this end, the students will work with a committee of faculty to propose a research study, conduct the study and defend the results of the study. All students will take a minimum of six hours of dissertation proposal and research, but some students may require more than six hours, depending on the number of semesters that are needed for full completion of all requirements. Students may not begin dissertation data collection without the approval of the student's full advisory committee.

EDGU70073 IntroDissertation	Introduction to Dissertation	3
EDUC90980 Dissertation	Dissertation	1-6
EDUC90990 Dissertation	Dissertation	1-6

Sequence of Experiences

1. Complete all content courses.
2. Complete qualifying exams and begin internship.
3. Complete portfolio and original research (culminating in successful defense of the resulting dissertation).

Educational Studies: Educational Leadership MBA/PhD

Educational Studies: Educational Leadership MBA/Ph.D.

The MBA/Ph.D. in Educational Studies: Educational Leadership prepares students to assume major leadership and research-intensive positions in a wide variety of education-related organizations, including institutions of higher education, research organizations/think tanks, private foundations and nonprofit organizations, school systems, regional, state, or federal government, or private sector companies. Degree recipients have the knowledge and skills needed to assume positions as tenure-track college faculty tasked with engaging in research and with teaching graduate education courses, as experts with policy organizations responsible for producing or overseeing education-related research. And as high-level K-12 or higher education-related organizations with oversight and/or responsibility for research-oriented functions. Within the degree, students may opt to focus doctoral-level course selections around a concentration in PK-12 or higher education contexts. The MBA/Ph.D. in Educational Studies: Educational Leadership requires a minimum of 66 hours of doctoral-level coursework (including fieldwork and dissertation) in addition to MBA requirements.

Admission

For admission into the MBA/PhD program, an applicant must be admitted into both the Neeley MBA program and the College of Education Educational Studies PhD (Educational Leadership emphasis). Applicants must present a strong academic record (GPA of 3.0 in either the last 60 hours of college credit or undergraduate GPA). Applicants to the MBA/PhD program must submit transcripts of all prior collegiate work, a statement explaining the applicant's interest in earning the MBA/PhD and how the applicant sees the MBA/PhD fitting with personal and professional goals, an equity statement, a current resume, and a writing sample, and must complete either a video or in-person interview.

Additionally, applicants who wish to seek certification as a public school principal or superintendent in Texas in conjunction with the MBA/PhD must already hold a Master's degree in education or a related field, and must have completed at least two years of full-time teaching at an accredited school prior to beginning doctoral coursework (and must have completed at least two years of full-time teaching, as well as met other coursework and practicum requirements, by the time certification is sought). Applicants who seek superintendent certification must either hold a valid principal's certificate or must hold a TEA waiver of the principal certification requirement at time of application.

Applicants who do not already hold a Master's degree at time of application to the MBA/PhD may not seek principal or superintendent certification through TCU's preparation programs in concert with the MBA/PhD programs.

Applicants to the MBA/PhD who do already hold a Master's degree in education or an education-related field, and who wish to pursue principal certification in conjunction with the MBA/PhD, must complete two to three courses in addition to the 66-hour PhD portion of the program (as non-degree seeking students, or in connection with another graduate program at TCU) prior to beginning coursework with a doctoral cohort. These courses are:

--[EDLE 60043](#) (Instructional Supervision-Curriculum, Instruction, and Assessment)*

--[EDLE 60053](#) (Instructional Supervision-Supervision, Evaluation, and Coaching)

--[EDLE 60083](#) (Data Use for Educational Leaders)

*[EDLE 60043](#) may be waived as a prerequisite for those seeking principal certification in conjunction with the PhD in the event the applicant holds a Master's degree, earned within 10 years of application to the PhD program, that is in an area of emphasis directly related to PK-12 pedagogy (e.g., curriculum and instruction, assessment, mathematics education, social studies education, science education, literacy education, special education).

Applicants who already hold a Master's degree and who are seeking superintendent certification in conjunction with the MBA/PhD must hold a valid principal certification at the time of application to the program, or must hold (and submit verification of) a TEA waiver of the principal certification requirement at time of application.

Applicants for the superintendent certificate must have accrued at least three years of principal or school-related managerial experience by the time application for superintendent certification is sought.

Students interested in applying to the program should abide by the deadlines stated on the website.

Program of Study

Degree Requirements-MBA

To successfully complete the MBA portion of their degree. Students must meet all core requirements listed below as well as complete the START Workshop or other designated orientation. In the event a student elects to complete the MBA without continuing into the doctoral program, he/she must meet all remaining requirements for the MBA (i.e., elective units in the School of Business). If a student's work is unsatisfactory in MBA courses, and he/she is not permitted to continue, he or she will not be permitted to commence the Ph.D. portion of the degree. Throughout the program, students must maintain a B average.

Full-Time MBA Curriculum

ACCT 60010	Financial Reporting	1.5
ACCT 60020	Accounting for Managerial Planning and Control	1.5
BUSI 60050	Global Environment of Business	1.5
BUSI 66100	Career Management and Professional Development	1.5
BUSI 60070	Business Simulation	1.5
FINA 60020	Managerial Economics	1.5
FINA 60010	Financial Management I	1.5
INSC 60010	Statistical Models	1.5
INSC 60020	Managing Operations and Processes	1.5
INSC 60600	Concepts in Supply Chain Management	1.5
MANA 60230	Legal Env of Business	1.5
MANA 60330	Engaging People	1.5
MANA 60340	Leading Teams and Orgs	1.5
MANA 60630	Strategic Management	1.5
MANA 60460	Business Ethics	1.5
MARK 60010	Marketing Management	1.5
Electives	Approved Electives	4.5

Professional Curriculum: MBA courses taught in the evening

ACCT 60010	Financial Reporting	1.5
ACCT 60020	Accounting for Managerial Planning and Control	1.5
BUSI 60050	Global Environment of Business	1.5
BUSI 60070	Business Simulation	1.5
FINA 60020	Managerial Economics	1.5
FINA 60013	Management of Financial Resources	3
INSC 60013	Data Analysis for Managerial Decisions	3
INSC 60020	Managing Operations and Processes	1.5
INSC 60040	Managing Information Technology	1.5
INSC 60050	Business Analytics	1.5
INSC 60600	Concepts in Supply Chain Management	1.5
MANA 60230	Legal Env of Business	1.5
MANA 60350	Essentials of Motivation	1.5
MANA 60670	Strategy Formulation	1.5
MANA 60680	Strategy Implementation	1.5
MANA 60460	Business Ethics	1.5
MARK 60010	Marketing Management	1.5
Electives	Approved Electives	4.5

Program of Study

Requirements: PhD in Educational Studies (Educational Leadership)

A minimum of 66 credit hours is required for the PhD portion of the MBA/PhD degree. Students work closely with their academic advisor to draw from courses in the College of Education and, if appropriate, from other areas on campus that relate to the students' area of inquiry. Students should use the approved program of study course selection, with the assistance of the advisor. Each student will work with an assigned advisor to plan and, where needed, adjust the plan of study to meet both student needs and programmatic requirements.

For both areas of emphasis (focus in PK-12 Contexts and Higher Education) requirements for the qualifying examination and dissertation are identical, as is the typical sequence of activities.

Qualifying Examination

The qualifying examination is taken when students have completed approximately 45 hours of doctoral coursework and prior to beginning work on the dissertation research. The purpose of the qualifying examination is to assess the student's readiness to begin dissertation research. The qualifying examination requires students to demonstrate their ability to critically discuss theory, research and practice as related to a topic within educational leadership. The exam consists of a series of questions developed by the student's qualifying exam panel. These questions are designed for two purposes: (1) to examine the student's knowledge of a body of literature in depth and (2) to examine the student's breadth of understanding of the field of educational leadership. The qualifying examination consists of two parts: a written examination and an oral examination. All committee members will read and give feedback to the student on the written product. The student's committee will determine by consensus if the student "passed"; "passed with conditions," which the student must meet prior to passing; "revise and resubmit" (necessitating major revision and/or actions prior to committee reconsideration; or

“failed” the examination (necessitating a restart of the entire qualifying examination process). When all committee members are satisfied with the quality of the written product, an oral examination will be scheduled. In alignment with university policy, a doctoral student is limited to two attempts to pass the qualifying examination. Students may not move beyond [EDAD 70073](#), propose the dissertation, or enroll in further dissertation coursework until they have successfully passed the qualifying examination.

Dissertation (12 hours)

The College of Education is committed to helping students establish their own research interests and agenda. To this end, the students will work with a committee of faculty to propose a research study, conduct the study and defend the results of the study. All students will take a minimum of twelve hours of dissertation proposal and research (including [EDAD 70073](#) the capstone/dissertation seminar), but some students will have to take more than 12 hours. Depending on the number of semesters that are needed for full completion of all requirements. Students enroll in [EDUC 90980](#) until such time as the capstone/dissertation committee has approved the proposal, and [EDUC 90990](#) thereafter until a successful defense. Students may not begin dissertation data collection without the approval of their full advisory committee and, as appropriate, the TCU Institutional Review Board.

Sequence of Experiences

1. Completion of a minimum of 45 hours of coursework
2. Completion of the qualifying examination (and remaining coursework)
3. Successful proposal of dissertation research
4. Completion of original research and successful defense of the resulting dissertation

While most students will complete the dissertation within the 12-hours noted here, others may require additional time, and students who need to take more than 12 credit hours must continue to enroll in 1-3 hours of [EDUC 90990](#) (Fall, Spring, and Summer terms) through the completion of the degree.

MBA/Ph.D. in Educational Studies: Educational Leadership (Focus in PK-12 Contexts)

Foundations (18 hours)

The program is committed to providing students with coursework that provides complex and in-depth context to the work of the educational leader, including a grounding in philosophical, historical, legal, ethical, and organizational influences.

EDAD 70003	Foundational Readings in Educational Administration	3
EDAD 70013	Legal and Social Environment of Education	3
EDAD 70033	Ethical and Moral Dimensions of Educational Leadership	3
EDAD 70043	Educational Policy and School Finance	3
EDHE 70153	Organizational Behavior in Education Contexts	3
EDUC 60253	Historical and Philosophical Foundations of Education	3

Research (15 hours from the following, to include [EDUC 70960](#))

The program and college are committed to helping doctoral students broadly understand research methodology while specializing in one or more methodologies. Students take a minimum of 15 hours of research coursework and work with a faculty member on a project toward presentation/publication in a scholarly venue in addition to completing the dissertation.

EDUC 60043	Action Research	3
EDUC 70953	Research in Education	3
EDUC 70823	Inquiry Seminar*	3
EDUC 70923	Introduction to Applied Qualitative Methods	3
EDUC 70960	Apprenticeship in Research	1-3
EDUC 70963	Qualitative Inquiry	3
EDUC 70973	Advanced Qualitative Inquiry	3
INSC 60010	Statistical Models	1.5
PSYC 50213	Interactive Data Analysis	3
PSYC 60623	Regression Analysis	3

*[EDUC 70823](#) Inquiry Seminar may be repeated up to three times with a different emphasis with consent of advisor.

*[INSC 60010](#) is a 1.5 hour course; students opting to take this course must exceed the 18 hour requirement in inquiry by taking another 3-hour course (i.e., will total 19.5 hours of inquiry), though they may take another 1.5 hour elective (in the specialization/electives section) to avoid exceeding the minimum of 66 hours for the degree plan.

Leadership Approaches, PK-12 Contexts (15 hours from among the following)

Additional course selections – aimed at equipping doctoral students with the in-depth and specialized knowledge needed to succeed in various areas of research and leadership – should be made with professional and research goals in mind; in some cases, this may mean electing coursework outside of the College of Education, with permission of the advisor.

EDAD 70023	Theory and Management of Education Systems	3
EDAD 70063	Data-Informed Decision-Making	3
EDUC 70813	Curriculum Studies Seminar	3
EDLE 70083	Issues and Trends in :Superintendency	3
EDSP 60233	Understanding Exceptional Children and Youth At-Risk	3
EDUC 60013	Curriculum Theory	3
EDUC 60023	Analyzing Professional Literature and Writing Professionally	3
EDUC 60213	Psychology of Thinking and Learning	3
EDUC 60823	Educational Program Evaluation & Research	3
	Electives	3
	Electives	3

**EDUC 70813 may be taken up to three times with different emphasis with consent of advisor*

Module IV: Practicum or Internship Experiences (6 hours)

The program is committed to establishing authentic supervisory learning opportunities for students, and to doing so in ways that align with certification requirements established by the Texas Education Agency. Certification-seeking students will enroll in Principal or Superintendent Practicum, as appropriate; those who are not seeking certification or who already hold certification will engage in internship hours to explore a facet of educational leadership or policymaking, or they may elect up to 6 hours of additional coursework.

EDLE 60093A	Principal Practicum A	3
	or	
EDLE 70093A	Superintendent Practicum A	3
	or	
EDAD 70200	Internship in Educational Administration	1-6
EDLE 60093B	Principal Practicum B	3
	or	
EDLE 70093B	Superintendent Practicum B	3
	or	
EDAD 70200	Internship in Educational Administration	1-6

**For non-certification seeking students, an additional 3-hour internship may be substituted for one elective in the specialization section with approval of the student's advisor for a maximum of 9 hours of internship.*

Module IV: Practicum or Internship Experiences (6 hours)

EDAD 70073	Capstone/Dissertation Seminar	3
EDUC 90980	Dissertation	1-6
EDUC 90990	Dissertation	1-6

**Comprehensive exams must be completed prior to enrollment in [EDAD 70073](#); in rare cases, a student may be allowed to enroll in [EDAD 70073](#) while completing the comprehensive exam, but in no case will a final grade be assigned in [EDAD 70073](#) until successful completion of the comprehensive exam.*

PhD in Educational Studies: Educational Leadership (Focus in Higher Education)

Ph.D. in Educational Studies: Educational Leadership (Focus in Higher Education)

Foundations (18 hours)

The program is committed to providing students with coursework that provides complex and in-depth context to the work of the educational leader, including a grounding in philosophical, historical, legal, ethical, and organizational influences.

EDAD 70003	Foundational Readings in Educational Administration	3
EDAD 70033	Ethical and Moral Dimensions of Educational Leadership	3
EDHE 60133	Legal Issues in Higher Education	3
EDHE 70133	History and Philosophy of Higher Education	3
EDHE 70143	Advanced Student Development Theory: Impact of College on Students	3
EDHE 70153	Organizational Behavior in Education Contexts	3

Research (15 hours from the following)

The program and college are committed to helping doctoral students broadly understand research methodology while specializing in one or more methodologies. Students take a minimum of 15 hours of research coursework and work with a faculty member on a project toward presentation/publication in a scholarly venue in addition to completing the dissertation.

EDUC 60043	Action Research	3
EDUC 70953	Research in Education	3
EDUC 70823	Inquiry Seminar	3
EDUC 70960	Apprenticeship in Research	1-3
EDUC 70923	Introduction to Applied Qualitative Methods	3
EDUC 70963	Qualitative Inquiry	3
EDUC 70973	Advanced Qualitative Inquiry	3
EDUC 70983	Introduction to Quantitative Research	3
INSC 60010	Statistical Models	1.5
PSYC 50213	Interactive Data Analysis	3
PSYC 60623	Regression Analysis	3

*[EDUC 70823](#) Inquiry Seminar may be repeated up the three times with different emphasis with consent of advisor.

*[INSC 60010](#) is a 1.5 hour course; students opting to take this course must exceed the 18 hour requirement in inquiry by taking another 3-hour course (i.e., will total 19.5 hours of inquiry), though they may take another 1.5 hour elective (in the specialization/electives section) to avoid exceeding the minimum of 66 hours for the degree plan.

Leadership and Approaches: Higher Education Contexts (21 hours from the following)

Additional course selections – aimed at equipping doctoral students with the in-depth and specialized knowledge needed to succeed in various areas of research and leadership – should be made with professional and research goals in mind; in some cases, this may mean electing coursework outside of the College of Education, with permission of the advisor.

EDAD 60133	Trends and Issues in Educational Administration	3
EDAD 70023	Theory and Management of Education Systems	3
EDAD 70043	Educational Policy and Practice	3
EDHE 60423	Introduction to Student Affairs	3
EDHE 70113	Academic Leadership and Governance in Higher Education	3
EDHE 70123	College President	3
EDHE 70163	The Small College	3
EDHE 70223	Intercollegiate Athletics in Higher Education	3
EDHE 70253	Assessment and Accreditation in Post-Secondary Education	3
EDHE 70263	Finance in Higher Education	3
EDHE 70633	Challenges in Higher Education: Student Affairs	3
EDUC 60213	Psychology of Thinking and Learning	3
EDUC 60823	Educational Program Evaluation & Research	3

*Students may enroll in 9-12 hours of graduate coursework at TCU outside of the College of Education with advisor approval.

*[EDAD 60133](#) may be taken up to twice for a total of 6 hours with different emphasis. Topics: Strategic Planning, Sustainability, Environmental Theory in Higher Education, Finance and Administration, Development in Higher Education.

*[EDHE 70233](#) Comparative Higher Education may be taken up to twice for a total of 6 hours with different emphasis. Topics: Great Britain, Central and South American, Europe and Asia.

Dissertation (12 hours)

EDAD 70073	Capstone/Dissertation Seminar	3
EDUC 90980	Dissertation	1-6
EDUC 90990	Dissertation	1-6

*Comprehensive exams must be completed prior to enrollment in [EDAD 70073](#); in rare cases, a student may be allowed to enroll in [EDAD 70073](#) while completing the comprehensive exam, but in no case will a final grade be assigned in [EDAD 70073](#) until successful completion of the comprehensive exam.

Educational Studies: Educational Leadership, PhD

Educational Studies: Educational Leadership Ph.D.

The Ph.D. in Educational Studies: Educational Leadership is a research-intensive 66-hour degree designed to equip graduates to engage in high-quality original scholarship. Degree recipients will have the knowledge and skills to assume positions as tenure-track college faculty tasked with engaging in research and with teaching graduate education courses, as experts with policy organizations responsible for producing or overseeing education-related research, and as high-level leaders in K-12 or high education-related organizations with oversight and/or responsibility for research oriented functions. Within the degree, students may opt to focus some course selections around a concentration in PK-12 leadership or higher education contexts. Students may also opt to work with an advisor to craft a program with PK-20 perspective.

The Ph.D. in Educational Studies: Educational Leadership requires a minimum of 66 hours beyond the master's degree. While the Ph.D. encompasses a minimum of 66 hours of coursework, including fieldwork and a dissertation, additional courses may be required if prerequisites have not been met.

Admission

For admission into the program, an applicant must hold a master's degree in educational leadership or a related field. Applicants must present a strong academic record (GPA of 3.0 in either the last 60 hours of college credit or undergraduate GPA). Applicants to the Educational Studies: Educational Leadership PhD program must submit transcripts of all prior collegiate work, a statement explaining the applicant's interest in earning the PhD and how the applicant sees the PhD fitting with personal and professional goals, an equity statement, a current resume, and a writing sample, and must complete either a video or in-person interview.

Additionally, applicants who wish to seek certification as a public school principal in Texas in conjunction with the PhD must have completed at least two years of full-time teaching at an accredited school, and must hold a valid teaching certificate, at the time of application to the PhD program. Applicants who wish to pursue principal certification in conjunction with the PhD must also complete two to three courses in addition to the 66-hour PhD program (as non-degree seeking students, or in connection with another graduate program at TCU) prior to beginning coursework with the doctoral cohort. These courses are:

--[EDLE 60043](#) (Instructional Supervision-Curriculum, Instruction, and Assessment)*

--[EDLE 60053](#) (Instructional Supervision-Supervision, Evaluation, and Coaching)

--[EDLE 60083](#) (Data Use for Educational Leaders)

*[EDLE 60043](#) may be waived as a prerequisite for those seeking principal certification in conjunction with the PhD in the event the applicant holds a Master's degree, earned within 10 years of application to the PhD program, that is in an area of emphasis directly related to PK-12 pedagogy (e.g., curriculum and instruction, assessment, mathematics education, social studies education, science education, literacy education, special education).

Applicants seeking superintendent certification in conjunction with the Educational Studies: Educational Leadership PhD must hold a valid principal certification at the time the superintendent certificate is sought in addition to meeting coursework and practicum requirements, or must hold a TEA waiver of the principal certification requirement at time of application.

Applicants for the superintendent certificate must have accrued at least three years of principal or school-related managerial experience by the time application for superintendent certification is sought.

Program of Study

A minimum of 66 credit hours is required for the degree. Students work closely with their academic advisor to draw from courses in the College of Education and, if appropriate, from other areas on campus that relate to the students' area of inquiry. Students should use the approved program of study course selection, with the assistance of the advisor. Each student will work with an assigned advisor to plan and, where needed, adjust the plan of study to meet both student needs and programmatic requirements.

For both areas of emphasis (Focus in PK-12 Contexts and Higher Education) requirements for the qualifying examination and dissertation are identical, as is the typical sequence of activities.

Qualifying Examination

The qualifying examination is taken when students have completed approximately 45 hours of coursework and prior to beginning work on the dissertation research. The purpose of the qualifying examination is to assess the student's readiness to begin dissertation research. The qualifying examination requires students to demonstrate their ability to critically discuss theory, research and practice as related to a topic within educational leadership. The exam consists of a series of questions developed by the student's qualifying exam panel. These questions are designed for two purposes: (1) to examine the student's knowledge of a body of literature in depth and (2) to examine the student's breadth of understanding of the field of educational leadership. The qualifying examination consists of two parts: a written examination and an oral examination. All committee members will read and give feedback to the student on the written product. The student's committee will determine by consensus if the student "passed"; "passed with conditions," which the student must meet prior to passing; "revise and resubmit" (necessitating major revisions and/or actions prior to committee reconsideration); or "failed" the examination (necessitating a restart of the entire qualifying exam process). When all committee members are satisfied with the quality of the written product, an oral examination will be scheduled. In alignment with university policy, a doctoral student is limited to two attempts to pass the qualifying examination. Students may not move beyond [EDAD 70073](#), propose the dissertation, or enroll in further dissertation coursework until they have successfully passed the qualifying examination.

Dissertation (12 hours)

The College of Education is committed to helping students establish their own research interests and agenda. To this end, the students will work with a committee of faculty to propose a research study, conduct the study and defend the results of the study. All students will take a minimum of twelve hours of dissertation proposal and research (including [EDAD 70073](#) the Capstone/Dissertation Seminar), but some students will have to take more than 12 hours, depending on the number of semesters that are needed for full completion of all requirements. Students enroll in [EDUC 90980](#) until such time as the dissertation committee has approved the proposal, and [EDUC 90990](#) thereafter until a successful defense. Students may not begin dissertation data collection without the approval of their full advisory committee and, as appropriate, the TCU Institutional Review Board.

Sequence of Experiences

1. Completion of a minimum of 45 hours of coursework
2. Completion of the qualifying examination (and remaining coursework)
3. Successful proposal of dissertation research
4. Completion of original research and successful defense of the resulting dissertation

While most students will complete the dissertation within the 12-hours noted here, others may require additional time, and students who need to take more than 12 credit hours must continue to enroll in 1-3 hours of [EDUC 90990](#) (Fall, Spring, and Summer terms) through the completion of the degree.

Ph.D. in Educational Studies: Educational Leadership (Focus in PK-12 Contexts)

Foundations (18 hours)

The program is committed to providing students with coursework that provides complex and in-depth context to the work of the educational leader, including a grounding in philosophical, historical, legal, ethical, and organizational influences.

EDAD 70003	Foundational Readings in Educational Administration	3
EDAD 70013	Legal and Social Environment of Education	3
EDAD 70033	Ethical and Moral Dimensions of Educational Leadership	3
EDAD 70043	Educational Policy and Practice	3
EDHE 70153	Organizational Behavior in Education Contexts	3
EDUC 60253	Historical and Philosophical Foundations of Education	3

Research (15 hours from the following)

The program and college are committed to helping doctoral students broadly understand research methodology while specializing in one or more methodologies. Students take a minimum of 15 hours of research coursework and work with a faculty member on a project toward presentation/publication in a scholarly venue in addition to completing the dissertation.

*[EDUC 70823](#) may be repeated up the three times with different emphasis with consent of advisor.

*[INSC 60010](#) is a 1.5 hour course; students opting to take it must exceed the 18 hour requirement in inquiry by taking another 3-hour course (i.e., will total 19.5 hours of inquiry), although they may take another 1.5-hour elective (in the specialization/electives section) to avoid exceeding the minimum of 66 hours for the degree plan.

Leadership Approaches, PK-12 Contexts (15 hours from among the following)

Additional course selections – aimed at equipping doctoral students with the in-depth and specialized knowledge needed to succeed in various areas of research and leadership – should be made with professional and research goals in mind; in some cases, this may mean electing coursework outside of the College of Education, with permission of the advisor.

EDAD 70023	Theory and Management of Education Systems	3
EDAD 70063	Data-Informed Decision-Making	3
EDUC 70813	Curriculum Studies Seminar*	3
EDLE 70083	Issues and Trends in :Superintendency	3
EDSP 60233	Understanding Exceptional Children and Youth At-Risk	3
EDUC 60013	Curriculum Theory	3
EDUC 60023	Analyzing Professional Literature and Writing Professionally	3
EDUC 60213	Psychology of Thinking and Learning	3
EDUC 60823	Educational Program Evaluation & Research	3
	Electives	3
	Electives	3

*[EDUC 70813](#) may be taken up to three times with different emphasis with consent of advisor

Module IV: Practicum or Internship Experiences (6 hours)

The program is committed to establishing authentic supervisory learning opportunities for students, and to doing so in ways that align with certification requirements established by the Texas Education Agency. Certification-seeking students will enroll in Principal or Superintendent Practicum, as appropriate; those who are not seeking certification or who already hold certification will engage in internship hours to explore a facet of educational leadership or policymaking, or they may elect up to 6 hours of additional coursework.

EDLE 60093A	Principal Practicum A	3
	OR	
EDLE 70093A	Superintendent Practicum A	3
	OR	
EDAD 70200	Internship in Educational Administration	1-6
EDLE 60093B	Principal Practicum B	3
	OR	
EDLE 70093B	Superintendent Practicum B	3
	OR	
EDAD 70200	Internship in Educational Administration	1-6

*For non-certification seeking students, an additional 3-hour internship may be substituted for one elective in the specialization section with approval of the student's advisor for a maximum of 9 hours of internship.

Dissertation (12 hours)

EDAD 70073	Capstone/Doctoral Seminar	3
EDUC 90980	Dissertation	1-6
EDUC 90990	Dissertation	1-6

*Comprehensive exams must be completed prior to enrollment in [EDAD 70073](#); in rare cases, a student may be allowed to enroll in [EDAD 70073](#) while completing the comprehensive exam, but in no case will a final grade be assigned in [EDAD 70073](#) until successful completion of the comprehensive exam.

Ph.D. in Educational Studies: Educational Leadership (Focus in Higher Education)

Foundations (18 hours)

The program is committed to providing students with coursework that provides complex and in-depth context to the work of the educational leader, including a grounding in philosophical, historical, legal, ethical, and organizational influences.

EDAD 70003	Foundational Readings in Educational Administration	3
EDAD 70033	Ethical and Moral Dimensions of Educational Leadership	3
EDHE 60133	Legal Issues in Higher Education	3
EDHE 70133	History and Philosophy of Higher Education	3
EDHE 70143	Advanced Student Development Theory: Impact of College on Students	3
EDHE 70153	Organizational Behavior in Education Contexts	3

Research (15 hours from the following)

The program and college are committed to helping doctoral students broadly understand research methodology while specializing in one or more methodologies. Students take a minimum of 15 hours of research coursework and work with a faculty member on a project toward presentation/publication in a scholarly venue in addition to completing the dissertation.

EDUC 60043	Action Research	3
EDUC 70953	Research in Education	3
EDUC 70823	Inquiry Seminar	3
EDUC 70960	Apprenticeship in Research	1-3
EDUC 70923	Introduction to Applied Qualitative Methods	3
EDUC 70963	Qualitative Inquiry	3
EDUC 70973	Advanced Qualitative Inquiry	3
EDUC 70983	Introduction to Quantitative Research	3
INSC 60010	Statistical Models	1.5
PSYC 50213	Interactive Data Analysis	3
PSYC 60623	Regression Analysis	3

*[EDUC 70823](#) Inquiry Seminar may be repeated up the three times with different emphasis with consent of advisor.

*[INSC 60010](#) is a 1.5 hour course; students opting to take this course must exceed the 18 hour requirement in inquiry by taking another 3-hour course (i.e., will total 19.5 hours of inquiry), though they may take another 1.5 hour elective (in the specialization/electives section) to avoid exceeding the minimum of 66 hours for the degree plan.

Leadership and Approaches: Higher Education Contexts (21 hours from the following)

Additional course selections – aimed at equipping doctoral students with the in-depth and specialized knowledge needed to succeed in various areas of research and leadership – should be made with professional and research goals in mind; in some cases, this may mean electing coursework outside of the College of Education, with permission of the advisor.

EDAD 60133	Trends and Issues in Educational Administration	3
EDAD 70023	Theory and Management of Education Systems	3
EDAD 70043	Educational Policy and Practice	3
EDHE 60423	Introduction to Student Affairs	3
EDHE 70113	Academic Leadership and Governance in Higher Education	3
EDHE 70123	College President	3
EDHE 70163	The Small College	3
EDHE 70223	Intercollegiate Athletics in Higher Education	3
EDHE 70233	Comparative Higher Education	3
EDHE 70253	Assessment and Accreditation in Post-Secondary Education	3
EDHE 70263	Finance in Higher Education	3
EDHE 70633	Challenges in Higher Education: Student Affairs	3
EDUC 60213	Psychology of Thinking and Learning	3
EDUC 60823	Educational Program Evaluation & Research	3
	Electives	3
	Electives	3

*Students may enroll in 9-12 hours of graduate coursework at TCU outside of the College of Education with advisor approval.

*[EDAD 60133](#) may be taken up to twice for a total of 6 hours with different emphasis. Topics: Strategic Planning, Sustainability, Environmental Theory in Higher Education, Finance and Administration, Development in Higher Education.

*[EDHE 70233](#) Comparative Higher Education may be taken up to twice for a total of 6 hours with different emphasis. Topics: Great Britain, Central and South American, Europe and Asia.

Dissertation (12 hours)

EDAD 70073	Capstone/Doctoral Seminar	3
EDUC 90980	Dissertation	1-6
EDUC 90990	Dissertation	1-6

*Comprehensive exams must be completed prior to enrollment in [EDAD 70073](#); in rare cases, a student may be allowed to enroll in [EDAD 70073](#) while completing the comprehensive exam, but in no case will a final grade be assigned in [EDAD 70073](#) until successful completion of the comprehensive exam.

Educational Studies: Science Education, PhD

Educational Studies: Science Education Ph.D.

The Ph.D. in Educational Studies: Science Education prepares students who are qualified to engage in high-quality original scholarship, and to teach at higher education. Recipients are prepared to assume faculty positions in science education or the sciences at various higher educational institutions. They will also be ready to hold leadership positions at district and state-level education agencies.

Admission

For admission into the program, applicants must have a master's degree in a science, education, or a related field. Admission criteria include: a strong academic record, a vita, a cover letter explaining the reason and goals of pursuing a Ph.D. in science education, a writing sample (15-20 pages, exclusive of notes and works cited) that demonstrates appropriate academic writing skills needed for success in a graduate program, three letters of recommendation, and an interview.

This program requires students to hold extensive knowledge from two academic units: knowledge about science content, and knowledge about science education. Students who do not have 9 credits of master level science courses will be required to complete those hours (or the equivalent) as part of their degree. After considering all application materials, the admission committee will meet and decide whether a student is admitted unconditionally, admitted provisionally, or not admitted.

Degree Requirements

The Ph.D. in Science Education requires 56 credit hours. The following are degree requirements:

Courses

- Science Education

Students will take [EDSC 70011](#): Colloquium in Profession of Science Education for one hour in the first and second year (2 hours total), six science education courses (18 hours), and two other courses (6 hours) for the equivalent of 26 hours:

EDSC 60333	Theory and Pedagogy of Science Instruction	3
EDSC 60810	Seminar: Special Topics in Science Education	1-3
EDSC 60033	Academic Language Development in Science	3
EDSC 60053	Internship in Informal Settings	3
EDSC 70033	Scientific Inquiry and the Nature of Science	3
EDSC 70043	Science and Science Education in the Global Community	3
EDSC 70053	History and Philosophy of Science	3
EDSC 70073	Learning Progression in Science Education	3

Research

Research – Students take the equivalent of 15 hours of research coursework as approved by the advisor in the College of Education. All students take [EDUC 70960](#): Apprenticeship in Research and four other research courses:

EDUC 60043	Action Research	3
EDUC 60823	Educational Program Evaluation & Research	3
EDUC 70953	Research in Education	3
EDUC 70963	Qualitative Inquiry	3
EDUC 70973	Advanced Qualitative Inquiry	3
EDUC 70983	Introduction to Quantitative Research	3
EDUC 70823	Inquiry Seminar	3

Science Content

Students, not having 9 hours of masters level science, take the equivalent of 9 hours of coursework that qualify for science content as approved by the advisor in the College of Education.

- Qualifying Exam

The qualifying examination is taken when students have completed at least 32 total hours of coursework (of which 12 are science education courses) and prior to the dissertation. The purpose of the qualifying examination is to assess the student's readiness to begin dissertation research. Upon the successful completion of the qualifying examination, students are admitted to candidacy.

Dissertation Research

Students propose and conduct original research, write a dissertation and defend the dissertation in a final oral examination. Students enroll in [EDUC 90980](#) until such time as the dissertation committee has approved the proposal, and [EDUC 90990](#) thereafter until a successful defense. Students may not begin dissertation data collection without the approval of their full advisory committee and, as appropriate, the TCU Institutional Review Board. Six hours of dissertation are required.

EDUC 90980	Dissertation	1-6
EDUC 90990	Dissertation	1-6

Sequence of Experiences

1. Completion of a minimum hours of coursework as approved by advisor
2. Completion of the qualifying examination (and remaining coursework)
3. Successful proposal of dissertation research
4. Completion of original research and successful defense of the resulting dissertation.

Optional

Research community – Students will be encouraged to join a research community led by faculty as a way to engage in authentic research, professional presentation, and publication.

Teaching apprenticeship – For students with limited teaching experience, the apprenticeship provides an opportunity to focus on teaching.

EDUC 70943: Apprenticeship in Teaching will be available for students whose career path includes university teaching.

Texas Principal-as-Instructional Leader or Superintendent Certificates

Texas Principal-as-Instructional Leader or Superintendent Certificates

Students seeking principal or superintendent certification in conjunction with the EdD in Educational Leadership must ensure they successfully complete the certification requirements as noted in the “certification-only” sections of this graduate catalog, and meet any prerequisite requirements associated with certification within the Ed.D. in Educational Leadership, in collaboration with their advisor.

Program of Study (PK-12 Contexts)

Students should use the approved program of study to guide course selection, with the assistance of the advisor. Each student will work with an assigned advisor to plan and, where needed, adjust the plan of study to meet both student needs and programmatic requirements.

Course of Study: Core Content (21 hours)

EDAD70003 Fndatnal Rdngs Ed Admin	Foundational Readings in Educational Administration	3
EDAD70013 Leg & Soc Envir of Educ	Legal and Social Environment of Education	3
	OR	
EDLE60063 Law & Ethics in Ed Ldrsp	Law and Ethics in Educational Leadership	3
EDAD70033 Ethics & Equity Leadership	Ethics & Equity-Oriented Leadership	3
EDAD70043 Educ Policy & School Finance	Educational Policy and School Finance	3
EDHE70153 Org Behavior in Educ Contexts	Organizational Behavior in Education Contexts	3
EDLE70043 School & Community Contexts	School and Community Contexts	3
	OR	
EDLE60033 Comm Engage & Cul Resp Prac	Community Engagement and Culturally Responsive Practice	3
EDLE70053 Cultural Foundations in EDLE	Cultural Foundations in Educational Leadership	3

Course of Study: Inquiry (9 hours)

EDUC70953 Research In Education	Research in Education	3
EDUC70983 Intro Quantitative Research	Introduction to Quantitative Research	3
EDUC70923 Intro to Applied Qual Methods	Introduction to Applied Qualitative Methods	3
	OR	
EDUC70823 Inquiry Seminar	Inquiry Seminar: Mixed Methods	3

Course of Study: Certification/Practicum/Internship (9 hours)

EDLE70083 Issues&Trends:Superintendency	Issues and Trends in :Superintendency	3
EDLE60093 Principal Pract-Educ Leadership	Principal Practicum in Educational Leadership (Semester 2)	3
	OR	
EDLE70090 Superintendent Practicum	Superintendent Practice in Educational Leadership	3-6
	OR	
EDAD70200 Internship	Internship in Educational Administration	1-6
EDLE60093 Principal Pract-Educ Leadership	Principal Practicum in Educational Leadership A	3
	OR	
EDLE70090 Superintendent Practicum	Superintendent Practice in Educational Leadership	3-6
	OR	
EDAD70200 Internship	Internship in Educational Administration	1-6

For non-certification seeking students additional coursework may be elected in lieu of internship hours.

Course of Study: Capstone/Dissertation (15 hours)

EDAD70073 Capstone/Dissertation Seminar	Capstone/Dissertation Seminar A	
EDAD70073 Capstone/Dissertation Seminar	Capstone/Dissertation Seminar B	
EDAD70073 Capstone/Dissertation Seminar	Capstone/Dissertation Seminar C	
EDAD70073 Capstone/Dissertation Seminar	Capstone/Dissertation Seminar D	
EDAD90770 Capstone Project	Capstone Project (3 total with Chair)	3
	OR	
EDUC90980 Dissertation	Dissertation	1-6
EDUC90990 Dissertation	Dissertation	1-6

While most students will complete the capstone or dissertation-in-practice at the end of year 3, and students who have not completed the Capstone must continue to enroll in 1 hour of EDAD 90770 or EDUC 90990 as appropriate with their chair through completion of the degree.

Process for Advancement to Candidacy

Students advance to candidacy upon successful proposal of the capstone or dissertation-in-practice to the committee.

Dissertation (or Capstone) Research

Students complete their proposed (and accepted) plan for research, compose the capstone or dissertation-in-practice, and defend the work in a final oral examination. A minimum of 15 hours of capstone or dissertation (including EDAD 70073 and either EDAD 90770 or EDUC 90990) are required.

Details and forms related to the process and requirements are in the Graduate Handbook for Educational Leadership Programs and on the College of Education website.

Certificate in Health Professions Education

Certificate in Health Professions Education

The certificate program provides participants with the foundational knowledge and skills in teaching and learning, curriculum development, and assessment. Basic competence in these areas form the basis for preparing participants to function as health professions educators in academic, clinical, and community-based health professions education environments.

Required Courses (9 credit hours)	Credit Hours	Semester(s) offered
EDUC60163 Science of Adult Learning Science of Adult Learning	3	Fall or Spring
EDUC60203 Curriculum and Instruction Curriculum and Instruction	3	Summer
EDHE70253 Assmt and Accrd in Post-Sec Ed Assessment and Accreditation in Post-Secondary Education	3	Fall

College of Fine Arts

College of Fine Arts

The College of Fine Arts is comprised of the School of Art, the School for Classical & Contemporary Dance, The Department of Design, The Department of Fashion Merchandising, the School of Music and the Department of Theatre. The School of Art offers the M.A. in Art History and the M.F.A. in Studio Art. The School of Music offers the M.M. in Performance, Musicology, Theory, Composition, Conducting and Pedagogy; the M.M.E. in Music Education and Piano Pedagogy; the Artist Diploma in Performance; and the Doctor of Musical Arts in Performance, Pedagogy, Composition and Conducting.

College of Fine Arts faculty are dedicated teachers who combine strong academic training with years of professional experience in their disciplines, and pride themselves on the ability to convey to students the knowledge necessary for successful lives and careers in the 21st century. The college also hosts visiting faculty, guest artists and performers who interact with students throughout the year enriching the learning experience.

Resources available to students include numerous computer labs, lighting and sound systems, specialized libraries and conditioning equipment, galleries, art and dance studios, theaters, and performance halls. Importantly, College of Fine Arts programs enjoy close working relationships with the Kimbell Art Museum, the Fort Worth Symphony, Casa Mañana Theatre, and many other visual and performing arts institutions in the Dallas/Fort Worth metroplex.

Art History, MA

Art History, MA

The School of Art offers the Master of Arts in Art History. This graduate program enables students to gain a deeper understanding of the history of art, its objects and its methods. An integral component of this program, which sets it apart from many others, is "the museum experience": the opportunity to study in art museums and work with museum professionals. Centering on the art object, the program allows students to expand their knowledge of the historical, stylistic and theoretical dimensions of the visual arts, while having the practical experience of working directly with art objects and in museums with professional staffs. Students participate in courses that utilize the resources of the Amon Carter Museum of American Art, the Modern Art Museum of Fort Worth and the Kimbell Art Museum, and serve internships in these and other art museums. Graduates are prepared to engage in work at the Ph.D. level and pursue careers in the teaching and art museum professions.

Program Prerequisites

In addition to meeting the minimum requirements for admission established by TCU, applicants will normally have completed 18 semester hours (six courses) in art history. The department will consider applications from qualified students in other fields. Applicants are expected to have studied one foreign language — French, German, Italian, Spanish or one approved by the department — for two years or have reading proficiency. The TOEFL, IELTS, or Duolingo English Test score is required for foreign students and must be passed at the level set by the University. The GRE is not required. The application must include:

1. A statement of no more than 500 words describing the applicant's preparation for graduate study and academic and professional goals
2. A writing sample that demonstrates art history research skills, not to exceed 20 pages in length
3. Three letters of recommendation

Degree Requirements

The program requires 30 hours of coursework plus six hours for the thesis. Upon approval of the faculty, entering students may transfer up to six hours of graduate study in art history earned prior to admittance. Required courses are:

ARHI70003 Art Historical Methods	Art Historical Methods, Theories and Issues	3
ARHI70013 The Art Museum	The Art Museum	3
ARHI70100 Museum Seminar	Museum Seminar	3-9
ARHI70983 Internship	Internship	3
ARHI70990 Thesis	Thesis	6
ARHI	Electives	12-18
	Total	36

Students are strongly encouraged to enroll in courses that reflect chronological and geographical diversity. Generally, a student may not earn more than three hours of graduate credit in coursework taken outside of the art history program.

Thesis Requirement

The thesis is to be fulfilled by a paper, or its equivalent, that demonstrates advanced research skills. The thesis should be the result of independent study, the revision and improvement of a seminar paper, or writing generated by the student's museum internship. In all cases, the topic must receive approval of the student's adviser. The thesis is overseen by two department faculty members in conjunction with an expert related to their field of study or a museum professional.

Language Requirement

Students are required to pass a reading proficiency examination in French, German, Italian, Spanish or another language approved by the faculty upon entering the program. The language examination is administered at the beginning of the fall or spring semester. Students have two options:

1. Translate two passages into English, one with the use of a dictionary and one without a dictionary. Each passage is no more than 250 words, and students are given 30 minutes to complete each portion of the exam.
2. Translate one text, with a dictionary, for 60 minutes.

Foreign language exams are administered to ensure that students can do art historical research in a foreign language. To this end, students are encouraged to possess a strong understanding of basic grammar and vocabulary, as well as important art historical terminology. Students whose basic knowledge of a language or mastery of basic terminology in art history appears to be unsatisfactory will not receive a passing grade on the exam. Language exams are graded on the following scale: high pass; pass; low pass; fail. The dictionary and non-dictionary portions of the exam are each graded separately. Students are required to pass both sections of the exam for the M.A. in Art History.

Students not passing the examination have two options:

Option 1: Retake and pass the examination at the beginning of the following semester.

Option 2: Enroll in two semesters (or an approved intensive equivalent) of second-year foreign language study and earn at least a "B" in both semesters (or their equivalent). This option must be completed by the beginning of the student's second year in the program.

Students who do not satisfy the language requirement by the beginning of their second year may be withdrawn from the program.

Oral Examination

Candidates for the M.A. are required to perform satisfactorily in a "capstone conversation."

Art Facilities

TCU maintains a number of facilities appropriate to the graduate art student. The School of Art is housed in one of the best designed and fully equipped facilities in the Southwest — the J. M. Moudy Building for the Visual Arts and Communication, designed by Kevin Roche, John Dinkeloo and Associates. The campus library houses a fine collection of art and art-related books, catalogues and journals. The Visual Resources Library holds an extensive collection of slides and digital images. The Art Galleries at TCU display international, national and regional art. Fort Worth's galleries and three major museums — the Modern Art Museum of Fort Worth, the Amon Carter Museum of American Art and the Kimbell Art Museum — are conveniently located near campus. Dallas, with its many galleries and excellent art museums, is 40 minutes away by car.

Studio Art, MFA

Studio Art, MFA

Master of Fine Arts degree in Studio Art is available with areas of specialization in painting (including drawing), printmaking (including photography) and sculpture (including ceramics and new media).

TCU offers a three-year (60-semester-hour) program in art leading to the Master of Fine Arts degree. The faculty welcomes applicants whose work displays high quality, originality and sustained visual ideas.

Program Prerequisites

B.F.A., or equivalent, including concentration in intended specialty as evidenced by appropriate credit, an acceptable portfolio of work, a statement of professional experience and goals, and letters of recommendation. Admission to the program is based on:

- Portfolio acceptable to faculty committee
- Strong G.P.A. in undergraduate art courses
- Statement of professional experience and goals
- Good overall academic G.P.A.
- Three letters of recommendation

Degree Requirements

At least 60 semester hours must be earned, including no less than 12 in one area of specialization, and one hour in Thesis Exhibition. Six hours of Graduate Seminar, 12 hours of [ARST 60120](#) and 6 hours of [ARHI 60500](#): Special Topics in Art History are required. The remaining hours may be selected with the approval of the student's thesis committee, but with no more than 6 hours taken outside the School. Suggested Credit-Hour Distribution:

First Year

1st Semester

Studio	4
ARST 60120 : Grad. Critique	3
ARST 60903 or 60913 : Seminar	3
Total	10

2nd Semester

Studio	4
ARST 60120 : Grad. Critique	3
ARHI 60500 : Special Topics in Art History	3
Total	10

Second Year

1st Semester

Studio	7
ARST 60903 or ARST 60913 : Seminar	3
Candidacy	
Total	10

2nd Semester

Studio	4
ARST 60120 : Grad. Critique	3
ARHI 60500 : Special Topics in Art History	3
Total	10

Third Year

1st Semester

Studio	7
ARST 60120 : Grad. Critique	3
Total	10

2nd Semester

Studio	9
ARST 60120 : Grad Critique	1
Total	10

Sequential Summary

First semester-request appointment of thesis committee; complete sequence of courses as approved by committee; complete any conditions contained in the admission letter. Second semester-complete sequence of courses as approved by committee. Third semester-complete sequence of courses as approved by committee; seek candidacy approval of committee. Fourth semester-complete sequence of courses as approved by committee. Fifth semester-request committee approval for preparation of Thesis Exhibition; complete sequence of courses approved by committee. Sixth semester-enroll for [ARST 70991](#) Thesis Exhibition with major adviser as chair of committee; complete approved sequence of courses; and give careful attention to the special deadlines for graduating students. Students are advised to work at least two weeks ahead of deadlines to avoid disappointments caused by unexpected delays and schedule conflicts.

Thesis Committees

Students admitted to the program will be assigned a temporary adviser in their major or specialty area until an ultimate area of specialization is determined. In the first six weeks of study the student must request, in writing, that the director appoint a faculty member as a permanent major adviser. The student must confer with the proposed major adviser, and ensure that the faculty member is prepared to accept the student before requesting the director to appoint the major adviser. The student may also suggest the names of two other faculty members to serve on the thesis committee. The thesis committee is formally appointed on the recommendation of the director of the School of Art.

While every effort will be made to compose a committee of the student's first choices, it may be necessary to make changes in light of the student's field of concentration, and the load or commitments of the faculty members.

A student may request; in writing; to the director; that a change be made of the major adviser, or committee members, if the field of specialization changes, or if other justifiable reasons arise that would make the continuation of the existing committee contrary to the best interests of the student or the program.

The major adviser will be responsible for committee activities, for aiding the student in matters of the program and for informing the director, in writing, of the progress of the student.

Colloquia

Colloquia are offered by the faculty of the School. These are intended to serve the specific purpose of establishing a personal and informal means of communication between students and faculty. The colloquia will feature presentations and discussions by on and off-campus speakers, faculty and members of the School of Art.

Candidacy

Admission to candidacy requires the approval of the thesis committee of each student. Admission to candidacy is expected no later than the end of the third semester of graduate study. Those who have not been admitted to candidacy by the beginning of their fourth semester may not earn additional credits. Those who wish additional elective credits may continue for a probationary period of not more than 12 semester hours as a "non-degree" student. Further enrollment will be permitted only if a student is re-admitted to the degree program.

Exhibition

Thesis exhibition enrollment requires admission to candidacy as a prerequisite. Actual installation of the thesis exhibition requires approval of the thesis committee. The written portion of the thesis exhibition also requires committee approval. This written portion, and the format of the permanent record of the thesis exhibition, will be determined by the committee. The written portion of the MFA requirement is to be called "Thesis Exhibition Statement" and will contain the following:

1. Title page;
2. Approval (signatures) page;
3. Index to the written portion;
4. Curriculum Vitae of the student;
5. List of illustrations (with title, media, dimensions);
6. Narration;
7. Illustrations in the form of photographs.

The narration (6 above) will take one of the following formats:

- Program notes of an explanatory nature from the student's work in the exhibition;
- Student's personal evaluation of the art forms contained in the exhibit;
- Contemporary or historical perspectives supporting the student's exhibit.

An electronic version of the Thesis Exhibition Statement will be submitted to the library. This copy will contain digital images of the work, which must include the title, date, media and dimensions of work.

Oral Examination

Candidates for the M.F.A. are required to perform satisfactorily in a final oral examination.

Research Assistantships

Research assistantships are offered each year to qualified candidates. Research assistants have an obligation of ten hours a week, which may include service to the school, teaching assistants, and teaching a class. They are given a full tuition waiver plus a stipend. Research assistants are assigned a studio space.

School of Music

School of Music

School of Music Facilities

The TCU School of Music is housed in historic Ed Landreth Hall, the Mary D. and F. Howard Walsh Center for Performing Arts, Secrest-Wible Building, Foster Hall, Waits Hall, Jarvis Hall and the TCU Music Center. The Ed Landreth building includes the music offices and conference room; teaching studios; classrooms; a computer lab; practice and rehearsal facilities; and a 1,200-seat auditorium, once home to the Van Cliburn International Piano Competition. Instrumental resources include numerous upright and grand pianos, four pipe organs, two harpsichords, a clavichord and a collection of authentic Baroque instruments.

The Walsh Center is home to the unique 325-seat PepsiCo Recital Hall, which is well known for its unprecedented acoustical design. The Walsh Center also contains an instrumental rehearsal hall, a choral rehearsal hall, an electronic piano laboratory, piano teaching studios and piano practice rooms all furnished exclusively with Steinway pianos.

Located on the southeast side of the TCU campus, the Secrest-Wible Building serves the TCU Opera and contains a 100-seat rehearsal studio theatre, classroom and the John Large Vocal Arts Laboratory.

The third floor of Jarvis Hall contains teaching studios, two classrooms, the Upchurch Studio for Electro-Acoustic Music, the Music Education Resource Library and the School of Music student lounge.

The TCU Music Center is located in the Creative Commons on the east side of the TCU campus. The center houses band and orchestra rehearsal spaces, instructional facilities, faculty studios, and practice rooms. At the heart of the facility is the 700-seat state-of-the-art Van Cliburn Concert Hall at TCU.

In addition to these five buildings, practice rooms and teaching studios are located in Waits and Foster residence halls; and a large, comprehensive music library complete with recordings, reference books, texts, scores, and a listening room is housed in the Mary Coutts Burnett Library.

Musical Arts, DMA

Musical Arts, DMA

The objective of the TCU Doctor of Musical Arts (DMA) degree in performance, piano pedagogy, composition or conducting is to develop the musician-scholar—one who displays a high level of mastery in a professional medium and is equipped with scholarly research skills. The program leading to the degree is designed to prepare musician-scholars for careers as creative artists and teachers at institutions of higher learning. Enrollment in the doctoral program is carefully monitored toward the goal of remaining highly selective and relatively small. Prospective DMA students must demonstrate the potential for both artistry and scholarship on the highest levels.

DMA Admission Requirements

To be admitted for study leading to the Doctor of Musical Arts, applicants must hold a master's degree in music or music education (or the equivalent) of at least 30 graduate credit hours from an accredited college, university, or comparable institution, and present a GPA of at least 3.0 for all previous graduate-level work (A = 4.0). Appropriate preparation for doctoral study will vary according to the major/degree plan chosen; therefore, prospective applicants should consult with faculty in their intended major area for specific requirements and expectations.

Applicants are required to submit the following:

1. Completed online application to TCU Graduate Studies and the School of Music
2. Two official transcripts of all college work. Translations must be provided for all international transcripts
3. Non-refundable application fees will be charged for both the TCU application and the School of Music application
4. Three current letters of reference from persons qualified to comment on the applicant's academic and/or musical achievement, teaching and/or professional experience, and potential for success in the degree program
5. A double-spaced typed paper of five pages or more that illustrates the applicant's writing and research skills. A term paper completed as part of master's level work is sufficient, or the student may submit a research paper, a critical analysis, or an article suitable for publication
6. A curriculum vitae is required. This should include a list of concert performances, compositions, publications, and other musical accomplishments
7. Test scores must be sent to TCU from the testing agency: GRE (composition only) and TOEFL or IELTS (international students)
8. Applicants must complete the requirements for the major field of study as described below:

Performance

Applicants must submit a video recording of a live performance and include a program (PDF preferred). These required materials are uploaded through the School of Music website.

Composition

Applicants must submit five scores of recent works with recordings, as available. These materials should be mailed directly to the School of Music. Complete directions are available at the School of Music website.

Conducting

Applicants must submit a video recording of a recent ensemble performance and rehearsal conducted by the applicant and a repertoire list of significant works conducted, as well as those prepared for conducting. These required materials are uploaded through the School of Music website.

Piano Pedagogy

Applicants must submit a video recording of their teaching. The teaching excerpt should include a private lesson and may include a group lesson. International students should submit a video demonstrating their ability to teach using the English language.

Audition

Based on the results of pre-screening, an invitation may be extended to perform an on-campus audition and/or interview in the principal applied music area before a faculty committee. Applicants should not select an audition day until they have received an official invitation to do so. If invited, the audition/recital/interview should be arranged in coordination with the faculty in the major area and the School of Music. Consult the faculty in the major area for instructions concerning the audition requirements, materials to bring, etc. The School of Music will send faculty contact information after application materials are received. Audition dates are posted on the School of Music website.

Language Requirement

Applicants to the DMA in Voice and Composition must demonstrate a reading knowledge of one language in addition to English.

Applicants may meet the language requirement by having earned at least a "B" average in the undergraduate sophomore year (both semesters) of the language, by earning a "B" in a graduate-level course in the language, or by achieving an appropriate score on a language exam such as the College Level Examination Program (CLEP). Curricular DMA credit is not given for language courses; in addition, no graduate financial aid is available for these courses.

Entrance Examination

The academic and musical abilities of all applicants are assessed by means of an entrance examination. This exam is given during the audition/interview visit. The exam serves as a diagnostic tool to determine whether or not a student is prepared for doctoral study, the results of the exam are reported to the School of Music and added to the student's file.

Students whose master's degree program did not include a course in bibliographic research will be required to take [MUSI60103 Bibliography&Resh Techni](#) Bibliography and Research Techniques; this course must be counted as an elective.

Further information about the entrance exam and suggestions for preparation are available at the School of Music website.

English Requirements for International Applicants

In order to be considered for admission to the TCU DMA Program, all international students must complete the Test of English as a Foreign Language and achieve a score of 100 on the iBT, TOEFL, 7.5 on the IELTS, or 120 on Duolingo. Official scores must be sent to TCU from the testing agency.

This requirement applies to prospective international students.

Students who have earned a degree (in music) at an English-language university may be exempted from taking the TOEFL, at the discretion of the School of Music.

The on-campus interview and submitted writing samples will also be used to evaluate each applicant's English language proficiency. International students may be asked to interview via teleconference to ascertain listening and speaking ability in English.

GRE

The GRE is required of DMA applicants in Composition. Be sure to take the exam early enough that scores are available during the admissions decision process.

Application Deadlines

For full consideration, applicants seeking admission to the DMA Program should complete their application by December 1 to be considered for fall matriculation.

Graduate Assistantships

Graduate assistantships are available in various areas; these assistantships provide a tuition waiver, a stipend or both, and require up to 10 hours of work per week. Graduate assistants must be full-time resident students. The application must be received in the graduate office by December 1 for full consideration for the fall semester.

Generally, assistantships are for a complete academic year and are not available starting in the spring semester. Students are notified by April 15 if they have been granted an assistantship for the next academic year.

TCU adheres to the following Code of Ethics of the National Association of Schools of Music: "The acceptance of financial aid or the signing of a declaration of intent to enter a given institution to begin a specific degree or program of study shall not be binding if signed before April 15 of the calendar year of matriculation. In accepting this offer of financial aid from TCU, the student understands that there is a mutual commitment on the part of the student and the institution. The student agrees that after April 15 of the calendar year of matriculation, the student will not consider any other offer of financial aid from an institutional member of the National Association of Schools of Music or any other institution for the purpose of enrolling in a music major program for the academic year except with the express written consent of the music executive of TCU. Institutions shall allow students to choose without penalty among offers of admission and financial aid until April 15 of the calendar year of matriculation. Written declarations of intent become binding on these dates.

Doctoral students may hold an assistantship for a maximum of four years; yearly renewal is dependent upon the recommendation of the faculty. In order to have an assistantship renewed, the student must make excellent progress in all aspects of his/her degree plan, display professional and collegial conduct, and fulfill all assistantship duties.

The University assumes that the student's primary obligation is toward graduate study. The Director of the School of Music and the Associate Dean of the College of Fine Arts reserve the right to review any outside employment and require that the student modify the commitment to the outside employment or relinquish the financial aid appointment. Beginning with the first semester of study, all master's, doctoral, and artist diploma students are encouraged to seek additional teaching and performing experience beyond those duties associated with a graduate assistantship. Students should work with their applied faculty member to seek out such opportunities.

DMA Keyboard Proficiency

Certain areas of study require keyboard proficiency. These standards are as follows:

Composition: Keyboard sight reading for composition majors consists of simple four-part, open choral score reading and a demonstrated ability to sight-read multiple lines at a time from a full orchestral or band score at pitch and in common transpositions (F, E-flat, B-flat, A) and tenor or alto clefs. The selected excerpts, which require moderate piano technical skills, must be transposed to the proper key and sounding octave.

Choral Conducting: Sight reading for choral conducting majors consists of four-part, open choral score reading.

Wind Instrument Conducting: Sight read lines from a full orchestral or band score in common transpositions (F, E-flat, B-flat, A) and tenor or alto clefs. The selected excerpts, which require moderate piano technical skills, must be transposed to the proper key and sounding octave.

Orchestral Conducting: Two excerpts will be given to the student 24 hours prior to the exam, including four-part strings and four to five woodwinds and/or brass, including at least two transpositions. Two additional excerpts will be given at the exam, including a single line in alto or tenor clef, and a single line in B-flat, F, or A transposition.

The student's keyboard proficiency will be ascertained by means of an audition; the required skills must be acquired before candidacy.

DMA Program Specifics

Cognate Requirements

DMA programs in Performance, Composition, and Conducting require a cognate, or minor area, in addition to the major program. The cognate allows students to focus upon a secondary area and strengthen their overall musicianship, building upon the foundations of the major. Each cognate requires a total of 6 credits beyond the 54-credit requirement of the major, resulting in a total of 60 credits. A list of cognates and required coursework can be found below the individual DMA degree requirements.

The DMA in Piano Pedagogy requires 60 credit hours on its own; therefore, it is not allowed to have a cognate.

Major and Professor

At the time of admission, each student is assigned a faculty member—typically the student's professor in the major area—who serves as adviser and mentor throughout the program. The Major Professor advises the student on all matters pertaining to the program of study.

The Major Professor typically serves as the chair of the students Doctoral Committee, guiding the preparation of recitals and research for the Document or Dissertation. The chair of the committee chairs the oral portion of the general exam as well as the final oral defense.

Co-Major Professor

If the Major Professor does not have an earned doctorate, a Co-Major Professor from the same area with an earned doctorate will be appointed. In this case, the Co-Major Professor will be the chair of the student's doctoral committee and mentor for the DMA Document/Dissertation. He/she will also lead the oral exam and defense. The Major Professor and Co-Major Professor must work cooperatively to ensure the student's success in all aspects of the program.

Doctoral Committee

Each student is counseled by a Doctoral Committee which is selected jointly by the student and the Major Professor. The student contacts members of the faculty to secure their willingness to serve on the committee and obtains the signature of each member on the Appointment of Doctoral Committee Form.

The Doctoral Committee will normally consist of five members:

1. The Major Professor
2. Another professor from the major area
3. A faculty member from Theory/Composition
4. A faculty member from Musicology
5. A professor from outside the School of Music, or possibly from outside TCU.

The chair of the committee will be the Major Professor, or Co-Major Professor, following the guidelines above.

The committee conducts the oral portion of the comprehensive examination, supervises the preparation of the Document/Dissertation, and administers the final oral defense. At the Document/Dissertation stage, the Doctoral Committee may be reconstituted to provide additional expertise appropriate to the project. Any changes in membership of the Doctoral Committee must receive approval by the Coordinator of Graduate Studies.

Doctoral Committee Report

The Doctoral Committee Report affords the opportunity for a thorough review of the student's degree progress. It is normally prepared jointly by the Major Professor and student when the student has earned at least 20, but not more than 30 doctoral credits, using the Doctoral Committee Report form. It is then circulated to all Doctoral Committee members for approval.

The report specifies the requirements for the completion of the degree and thus constitutes an agreement between the student, Doctoral Committee, and the School of Music. It must be submitted to and accepted by the College of Fine Arts Graduate Office prior to attempting the general examination.

Residency Requirements

The student must be in residence as a full-time student for two consecutive regular semesters (fall/spring or spring/fall). A minimum of nine hours of approved coursework and/or approved research must be completed each semester of the year of residence. Depending on the area of study, summer study/coursework may or may not be available. Summer coursework does not count toward residency requirements. Any exceptions to this policy must be approved by the Director of the School of Music and the College of Fine Arts Associate Dean for Academic Affairs.

Transfer Credit

All TCU DMA programs include 60 semester hours of credit. A master's degree of at least 30 hours is a prerequisite for DMA study at TCU.

1. Students whose master's degree program included more than 30 hours may be eligible to transfer up to 6 hours of master's degree work.
2. Up to 6 additional credits may be transferred from any graduate level work done beyond the first master's degree.
3. Up to 12 semester hours of transfer credit earned beyond the master's level may be applied to doctoral degree requirements in accordance with the following rules:
 - a) The credit hours transferred must represent valid graduate credit from an institution accredited to offer the DMA or equivalent degree.
 - b) The credit is applicable to the degree program and is approved by the Major Professor and the College of Fine Arts Associate Dean for Academic Affairs.
 - c) Credit hours in the candidate's major area of concentration may not be transferred.
 - d) Credit hours transferred must carry a grade of "A" or "B"
 - e) Credit hours transferred normally cannot be more than five years old at the time of admission or readmission to the degree program.

DMA Public Performance Requirements

The program content for DMA recitals must be approved by the Major Professor. In the case of a lecture recital, an outline of the lecture must accompany the program. The first recital should be presented before the general examination is taken, and at least one recital should be performed after the general examination has been passed. Once formed, the Doctoral Committee should be notified of the time, date, and location of each recital by the candidate at least two weeks prior to the performance. The Committee must also be furnished with the recital program two weeks in advance.

Normally, all doctoral recitals are given on campus. However, with permission of the Major Professor, a student may present a recital off campus. When a recital is given off campus, the Major Professor must be in attendance.

The recital will be evaluated and graded by the Major Professor, who may consult with committee members or other faculty in attendance. The student should send a web link to the recorded performance to all members of his/her doctoral committee.

Performance: A minimum of three public performances is required. At least two performances must be full-length solo recitals. The remaining performance may be either a lecture recital or chamber music recital. A student who has an opportunity to perform a concerto with orchestra or appear in a major operatic role may apply for evaluation of such performances as a portion of the recital requirements. Concerto or operatic performances may not be substituted for more than one full-length recital. Such substitution must be approved in advance by the student's Doctoral Committee. Memorization requirements are determined by the faculty in the major area. A recording may be required by some programs/areas.

Piano Pedagogy: A student emphasizing piano pedagogy must demonstrate competence both as a performer and as a teacher. To this end, three public performances are required:

1. A full-length solo recital;
2. A second full-length solo recital, a lecture recital (which may be pedagogical in nature), or a chamber music recital in which the piano plays an important musical role; and
3. A public workshop for piano teachers concentrating on teaching techniques and materials. The public workshop must be at least five hours in length. It may be presented off campus, provided the Major Professor is in attendance and the workshop is recorded.

Composition: A student in composition must demonstrate competence as a practitioner of the musical art by presenting two recitals. One recital is a program of original music. The second recital requirement may be satisfied through the presentation of a single recital of original music or the equivalent realized through several performances of original compositions presented during regular School of Music concerts or recital programs. As appropriate, the student may appear as a soloist, member of a chamber ensemble or as conductor. A student who has the opportunity for a significant off-campus performance of original music may apply for evaluation of that performance as a portion of the second recital requirement. This must be approved by the Major Professor and the Doctoral Committee.

Conducting: Three public performances are required. Two of these may be performed by TCU School of Music ensembles; at least one recital must be performed by a group recruited by the student. At least two performances must be full-length concerts. The remaining performance may be a lecture recital related to the document topic. Concert literature should comprise a variety of national and historical styles, and should make use of large as well as small ensembles. Choice of repertoire and media is made after consultation with and approval of the Major Professor and the Doctoral Committee. Detailed and specific requirements are available from the conducting area faculty.

Recital Recording

Recitals performed on the TCU campus will be recorded by School of Music staff. The student must arrange for a recording to be made of any recitals given outside of the School of Music or off campus. Recordings made by the School of Music are archived by the library.

DMA Comprehensive Examination

The comprehensive examination is designed to evaluate the student's ability to integrate knowledge, apply theoretical concepts, demonstrate skills and draw conclusions. It covers coursework completed for the doctoral degree as well as general musical knowledge acquired through prior study and professional experience. Topics include music theory, music history, the major area and cognate area.

Before taking the examination, the student should have completed nearly all of their coursework in music history and theory, and a majority of the major field coursework. The student must receive the approval of his or her Doctoral Committee to take the examination using the Approval for Taking the DMA Comprehensive Exam form. This form must be signed by all members and returned to the School of Music. The student must be enrolled in at least one graduate credit hour during the semester in which the comprehensive examination is taken.

The Comprehensive Examination is both written and oral. The written portion of the examination has four parts: music theory, music history, the cognate area, and the major area. The exam is offered once per semester, scheduled as needed. All four parts are taken during a two-day period.

Once a student has passed all parts of the written exam, the oral portion may be scheduled; this will be 2 to 4 weeks after the written exam. All members of the Doctoral Committee, including the outside member, must be present when the oral portion of the examination is administered. The oral exam is essentially a "follow up" on the written exam. The candidate will have an opportunity to clarify or expand on any issues not adequately covered in writing.

After the oral portion of the comprehensive examination, the committee will determine if the student has passed. The result will be conveyed by the Report of DMA Comprehensive Examination form. The Major Professor should bring this form to the oral exam. All members of the committee must sign the form and it is then returned to the Coordinator of Graduate Studies in the School of Music. If the student fails, the student may, with the permission of the committee, attempt the examination one more time during the following semester or later. A third attempt is not permitted.

DMA Written Document/Dissertation

A 6-credit hour written Document is required for the DMA in Performance, Piano Pedagogy and Conducting. The Document is normally more limited in scope than a Dissertation, but demonstrates high standards of scholarship and contributes to existing knowledge. It is hoped that the final project is suitable for publication.

Composition students produce a full 12-hour dissertation of one or more compositions suitable for publication.

Students should begin thinking about a topic early during the coursework so they may be ready to present the topic proposal as soon as possible during their degree program.

Choosing a Topic

Performance, Conducting, and Piano Pedagogy: The document is normally concerned with such areas as music history, repertoire, performance practices, analysis of major works, human physiology, acoustics, psychology, aesthetics, teaching methods and materials, and the editing of lesser-known compositions.

Composition: The Dissertation comprises one or more major works.

Proposal

Once a potential topic is identified, a written proposal is prepared under the guidance of the Major Professor and possibly other members of the Doctoral Committee. The proposal normally includes an introduction, a discourse on the nature and importance of the topic, the state of current knowledge relevant to the topic, a chapter-by-chapter outline, and a bibliography. Sample chapters may also be required. Expectations for the proposal will vary considerably from one major area to another. The Major Professor will ultimately determine the style and scope of the proposal, which will be shaped by the expectations in that particular discipline.

Once the proposal is written, it is submitted to all committee members for comments and suggestions. Following further revision (if needed), the proposal is considered at a meeting of the entire Doctoral Committee. Approval of the proposal is indicated on the Approval of DMA Document/Dissertation Proposal form.

Document or Dissertation Hours Enrollment

The student should enroll in [MUSI 90960/MUSI90970 DMA Document](#) (DMA Document) or [MUSI90980 DMA Composition Dissertation/MUSI90990 DMA Composition Dissertation](#) (DMA Composition Dissertation) during any enrollment period in which work on the project or proposal is undertaken. Following the initial enrollment in Document or Dissertation hours, a student should maintain continuous enrollment during each regular semester in at least one hour of Document or Dissertation until the degree is completed. The 6 or 12 Document/Dissertation credit hours should be divided as evenly as possible over the semesters in which the work is unfolding; normally this will begin in the fifth semester of study. DMA candidates must be enrolled in at least 1 credit until graduation to remain active in the program.

Document/Dissertation Writing

During the research and writing of the project, the candidate is advised to consult regularly with the Major Professor and, from time to time, with the other members of the Doctoral Committee. The Major Professor bears the primary responsibility for guiding the research efforts of the doctoral candidate and should possess expertise in the topic area as well as skills of scholarship necessary to guide the project to successful completion. When the topic extends beyond the expertise of this faculty member, a Co-Major Professor may serve the best interests of the student. In addition, if the student's Major Professor does not have an earned doctorate, the Co-Major Professor, appointed at the outset of doctoral study, will mentor the project. (See above, Co-Major Professor.) The major or Co-Major Professor supervises the project to ensure exhaustive research of the topic, a thorough and complete report of the findings, a logical organization of the paper, correct grammar, proper spelling, scholarly writing style, and appropriate format. Before other members of the Doctoral Committee receive the paper for review (either in part or whole), the paper should be at a stage of progress and level of scholarship suitable for critical examination.

Each committee member brings his/her own area of expertise to bear on the paper and carefully scrutinizes it for weaknesses in research, content, organization and general scholarship. In the case of disagreement between the committee members, the Major Professor (chair of the Doctoral Committee) will have final authority over the project.

A style guide and instructions for the Document/Dissertation may be found on the CFA grad studies website. This guide includes samples for the title and signature page. Since all TCU theses, Documents, and Dissertations are electronically archived, previous successful DMA projects may be downloaded from the TCU library repository. The student should examine these works. URL links to the repository are provided in the style guide.

Completing and Defending the Document/Dissertation

The following timeline assumes that the student has worked for several semesters on the project and that the Major Professor and committee members have provided sufficient input and guidance. The candidate must enroll in at least one graduate hour during the semester in which the project is completed and the Final Oral Defense is taken. Deadlines will vary somewhat from year to year, but will be essentially as follows:

Week 2: The candidate must file an Intent to Graduate Form through the College of Fine Arts website. A non-refundable fee is charged when the Intent is filed. Candidates should not file the Intent without reviewing the following deadlines and obtaining permission from the Major Professor.

Week 6: The completed Document/Dissertation must be available for the committee by this time. Minor revisions may take place during the weeks following this date. If the committee, led by the Major Professor, approves the Document/Dissertation the final oral defense may be scheduled.

Week 11: Date of Final Oral defense should be agreed upon and set by this time. In order to allow adequate time for preparation of questions, the candidate will provide a PDF of the finished Document/Dissertation to each member of the committee two weeks before the defense.

Week 15: The Final Oral Defense must be completed by this date. The defense is a discussion of the Document/Dissertation. At least four members of the committee, including the Major Professor, must be present to conduct the defense. Following a decision on the candidate's defense, those committee members present will grade and sign the Report on the Final Oral Defense Form. The form should be emailed to the Coordinator of Graduate Studies.

Week 16: The candidate will submit a PDF of the final Document/Dissertation following the instructions posted on the TCU library website and the CFA Graduate website. Copyright may be obtained; the candidate must pay the fee for this optional service. The School of Music also requires a bound copy of the Document/Dissertation for its archives. Electronic submission of the final version of the project, including any changes suggested at the Oral Defense, must be completed by the Monday before graduation. The Major Professor must turn in a course grade for the Document/Dissertation by the Wednesday before graduation. This grade will replace all previous Incomplete grades for Document or Dissertation hours.

Time Limit

The DMA degree must be completed within 10 years of matriculation into the DMA program. Extension of the time limit must be applied for in writing to the Director of the School of Music, who will then make a recommendation to the Associate Dean for Academic Affairs. The letter should explain why the candidate did not complete the degree within the time limit and should present a schedule for completion of the degree.

DMA Music Degree Program Requirements**Composition**

<u>MUSI70630 Doctoral Composition</u>	Doctoral Composition	1-3
<u>MUSP80971 DMA Recital I</u>	DMA Recital I	1
<u>MUSP80981 DMA Recital II</u>	DMA Recital II	1
<u>MUSI60801 Composition Seminar</u>	Composition Seminar	1
MUSI	Music Theory Courses (MUSI 50000 and above)	12
<u>MUSI70903 Music Theory Treatise</u>	Music Theory Treatise	3
MUSI	Music History Courses (MUSI 50000 and above)	9
<u>MUSI60010 Wind Symphony-30360</u>	Ensembles*	1
<u>MUSI90980 DMA Composition Dissertation</u>	DMA Composition Dissertation	1-6
<u>MUSI90990 DMA Composition Dissertation</u>	DMA Composition Dissertation	1-6
	Electives (50000 and above)	2
	Additional Credits in Cognate Area	6
Total Credit Hours:		60

Conducting

<u>MUSI70220 Doctoral Conducting</u>	Doctoral Conducting	18
<u>MUSP80971 DMA Recital I</u>	DMA Recital I	1
<u>MUSP80981 DMA Recital II</u>	DMA Recital II	1
<u>MUSP80991 DMA Recital III</u>	DMA Recital III	1
<u>MUSI60232 Score Reading</u>	Score Reading	2
MUSI	Music Theory Courses (MUSI 50000 and above)	9
MUSI	Music History Courses (MUSI 50000 and above)	9
<u>MUSI60010 Wind Symphony-MUSI60360 TCU Harp Ensemble</u>	Ensembles	2
<u>MUSI90970 DMA Document</u>	DMA Document	1-6
	Electives (50000 and above)	5
	Additional Credits in Cognate Area	6
Total Credit Hours:		60

*MUSI70220 Doctoral Conducting must include lessons in orchestral, band and choral conducting over the course of six semesters.

**Music Theory Courses must include MUSI70203 Analysis for Performance Analysis for Performance and MUSI50970 Special Problems Special. Studies: Advanced Orchestration.

***Music History Courses must include MUSI50403 Symphonic Literature Symphonic Literature, MUSI50423 Choral Literature Choral Literature, and MUSI50970 Special Problems Special Studies: Band Literature.

Performance (Instrumental)

MUSP	Lessons on major instrument	18
<u>MUSP80971 DMA Recital I</u>	DMA Recital I	1
<u>MUSP80981 DMA Recital II</u>	DMA Recital II	1
<u>MUSP80991 DMA Recital III</u>	DMA Recital III	1
MUSI	Music Theory Courses (MUSI 50000 and above)	9
MUSI	Music History Courses (MUSI 50000 and above)	9
<u>MUSI60010 Wind Symphony-MUSI60360 TCU Harp Ensemble</u>	Ensembles	2
<u>MUSI90970 DMA Document</u>	DMA Document	1-6
	Electives (50000 and above)	7
	Additional Credits in Cognate Area	6
Total Credit Hours:		60

Performance (Voice)

MUSP70110 Doctoral Voice	Doctoral Voice	12
MUSP70110 Doctoral Voice	Doctoral Voice (Vocal Coaching)	6
MUSP80961 DMA Lecture Recital	DMA Lecture Recital	1
MUSP80971 DMA Recital I	DMA Recital I	1
MUSP80981 DMA Recital II	DMA Recital II	1
MUSI60010 Wind Symphony-MUSI60360 TCU Harp Ensemble	Ensembles	2
MUSI50053 Intro To Voice Pedagogy	Introduction to Voice Pedagogy	3
MUSI	Music Theory Courses (MUSI 50000 and above)	9
MUSI	Music History Courses (MUSI 50000 and above)	9
MUSI90970 DMA Document	DMA Document	1-6
	Electives (MUSI 50000 and above)	4
	Additional Credits in Cognate Area	6
Total Credit Hours:		60

Piano Pedagogy

MUSP70210 Doctoral Piano	Doctoral Piano	12
MUSP80971 DMA Recital I	DMA Recital I	1
MUSP80981 DMA Recital II	DMA Recital II	1
MUSI80971 Doctoral Pedagogy Workshop I	Doctoral Pedagogy Workshop I	1
MUSI80981 Doctoral Pedagogy Workshop II	Doctoral Pedagogy Workshop II	1
MUSI	Music Theory Courses (MUSI 50000 and above)	9
MUSI	Music History Courses (MUSI 50000 and above)	9
MUSI60080 Chamber Music-MUSI60170 Piano Accompanying	Ensembles	2
	Piano Pedagogy courses**	12-14
MUSI90970 DMA Document	DMA Document	1-6
	Electives	4-6
Total Credit Hours:		60

*MUSI 70210: six semesters

**Piano Pedagogy Courses are chosen from MUSI60203 Grad Piano Pedagogy&Pract I, MUSI60213 Grad Piano Pedagogy&Pract II, MUSI60223 Current Trends And Res. MUSI60233 Teaching Interm-Adv Piano, MUSI60243 Piano Ensemble Teach/Perf Lit, MUSI60913 Psychology Of Music, MUSI60923 Philosophy Of Music Educ, MUSI 61230, MUSI60400 Spec Topics in Piano Pedagogy

Cognates

For DMA degrees in Composition, Performance, and Conducting, the student must choose a cognate area from the options below. The DMA in Piano Pedagogy is not allowed to have a cognate.

The cognates as shown below indicate the total number of credits that must be taken to earn the cognate; *however, all cognates require only 6 additional credits beyond the 54 credits indicated for the respective majors.*

The total credits needed to complete any DMA degree is 60.

Music Theory

(Not available to DMA Composition Students)

MUSI	Theory Courses (MUSI 50000 and above)	15
------	---------------------------------------	----

* Music Theory credits (9), earned in fulfillment of the degree plans, may be applied to the 15 – credit Cognate in Music Theory requirement.

Music History

MUSI	History Courses (MUSI 50000 and above)	15
------	--	----

*Music History credits (9), earned in fulfillment of the degree plans, may be applied to the 15 – credit Cognate in Music History requirement.

Performance

(Admission to the performance cognate is by audition and must be approved by the appropriate applied music faculty)

MUSP60110 Voice-MUSP60610 Percussion	Applied Lessons	6
60010-30360	Ensembles*	1
MUSP	Performance Electives**	2

* Ensemble credit (1) earned in fulfillment of the cognate may be applied to the ensemble credit requirements of the degree plans above.

** Performance elective credit (2) earned in fulfillment of the cognate may be applied to elective credit requirements of the degree plans above.

Composition

(Not available to DMA Composition Students)

(Admission to the composition cognate must be approved by the composition faculty)

<u>MUSI60630 Composition</u>	Composition	6
<u>MUSI60801 Composition Seminar</u>	Composition Seminar*	1
MUSI	Composition Electives**	2

* Composition Seminar credit (1) earned in fulfillment of the cognate may be applied to the elective credit requirements of the degree plans above.

** Composition elective credit (2) earned in fulfillment of the cognate may be applied to elective credit requirements of the degree plans above.

Vocal Pedagogy

(The cognate in vocal pedagogy is available to DMA Vocal Performance students only.)

<u>MUSI50053 Intro To Voice Pedagogy</u>	Intro to Voice Pedagogy*	3
<u>MUSI 60053</u>	Voice Repertoire Management**	3
<u>MUSI60041 Voice Pedagogy Practicum</u>	Voice Pedagogy Practicum**	1
<u>MUSI60073 Technology in Voice Teaching</u>	Technology in Voice Teaching**	3
	AND	
<u>MUSI60063 Adv Seminar in Voice Pedagogy</u>	Advanced Vocal Pedagogy Seminar**	3
	OR	
<u>COSD60390 Sem on Communica Disordr</u>	Vocal Faults**	3

*Musi 50053 in this cognate counts as the "Pedagogy elective" in DMA Voice degree plan

**Musi 60041 and either MUSI 60053, MUSI60063 Adv Seminar in Voice Pedagogy or MUSI60073 Technology in Voice Teaching may be applied to elective credit requirement of the DMA Vocal Performance degree plan.

Piano Pedagogy

(The cognate in piano pedagogy is available to DMA Piano Performance students only.)

<u>MUSI60203 Grad Piano Pedagogy&Pract I</u>	Graduate Piano Pedagogy and Practicum I	3
<u>MUSI60213 Grad Piano Pedagogy&Pract II</u>	Graduate Piano Pedagogy and Practicum II	3
	AND*	
<u>MUSI60223 Current Trends And Res</u>	Current Trends and Research in Piano Pedagogy	3
<u>MUSI60233 Teaching Interm-Adv Piano</u>	Teaching Intermediate and Advanced Piano Students	3
<u>MUSI60243 Piano Ensemble Teach/Perf Lit</u>	Piano Ensemble Teaching and Performance Literature	3
<u>MUSI60913 Psychology Of Music</u>	Psychology of Music	3
<u>MUSI60923 Philosophy Of Music Educ</u>	Philosophy of Music Education	3
<u>MUSI60400 Spec Topics in Piano Pedagogy</u>	Special Studies in Piano Pedagogy	1

* 5-6 credits from among the classes listed

Collaborative Piano

(Admission to the Collaborative Piano cognate must be approved by the Piano Faculty.)

MUSP 60312	Applied Collaborative Piano	2
MUSP 60141	Collaborative Piano Practicum	2
MUSP 60483	Instrumental Collaborative Piano Literature	3
MUSP 60191	Vocal Coaching for Pianists	1

Up to two (2) credits earned in fulfillment of the Collaborative Piano cognate may be applied to the elective credit requirement of any degree plan.

Music, MM and MME

Music, MM and MME

Degree programs may be pursued in Master of Music with emphasis in performance, pedagogy, musicology, music theory, composition or a Master of Music Education.

Prerequisites

To apply to the Master of Music program, students must possess a Bachelor of Music or its equivalent, usually with a major in the area of proposed graduate study, including sophomore-level credit in an approved foreign language in the case of prospective majors in musicology or theory/composition. To apply to the Master of Music Education program, students must possess a Bachelor of Music or its equivalent, with a major in music education.

For admission, the student must have satisfactory undergraduate preparation for the particular degree sought which includes at least a "B" (3.0) average in all undergraduate work and satisfactory scores on the appropriate tests required by the school/college.

Applicants from countries other than the United States must meet the same admission standards required of all other applicants. In addition, before being admitted to the School of Music, all international students must complete the Test of English as a Foreign Language (TOEFL) and achieve a score of 80 on the iBT or TOEFL, a 6.5 on the IELTS, or 105 on the Duolingo English test. Official scores must be sent to TCU from the testing agency.

Application

Application to the Master of Music and Master of Music Education programs requires students complete two applications:

- The TCU Graduate Admission Application, available at graduate.tcu.edu
- The School of Music Admission Application, available at music.tcu.edu/admission

Audition

Students applying in performance must present a satisfactory, in-person audition. In exceptional circumstances, permission may be granted for a video audition to be considered for admission.

Additional Requirements

The GRE is optional for students applying in the areas of musicology, theory/composition, and music education. Students applying for admission to all other Master of Music programs are not required to take the GRE, but are strongly encouraged to do so and submit scores prior to admission. The test scores, along with other materials, provide valuable information aiding in the evaluation and placement of students.

All entering graduate students are required to take placement examinations in Musicology and Music Theory. Results of these examinations are used in advising and to determine if leveling work in either or both areas is warranted. All portions of the test must be satisfactorily completed prior to admission to candidacy.

Students majoring in musicology, music theory or composition must submit examples of scholarly or creative work in the School of Music Application. Scholarly papers, compositions (scores and recordings), are appropriate.

Piano Pedagogy applicants should submit a 15-minute video recording of teaching, to include a private lesson to be uploaded as part of the School of Music Admission Application. This can also include a group lesson. International students should submit a video demonstrating their ability to teach using the English language.

Every graduate student must participate in an ensemble for a minimum of two semesters during residency. In special circumstances related to stipend or assistantship, ensemble participation may be required for additional semesters.

Application Deadlines

For full consideration, applicants seeking admission to any music master's program should complete their application by February 15 to be considered for fall matriculation. Optimal consideration for scholarships and assistantships will be given to applications completed fully (including delivery of all supporting materials) by February 1.

Degree Requirements

Performance majors must earn 30-34 hours in approved graduate courses, including at least 12 hours in studio instruction, and present two recitals, the content and format of which shall be determined and evaluated by the student's Graduate Advisory Committee.

Pedagogy, musicology, music theory and composition majors must earn 34-36 hours in approved graduate courses, with at least half of the courses, including thesis where appropriate, in the principal field.

Electives are chosen from graduate courses in music or related academic fields, with permission from the Director of the School of Music and the Associate Dean for Academic Affairs. Recommendations may be made on the basis of undergraduate transcript and placement examinations.

Comprehensive Oral Examination

A comprehensive oral examination must be passed before the completion of all programs. This examination is usually given after the final recital or project is completed; however, it may be given early within the final semester of study as appropriate. Results of the comprehensive oral examination must be reported no later than the last day of classes each semester.

Only one re-examination of a failed oral exam will be permitted, the date to be set at the discretion of the examining committee. A student must be enrolled for a minimum of one hour of credit during any term in which the oral exam will be taken.

String Performance, MM

String Requirements, MM

Applied Studio Lessons 12

Required:

MUSP60310 Violin	Violin	1-6
MUSP60320 Viola	Viola	1-6
MUSP60330 Violoncello	Violoncello	1-6
MUSP60340 Double Bass	Double Bass	1-6
MUSP60360 Jazz Bass	Jazz Bass	1-6
MUSP60710 Harp	Harp	1-6
MUSP60810 Guitar	Guitar	1-6
MUSP60910 Jazz Guitar	Jazz Guitar	1-6

Recitals 2

Required:

MUSP70971 Recital I	Recital I	1
MUSP70981 Recital II	Recital II	1

Music Theory 6

Choose two:

MUSI50203 Musical Structre & Style	Musical Structure and Style	3
MUSI50523 Linear Analysis	Linear Analysis	3
MUSI60133 Music Theory/Literacy Pedagogy	Music Theory/Literacy Pedagogy	3
MUSI60553 Analysis of Music: 1880-1950	Analysis of Music: 1880-1950	3
MUSI60563 Analysis of Music:1950-Present	Analysis of Music: 1950 to Present	3
MUSI60630 Composition	Composition	1-6
MUSI60800 Seminar In Music Theory	Seminar in Music Theory	1-20

Musicology 6

Required:

MUSI60103 Bibliography&Resh Techni	Bibliography and Research Techniques	3
--	--------------------------------------	---

Choose one:

MUSI50303 History of Sacred Music	History of Sacred Music	3
MUSI50403 Symphonic Literature	Symphonic Literature	3
MUSI50413 Opera Literature	Opera Literature	3
MUSI50423 Choral Literature	Choral Literature	3
MUSI50433 Keyboard Literature I	Keyboard Literature I Pre-Baroque through Classical	3
MUSI50443 Ethnomusicology	Ethnomusicology	3
MUSI50463 Topics in Music since 1900	Topics in Music Since 1900	3
MUSI50473 Art Song Literature	Art Song Literature	3
MUSI50483 Chamber Music Literature	Chamber Music Literature	3
MUSI50493 Music In The U.S.	Music in the United States	3
MUSI50533 Keyboard Literature II	Keyboard Literature II Romantic through Contemporary	3
MUSI60303 History of Music Notation	History of Music Notation	3
MUSI60500 Sem In Musicology	Seminar in Musicology	1-20

Ensembles 4

Required:

MUSI60120 Symphony Orchestra	Symphony Orchestra	0.5
--	--------------------	-----

Choose any:

MUSI60080 Chamber Music	Chamber Music	0.5
MUSI60150 New Music Ensemble	New Music Ensemble	0.5
MUSI60180 Collegium Musicum	Collegium Musicum	0.5
MUSI60350 TCU Cello Ensemble	TCU Cello Ensemble	0.5
MUSI60360 TCU Harp Ensemble	TCU Harp Ensemble	0.5

Electives 4

Any 50000 level and above from MUSI or MUSP coursework.

TOTAL CREDIT HOURS: 34

[MUSP70981 Recital II](#) - The recital shall be no less than 60 minutes in length, not including intermission. A high-quality recording of the final recital must be available to the School of Music. This is the student's responsibility.

Music Theory, MM

Music Theory, MM

Music Theory 12

Required:

MUSI50523 Linear Analysis	Linear Analysis	3
MUSI60553 Analysis of Music: 1880-1950	Analysis of Music: 1880-1950	3
MUSI60800 Seminar In Music Theory	Seminar in Music Theory	1-20
MUSI60800 Seminar In Music Theory	Seminar in Music Theory	1-20

Additional courses in Music Theory 6

MUSI50203 Musical Structre & Style	Musical Structure and Style	3
MUSI60800 Seminar In Music Theory	Seminar in Music Theory	1-3
MUSI60133 Music Theory/Literacy Pedagogy	Music Theory/Literacy Pedagogy	3
MUSI60563 Analysis of Music:1950-Present	Analysis of Music: 1950 to Present	3

Thesis 6

Required:

MUSI70980 Thesis I	Thesis I	1-20
MUSI70990 Thesis II	Thesis II	1-20

Musicology 6

Required:

MUSI60103 Bibliography&Resh Techni	Bibliography and Research Techniques	3
------------------------------------	--------------------------------------	---

Choose one:

MUSI50303 History of Sacred Music	History of Sacred Music	3
MUSI50403 Symphonic Literature	Symphonic Literature	3
MUSI50413 Opera Literature	Opera Literature	3
MUSI50423 Choral Literature	Choral Literature	3
MUSI50433 Keyboard Literature I	Keyboard Literature I Pre-Baroque through Classical	3
MUSI50443 Ethnomusicology	Ethnomusicology	3
MUSI50463 Topics in Music since 1900	Topics in Music Since 1900	3
MUSI50473 Art Song Literature	Art Song Literature	3
MUSI50483 Chamber Music Literature	Chamber Music Literature	3
MUSI50493 Music In The U.S.	Music in the United States	3
MUSI50533 Keyboard Literature II	Keyboard Literature II Romantic through Contemporary	3
MUSI60101 Graduate Music History Survey	Graduate Music History Survey	1
MUSI60300 Spec Probs In Music Educ	History of Music Notation	3
MUSI60500 Sem In Musicology	Seminar in Musicology	1-20

Ensembles (.5 credit) 1

Choose any:

MUSI60010 Wind Symphony	Wind Symphony	0.5
MUSI60020 Percussion Ensemble	Percussion Ensemble	0.5
MUSI60030 Choral Union	Choral Union	0.5
MUSI60040 Concert Chorale	Concert Chorale	0.5
MUSI60060 University Singers	University Singers	0.5
MUSI60070 Vocal Jazz	Vocal Jazz	0.5
MUSI60080 Chamber Music	Chamber Music	0.5
MUSI60090 Woodwind Ensemble	Woodwind Ensemble	0.5
MUSI60100 Opera Studio	Opera Studio	0.5
MUSI60120 Symphony Orchestra	Symphony Orchestra	0.5
MUSI60140 Frog Corps	Frog Corps	0.5
MUSI60150 New Music Ensemble	New Music Ensemble	0.5
MUSI60170 Piano Accompanying	Piano Accompanying	0.5
MUSI60180 Collegium Musicum	Collegium Musicum	0.5
MUSI60190 Jazz Ensemble	Jazz Ensemble	0.5
MUSI60210 Symphonic Band	Symphonic Band	0.5
MUSI60350 TCU Cello Ensemble	TCU Cello Ensemble	0.5
MUSI60360 TCU Harp Ensemble	TCU Harp Ensemble	0.5

Electives 5

Any 50000 level and above from MUSI or MUSP coursework outside of the major area. Electives may not be Theory courses.

TOTAL CREDIT HOURS: 36

Composition, MM

Composition, MM

Composition 12

Required:

MUSI60630 Composition	Composition (2 semesters)	6
MUSI70980 Thesis I	Thesis I	1-20
MUSI70990 Thesis II	Thesis II	1-20

Music Theory 9

<u>MUSI50523 Linear Analysis</u>	Linear Analysis	3
<u>MUSI60553 Analysis of Music: 1880-1950</u>	Analysis of Music: 1880-1950	3
<u>MUSI60800 Seminar In Music Theory</u>	Seminar in Music Theory	1-20

Musicology 6

Required:

<u>MUSI60103 Bibliography&Resh Techni</u>	Bibliography and Research Techniques	3
---	--------------------------------------	---

Choose one:

<u>MUSI50303 History of Sacred Music</u>	History of Sacred Music	3
<u>MUSI50403 Symphonic Literature</u>	Symphonic Literature	3
<u>MUSI50413 Opera Literature</u>	Opera Literature	3
<u>MUSI50423 Choral Literature</u>	Choral Literature	3
<u>MUSI50433 Keyboard Literature I</u>	Keyboard Literature I Pre-Baroque through Classical	3
<u>MUSI50443 Ethnomusicology</u>	Ethnomusicology	3
<u>MUSI50463 Topics in Music since 1900</u>	Topics in Music Since 1900	3
<u>MUSI50473 Art Song Literature</u>	Art Song Literature	3
<u>MUSI50483 Chamber Music Literature</u>	Chamber Music Literature	3
<u>MUSI50493 Music In The U.S.</u>	Music in the United States	3
<u>MUSI50533 Keyboard Literature II</u>	Keyboard Literature II Romantic through Contemporary	3
<u>MUSI60303 History of Music Notation</u>	History of Music Notation	3
<u>MUSI60500 Sem In Musicology</u>	Seminar in Musicology	1-20

Additional Music Theory or Musicology coursework 3

Choose one:

<u>MUSI50203 Musical Structre & Style</u>	Musical Structure and Style	3
<u>MUSI60133 Music Theory/Literacy Pedagogy</u>	Music Theory/Literacy Pedagogy	3
<u>MUSI60563 Analysis of Music:1950-Present</u>	Analysis of Music: 1950 to Present	3
<u>MUSI60800 Seminar In Music Theory</u>	Seminar in Music Theory	1-20
<u>MUSI60801 Composition Seminar</u>	Composition Seminar	1
<u>MUSI70203 Analysis for Performance</u>	Analysis for Performance	3
<u>MUSI50303 History of Sacred Music</u>	History of Sacred Music	3
<u>MUSI50403 Symphonic Literature</u>	Symphonic Literature	3
<u>MUSI50413 Opera Literature</u>	Opera Literature	3
<u>MUSI50423 Choral Literature</u>	Choral Literature	3
<u>MUSI50433 Keyboard Literature I</u>	Keyboard Literature I Pre-Baroque through Classical	3
<u>MUSI50443 Ethnomusicology</u>	Ethnomusicology	3
<u>MUSI50463 Topics in Music since 1900</u>	Topics in Music Since 1900	3
<u>MUSI50473 Art Song Literature</u>	Art Song Literature	3
<u>MUSI50483 Chamber Music Literature</u>	Chamber Music Literature	3
<u>MUSI50493 Music In The U.S.</u>	Music in the United States	3
<u>MUSI50533 Keyboard Literature II</u>	Keyboard Literature II Romantic through Contemporary	3
<u>MUSI60101 Graduate Music History Survey</u>	Graduate Music History Survey	1
<u>MUSI60303 History of Music Notation</u>	History of Music Notation	3
<u>MUSI60500 Sem In Musicology</u>	Seminar in Musicology	1-20

Ensembles (.5 credit) 1

Choose any:

MUSI60010 Wind Symphony	Wind Symphony	0.5
MUSI60020 Percussion Ensemble	Percussion Ensemble	0.5
MUSI60030 Choral Union	Choral Union	0.5
MUSI60040 Concert Chorale	Concert Chorale	0.5
MUSI60060 University Singers	University Singers	0.5
MUSI60070 Vocal Jazz	Vocal Jazz	0.5
MUSI60080 Chamber Music	Chamber Music	0.5
MUSI60090 Woodwind Ensemble	Woodwind Ensemble	0.5
MUSI60100 Opera Studio	Opera Studio	0.5
MUSI60120 Symphony Orchestra	Symphony Orchestra	0.5
MUSI60140 Frog Corps	Frog Corps	0.5
MUSI60150 New Music Ensemble	New Music Ensemble	0.5
MUSI60170 Piano Accompanying	Piano Accompanying	0.5
MUSI60180 Collegium Musicum	Collegium Musicum	0.5
MUSI60190 Jazz Ensemble	Jazz Ensemble	0.5
MUSI60210 Symphonic Band	Symphonic Band	0.5
MUSI60350 TCU Cello Ensemble	TCU Cello Ensemble	0.5
MUSI60360 TCU Harp Ensemble	TCU Harp Ensemble	0.5

Electives 5

Any 50000 level and above from MUSI or MUSP coursework

TOTAL CREDIT HOURS: 36**In the Music Composition degree, composition lessons are continued under the course heading of Thesis, resulting in a capstone composition of significant scope.*

Piano Performance, MM

Piano Performance, MM

Applied Studio Lessons 12

Required:

MUSP60210 Piano	Piano	1-6
---------------------------------	-------	-----

Recitals 2

Required:

MUSP70971 Recital I	Recital I	1
MUSP70981 Recital II	Recital II	1

Music Theory 6

Choose two:

MUSI50203 Musical Structure & Style	Musical Structure and Style	3
MUSI50523 Linear Analysis	Linear Analysis	3
MUSI60133 Music Theory/Literacy Pedagogy	Music Theory/Literacy Pedagogy	3
MUSI60553 Analysis of Music: 1880-1950	Analysis of Music: 1880-1950	3
MUSI60563 Analysis of Music: 1950-Present	Analysis of Music: 1950 to Present	3
MUSI60630 Composition	Composition	1-6
MUSI60800 Seminar In Music Theory	Seminar in Music Theory	1-20

Musicology 6

Required:

MUSI60103 Bibliography&Resh Techni	Bibliography and Research Techniques	3
MUSI50433 Keyboard Literature I	Keyboard Literature I Pre-Baroque through Classical	3
	OR	
MUSI50533 Keyboard Literature II	Keyboard Literature II Romantic through Contemporary	3

If substituting, choose one:

MUSI50303 History of Sacred Music	History of Sacred Music	3
MUSI50403 Symphonic Literature	Symphonic Literature	3
MUSI50413 Opera Literature	Opera Literature	3
MUSI50423 Choral Literature	Choral Literature	3
MUSI50443 Ethnomusicology	Ethnomusicology	3
MUSI50463 Topics in Music since 1900	Topics in Music Since 1900	3
MUSI50473 Art Song Literature	Art Song Literature	3
MUSI50483 Chamber Music Literature	Chamber Music Literature	3
MUSI50493 Music In The U.S.	Music in the United States	3
MUSI60303 History of Music Notation	History of Music Notation	3
MUSI60483 Instr Coll Pa Lit	Instrumental Collaborative Piano Lecture	3
MUSI60500 Sem In Musicology	Seminar in Musicology	1-20

Ensembles (.5 credit) 1

Choose any:

MUSI60080 Chamber Music	Chamber Music	0.5
MUSI60150 New Music Ensemble	New Music Ensemble	0.5
MUSI60170 Piano Accompanying	Piano Accompanying	0.5
MUSI60180 Collegium Musicum	Collegium Musicum	0.5
MUSI60190 Jazz Ensemble	Jazz Ensemble	0.5

Electives 3

Any 50000 level and above from MUSI or MUSP coursework

TOTAL CREDIT HOURS: 30

*MUSI70971 Recital I, MUSI70981 Recital II - Each of the two recitals shall be no less than 60 minutes in length. The first recital may, if desired, include a concerto with second piano accompaniment and/or chamber music. This portion, however, must be no more than half the length of the recital.

**Allow for substitution if student has previously taken Keyboard Literature I or II.

Organ Performance, MM

Organ Performance, MM

Applied Studio Lessons 12

Required:

MUSP60220 Organ	Organ	1-6
---------------------------------	-------	-----

Recitals 2

Required:

MUSP70971 Recital I	Recital I	1
MUSP70981 Recital II	Recital II	1

Music Theory 6

Choose two:

MUSI50203 Musical Structure & Style	Musical Structure and Style	3
MUSI50523 Linear Analysis	Linear Analysis	3
MUSI60133 Music Theory/Literacy Pedagogy	Music Theory/Literacy Pedagogy	3
MUSI60553 Analysis of Music: 1880-1950	Analysis of Music: 1880-1950	3
MUSI60563 Analysis of Music: 1950-Present	Analysis of Music: 1950 to Present	3
MUSI60630 Composition	Composition	1-6
MUSI60800 Seminar In Music Theory	Seminar in Music Theory	1-20

Musicology 6

Required:

MUSI60103 Bibliography&Resh Techni	Bibliography and Research Techniques	3
MUSI50303 History of Sacred Music	History of Sacred Music	3

Ensembles (.5 credit) 1

Choose any:

MUSI60030 Choral Union	Choral Union	0.5
MUSI60040 Concert Chorale	Concert Chorale	0.5
MUSI60060 University Singers	University Singers	0.5
MUSI60180 Collegium Musicum	Collegium Musicum	0.5

Electives 3

Any 50000 level and above from MUSI or MUSP coursework

TOTAL CREDIT HOURS: 30

Collaborative Piano, MM

Collaborative Piano, MM

Applied Studio Lessons 8

Required:

MUSP60312 Applied Collaborative Piano	Applied Collaborative Piano	2
---	-----------------------------	---

Applied Collaborative Skills 4

Required:

MUSP60141 Coll. Piano Practicum	Collaborative Piano Practicum	4
---	-------------------------------	---

Recitals 2

Required:

MUSP71971 Collaborative Piano Recital I	Collaborative Piano Recital I	1
MUSP72971 Collaborative Piano Recital II	Collaborative Piano Recital II	1

Music Theory 6

Choose two:

MUSI50203 Musical Structure & Style	Musical Structure and Style	3
MUSI50523 Linear Analysis	Linear Analysis	3
MUSI60133 Music Theory/Literacy Pedagogy	Music Theory/Literacy Pedagogy	3
MUSI60553 Analysis of Music: 1880-1950	Analysis of Music: 1880-1950	3
MUSI60563 Analysis of Music: 1950-Present	Analysis of Music: 1950 to Present	3
MUSI60630 Composition	Composition	1-6
MUSI60800 Seminar In Music Theory	Seminar in Music Theory	1-20

Musicology 6

Required:

MUSI60103 Bibliography&Resh Techni	Bibliography and Research Techniques	3
--	--------------------------------------	---

Choose one:

MUSI50303 History of Sacred Music	History of Sacred Music	3
MUSI50403 Symphonic Literature	Symphonic Literature	3
MUSI50413 Opera Literature	Opera Literature	3
MUSI50423 Choral Literature	Choral Literature	3
MUSI50433 Keyboard Literature I	Keyboard Literature I Pre-Baroque through Classical	3
MUSI50443 Ethnomusicology	Ethnomusicology	3
MUSI50463 Topics in Music since 1900	Topics in Music Since 1900	3
MUSI50473 Art Song Literature	Art Song Literature	3
MUSI50483 Chamber Music Literature	Chamber Music Literature	3
MUSI50493 Music In The U.S.	Music in the United States	3
MUSI60303 History of Music Notation	History of Music Notation	3
MUSI60483 Instr Coll Pa Lit	Instrumental Collaborative Piano Literature	3
MUSI60500 Sem In Musicology	Seminar in Musicology	1-20

Ensembles (.5 credit) 1

Choose any:

MUSI60080 Chamber Music	Chamber Music	0.5
MUSI60150 New Music Ensemble	New Music Ensemble	0.5
MUSI60170 Piano Accompanying	Piano Accompanying	0.5
MUSI60180 Collegium Musicum	Collegium Musicum	0.5
MUSI60190 Jazz Ensemble	Jazz Ensemble	0.5

Electives 5

Choose 2-3 or any 50000 level and above from MUSI or MUSP coursework:

Choose any:

MUSI50212 Choral Conducting	Choral Conducting	2
MUSI50222 Instrumental Conducting	Instrumental Conducting	2
MUSI60191 Vocal Coaching for Pianists	Vocal Coaching for Pianists	1
MUSI60232 Score Reading	Score Reading	2
MUSP60110 Voice	Voice	1-6
MUSP60220 Organ	Organ	1-6
MUSP60240 Harpsichord	Harpsichord	1-6

TOTAL CREDIT HOURS: 32

Piano Pedagogy, MM

Piano Pedagogy, MM

Applied Studio Lessons 8

Required:

MUSP60210 Piano	Piano	2
---------------------------------	-------	---

Recitals 1

Required:

MUSP70971 Recital I	Recital I	1
-------------------------------------	-----------	---

Pedagogy 15

Required:

MUSI60203 Grad Piano Pedagogy&Pract I	Graduate Piano Pedagogy and Practicum I	3
MUSI60213 Grad Piano Pedagogy&Pract II	Graduate Piano Pedagogy and Practicum II	3
MUSI60223 Current Trends And Res	Current Trends and Research in Piano Pedagogy	3
MUSI60913 Psychology Of Music	Psychology of Music	3
MUSI60230 Internship in Teaching	Internship in Teaching	1
MUSI70972 Lecture Recital	Lecture Recital	2

Music Theory 3

Choose one:

MUSI50203 Musical Structre & Style	Musical Structure and Style	3
MUSI50523 Linear Analysis	Linear Analysis	3
MUSI60133 Music Theory/Literacy Pedagogy	Music Theory/Literacy Pedagogy	3
MUSI60553 Analysis of Music: 1880-1950	Analysis of Music: 1880-1950	3
MUSI60563 Analysis of Music:1950-Present	Analysis of Music: 1950 to Present	3
MUSI60630 Composition	Composition	1-6
MUSI60800 Seminar In Music Theory	Seminar in Music Theory	1-20

Musicology 6

Required:

MUSI60103 Bibliography&Resh Techni	Bibliography and Research Techniques	3
MUSI50433 Keyboard Literature I	Keyboard Literature I Pre-Baroque through Classical	3
	OR	
MUSI50533 Keyboard Literature II	Keyboard Literature II Romantic through Contemporary	3

If substituting, choose one:

MUSI50303 History of Sacred Music	History of Sacred Music	3
MUSI50403 Symphonic Literature	Symphonic Literature	3
MUSI50413 Opera Literature	Opera Literature	3
MUSI50423 Choral Literature	Choral Literature	3
MUSI50433 Keyboard Literature I	Keyboard Literature I Pre-Baroque through Classical	3
MUSI50443 Ethnomusicology	Ethnomusicology	3
MUSI50463 Topics in Music since 1900	Topics in Music Since 1900	3
MUSI50473 Art Song Literature	Art Song Literature	3
MUSI50483 Chamber Music Literature	Chamber Music Literature	3
MUSI50493 Music In The U.S.	Music in the United States	3
MUSI60303 History of Music Notation	History of Music Notation	3
MUSI60483 Instr Coll Pa Lit	Instrumental Collaborative Piano Literature	3
MUSI60500 Sem In Musicology	Seminar in Musicology	1-20

Ensembles (.5 credit) 1

MUSI60080 Chamber Music	Chamber Music	0.5
MUSI60170 Piano Accompanying	Piano Accompanying	0.5

TOTAL CREDIT HOURS: 34

*Allow for substitution if student has previously taken Keyboard Literature I or II.

Voice Pedagogy, MM

Voice Pedagogy, MM

Applied Studio Lessons 10

Required:

	Techniques for the Singer-Actor	2
MUSP60110 Voice	Voice	1-6

Recitals 1

Required:

MUSP70971 Recital I	Recital I	1
-------------------------------------	-----------	---

Pedagogy 6

Required:

MUSI50053 Intro To Voice Pedagogy	Introduction to Voice Pedagogy	3
MUSI60041 Voice Pedagogy Practicum	Voice Pedagogy Practicum	1
MUSI60052 Voice Repertoire Mnagmnt	Voice Repertoire Management	2

Music Theory 6

Choose two:

MUSI50203 Musical Structre & Style	Musical Structure and Style	3
MUSI50523 Linear Analysis	Linear Analysis	3
MUSI50970 Special Problems	Special Problems	0.5-6
MUSI60133 Music Theory/Literacy Pedagogy	Music Theory/Literacy Pedagogy	3
MUSI60553 Analysis of Music: 1880-1950	Analysis of Music: 1880-1950	3
MUSI60563 Analysis of Music:1950-Present	Analysis of Music: 1950 to Present	3
MUSI60630 Composition	Composition	1-6
MUSI60800 Seminar In Music Theory	Seminar in Music Theory	1-20

Musicology 6

Required:

MUSI60103 Bibliography&Resh Techni	Bibliography and Research Techniques	3
--	--------------------------------------	---

Choose one:

MUSI50303 History of Sacred Music	History of Sacred Music	3
MUSI50403 Symphonic Literature	Symphonic Literature	3
MUSI50413 Opera Literature	Opera Literature	3
MUSI50423 Choral Literature	Choral Literature	3
MUSI50433 Keyboard Literature I	Keyboard Literature I Pre-Baroque through Classical	3
MUSI50443 Ethnomusicology	Ethnomusicology	3
MUSI50463 Topics in Music since 1900	Topics in Music Since 1900	3
MUSI50473 Art Song Literature	Art Song Literature	3
MUSI50483 Chamber Music Literature	Chamber Music Literature	3
MUSI50493 Music In The U.S.	Music in the United States	3
MUSI50533 Keyboard Literature II	Keyboard Literature II Romantic through Contemporary	3
MUSI50970 Special Problems	Special Problems	0.5-6
MUSI60303 History of Music Notation	History of Music Notation	3
MUSI60500 Sem In Musicology	Seminar in Musicology	1-20

Ensembles (.5 credit) 2

Choose any:

MUSI60100 Opera Studio	Opera Studio	0.5
MUSI60040 Concert Chorale	Concert Chorale	0.5
MUSI60080 Chamber Music	Chamber Music	0.5
MUSI60150 New Music Ensemble	New Music Ensemble	0.5
MUSI60180 Collegium Musicum	Collegium Musicum	0.5

Electives 3

Any 50000 level and above from MUSI or MUSP coursework

TOTAL CREDIT HOURS: 34

[MUSI70971 Recital I](#) - the recital shall be no less than 60 minutes in length, not including intermission. A high-quality recording of the final recital must be available to the School of Music. This is the student's responsibility.

[MUSI60041 Voice Pedagogy Practicum](#) - Voice Pedagogy Practicum may be repeated for elective credit.

Voice Performance, MM

Voice Performance, MM

Applied Studio Lessons 10

Required:

MUSP60110 Voice	Voice	1-6
MUSI60161 Acting for Singers	Acting for Singers	1

Recitals 2

Required:

MUSP70971 Recital I	Recital I	1
MUSP70981 Recital II	Recital II	1

Pedagogy 5

Required:

MUSI50053 Intro To Voice Pedagogy	Introduction to Voice Pedagogy	3
MUSI60052 Voice Repertoire Mngmnt	Voice Repertoire Management	2

Music Theory 6

Choose two:

MUSI50203 Musical Structre & Style	Musical Structure and Style	3
MUSI50523 Linear Analysis	Linear Analysis	3
MUSI50970 Special Problems	Special Problems	0.5-6
MUSI60133 Music Theory/Literacy Pedagogy	Music Theory/Literacy Pedagogy	3
MUSI60553 Analysis of Music: 1880-1950	Analysis of Music: 1880-1950	3
MUSI60563 Analysis of Music: 1950-Present	Analysis of Music: 1950 to Present	3
MUSI60630 Composition	Composition	1-6
MUSI60800 Seminar In Music Theory	Seminar in Music Theory	1-20

Musicology 6

Required:

MUSI60103 Bibliography&Resh Techni	Bibliography and Research Techniques	3
------------------------------------	--------------------------------------	---

Choose one:

MUSI50303 History of Sacred Music	History of Sacred Music	3
MUSI50403 Symphonic Literature	Symphonic Literature	3
MUSI50413 Opera Literature	Opera Literature	3
MUSI50423 Choral Literature	Choral Literature	3
MUSI50433 Keyboard Literature I	Keyboard Literature I Pre-Baroque through Classical	3
MUSI50443 Ethnomusicology	Ethnomusicology	3
MUSI50463 Topics in Music since 1900	Topics in Music Since 1900	3
MUSI50473 Art Song Literature	Art Song Literature	3
MUSI50483 Chamber Music Literature	Chamber Music Literature	3
MUSI50493 Music In The U.S.	Music in the United States	3
MUSI50533 Keyboard Literature II	Keyboard Literature II Romantic through Contemporary	3
MUSI50970 Special Problems	Special Problems	0.5-6
MUSI60303 History of Music Notation	History of Music Notation	3
MUSI60500 Sem In Musicology	Seminar in Musicology	1-20

Ensembles (.5 credit) 2

Choose any:

MUSI60100 Opera Studio	Opera Studio	0.5
MUSI60040 Concert Chorale	Concert Chorale	0.5

Electives 3

Any 50000 level and above from MUSI or MUSP coursework

TOTAL CREDIT HOURS: 34

MUSI70971 Recital I- MUSI70981 Recital II- the recital shall be no less than 60 minutes in length, not including intermission. A high-quality recording of the final recital must be available to the School of Music. This is the student's responsibility.

Wind and Percussion Performance, MM

Winds and Percussion Performance, MM

Applied Studio Lessons 12

Required:

MUSP60410 Flute	Flute	1-6
MUSP60420 Oboe	Oboe	1-6
MUSP60430 Clarinet	Clarinet	1-6
MUSP60440 Saxophone	Saxophone	1-6
MUSP60450 Bassoon	Bassoon	1-6
MUSP60460 Jazz Saxophone	Jazz Saxophone	1-6
MUSP60510 French Horn	French Horn	1-6
MUSP60520 Trumpet	Trumpet	1-6
MUSP60530 Trombone	Trombone	1-6
MUSP60540 Baritone	Baritone	1-6
MUSP60550 Tuba	Tuba	1-6
MUSP60560 Euphonium	Euphonium	1-6
MUSP60610 Percussion	Percussion	1-6

Recitals 2

Required:

MUSP70971 Recital I	Recital I	1
MUSP70981 Recital II	Recital II	1

Music Theory 6

Choose two:

MUSI50203 Musical Structre & Style	Musical Structure and Style	3
MUSI50523 Linear Analysis	Linear Analysis	3
MUSI60133 Music Theory/Literacy Pedagogy	Music Theory/Literacy Pedagogy	3
MUSI60553 Analysis of Music: 1880-1950	Analysis of Music: 1880-1950	3
MUSI60563 Analysis of Music:1950-Present	Analysis of Music: 1950 to Present	3
MUSI60630 Composition	Composition	1-6
MUSI60800 Seminar In Music Theory	Seminar in Music Theory	1-20

Musicology 6

Required:

MUSI60103 Bibliography&Resh Techni	Bibliography and Research Techniques	3
--	--------------------------------------	---

Choose one:

MUSI50303 History of Sacred Music	History of Sacred Music	3
MUSI50403 Symphonic Literature	Symphonic Literature	3
MUSI50413 Opera Literature	Opera Literature	3
MUSI50423 Choral Literature	Choral Literature	3
MUSI50433 Keyboard Literature I	Keyboard Literature I Pre-Baroque through Classical	3
MUSI50443 Ethnomusicology	Ethnomusicology	3
MUSI50463 Topics in Music since 1900	Topics in Music Since 1900	3
MUSI50473 Art Song Literature	Art Song Literature	3
MUSI50483 Chamber Music Literature	Chamber Music Literature	3
MUSI50493 Music In The U.S.	Music in the United States	3
MUSI50533 Keyboard Literature II	Keyboard Literature II Romantic through Contemporary	3
MUSI60303 History of Music Notation	History of Music Notation	3
MUSI60500 Sem In Musicology	Seminar in Musicology	1-20

Ensembles (.5 credit) 4

Choose any:

MUSI60010 Wind Symphony	Wind Symphony	0.5
MUSI60020 Percussion Ensemble	Percussion Ensemble	0.5
MUSI60080 Chamber Music	Chamber Music	0.5
MUSI60090 Woodwind Ensemble	Woodwind Ensemble	0.5
MUSI60120 Symphony Orchestra	Symphony Orchestra	0.5
MUSI60150 New Music Ensemble	New Music Ensemble	0.5
MUSI60160 Brass Ensemble	Brass Ensemble	0.5
MUSI60180 Collegium Musicum	Collegium Musicum	0.5
MUSI60190 Jazz Ensemble	Jazz Ensemble	0.5
MUSI60210 Symphonic Band	Symphonic Band	0.5

Electives 4

Any 50000 level and above from MUSI or MUSP coursework

TOTAL CREDIT HOURS: 34

[MUSP70981 Recital II](#) - the recital shall be no less than 60 minutes in length, not including intermission. A high-quality recording of the final recital must be available to the School of Music. This is the student's responsibility.

[MUSI60010 Wind Symphony-MUSI60210 Symphonic Band](#) is a two semester requirement.

[MUSI70981 Recital II](#) - A high quality recording of the final recital must be available to the School of Music. This is the student's responsibility. A comprehensive oral examination follows the final recital.

Musicology, MM

Musicology, MM

Musicology 16

Required:

MUSI60103 Bibliography&Resh Techni	Bibliography and Research Techniques	3
MUSI60500 Sem In Musicology	Seminar in Musicology	1-20
MUSI70950 Spec Problems Musicology	Special Problems in Musicology	1-20

Choose three electives:

MUSI50303 History of Sacred Music	History of Sacred Music	3
MUSI50403 Symphonic Literature	Symphonic Literature	3
MUSI50413 Opera Literature	Opera Literature	3
MUSI50423 Choral Literature	Choral Literature	3
MUSI50433 Keyboard Literature I	Keyboard Literature I Pre-Baroque through Classical	3
MUSI50443 Ethnomusicology	Ethnomusicology	3
MUSI50463 Topics in Music since 1900	Topics in Music Since 1900	3
MUSI50473 Art Song Literature	Art Song Literature	3
MUSI50483 Chamber Music Literature	Chamber Music Literature	3
MUSI50493 Music In The U.S.	Music in the United States	3
MUSI50533 Keyboard Literature II	Keyboard Literature II Romantic through Contemporary	3
MUSI60303 History of Music Notation	History of Music Notation	3
MUSI60500 Sem In Musicology	Seminar in Musicology	1-20

Thesis 6

Required:

MUSI70980 Thesis I	Thesis I	1-20
MUSI70990 Thesis II	Thesis II	1-20

Music Theory 6

Choose two:

MUSI50203 Musical Structre & Style	Musical Structure and Style	3
MUSI50523 Linear Analysis	Linear Analysis	3
MUSI60133 Music Theory/Literacy Pedagogy	Music Theory/Literacy Pedagogy	3
MUSI60553 Analysis of Music: 1880-1950	Analysis of Music: 1880-1950	3
MUSI60563 Analysis of Music: 1950-Present	Analysis of Music: 1950 to Present	3
MUSI60800 Seminar In Music Theory	Seminar in Music Theory	1-20

Ensembles (.5 credit) 1

Choose any:

MUSI60010 Wind Symphony	Wind Symphony	0.5
MUSI60020 Percussion Ensemble	Percussion Ensemble	0.5
MUSI60030 Choral Union	Choral Union	0.5
MUSI60040 Concert Chorale	Concert Chorale	0.5
MUSI60060 University Singers	University Singers	0.5
MUSI60070 Vocal Jazz	Vocal Jazz	0.5
MUSI60080 Chamber Music	Chamber Music	0.5
MUSI60090 Woodwind Ensemble	Woodwind Ensemble	0.5
MUSI60100 Opera Studio	Opera Studio	0.5
MUSI60120 Symphony Orchestra	Symphony Orchestra	0.5
MUSI60140 Frog Corps	Frog Corps	0.5
MUSI60150 New Music Ensemble	New Music Ensemble	0.5
MUSI60160 Brass Ensemble	Brass Ensemble	0.5
MUSI60170 Piano Accompanying	Piano Accompanying	0.5
MUSI60180 Collegium Musicum	Collegium Musicum	0.5
MUSI60190 Jazz Ensemble	Jazz Ensemble	0.5
MUSI60210 Symphonic Band	Symphonic Band	0.5
MUSI60350 TCU Cello Ensemble	TCU Cello Ensemble	0.5
MUSI60360 TCU Harp Ensemble	TCU Harp Ensemble	0.5

Electives 3

Any 50000 level and above from MUSI or MUSP coursework outside of the major area. Electives may not be Musicology courses.

TOTAL CREDIT HOURS: 32

Band Conducting, MM

Band Conducting, MM

Band Conducting Emphasis

Applied Conducting Study 11**Required:**

<u>MUSI50222 Instrumental Conducting</u>	Instrumental Conducting	2
<u>MUSI50970 Special Problems</u>	Special Problems	0.5-6
<u>MUSI60232 Score Reading</u>	Score Reading	2
<u>MUSI60220 Spec Studies:Conducting</u>	Special Studies in Conducting	1-4

Performance 6

Required:

<u>MUSP60310 Violin-MUSP60810 Guitar</u>	Graduate Lessons in applicable instrument	
<u>MUSP70971 Recital I</u>	Recital	1
<u>MUSP70981 Recital II</u>	Recital II	1

Music Theory 6

Choose two:

<u>MUSI50203 Musical Structre & Style</u>	Musical Structure and Style	3
<u>MUSI50523 Linear Analysis</u>	Linear Analysis	3
<u>MUSI60133 Music Theory/Literacy Pedagogy</u>	Music Theory/Literacy Pedagogy	3
<u>MUSI60553 Analysis of Music: 1880-1950</u>	Analysis of Music: 1880-1950	3
<u>MUSI60563 Analysis of Music:1950-Present</u>	Analysis of Music: 1950 to Present	3
<u>MUSI60630 Composition</u>	Composition	1-6
<u>MUSI60800 Seminar In Music Theory</u>	Seminar in Music Theory	1-20

Musicology 6

Required:

<u>MUSI60103 Bibliography&Resh Techni</u>	Bibliography and Research Techniques	3
---	--------------------------------------	---

Choose one:

<u>MUSI50303 History of Sacred Music</u>	History of Sacred Music	3
<u>MUSI50403 Symphonic Literature</u>	Symphonic Literature	3
<u>MUSI50413 Opera Literature</u>	Opera Literature	3
<u>MUSI50423 Choral Literature</u>	Choral Literature	3
<u>MUSI50433 Keyboard Literature I</u>	Keyboard Literature I Pre-Baroque through Classical	3
<u>MUSI50443 Ethnomusicology</u>	Ethnomusicology	3
<u>MUSI50463 Topics in Music since 1900</u>	Topics in Music Since 1900	3
<u>MUSI50473 Art Song Literature</u>	Art Song Literature	3
<u>MUSI50483 Chamber Music Literature</u>	Chamber Music Literature	3
<u>MUSI50493 Music In The U.S.</u>	Music in the United States	3
<u>MUSI50533 Keyboard Literature II</u>	Keyboard Literature II Romantic through Contemporary	3
<u>MUSI60303 History of Music Notation</u>	History of Music Notation	3
<u>MUSI60500 Sem In Musicology</u>	Seminar in Musicology	1-20

Electives 3

Any 50000 level and above from MUSI or MUSP coursework

TOTAL CREDIT HOURS: 32

MUSP70981 Recital II - Conducting majors participate as conductors in at least two public performances with major University ensembles. A high-quality recording of the final recital must be available to the School of Music. This is the student's responsibility.

Choral Conducting, MM

Choral Conducting, MM

Conducting 4

Required:

<u>MUSI60220 Spec Studies:Conducting</u>	Special Studies in Conducting	1-4
--	-------------------------------	-----

Voice 7

Required:

<u>MUSP60110 Voice</u>	Voice	1-6
<u>MUSI50053 Intro To Voice Pedagogy</u>	Introduction to Voice Pedagogy	3

Recitals 2

Required:

<u>MUSP70971 Recital I</u>	Recital I	1
<u>MUSP70981 Recital II</u>	Recital II	1

Music Theory 6

Choose two:

<u>MUSI50203 Musical Structure & Style</u>	Musical Structure and Style	3
<u>MUSI50523 Linear Analysis</u>	Linear Analysis	3
<u>MUSI60133 Music Theory/Literacy Pedagogy</u>	Music Theory/Literacy Pedagogy	3
<u>MUSI60553 Analysis of Music: 1880-1950</u>	Analysis of Music: 1880-1950	3
<u>MUSI60563 Analysis of Music: 1950-Present</u>	Analysis of Music: 1950 to Present	3
<u>MUSI60630 Composition</u>	Composition	1-6
<u>MUSI60800 Seminar In Music Theory</u>	Seminar in Music Theory	1-20

Musicology 9

Required:

<u>MUSI60103 Bibliography&Resh Techni</u>	Bibliography and Research Techniques	3
<u>MUSI50423 Choral Literature</u>	Choral Literature	3

Choose one:

<u>MUSI50303 History of Sacred Music</u>	History of Sacred Music	3
<u>MUSI50403 Symphonic Literature</u>	Symphonic Literature	3
<u>MUSI50413 Opera Literature</u>	Opera Literature	3
<u>MUSI50443 Ethnomusicology</u>	Ethnomusicology	3
<u>MUSI50463 Topics in Music since 1900</u>	Topics in Music Since 1900	3
<u>MUSI50473 Art Song Literature</u>	Art Song Literature	3
<u>MUSI50483 Chamber Music Literature</u>	Chamber Music Literature	3
<u>MUSI50493 Music In The U.S.</u>	Music in the United States	3
<u>MUSI60303 History of Music Notation</u>	History of Music Notation	3
<u>MUSI60500 Sem In Musicology</u>	Seminar in Musicology	1-20

Electives 4

Any 50000 level and above from MUSI or MUSP coursework

TOTAL CREDIT HOURS: 32

MUSI70971 Recital I, MUSI70981 Recital II - Conducting majors participate as conductors in at least two public performances with major University ensembles. A high-quality recording of the final recital must be available to the School of Music. This is the student's responsibility.

Orchestral Conducting, MM

Orchestral Conducting, MM

Orchestral Conducting Emphasis

Applied Conducting Study 8**Required:**

<u>MUSI50222 Instrumental Conducting</u>	Instrumental Conducting	2
<u>MUSI60232 Score Reading</u>	Score Reading	2
<u>MUSI60220 Spec Studies:Conducting</u>	Special Studies in Conducting	1-4

Performance 6

Required:

MUSP 60310-60810	Graduate Lessons in applicable instrument	
<u>MUSP70971 Recital I</u>	Recital I	1
<u>MUSP70981 Recital II</u>	Recital II	1

Music Theory 6

Choose two:

<u>MUSI50203 Musical Structre & Style</u>	Musical Structure and Style	3
<u>MUSI50523 Linear Analysis</u>	Linear Analysis	3
<u>MUSI60133 Music Theory/Literacy Pedagogy</u>	Music Theory/Literacy Pedagogy	3
<u>MUSI60553 Analysis of Music: 1880-1950</u>	Analysis of Music: 1880-1950	3
<u>MUSI60563 Analysis of Music:1950-Present</u>	Analysis of Music: 1950 to Present	3
<u>MUSI60630 Composition</u>	Composition	1-6
<u>MUSI60800 Seminar In Music Theory</u>	Seminar in Music Theory	1-20

Musicology 9

Required:

<u>MUSI60103 Bibliography&Resh Techni</u>	Bibliography and Research Techniques	3
<u>MUSI50403 Symphonic Literature</u>	Symphonic Literature	3

Choose one:

<u>MUSI50303 History of Sacred Music</u>	History of Sacred Music	3
<u>MUSI50443 Ethnomusicology</u>	Ethnomusicology	3
<u>MUSI50463 Topics in Music since 1900</u>	Topics in Music Since 1900	3
<u>MUSI50473 Art Song Literature</u>	Art Song Literature	3
<u>MUSI50483 Chamber Music Literature</u>	Chamber Music Literature	3
<u>MUSI50493 Music In The U.S.</u>	Music in the United States	3
<u>MUSI60303 History of Music Notation</u>	History of Music Notation	3
<u>MUSI60500 Sem In Musicology</u>	Seminar in Musicology	1-20

Electives 3

Any 50000 level and above from MUSI or MUSP coursework

TOTAL CREDIT HOURS: 32

MUSP70981 Recital II - Conducting majors participate as conductors in at least two public performances with major University ensembles. A high-quality recording of the final recital must be available to the School of Music. This is the student's responsibility.

Music Education, MME

Music Education, MME

Music education majors must earn a minimum of 32 hours in approved graduate courses, with at least half of the courses, where appropriate, in the principal field of instrumental, choral or general music. This degree is designed to strengthen musical scholarship and performance, to promote philosophical and psychological understanding in music education, and to provide opportunities to explore specific interests of the individual student through special topics courses.

Master of Music Education Degree

Music Education 15

Required:

<u>MUSI60913 Psychology Of Music</u>	Psychology of Music	3
<u>MUSI60923 Philosophy Of Music Educ</u>	Philosophy of Music Education	3
<u>MUSI60300 Spec Probs In Music Educ</u>	Special Problems in Music Education	1-20

Education and/or Pedagogy Electives* 4

Choose any course from EDUC, EDEC or MUSI 50000-60000 level coursework

Performance 4

Required:

<u>MUSP60110 Voice-MUSP60710 Harp**</u>	Graduate Lessons in applicable instrument	
---	---	--

Required Ensembles (.5 credit)

MUSI60010 Wind Symphony	Wind Symphony	0.5
MUSI60020 Percussion Ensemble	Percussion Ensemble	0.5
MUSI60030 Choral Union	Choral Union	0.5
MUSI60040 Concert Chorale	Concert Chorale	0.5
MUSI60060 University Singers	University Singers	0.5
MUSI60070 Vocal Jazz	Vocal Jazz	0.5
MUSI60080 Chamber Music	Chamber Music	0.5
MUSI60090 Woodwind Ensemble	Woodwind Ensemble	0.5
MUSI60100 Opera Studio	Opera Studio	0.5
MUSI60120 Symphony Orchestra	Symphony Orchestra	0.5
MUSI60140 Frog Corps	Frog Corps	0.5
MUSI60150 New Music Ensemble	New Music Ensemble	0.5
MUSI60170 Piano Accompanying	Piano Accompanying	0.5
MUSI60180 Collegium Musicum	Collegium Musicum	0.5
MUSI60190 Jazz Ensemble	Jazz Ensemble	0.5
MUSI60210 Symphonic Band	Symphonic Band	0.5
MUSI60350 TCU Cello Ensemble	TCU Cello Ensemble	0.5
MUSI60360 TCU Harp Ensemble	TCU Harp Ensemble	0.5

Music Theory 3

Choose one:

MUSI50203 Musical Structure & Style	Musical Structure and Style	3
MUSI50523 Linear Analysis	Linear Analysis	3
MUSI60133 Music Theory/Literacy Pedagogy	Music Theory/Literacy Pedagogy	3
MUSI60553 Analysis of Music: 1880-1950	Analysis of Music: 1880-1950	3
MUSI60563 Analysis of Music: 1950-Present	Analysis of Music: 1950 to Present	3
MUSI60630 Composition	Composition	1-6
MUSI60800 Seminar In Music Theory	Seminar in Music Theory	1-20

Musicology 3

Required:

MUSI60103 Bibliography&Resh Techni	Bibliography and Research Techniques	3
------------------------------------	--------------------------------------	---

Electives 3

Any 50000 level and above from MUSI or MUSP coursework

TOTAL CREDIT HOURS: 32

*Chosen with the Advisor

**MUSP60110 Voice/MUSP60710 Harp - With permission, students may take Performance for six semester hours, including a public recital.

MUSI60103 Bibliography&Resh Techni	Bibliography and Research Techniques	3
------------------------------------	--------------------------------------	---

Piano Pedagogy, MME

Piano Pedagogy, MME

Piano Pedagogy 18

Required:

MUSI60203 Grad Piano Pedagogy&Pract I	Graduate Piano Pedagogy and Practicum I	3
MUSI60213 Grad Piano Pedagogy&Pract II	Graduate Piano Pedagogy and Practicum II	3
MUSI60223 Current Trends And Res	Current Trends and Research in Piano Pedagogy	3
MUSI60230 Internship in Teaching	Internship in Teaching	1-6
MUSI60913 Psychology Of Music	Psychology of Music	3
MUSI60923 Philosophy Of Music Educ	Philosophy of Music Education	3
MUSI60300 Spec Probs In Music Educ	Special Problems in Music Education	1-20
	OR	
MUSI70972 Lecture Recital	Lecture Recital	2

Education and/or Pedagogy Electives* 3

Choose any course from EDUC, EDEC or MUSI 50000-60000 level coursework

Performance 7

Required:

MUSP60210 Piano	Piano	1-6
MUSI60080 Chamber Music	Chamber Music	0.5
	OR	
MUSI60170 Piano Accompanying	Piano Accompanying	0.5

Music Theory 3

Choose one:

MUSI50203 Musical Structure & Style	Musical Structure and Style	3
MUSI50523 Linear Analysis	Linear Analysis	3
MUSI60133 Music Theory/Literacy Pedagogy	Music Theory/Literacy Pedagogy	3
MUSI60553 Analysis of Music: 1880-1950	Analysis of Music: 1880-1950	3
MUSI60563 Analysis of Music: 1950-Present	Analysis of Music: 1950 to Present	3
MUSI60630 Composition	Composition	1-6
MUSI60800 Seminar In Music Theory	Seminar in Music Theory	1-20

Musicology 3

Required:

MUSI60103 Bibliography&Resh Techni	Bibliography and Research Techniques	3
------------------------------------	--------------------------------------	---

TOTAL CREDIT HOURS: 34

*Chosen with the Advisor.

**MUSP60210 Piano - With permission, students may present a public recital.

Artist Diploma (Post-Baccalaureate) in Piano

Artist Diploma (Post-Baccalaureate) in Piano

The Artist Diploma in piano is a program for the most advanced and gifted performers. By their performance and credentials, these performers demonstrate potential to become successful professional artists. The program is designed to provide intensive study and performance opportunities under the guidance of master teachers in preparation for a concert career. In particular, the longer length of the program allows students to prepare for entry into international piano competitions.

An audition for the appropriate applied studio faculty is required. Admission to the program is allowed only upon the recommendation of the appropriate applied studio faculty and the approval of the School of Music director.

Application Deadlines

For full consideration, applicants seeking admission to the Artist Diploma program should complete their application by February 15 to be considered for fall matriculation.

Program Requirements

The Artist Diploma in piano and strings is a 30 credit hour program, typically completed in 5 semesters. A minimum cumulative GPA of 3.0 is required to maintain satisfactory academic progress in this program.

Studio Performance Lessons: 24

Required:

MUSP50210 Artist Diploma Lessons	Artist Diploma Lessons	1-6
----------------------------------	------------------------	-----

Recitals 4

MUSP50961 Artist Diploma Recital I	Artist Diploma Recital I	1
MUSP50971 Artist Diploma Recital II	Artist Diploma Recital II	1
MUSP50981 Artist Diploma Recital III	Artist Diploma Recital III	1
MUSP50991 Artist Diploma Recital IV	Artist Diploma Recital IV	1

Chamber Music/Ensemble/Collaborative Piano: 2

MUSI60080 Chamber Music	Chamber Music	0.5
MUSI51081 AD PostBac Collaborative Piano	Artist Diploma Post-Baccalaureate Collaborative Piano	1

Artist Diploma (Post-Baccalaureate) in Percussion, Winds, Voice, or Strings

Artist Diploma (Post-Baccalaureate) in Percussion, Winds, Voice, or Strings

The Artist Diploma in Percussion, Winds, Voice, or Strings is a two-year program for the most advanced and gifted performers, who, by their performance and credentials, demonstrate that they have serious potential to become professional artists. The program is designed to provide intensive study and performance opportunities under the guidance of master teachers in preparation for a concert career.

An audition for the appropriate applied studio faculty is required. Admission to the program is allowed only upon the recommendation of the appropriate applied studio faculty and the approval of the Coordinator of Graduate Studies in the School of Music.

A minimum cumulative GPA of 3.0 is required to maintain satisfactory academic progress in this program.

Application Deadlines

For full consideration, applicants seeking admission to the Artist Diploma program should complete their application by February 15 to be considered for fall matriculation.

Program Requirements

The Artist Diploma in percussion, winds, voice, or strings requires 24 hours total.

Applied Performance Lessons 16

Required:

MUSP50210 Artist Diploma Lessons	Artist Diploma Lessons	1-6
MUSI50051 Orchestral Repertoire Studies	Orchestral Repertoire Studies	1

*12 hours minimum in MUSP50210 Artist Diploma Lessons

Optional:

MUSP 50970	Special Problems	0.5-6
------------	------------------	-------

Recitals 2

Required:

MUSP50961 Artist Diploma Recital I	Artist Diploma Recital I	1
MUSP50971 Artist Diploma Recital II	Artist Diploma Recital II	1

Chamber Music: 2

MUSI60020 Percussion Ensemble	Percussion Ensemble	0.5
MUSI60080 Chamber Music	Chamber Music	0.5
MUSI60090 Woodwind Ensemble	Woodwind Ensemble	0.5
MUSI60150 New Music Ensemble	New Music Ensemble	0.5
MUSI60160 Brass Ensemble	Brass Ensemble	0.5
MUSI60180 Collegium Musicum	Collegium Musicum	0.5

Appropriate courses determined by student's applied music area and Advisor; specific ensemble assignment determined upon admission.

Electives 2

MUSI50051 Orchestral Repertoire Studies	Orchestral Repertoire Studies	1
MUSI50171 Adv Diction E/I	Advanced Diction English and Italian	1
MUSI50181 Adv Diction G/E	Advanced Diction German and French	1
MUSI50191 Slavic Lyric Diction	Slavic Lyric Diction	1
MUSI50970 Special Problems	Special Problems	0.5-6
MUSI60020 Percussion Ensemble	Percussion Ensemble	0.5
MUSI60080 Chamber Music	Chamber Music	0.5
MUSI60090 Woodwind Ensemble	Woodwind Ensemble	0.5
MUSI60091 Yoga for Musicians	Yoga for Musicians*	1
MUSI60150 New Music Ensemble	New Music Ensemble	0.5
MUSI60160 Brass Ensemble	Brass Ensemble	0.5
MUSI60180 Collegium Musicum	Collegium Musicum	0.5

* 1 hour maximum in MUSI60091 Yoga for Musicians

Large Ensembles 2

MUSI60010 Wind Symphony	Wind Symphony*	0.5
MUSI60120 Symphony Orchestra	Symphony Orchestra	0.5
MUSI60420 Graduate Symphony Orchestra	Symphony Orchestra – Strings**	0.5
MUSI60190 Jazz Ensemble	Jazz Ensemble	0.5
MUSI60100 Opera Studio	Opera Studio	0.5

*1 hour maximum in MUSI60010 Wind Symphony for Winds/Percussion

**2 hours required in MUSI60420 Graduate Symphony Orchestra for Strings

PhD in Health Sciences

PhD in Health Sciences

Doctor of Philosophy in Health Sciences Program of Study (48 semester credit hours)

Mission Statement:

The mission of this PhD program is to shape the next generation of faculty, scholars, and clinical scientists within the health sciences.

Program Description:

This PhD program will prepare individuals for research and teaching careers in academia and industry. A significant shortage of professors and clinical science leaders exists in many health science disciplines. There is a need to replace and fill these positions now and in the future. To help meet the shortfall of faculty and clinical research scientists, this PhD degree focuses on specific areas within the health sciences.

The student will be admitted into a specific area of emphasis based on a declared department/unit affiliation. Each curriculum sequence will have a total of 18 hours of emphasis courses and a research seminar class each semester designed to develop the student's research interest within that area of emphasis. A Major Adviser, assigned to each student, will guide the types of emphasis courses based on the program of study. Students will also select a Dissertation Chair either at the beginning of the program or as soon as they identify their research interest area. The PhD in Health Sciences Handbook includes specifics about the student's Dissertation. Examples of possible emphasis courses for each track are provided below. Some of the emphasis courses will be focused seminars.

ADMISSION REQUIREMENTS:

All applicants must meet general requirements for admission to the Graduate School. In addition to these general requirements, Harris College of Nursing and Health Sciences requires the following for admission to the PhD program:

1. Three letters of recommendation: At least one of the three should be an academic reference.
2. A letter discussing research interest area(s) and professional goals.
3. A curriculum vita or resume.

Harris College of Nursing and Health Sciences recommends the following for admission to the Ph.D. program:

1. A minimum 3.5 grade point average (GPA) on all prior graduate level course work.
2. A completed course in statistics.
3. A completed graduate level research course.
4. A completed thesis or comparable project from the master's or higher prepared degree.

Individual units within Harris College may require the following, dependent on field-specific requirements:

1. A completed master's degree or higher in a related field from a program accredited by a nationally recognized accrediting body.
2. A current license to practice in a related field of study in the U.S. if applicable to the discipline.

Factors that will be considered in the admission decision include GPA on graduate level course work, research interest, scholarly activities, professional leadership, and work history. The GRE is not required, but students may choose to submit current scores.

In order to be considered for admission, please use the following application deadline. This is the deadline for all materials to be submitted including the application, all transcripts, reference letters, CV, and letter discussing research interest area and professional goals.

Semester for Admission:

Fall

Application deadlines:

All materials should be submitted by Feb. 1, 11:59 p.m. CST for full admission consideration for the following fall semester. Late applications may be considered pending space in the program.

PhD Program Requirements

PhD Program Requirements

Degree Requirements:

48 credit hours of graduate course work must be taken at TCU. Up to 3 graduate-level courses may be transferred from another school or internally from a pre-PhD graduate degree program allowing a student to meet specific programmatic requirements.

1. 24 credit hours of basic research skills (of which at least twelve credit hours include research analysis coursework such as Experimental Design, Mixed Methods, Ethnography, Qualitative Techniques, Regression Analysis, and so on).
2. 12 credit hours in emphasis courses
3. Two years of pre-dissertation research
4. Written and oral qualifying exam
5. 12 hours minimum in dissertation
6. PhD dissertation

Curriculum Sequence

Research Sequencing within the Curriculum Summary:

Year 1: Exposure to different basic research skills obtained through six HCHS courses (exposure to different research labs, writing styles, research methods, statistical designs, faculty from different disciplines within the chosen track). These research courses are bolded on the curriculum sequencing chart below.

Year 2: Continued participation in research methods coursework and work in the lab of the primary mentor. This year will include heavy involvement in all areas of a faculty mentor's research. The student will also be developing ideas for the dissertation topic..

Year 3: 12 hours of dissertation – minimum to complete degree

Year 1

Fall

HCHS70112 <u>Phil of Science</u>	Philosophy of Science	2
HCHS60021 <u>Res Sem: Resp Con Res</u>	Research Seminar: Research Skills and Technique	1
HCHS80213 <u>Quant/Qual Methods</u>	Quantitative/Qualitative Methods	3

Spring

HCHS60260 <u>Rsch Sem: Skills & Techniques</u>	Teaching Practicum	1-2
HCHS80223 <u>Intermediate Statistics</u>	Intermediate Statistics	3
HCHS	Emphasis Course	TBD

Summer

HCHS70233 <u>Sci & Grant Writing Hlth Sci</u>	Scientific & Grant Writing in the Health Sciences	3
HCHS	Emphasis Course	TBD

Year 2

Fall

HCHS80233 <u>Advanced Statistics</u>	Advanced Statistics	3
HCHS60260 <u>Rsch Sem: Skills & Techniques</u>	Research Seminar: Skills and Techniques	1-2
HCHS	Emphasis Course	TBD

Spring

HCHS	Emphasis Course	TBD
HCHS	Emphasis Course	TBD
HCHS60260 <u>Rsch Sem: Skills & Techniques</u>	Research Seminar: Skills and Techniques	1-2

Summer

HCHS60260 <u>Rsch Sem: Skills & Techniques</u>	Research Seminar: Skills and Techniques	1-2
HCHS	Comp Exams	

Year 3

Fall

HCHS90980 <u>Dissertation</u>	Dissertation	1-20
-------------------------------	--------------	------

Spring

HCHS90990 <u>Dissertation</u>	Dissertation	1-20
-------------------------------	--------------	------

Grade Requirements

1. A student must maintain a minimum cumulative GPA of 3.0 in order to remain in good standing in the Ph.D. program. A student whose cumulative GPA falls below a 3.0 goes on academic warning and will have the next long semester, or subsequent summer enrollment, to raise their GPA to a 3.0.
2. A student who has earned a grade of "B-" or lower in two Ph.D. courses at the graduate level or who has earned a grade of "B-" or lower twice in the same graduate level course will be removed from the program. For the purpose of removal, a grade of "B-" or lower is counted in the student's academic record, even if the course has been successfully repeated with a grade of "B" or better.
3. A student who receives an "F" in any course, he/she will be dismissed from the program.
4. A student who is admitted to the doctoral program provisionally, based on a low GPA, he/she must complete the first 8 semester credit hours of coursework with a grade of "B" or better in each course. A provisionally admitted student will be dismissed from the program if a grade of "B-" or lower is made in any course during the probationary period.
5. Valid grades are "C" or higher. A grade of "C-" and "D" are not valid grades in this program. Plus/minus grading is at the discretion of the instructor of record for "C" or higher grading.

Teaching Requirements

Teaching undergraduate courses can be a goal of your graduate training program. Each student has the opportunity to participate in two semesters of teaching (equivalent of 3 credit hours of undergraduate coursework per semester). In order to teach in years 2 or 3 of the PhD program, each student must successfully take two pedagogy-related emphasis courses and pass each of those courses with a B or better before moving into the teaching phase or obtain mentor and department chair approval.

Residency Requirements

Students are expected to complete a minimum of five consecutive semesters (first two years) of full-time graduate study at Texas Christian University prior to comprehensive exams. Doctoral students holding appointments as teaching fellows or research assistants are considered full-time students for purposes of the residency requirement, provided that the time beyond that required by their appointments is devoted fully to their graduate program. In order to graduate, students must be registered in at least one hour of dissertation during the semester in which they complete degree requirements, and demonstrated enrollment in the semester prior to degree completion as well.

For those accepting a TCU assistantship, the 48 hours as outlined in the curriculum sequence table above must be completed in three consecutive years. If this requirement is not met, a student may continue toward completion of the 48 hours; however, he/she will be required to cover the cost of tuition.

Candidacy Requirements

Upon successful completion of the written and oral comprehensive examinations, a student is accepted to candidacy. The maximum period allowable between matriculation and acceptance to candidacy will be three years. Once in candidacy, a student will have three years to complete the dissertation requirements successfully; this period can be extended only if approved by the Oversight Committee, Major Advisor and the Harris College Associate Dean for Research.

Written and Oral Comprehensive Examinations

After the 36 hours are completed as stipulated in the curriculum sequence chart of non-dissertation courses, each student must pass a written and oral comprehensive examination with a Comprehensive Examination Committee (CEC) comprised of faculty involved in the student's coursework to be evaluated. The PhD Program Director appoints the CEC in consultation with the Major Advisor, Oversight Committee, and student. These examinations will be written with an oral examination follow up and will be scheduled for the summer after completion of the coursework. Ordinarily, the written and oral comprehensive exams should be completed within one academic semester of completing course work. The student can only advance to candidacy once both exams have been passed. If the written exam is failed a second time or the oral exam is failed, the student will be dismissed from the program. The PhD in Health Sciences Handbook includes more specific details about the written and oral comprehensive exam procedures.

Dissertation Requirements

The dissertation is based on the successful completion of an original research project. Each student defends his/her dissertation in an oral examination before his/her dissertation chair and committee. Faculty and students are permitted to attend the dissertation defense. Twelve hours of credit is required minimally before the oral exam may be scheduled and defended.

*The PhD in Health Sciences Oversight Committee will be comprised of the Harris College academic department chairs or designee and the PhD Program Director.

Master of Science in Nursing

Master of Science in Nursing

TCU graduate Nursing offers an innovative online Master of Science in Nursing (MSN).

One major comprises the degree program: Nursing Education. There are two role foci for the Nursing Education major: Adult Gerontology or Pediatric.

All didactic coursework is offered online. Clinical practicum and teaching practicum courses are supervised by Nursing faculty in concert with qualified preceptors. Generally, students complete their practicum courses in agencies located in their geographic area. If adequate practicum or preceptor resources are not available in the student's geographic area, concentrated practicum experiences are available in the Fort Worth area.

Admission

Admission is competitive. An individualized approach is used to identify applicants with demonstrated academic achievement and potential, who have strong motivation to succeed in academic study and professional practice, and the potential to function as a leader in advanced practice, nursing administration, healthcare delivery, or nursing education. The applicant's GPA, writing, and professional experience are used to assess applicants for admission. A profile of each applicant is developed based on an admission portfolio consisting of:

- Completed online application that includes:
- One official transcript from **all colleges or universities attended** with a preferred cumulative GPA of 3.0 (on a 4.0 scale) from the baccalaureate nursing program. (International transcripts should be sent with an evaluation from a transcript credentialing service.)
- Resume or curriculum vita.
- Personal statement – should demonstrate written communication skills, not be more than 2 pages double spaced and should address specific personal, academic and/or professional strengths and/or accomplishments and how these qualify you as a strong candidate for the MSN program, and why you are interested in a MSN from TCU.
- Three professional references (should be from a supervisor, previous faculty, or other professional reference).
- Baccalaureate degree in nursing from an accredited school or university.
- Evidence of current unencumbered licensure in the state of Texas or the state in which practicum course work will occur.
- Evidence of current certification of American Heart Association BLS for Healthcare Provider and immunization history that meets the DFW Hospital Council requirements.
- A preferred work history that includes one year of full-time experience or its equivalent as a registered nurse. New graduates will be considered based on GPA and faculty letters of reference.
- Applicants for whom English is a second language, demonstrated English language proficiency is measured by a score of at least 600 on the Test of Spoken English as a Foreign Language (TOEFL) and a score of 6 on the institutional version of the Test of Spoken English (TSE).

Upon admission, all students must present satisfactory evidence of the following:

1. Immunizations
 - Tetanus/diphtheria (TD): Must have DTaP if the immunization is more than two years old.
 - Measles: Those born since Jan. 1, 1957, must have two doses since 12 months of age. The doses must be at least 30 days apart.
 - Mumps: Those born since Jan. 1, 1957, must have two doses since 12 months of age. The doses must be at least 30 days apart.
 - Rubella: Those born since Jan. 1, 1957, must have two doses since 12 months of age. The doses must be at least 30 days apart.
 - Hepatitis B: The completed three-dose series must be received before contact with clients in practice.
 - Varicella (chickenpox): All practicum students must document evidence of immunity to varicella. This requirement may be met by either: 1) documentation of varicella immunization. (Immunization for adolescents and adults is a series of two doses 4-8 weeks apart); or 2) positive varicella titer.
 - Annual seasonal and other recommended influenza vaccination or declination forms on file.
2. Current health insurance coverage.

3. Current certification by American Heart Association BLS for Healthcare Provider.
4. Negative TB skin test (two-step method), QuantiFERON-TB Gold Plus or negative chest x-ray within the last 12 months (provided annually).
5. Acceptable results from a drug screening test and a criminal background check within the 30 days prior to beginning practicum course-work. Screening tests and background checks must be completed by TCU nursing approved vendors.

CPR and TB cannot expire at any point during the semester once the student begins clinical courses

If accepted, a \$250 non-refundable deposit is due with a completed Intent to Enroll form to hold your position. The \$250 deposit will be applied to your student account upon beginning the program.

A map of where TCU is authorized to offer distance education activities, including enrolling out-of-state students and allowing current TCU students to complete experiential learning placements is available <https://cte.tcu.edu/distance-learning/state-authorization-map/>. Visit the [program website](#) for a list of states where the program meets licensure requirements.

Academic Standards

Students must maintain a GPA of at least 3.0 in accordance with provisions described under "Academic Warning." All grades are included in the computation of the GPA, but no more than one grade of "C" or lower may be utilized in satisfying degree requirements. Students who achieve a GPA of less than 3.0 in any semester or term will be placed on academic warning. Students can be removed from that status by achieving a 3.0 cumulative average by the end of the next six hours of enrollment. If a student should fail to do so, further enrollment will be granted only by special recommendation of the Division Director of Graduate Nursing and with permission of Associate Dean for Nursing & Nurse Anesthesia and Dean of the Harris College of Nursing and Health Sciences.

An "I" (incomplete) grade is recorded when the student and instructor have determined that the work required for a course cannot be completed within the term of enrollment due to circumstances beyond the student's control. Under no circumstances will a grade of "I" be given to avoid earning an "F" for the course.

The "I" grade must be removed within the first 60 days of the regular semester immediately following or it is changed to an "F." Any extension of this time must have written approval of the instructor and the Associate Dean for Nursing & Nurse Anesthesia.

Until the "I" grade is removed, progression in the program will be at the discretion of the Division Director of Graduate Nursing.

Until the "I" grade is removed, progression in the program will be at the discretion of the Division Director of Graduate Nursing.

Grade Point Average

Two GPAs are maintained by TCU:

1. A semester average based on courses taken at TCU during a particular term; and
2. A cumulative average based on all work attempted at TCU.

A student's GPA is computed by dividing the number of grade points (grade points earned per semester hour for the successful completion of academic work) by the number of hours (total credit hours attempted at TCU, excluding those attempted on a pass/no-credit basis).

Nursing Education, MSN

Nursing Education, MSN

Requirements

The 34 hour curriculum comprises 29 semester hours of didactic coursework, 2 semester hours of clinical practicum and 3 semester hours of teaching practicum. The Nursing Education program offers Adult-Gerontology or Pediatric focus.

Required Coursework

NURS50003 Advanced Pathophysiology	Advanced Pathophysiology	3
NURS50013 Advanced Health Assessment	Advanced Health Assessment	3
NURS50053 Advanced Pharmacotherapeutics	Advanced Pharmacotherapeutics	3
NURS60013 Hlth Care Policy, Law & Ethics	Health Care Policy, Law and Ethics	3
NURS60043 Adv Nurs Research & Theory	Advanced Nursing Research and Theory	3
NURS60443 Financial Concepts in Hlth Care	Financial Concepts in Health Care	3
NCNS60412 AdvCare AdultGero Populations	Advanced Care of Adult-Gerontology Populations	2
	or	
NCNS60712 Adv Care of Pedi Populations	Advanced Care of Pediatric Populations	2
NCNS60492 AdvCare of Adult-Gero Pops Pra	Advanced Care of Adult-Gerontology Populations Practicum	2
	or	
NCNS60782 Adv Care of Pedi Pops Pra	Advanced Care of Pediatric Populations Practicum	2
NUED60713 Learning&InstructioninNursgEd	Learning and Instruction in Nursing Education	3
NUED60723 Curr&ProgDevelopmtinNursEd	Curriculum and Program Development in Nursing Education	3
NUED60733 Evaluation in Nurs Education	Evaluation in Nursing Education	3
NUED60783 Teaching Practicum	Teaching Practicum	3

Doctor of Nursing Practice

The Doctor of Nursing Practice (DNP) is an innovative, solution-focused program designed to prepare students to assume clinical leadership positions in a variety of healthcare, business, government and educational organizations.

This practice doctorate in nursing provides the terminal academic preparation for nursing practice.

TCU Nursing offers two pathways to the Doctor of Nursing Practice degree:

- Executive Nurse Leadership & Practice (MSN to DNP)
- Post-baccalaureate (BSN to DNP)

Doctor of Nursing Practice - Doctor of Philosophy Bridge (effective Fall 2025)

Doctor of Nursing Practice - Doctor of Philosophy Bridge (effective Fall 2025)

Doctor of Philosophy in Nursing (32 semester credit hours)

Mission Statement

The mission of the DNP-PhD Bridge program is to prepare scholars and researchers to generate nursing knowledge and advance science.

Program Description

The DNP to PhD bridge Program is for the nurse who has already completed the Doctor of Nursing Practice (DNP) degree and seeks the skills and competencies required to integrate nursing knowledge with that of other health care disciplines in order to create, conduct, and evaluate research. The DNP-to-PhD Bridge Program will be hybrid and is designed to integrate the practice doctorate curriculum with that of the research doctorate. Graduates of this program will engage in activities focused on advancing nursing knowledge through the conduct of research, the integration of the practice and research paradigms, and leadership in academic, practice, research, and policy. Additionally, graduates of the DNP to PhD Bridge Program will be eligible to seek academic positions as tenure-track faculty in schools of nursing.

Admission Requirements

All applicants must meet general requirements for admission to the Graduate School. In addition to these general requirements, TCU Nursing requires the following for admission to the DNP-PhD bridge program:

1. Evidence of conferred DNP degree
2. Three letters of recommendation: At least one of the three should be an academic reference.
3. A letter discussing research interest area(s) and professional goals.
4. A current unencumbered registered nurse license in the U.S.
5. A curriculum vita or resume.

TCU Nursing recommends the following for admission to the Ph.D. program:

1. A minimum 3.5 grade point average (GPA) on all prior graduate level course work.
2. A completed course in statistics.
3. A completed graduate level research course.
4. A completed project from DNP degree

Factors that will be considered in the admission decision include GPA on graduate level course work, research interest, scholarly activities, professional leadership, and work history. The GRE is not required, but students may choose to submit current scores.

In order to be considered for admission, please use the following application deadline. This is the deadline for all materials to be submitted including the application, all transcripts, reference letters, CV, and letter discussing research interest area and professional goals.

Semester for Admission:

Fall

Submit application no later than:

Feb. 1

DNP-PhD Bridge Program Requirements

1. Minimum of 20 credit hours of graduate course work at TCU passed with a B or higher
2. Successful completion of written and oral qualifying exams
3. 12 hours minimum in dissertation credit hours
4. PhD dissertation

Year 1

Fall

NPHD 80112	Philosophy of Nursing Science & Theory	2	
HCHS 80213	Quantitative/Qualitative Methods	3	
HCHS 60020	Research Seminar: Skills & Techniques	1	

Spring

NPHD 80122	Implementation Science and Practice	2	
HCHS 80223	Intermediate Statistics	3	
HCHS 60260	Research Seminar: Skills & Techniques	1	

Summer

HCHS 70913	Qualitative Methods & Design	3	
HCHS 60260	Research Seminar: Skills & Techniques	1	

Year 2

Fall

NPHD 80132	Nursing Research Proposal Development	2	
HCHS 80243	Measurement	3	
NPHD	Comprehensive Exams		

Spring

NPHD 90980	Dissertation	4	
------------	--------------	---	--

Summer

NPHD 90980	Dissertation	4	
------------	--------------	---	--

Year 3**Fall**

NPHD 90980	Dissertation	4	
------------	--------------	---	--

Grade Requirements

1. A student must maintain a minimum cumulative GPA of 3.0 in order to remain in good standing in the DNP-PhD bridge program. A student whose cumulative GPA falls below a 3.0 goes on academic warning and will have the next long semester, or subsequent summer enrollment, to raise their GPA to a 3.0.
2. A student who has earned a grade of "B-" or lower in two Ph.D. courses at the graduate level or who has earned a grade of "B-" or lower twice in the same graduate level course will be removed from the program. For the purpose of removal, a grade of "B-" or lower is counted in the student's academic record, even if the course has been successfully repeated with a grade of "B" or better.
3. A student who receives an "F" in any course, he/she will be dismissed from the program.
4. A student who is admitted to the doctoral program provisionally, based on a low GPA, he/she must complete the first eight semester credit hours of coursework with a grade of "B" or better in each course. A provisionally admitted student will be dismissed from the program if a grade of "B-" or lower is made in any course during the probationary period.
5. Valid grades are "C" or higher. A grade of "C-" and "D" are not valid grades in this program. Plus/minus grading is at the discretion of the instructor of record for "C" or higher grading.

Residency Requirements

Students are expected to complete a minimum of four consecutive semesters of full-time graduate study at Texas Christian University prior to comprehensive exams. In order to graduate, students must be registered in at least one hour of dissertation during the semester in which they complete degree requirements, and demonstrated enrollment in the semester prior to degree completion as well.

Candidacy Requirements

Upon successful completion of the written and oral comprehensive examinations, a student is accepted to candidacy. The maximum period allowable between matriculation and acceptance to candidacy will be three years. Once in candidacy, a student will have three years to complete the dissertation requirements successfully; this period can be extended only if approved by the Oversight Committee, Major Advisor and the Associate Dean for Nursing & Nurse Anesthesia.

Written and Oral Comprehensive Examinations

After the 21 hours are completed as stipulated in the curriculum sequence chart of non-dissertation courses, each student must pass a written and oral comprehensive examination with a Comprehensive Examination Committee (CEC) comprised of faculty involved in the student's coursework to be evaluated. The Associate Dean for Nursing & Nurse Anesthesia appoints the CEC in consultation with the Major Advisor, Oversight Committee, and student. These examinations will be written with an oral examination follow up and will be scheduled for the summer after completion of the coursework. Ordinarily, the written and oral comprehensive exams should be completed within one academic semester of completing course work. The student can only advance to candidacy once both exams have been passed. If the written exam is failed a second time or the oral exam is failed, the student will be dismissed from the program. The DNP-PhD Handbook includes more specific details about the written and oral comprehensive exam procedures.

Dissertation Requirements

The dissertation is based on the successful completion of an original research project. Each student defends his/her dissertation in an oral examination before his/her dissertation chair and committee. Faculty and students are permitted to attend the dissertation defense. Twelve hours of credit is required minimally before the oral exam may be scheduled and defended.

*The DNP-PhD Oversight Committee will be comprised of the Director of Nursing Research & Scholarship, Director Graduate Nursing and the Associate Dean for Nursing & Nurse Anesthesia.

Executive Nurse Leadership & Practice DNP (MSN to DNP)

Executive Nurse Leadership & Practice DNP (MSN to DNP)

TCU Nursing Executive Nurse Leadership & Practice (ENLP) DNP is an online practice doctorate that prepares nurses with a Master's degree in nursing (MSN) or related field (e.g., MBA, MHA, MPH, Leadership, etc.) for this terminal degree who are actively engaged in nursing practice to be exceptional health care leaders and experts in advanced nursing practice.

The ENLP DNP degree may be completed in two years of full-time study or three years part-time study. The degree is composed of didactic, practicum, and four courses focused on fulfilling the DNP Scholarly Project requirements.

Requirements for Master's preparation are as follows:

Advanced Practice Registered Nurses

A Master's degree from an accredited program and current recognition as an advanced practice registered nurse by appropriate certification and licensing boards are required for admission to the advanced practice track. TCU's program is open to all advanced practice roles: Clinical Nurse Specialists, Nurse Practitioners, Certified Registered Nurse Anesthetists, and Certified Nurse Midwives. All students are required to maintain their advance practice recognition through practice requirements defined by appropriate certification and licensing boards during the program.

Nurse Administrators/Executives

A Master's degree in nursing administration and current registered nurse licensure. Employment in an administrative role or prior experience in this role is preferred. A Master's degree in business administration (MBA), healthcare administration (HCA), or other leadership Master's will be considered on an individual basis. If accepted to the program, a leveling course in nursing research and theory (1 credit hour) for those whose Master's degree is not in nursing will be required prior to beginning the DNP courses.

Other Master's-Prepared Nurses

Nurses with an MSN with a focus other than advanced practice or administration are eligible and welcome to apply. All applicants with an MSN other than in advanced practice and administration will be reviewed on an individual basis and a gap analysis will be performed to determine if additional course work is required prior to admission to the DNP program.

Admission Requirements

Students will be selected based on the evaluation of a portfolio of evidence to include the following:

- Completed online application that includes:
- One official transcript from **all colleges or universities attended** with a preferred cumulative GPA of 3.0 (on a 4.0 scale) from the baccalaureate nursing program. (International transcripts should be sent with an evaluation from a transcript credentialing service.)
- Resume or curriculum vita.
- Personal statement-should demonstrate written communication skills, not be more than 2 pages double spaced and should address 1) specific personal, academic and/or professional strengths and/or accomplishments and how these qualify you as a strong candidate for the DNP program, 2) why you are interested in a clinical doctorate from TCU, 3) an overview of your proposed area of interest for your final DNP scholarly project.
- Three professional references (should be from a supervisor, previous faculty, or other professional reference).
- Master's degree in nursing or related field from an accredited school or university and a minimum GPA of at least 3.0 on a 4.0 scale. All applicants must hold a BSN in addition to a Master's degree.
- Current unencumbered license to practice in the state of Texas or the state in which practicum coursework will occur.
- Current CPR certification of American Heart Association BLS for Healthcare Provider and immunization history that meets DFW Hospital Council requirements.
- Satisfactory completion of an interview.
- For applicants whose Master's is NOT in nursing administration or advanced practice, additional course work may be required based on a gap analysis of previous educational preparation.
- Applicants for whom English is a second language: a score of at least 600 on the Test of Spoken English as a Foreign Language (TOEFL) and/or a score of 6 on the institutional version of the Test of Spoken English (TSE) within the last 2 years.

Upon admission, students must present satisfactory evidence of the following:

1. Immunizations:
 - Tetanus/diphtheria (TD): Must have DTaP if the immunization is more than two years old.
 - Measles: Those born since Jan. 1, 1957, must have two doses since 12 months of age. The doses must be at least 30 days apart.
 - Mumps: Those born since Jan. 1, 1957, must have two doses since 12 months of age. The doses must be at least 30 days apart.
 - Rubella: Those born since Jan. 1, 1957, must have two doses since 12 months of age. The doses must be at least 30 days apart.
 - Hepatitis B: The completed three-dose series must be received before contact with clients in practice.
 - Varicella (chickenpox): All practicum students must document evidence of immunity to varicella. This requirement may be met by either: 1) documentation of varicella immunization (immunization for adolescents and adults is a series of two doses 4-8 weeks apart); or 2) positive varicella titer.
 - Annual seasonal and other recommended influenza vaccination or declination forms on file.
2. Current health insurance coverage.
3. Current certification of American Heart Association BLS for Healthcare Provider.
4. Negative TB skin test (two-step method), Quanti-FERON-TB Gold Plus, or negative chest x-ray within the last 12 months (provided annually).

CPR and TB cannot expire at any point during the semester.

Acceptable results from a drug screening test and a criminal background check within the 30 days prior to beginning DNP project coursework. Screening tests and background checks must be completed by TCU Nursing approved vendors.

All submitted materials become the property of TCU.

If accepted, a \$250 non-refundable deposit is due with a completed Intent to Enroll form to hold your position. The \$250 deposit will be applied to your student account upon beginning the program.

Information about distance learning and state authorization reciprocity agreements (SARA) for your graduate nursing program can be found at cte.tcu.edu/distance-learning/resources-for-distance-learning-students.

Pass/No-Credit

Pass/no-credit courses are disregarded in the calculation of the student's GPA.

Requirements

The ENLP DNP degree requires a minimum of 34 semester hours of coursework for completion. Students must maintain a 3.0 GPA throughout the program. Minimum coursework requirements are:

Courses

NDNP81103 Role of DNP in HC	Role of the DNP in Health Care	3
NDNP81123 Health Care Data Mgmt & Analysis	Health Care Data Management & Analysis	3
NDNP81133 Systems & Org Leadership	Systems & Organization Leadership	3
NDNP81143 Pop Health Epi	Population Health & Epidemiology	3
NDNP81222 Synthesis EBP	Synthesis in Evidence-Based Practice	2
NDNP81113 Health Innovation & Complex Science	Health Innovation & Complexity Science	3
NDNP81353 Health Policy, Finance & Econ	Health Policy, Finance & Econ	3
NDNP81242 Translation EBP	Translation in Evidence-Based Practice	2
NDNP81233 Health Informatics & Technolo	Health Informatics & Technology	3
NDNP81252 Leadership Complex Health Env	Leadership in Complex Health Environments	2
NDNP81282 Advanced Leadership Practicum	Advanced Leadership Practicum	2
NDNP88061 DNP Scholarly Project I	DNP Scholarly Project I	1
NDNP88071 DNP Scholarly Project II	DNP Scholarly Project II	1
NDNP88182 DNP Scholarly Project III	DNP Scholarly Project III	2
NDNP88191 DNP Scholarly Project IV	DNP Scholarly Project IV	1

A student must complete the ENLP DNP degree within five academic years from the semester they first began coursework. Extension of time must be applied for in writing to the Director of Graduate Nursing, who will then make a recommendation to the Associate Dean for Nursing & Nurse Anesthesia. The letter should explain why the degree was not completed within the time limit and should present a schedule for completing the program. Additional courses may be assigned to students who do not complete the degree within the time limit.

Academic Standards

Students must maintain a GPA of at least 3.0 in accordance with provisions described under "Academic Warning." All grades are included in the computation of the GPA, but no more than one grade of "C" or lower may be utilized in satisfying degree requirements. Students who achieve a GPA of less than 3.0 in any semester or term will be placed on academic warning. Students can be removed from that status by achieving a 3.0 cumulative average by the end of the next six hours of enrollment. If a student should fail to do so, further enrollment will be granted only by the special recommendation of the Division Director of Graduate Nursing and with permission of the Associate Dean for Nursing and Nurse Anesthesia Dean of the Harris College of Nursing and Health Sciences.

An "I" (incomplete) grade is recorded when the student and instructor have determined that the work required for a course cannot be completed within the term of enrollment due to circumstances beyond the student's control. Under no circumstances will a grade of "I" be given to avoid earning an "F" for the course.

The "I" grade must be removed within the first 60 days of the regular semester immediately following or it is changed to an "F." Any extension of this time must have written approval of the instructor and the Associate Dean for Nursing & Nurse Anesthesia Associate.

Until the "I" grade is removed, progression in the program will be at the discretion of the Division Director of Graduate Nursing.

The practicum and project must be completed within two academic years.

Grade Point Average

Two GPAs are maintained by TCU:

A semester average based on courses taken at TCU during a particular term; and a cumulative average based on all work attempted at TCU.

A student's GPA is computed by dividing the number of grade points (grade points earned per semester hour for the successful completion of academic work) by the number of hours (total credit hours attempted at TCU, excluding those attempted on a pass/no-credit basis).

Post-Baccalaureate DNP (BSN to DNP)

Post-Baccalaureate DNP (BSN to DNP)

The TCU nursing post-baccalaureate DNP is a practice doctorate designed to prepare advanced practice registered nurses (APRNs).

The following programs are offered:

- Family Nurse Practitioner (FNP)
- Adult-Gerontology Acute Care Nurse Practitioner (AGACNP)
- Psychiatric Mental Health Nurse Practitioner (PMHNP)

A baccalaureate degree in nursing from an accredited school or university and evidence of current licensure is required for admission. All students are required to maintain current unencumbered licensure throughout the program.

The post-baccalaureate DNP degree may be completed in three years (36 months) or up to four years. The first year of the program is composed of didactic courses providing core knowledge and skills required for the doctorally prepared APRN. The second and third year of study focus on the didactic/clinical population focus courses, and fulfillment of practice and final project requirements.

All didactic coursework is offered online. Clinical practicum courses are supervised by TCU nursing faculty in concert with qualified preceptors. Generally, students complete their practicum courses in clinical settings located in their geographic area. If adequate practicum or preceptor resources are not available in the student's geographic area, practicum experiences are available in the Fort Worth area.

On campus requirements include a two-day orientation at the beginning of the program and participation in clinical training and skills assessments during On Campus Intensives (OCIs) scheduled throughout the program.

Admission Requirements

- Completed online application that includes:

- One official transcript from **all colleges and universities attended** with a preferred cumulative GPA of 3.0 (on a 4.0 scale) from the baccalaureate nursing program. (International transcripts should be sent with an evaluation from a transcript credentialing service.)
- Resume or curriculum vita.
- Personal statement-should demonstrate written communication skills, not be more than 2 pages double spaced and should address 1) specific personal, academic and/or professional strengths and/or accomplishments and how these qualify you as a strong candidate for the DNP program, and 2) why you are interested in a clinical doctorate from TCU, and 3) an overview of your proposed area of interest for your final scholarly project.
- Three professional references (should be from a supervisor, previous faculty, or other professional reference)
- BSN from an accredited school or university
- Current unencumbered licensure in the state of Texas or the state in which practicum coursework will occur. *At this time, we are only accepting Texas and New Mexico residents for the CNS and NP programs.
- Current CPR certification of American Heart Association BLS for Healthcare Provider and immunization history that meets DFW Hospital Council requirements.
- Applicants for whom English is a second language: a score of at least a 600 on the Test of English as a Foreign Language (TOEFL) and a score of 6 on the institutional version of the Test of Spoken English (TSE) within the past two years.
- Satisfactory completion of an interview
- Work History

FNP, PMHNP: A preferred work history that includes one year of full-time experience or its equivalent as a registered nurse.

AGACNP: Required one year of full-time experience or the equivalent as a registered nurse in an inpatient, acute care setting, including but not limited to, progressive care, intensive or critical care, intermediate care, emergency department, or telemetry unit.

Acceptable results from a drug screening test and a criminal background check within the 30 days prior to beginning practicum coursework. Screening tests and background checks must be completed by TCU Nursing approved vendors.

All submitted materials become the property of TCU.

If accepted, a \$250 non-refundable deposit is due with a completed the Intent to Enroll form to hold your position. The \$250 deposit will be applied to your student account upon beginning the program .

Information about distance learning and state authorization reciprocity agreements (SARA) for your graduate nursing program can be found at cte.tcu.edu/distance-learning/resources-for-distance-learning-students.

State Boards of Nursing set standards for licensure. Some State Boards also require approval of programs leading to an advanced practice certification. It is highly recommended that students admitted to Post-Baccalaureate BSN to DNP, Masters, Post Master's Certificate, and DNP programs at TCU contact their home state's Board of Nursing to verify that the desired program and its graduates will meet the eligibility criteria for approval for those credentials. Be aware that state licensure requirements may change from time-to-time and that states may have conditions for licensure in addition to educational requirements. The following site contains links to state licensing boards in nursing <https://www.ncsbn.org/contact-bon.htm>. Visit the [program website](#) for a list of states where the program meets licensure requirements.

Upon admissions, students must present satisfactory evidence of the following:

1. Immunizations:
 - Tetanus/diphtheria (TD): Must have DTaP if the immunization is more than two years old.
 - Measles: Those born since Jan. 1, 1957, must have two doses since 12 months of age. The doses must be at least 30 days apart.
 - Mumps: Those born since Jan. 1, 1957, must have two doses since 12 months of age. The doses must be at least 30 days apart.
 - Rubella: Those born since Jan. 1, 1957, must have two doses since 12 months of age. The doses must be at least 30 days apart.
 - Hepatitis B: The completed three-dose series must be received before contact with clients in practice.
 - Varicella (chickenpox): All practicum students must document evidence of immunity to varicella. This requirement may be met by either: 1) documentation of varicella immunization (immunization for adolescents and adults is a series of two doses 4-8 weeks apart); or 2) positive varicella titer.
 - Annual seasonal and other recommended influenza vaccination or declination forms on file.
2. Current health insurance coverage.
3. Current certification of American Heart Association BLS for Healthcare Provider.
4. Negative TB skin test (two-step method), Quanti-FERON-TB Gold Plus, or negative chest x-ray within the last 12 months (provided annually).

CPR and TB cannot expire at any point during the semester.

Transfer Credit

For BSN to DNP up to six approved transfer credit hours can be used to satisfy degree requirements but are not used in the calculation of the cumulative GPA.

Pass/No-Credit

Pass/no-credit courses are disregarded in the calculation of the student's GPA.

Family Nurse Practitioner (FNP)

Family Nurse Practitioner (FNP)

The DNP Family Nurse Practitioner program prepares graduates to provide comprehensive primary health care to individuals and families throughout the lifespan and across the continuum of health. Program emphasis is on health promotion, preventive health services, health education and counseling, and diagnosis and management of acute episodic and chronic illnesses to include prescribing medications and treatments. Interprofessional collaboration with the health care team is integrated throughout the curriculum.

Graduates will be eligible for national certification through the American Nurses Credentialing Center (ANCC) and the American Academy of Nurse Practitioners Certification Board (AANPCB).

Requirements

The BSN to DNP Family Nurse Practitioner Program requires a total of 70 semester hours of coursework for completion. The curriculum comprises 56 hours didactic coursework and 14 hours of clinical practicum. Students may complete the program of study in three years (36 months) or four years (48 months).

Required Coursework

NURS50003 Advanced Pathophysiology	Advanced Pathophysiology	3
NURS50013 Advanced Health Assessment	Advanced Health Assessment	3
NURS50022 ProfAspectsAPRN	Advanced Practice Roles	2
NURS50053 Advanced Pharmacotherapeutics	Advanced Pharmacotherapeutics	3
NAPN84202 Prom Hlth & Wellness Prim Care	Promoting Health and Wellness in Primary Care	2
NAPN84212 Business-Legal Aspects NP	Business and Legal Aspects for the Nurse Practitioner	2
NAPN84223 Diag Methods & Procedures APRN	Diag Methods & Procedures APRN	3
NAPN84213 Primary Care Adult-Gero I	Primary Care Adult-Gerontology I	3
NAPN84283 FNP Pract I	FNP Practicum I	3
NAPN84323 Primary Care Adult-Gero II	Primary Care Adult-Gero II	3
NAPN84383 FNP Pract II	FNP Practicum II	3
NAPN84333 Primary Care of Young Family	Primary Care of the Young Family	3
NAPN84393 FNP Pract III	FNP Practicum III	3
NAPN84385 FNP Pract IV	FNP Practicum IV	5
NDNP86712 FoundationsEvid-BasdPracResch	Foundations of Evidence-Based Practice and Research	2
NDNP81113 HlthInnovation&ComplexScience	Health Innovation & Complexity Science	3
NDNP81123 HlthCareDataMgmt&Analysis	Health Care Data Management & Analysis	3
NDNP81143 PopHealthEpi	Population Health & Epidemiology	3
NDNP81233 Health Informatics & Technolo	Health Informatics & Technology	3
NDNP81222 SynthesisEBP	Synthesis in Evidence-Based Practice	2
NDNP81242 TranslationEBP	Translation in Evidence-Based Practice	2
NDNP81353 Health Policy, Finance & Econ	Health Policy, Finance & Econ	3
NDNP81133 Systems&OrgLeadership	Systems & Organization Leadership	3
NDNP88061 DNP Scholarly Project I	DNP Scholarly Project I	1
NDNP88071 DNP Scholarly Project II	DNP Scholarly Project II	1
NDNP88182 DNP Scholarly Project III	DNP Scholarly Project III	2
NDNP88191 DNP Scholarly Project IV	DNP Scholarly Project IV	1

A student must complete the BSN to DNP degree within six academic years from the semester they first began coursework. Extension of time must be applied for in writing to the Division Director of Graduate Nursing, who will then make a recommendation to the Associate Dean for Nursing. The letter should explain why the degree was not completed within the time limit and should present a schedule for completing the program. Additional courses may be assigned to students who do not complete the degree within the time limit.

Academic Standards

Students must maintain a GPA of at least 3.0 in accordance with provisions described under "Academic Warning." All grades are included in the computation of the GPA, but no more than one grade of "C" or lower may be utilized in satisfying degree requirements. Students who achieve a GPA of less than 3.0 in any semester or term will be placed on academic warning. Students can be removed from that status by achieving a 3.0 cumulative average by the end of the next six hours of enrollment. If a student should fail to do so, further enrollment will be granted only by the special recommendation of the Division Director of Graduate Nursing and with permission of the Associate Dean for Nursing.

An "I" (incomplete) grade is recorded when the student and instructor have determined that the work required for a course cannot be completed within the term of enrollment due to circumstances beyond the student's control. Under no circumstances will a grade of "I" be given to avoid earning an "F" for the course.

The "I" grade must be removed within the first 60 days of the regular semester immediately following or it is changed to an "F." Any extension of this time must have written approval of the instructor and the Associate Dean for Nursing.

Until the "I" grade is removed, progression in the program will be at the discretion of the Division Director of Graduate Nursing.

The practicum and project must be completed within two academic years.

Grade Point Average

Two GPAs are maintained by TCU:

A semester average based on courses taken at TCU during a particular term; and a cumulative average based on all work attempted at TCU.

A student's GPA is computed by dividing the number of grade points (grade points earned per semester hour for the successful completion of academic work) by the number of hours (total credit hours attempted at TCU, excluding those attempted on a pass/no-credit basis).

Adult Gerontology Acute Care Nurse Practitioner (AGACNP)

Adult Gerontology Acute Care Nurse Practitioner (AGACNP)

The DNP Adult-Gerontology Acute Care Nurse Practitioner program prepares graduates to provide comprehensive health care to chronically, acutely or critically ill young adults, adults, and elders in the continuum of acute care services. Program emphasis is on working with a multidisciplinary team to facilitate and accelerate the patient's return to optimal health and to manage health and illness in the context of individuals, families, health care settings, and society.

Graduates will be eligible for national certification through the American Association of Critical-Care Nurses (AACN) or the American Nurses Credentialing Center (ANCC).

Requirements

The BSN to DNP Adult-Gerontology Acute Care Nurse Practitioner Program requires a total of 70 semester hours of coursework for completion. The curriculum comprises 56 hours of didactic coursework and 14 hours of clinical practicum. Students may complete the program of study in three years (36 months) or four years (48 months).

Required Coursework

NURS50003 Advanced Pathophysiology	Advanced Pathophysiology	3
NURS50013 Advanced Health Assessment	Advanced Health Assessment	3
NURS50022 Prof Aspects APRN	Advanced Practice Roles	2
NURS50053 Advanced Pharmacotherapeutics	Advanced Pharmacotherapeutics	3
NAPN84202 Prom Hlth & Wellness Prim Care	Promoting Health and Wellness in Primary Care	2
NAPN84212 Business-Legal Aspects NP	Business and Legal Aspects for the Nurse Practitioner	2
NAPN84223 Diag Methods & Procedures APRN	Diag Methods & Procedures APRN	3
NAPN84213 Primary Care Adult-Gero I	Primary Care Adult-Gerontology I	3
NAPN85183 Intro ACAG Pract	Intro to Acute Care Adult-Gerontology Practicum	3
NAPN85213 Acute Care Adult-Gero I	Acute Care Adult-Gerontology I	3
NAPN85283 ACAG I Pract	Acute Care Adult-Gerontology I Practicum	3
NAPN85223 Acute Care Adult-Gero II	Acute Care Adult-Gerontology II	3
NAPN85383 Acute Care Adult-Gero II Pract	Acute Care Adult-Gerontology II Practicum	3
NAPN85385 ACAG Pract III	Acute Care Adult-Gerontology III Practicum	3
NDNP81113 Hlth Innovation & Complex Science	Health Innovation and Complexity Science	3
NDNP81123 Hlth Care Data Mgmt & Analysis	Health Care Data Management and Analysis	3
NDNP81143 Pop Health Epi	Population Health & Epidemiology	3
NDNP81222 Synthesis EBP	Synthesis in Evidence-Based Practice	2
NDNP81233 Decision Science & Informatics	Decision Science and Informatics	3
NDNP81242 Translation EBP	Translation in Evidence-Based Practice	2
NDNP81353 Health Policy, Finance & Econ	Health Policy, Finance, & Economics	3
NDNP81133 Systems & Org Leadership	Systems & Organization Leadership	3
NDNP86712 Foundations Evid-Basd Prac Resch	Foundations of Evidence-Based Practice and Research	2
NDNP88061 DNP Scholarly Project I	DNP Scholarly Project I	1
NDNP88071 DNP Scholarly Project II	DNP Scholarly Project II	1
NDNP88182 DNP Scholarly Project III	DNP Scholarly Project III	2
NDNP88191 DNP Scholarly Project IV	DNP Scholarly Project IV	1

A student must complete the BSN to DNP degree within six academic years from the semester they first began coursework. Extension of time must be applied for in writing to the Division Director of Graduate Nursing, who will then make a recommendation to the Associate Dean for Nursing & Nurse Anesthesia. The letter should explain why the degree was not completed within the time limit and should present a schedule for completing the program. Additional courses may be assigned to students who do not complete the degree within the time limit.

Academic Standards

Students must maintain a GPA of at least 3.0 in accordance with provisions described under "Academic Warning." All grades are included in the computation of the GPA, but no more than one grade of "C" or lower may be utilized in satisfying degree requirements. Students who achieve a GPA of less than 3.0 in any semester or term will be placed on academic warning. Students can be removed from that status by achieving a 3.0 cumulative average by the end of the next six hours of enrollment. If a student should fail to do so, further enrollment will be granted only by the special recommendation of the Division Director of Graduate Nursing and with permission of the Associate Dean for Nursing & Nurse Anesthesia.

An "I" (incomplete) grade is recorded when the student and instructor have determined that the work required for a course cannot be completed within the term of enrollment due to circumstances beyond the student's control. Under no circumstances will a grade of "I" be given to avoid earning an "F" for the course.

The "I" grade must be removed within the first 60 days of the regular semester immediately following or it is changed to an "F." Any extension of this time must have written approval of the instructor and the Associate Dean for Nursing & Nurse Anesthesia.

Until the "I" grade is removed, progression in the program will be at the discretion of the Division Director of Graduate Nursing.

The practicum and project must be completed within two academic years.

Grade Point Average

Two GPAs are maintained by TCU:

A semester average based on courses taken at TCU during a particular term; and a cumulative average based on all work attempted at TCU.

A student's GPA is computed by dividing the number of grade points (grade points earned per semester hour for the successful completion of academic work) by the number of hours (total credit hours attempted at TCU, excluding those attempted on a pass/no-credit basis).

Psychiatric-Mental Health Nurse Practitioner (PMHNP)

Psychiatric-Mental Health Nurse Practitioner (PMHNP)

The DNP Psychiatric-Mental Health Nurse Practitioner program prepares graduates to provide comprehensive primary mental health care across the lifespan to those at risk for developing and/or having a diagnosis of psychiatric disorders or mental health problems. Program emphasis is on working with a multidisciplinary team to facilitate and accelerate the patient's return to optimal health and manage mental health in the context of individuals, families, health care settings, and society.

Graduates will be eligible for national certification through the American Nurses Credentialing Center (ANCC) and the American Academy of Nurse Practitioners Certification Board (AANPCB).

Requirements

The BSN to DNP Psychiatric-Mental Health Nurse Practitioner program requires 70 semester hours of coursework for completion. The curriculum has 55 hours of didactic coursework and 15 hours of clinical practicum. Students may complete the program of study in three years (36 months) or four years (48 months).

Required Coursework

NURS50003 Advanced Pathophysiology	Advanced Pathophysiology	3
NURS50013 Advanced Health Assessment	Advanced Health Assessment	3
NURS50022 ProfAspectsAPRN	Advanced Practice Roles	2
NURS50053 Advanced Pharmacotherapeutics	Advanced Pharmacotherapeutics	3
NAPN86212 PMH Psychotherapy for PMHNP	Psychotherapy Concepts for the Psychiatric-Mental Health Nurse Practitioner	2
NAPN84223 Diag Methods & Procedures APRN	Diag Methods & Procedures APRN	3
NAPN84212 Business-Legal Aspects NP	Business and Legal Aspects for the Nurse Practitioner	2
0099951 - Missing course	Neurobiology of Mental Illness: Lifespan	2
NAPN86213 Psychopharm and Neurobio	Psychopharmacology for the Psychiatric-Mental Health Nurse Practitioner	3
NAPN86223 PMH Psych Care Adult-Gero	Psychiatric Care of Adult and Geriatric Populations	3
NAPN86283 Psychiatric-Mental HlthPrac I	PMH Practicum I	3
NAPN86333 PMH Psych Care Child-Adol	Psychiatric Care of Children and Adolescents	3
NAPN86383 Psysc-Mental Health Prac II	PMH Practicum II	3
NAPN86386 Psysc-Mental Hlth Prac III	PMH Practicum III	6
NDNP81113 HlthInnovation&ComplexScience	Health Innovation and Complexity Science	3
NDNP81123 HlthCareDataMgmt&Analysis	Health Care Data Management and Analysis	3
NDNP81143 PopHealthEpi	Population Health & Epidemiology	3
NDNP81222 SynthesisEBP	Synthesis in Evidence-Based Practice	2
NDNP81233 Decision Science & Informatics	Health Information and Technology	3
NDNP81242 TranslationEBP	Translation in Evidence-Based Practice	2
NDNP81353 Health Policy, Finance & Econ	Health Policy, Finance, & Economics	3
NDNP81133 Systems&OrgLeadership	Systems & Organization Leadership	3
NDNP86712 FoundationsEvid-BasdPracResch	Foundations of Evidence-Based Practice and Research	2
NDNP88061 DNP Scholarly Project I	DNP Scholarly Project I	1
NDNP88071 DNP Scholarly Project II	DNP Scholarly Project II	1
NDNP88182 DNP Scholarly Project III	DNP Scholarly Project III	2
NDNP88191 DNP Scholarly Project IV	DNP Scholarly Project IV	1

A student must complete the BSN to DNP degree within six academic years from the semester they first began coursework. Extension of time must be applied for in writing to the Division Director of Graduate Nursing, who will then make a recommendation to the Associate Dean for Nursing & Nurse Anesthesia. The letter should explain why the degree was not completed within the time limit and should present a schedule for completing the program. Additional courses may be assigned to students who do not complete the degree within the time limit.

Academic Standards

Students must maintain a GPA of at least 3.0 in accordance with provisions described under "Academic Warning." All grades are included in the computation of the GPA, but no more than one grade of "C" or lower may be utilized in satisfying degree requirements. Students who achieve a GPA of less than 3.0 in any semester or term will be placed on academic warning. Students can be removed from that status by achieving a 3.0 cumulative average by the end of the next six hours of enrollment. If a student should fail to do so, further enrollment will be granted only by the special recommendation of the Division Director of Graduate Nursing and with permission of the Associate Dean for Nursing & Nurse Anesthesia.

An "I" (incomplete) grade is recorded when the student and instructor have determined that the work required for a course cannot be completed within the term of enrollment due to circumstances beyond the student's control. Under no circumstances will a grade of "I" be given to avoid earning an "F" for the course.

The "I" grade must be removed within the first 60 days of the regular semester immediately following or it is changed to an "F." Any extension of this time must have written approval of the instructor and the Associate Dean for Nursing & Nurse Anesthesia.

Until the "I" grade is removed, progression in the program will be at the discretion of the Division Director of Graduate Nursing.

The practicum and project must be completed within two academic years.

Grade Point Average

Two GPAs are maintained by TCU:

A semester average based on courses taken at TCU during a particular term; and a cumulative average based on all work attempted at TCU.

A student's GPA is computed by dividing the number of grade points (grade points earned per semester hour for the successful completion of academic work) by the number of hours (total credit hours attempted at TCU, excluding those attempted on a pass/no-credit basis).

Clinical Nurse Specialist (CNS)

Clinical Nurse Specialist (CNS)

The DNP Clinical Nursing Specialist program prepares graduates as expert clinicians in the pediatric of population nursing practice with preparation for medical diagnosis and treatment of disease, injury, and disability, including prescribing medications and treatments. The CNS influences care outcomes by providing expert consultation for nursing staffs and implementing improvements in health care delivery systems with a particular expertise in evidence-based practice, safety, and quality.

Graduates will be eligible for national certification through the American Association of Critical Care Nurses Certification Corporation (Pediatric).

Requirements

The BSN-to-DNP Clinical Nurse Specialist Program requires a total of 66 semester hours of coursework for completion. The curriculum has of 56 hours of didactic coursework, and 10 hours of clinical practicum. Students may complete the program in three years (36 months) or four years (48 months).

Required Coursework

<u>NURS50003 Advanced Pathophysiology</u>	Advanced Pathophysiology	3
<u>NURS50013 Advanced Health Assessment</u>	Advanced Health Assessment	3
<u>NURS50022 ProfAspectsAPRN</u>	Advanced Practice Roles	2
<u>NURS50053 Advanced Pharmacotherapeutics</u>	Advanced Pharmacotherapeutics	3
<u>NURS60443 Financial Concepts in Hlth Care</u>	Financial Concepts in Health Care	3
<u>NCNS60712 Adv Care of Pedi Populations</u>	Advanced Care of Pediatric Populations	2
<u>NCNS60782 Adv Care of Pedi Pops Prac</u>	Advanced Care of Pediatric Populations Practicum	2
<u>NCNS60512 The CNS and Prof Practice</u>	The CNS and Professional Practice	2
<u>NCNS60582 CNS and Prof Practice Prac</u>	The CNS and Professional Practice Practicum	2
<u>NCNS60613 CNS and Systems Leadership</u>	CNS Concepts III	3
<u>NCNS60683 CNS and Systems Ldrshp Prac</u>	CNS Practicum III	3
<u>NCNS60723 DR & Adv Patient Mgmt Pedi</u>	Diagnostic Reasoning and Advanced Patient Management of the Pediatric patient	3
<u>NCNS60793 DR&Adv Patient Mgmt Pedi Prac</u>	Diagnostic Reasoning and Advanced Patient Management of the Pediatric Patient Practicum	3
<u>NAPN84223 Diag Methods & Procedures APRN</u>	Diag Methods & Procedures APRN	3
<u>NDNP81113 HlthInnovation&ComplexScience</u>	Complexity and Innovation in Healthcare	3
<u>NDNP81123 HlthCareDataMgmt&Analysis</u>	Biostatistics for the Advanced Health Practitioner	3
<u>NDNP81143 PopHealthEpi</u>	Population Health & Epidemiology	3
<u>NDNP81222 SynthesisEBP</u>	Synthesis in Evidence-Based Practice	2
<u>NDNP81233 Decision Science & Informatics</u>	Decision Science and Informatics	3
<u>NDNP81242 TranslationEBP</u>	Translation in Evidence-Based Practice	2
<u>0081871 - Missing course</u>	Health Care Policy and Politics	3
<u>NDNP81133 Systems&OrgLeadership</u>	Systems & Organization Leadership	3
<u>NDNP86712 FoundationsEvid-BasdPracResch</u>	Foundations of Evidence-Based Practice and Research	2
<u>NDNP88071 DNP Scholarly Project II</u>	DNP Scholarly Project II	1
<u>NDNP88182 DNP Scholarly Project III</u>	DNP Project III	2
<u>NDNP88191 DNP Scholarly Project IV</u>	DNP Scholarly Project IV	1

A student must complete the BSN to DNP degree within six academic years from the semester they first began coursework. Extension of time must be applied for in writing to the Division Director of Graduate Nursing, who will then make a recommendation to the Associate Dean for Nursing. The letter should explain why the degree was not completed within the time limit and should present a schedule for completing the program. Additional courses may be assigned to students who do not complete the degree within the time limit.

Academic Standards

Students must maintain a GPA of at least 3.0 in accordance with provisions described under "Academic Warning." All grades are included in the computation of the GPA, but no more than one grade of "C" or lower may be utilized in satisfying degree requirements. Students who achieve a GPA of less than 3.0 in any semester or term will be placed on academic warning. Students can be removed from that status by achieving a 3.0 cumulative average by the end of the next six hours of enrollment. If a student should fail to do so, further enrollment will be granted only by the special recommendation of the Division Director of Graduate Nursing and with permission of the Associate Dean for Nursing.

An "I" (incomplete) grade is recorded when the student and instructor have determined that the work required for a course cannot be completed within the term of enrollment due to circumstances beyond the student's control. Under no circumstances will a grade of "I" be given to avoid earning an "F" for the course.

The "I" grade must be removed within the first 60 days of the regular semester immediately following or it is changed to an "F." Any extension of this time must have written approval of the instructor and the Associate Dean for Nursing.

Until the "I" grade is removed, progression in the program will be at the discretion of the Division Director of Graduate Nursing.

The practicum and project must be completed within two academic years.

Grade Point Average

Two GPAs are maintained by TCU:

A semester average based on courses taken at TCU during a particular term; and a cumulative average based on all work attempted at TCU.

A student's GPA is computed by dividing the number of grade points (grade points earned per semester hour for the successful completion of academic work) by the number of hours (total credit hours attempted at TCU, excluding those attempted on a pass/no-credit basis).

Psychiatric-Mental Health Nurse Practitioner (PMHNP)

Psychiatric-Mental Health Nurse Practitioner (PMHNP)

The DNP Psychiatric-Mental Health Nurse Practitioner program prepares graduates to provide comprehensive primary mental health care across the lifespan to those at risk for developing and/or having a diagnosis of psychiatric disorders or mental health problems. Program emphasis is on working with a multidisciplinary team to facilitate and accelerate the patient's return to optimal health and manage mental health in the context of individuals, families, health care settings, and society.

Graduates will be eligible for national certification through the American Nurses Credentialing Center (ANCC) and the American Academy of Nurse Practitioners Certification Board (AANPCB).

Requirements

The BSN to DNP Psychiatric-Mental Health Nurse Practitioner program requires 70 semester hours of coursework for completion. The curriculum has 55 hours of didactic coursework and 15 hours of clinical practicum. Students may complete the program of study in three years (36 months) or four years (48 months).

Required Coursework

NURS50003 Advanced Pathophysiology	Advanced Pathophysiology	3
NURS50013 Advanced Health Assessment	Advanced Health Assessment	3
NURS50022 ProfAspectsAPRN	Advanced Practice Roles	2
NURS50053 Advanced Pharmacotherapeutics	Advanced Pharmacotherapeutics	3
NAPN86212 PMH Psychotherapy for PMHNP	Psychotherapy Concepts for the Psychiatric-Mental Health Nurse Practitioner	2
NAPN84223 Diag Methods & Procedures APRN	Diag Methods & Procedures APRN	3
NAPN84212 Business-Legal Aspects NP	Business and Legal Aspects for the Nurse Practitioner	2
0099951 - Missing course	Neurobiology of Mental Illness: Lifespan	2
NAPN86213 Psychopharm and Neurobio	Psychopharmacology for the Psychiatric-Mental Health Nurse Practitioner	3
NAPN86223 PMH Psych Care Adult-Gero	Psychiatric Care of Adult and Geriatric Populations	3
NAPN86283 Psychiatric-Mental HlthPrac I	PMH Practicum I	3
NAPN86333 PMH Psych Care Child-Adol	Psychiatric Care of Children and Adolescents	3
NAPN86383 Psysc-Mental Health Prac II	PMH Practicum II	3
NAPN86386 Psysc-Mental Hlth Prac III	PMH Practicum III	6
NDNP81113 HlthInnovation&ComplexScience	Health Innovation and Complexity Science	3
NDNP81123 HlthCareDataMgmt&Analysis	Health Care Data Management and Analysis	3
NDNP81143 PopHealthEpi	Population Health & Epidemiology	3
NDNP81222 SynthesisEBP	Synthesis in Evidence-Based Practice	2
NDNP81233 Decision Science & Informatics	Health Information and Technology	3
NDNP81242 TranslationEBP	Translation in Evidence-Based Practice	2
NDNP81353 Health Policy, Finance & Econ	Health Policy, Finance, & Economics	3
NDNP81133 Systems&OrgLeadership	Systems & Organization Leadership	3
NDNP86712 FoundationsEvid-BasdPracResch	Foundations of Evidence-Based Practice and Research	2
NDNP88061 DNP Scholarly Project I	DNP Scholarly Project I	1
NDNP88071 DNP Scholarly Project II	DNP Scholarly Project II	1
NDNP88182 DNP Scholarly Project III	DNP Scholarly Project III	2
NDNP88191 DNP Scholarly Project IV	DNP Scholarly Project IV	1

A student must complete the BSN to DNP degree within six academic years from the semester they first began coursework. Extension of time must be applied for in writing to the Division Director of Graduate Nursing, who will then make a recommendation to the Associate Dean for Nursing & Nurse Anesthesia. The letter should explain why the degree was not completed within the time limit and should present a schedule for completing the program. Additional courses may be assigned to students who do not complete the degree within the time limit.

Academic Standards

Students must maintain a GPA of at least 3.0 in accordance with provisions described under "Academic Warning." All grades are included in the computation of the GPA, but no more than one grade of "C" or lower may be utilized in satisfying degree requirements. Students who achieve a GPA of less than 3.0 in any semester or term will be placed on academic warning. Students can be removed from that status by achieving a 3.0 cumulative average by the end of the next six hours of enrollment. If a student should fail to do so, further enrollment will be granted only by the special recommendation of the Division Director of Graduate Nursing and with permission of the Associate Dean for Nursing & Nurse Anesthesia.

An "I" (incomplete) grade is recorded when the student and instructor have determined that the work required for a course cannot be completed within the term of enrollment due to circumstances beyond the student's control. Under no circumstances will a grade of "I" be given to avoid earning an "F" for the course.

The "I" grade must be removed within the first 60 days of the regular semester immediately following or it is changed to an "F." Any extension of this time must have written approval of the instructor and the Associate Dean for Nursing & Nurse Anesthesia.

Until the "I" grade is removed, progression in the program will be at the discretion of the Division Director of Graduate Nursing.

The practicum and project must be completed within two academic years.

Grade Point Average

Two GPAs are maintained by TCU:

A semester average based on courses taken at TCU during a particular term; and a cumulative average based on all work attempted at TCU.

A student's GPA is computed by dividing the number of grade points (grade points earned per semester hour for the successful completion of academic work) by the number of hours (total credit hours attempted at TCU, excluding those attempted on a pass/no-credit basis).

Nursing Education Post-Graduate Certificate

Nursing Education Post-Graduate Certificate

The certificate requirement for Nursing Education consists of 9 hours including three didactic courses.

Requirements

Required Coursework

NUED 60713	Learning and Instruction in Nursing Education	3
NUED 60723	Curriculum and Program Development in Nursing Education	3
NUED 60733	Evaluation in Nursing Education	3

Additional coursework may be required based on a gap analysis.

School of Nurse Anesthesia

School of Nurse Anesthesia

TCU's School of Nurse Anesthesia is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs (COA), a specialized accrediting body recognized by the Council on Higher Education Accreditation (CHEA) and the U.S. Department of Education (DOE). (Council on Accreditation of Nurse Anesthesia Educational Programs, 222 S. Prospect Ave., Suite 304, Park Ridge, IL 60068-4010, <http://home.coa.us.com>.)

The Standards and Guidelines for accreditation of nurse anesthesia educational programs/schools endorsed by the COA are merely guidelines. They are not a contract between any members of the TCU School of Nurse Anesthesia and should not be construed to give rise to any liability on the part of TCU to any student enrolled in the School of Nurse Anesthesia. The program, the parent institution or the clinical affiliates will not distort or misrepresent the program's accreditation status.

The mission of TCU's School of Nurse Anesthesia is to educate individuals to think and act as ethical leaders and responsible citizens in the global community, and to prepare professional nurses for the nurse anesthesia practice with advanced, specialized knowledge and skills in order to meet the health needs of a diverse population.

Program Goals

1. Support the University's mission, vision and core values.
2. Prepare graduates to become competent certified registered nurse anesthetists, ready to serve society in an advanced role on the healthcare team.
3. Promote core values and behaviors that encourage respect for diversity, acknowledge human worth and dignity, and support professional nurse anesthesia practice.
4. Foster an appreciation for the necessity of learning, thinking critically and continuing to grow personally and professionally.
5. Contribute to the nurse anesthesia profession and to society by engaging in expert clinical practice and by demonstrating commitment to ethical leadership and responsible citizenship.

Code of Ethics

A code of ethics guiding the practice of TCU student nurse anesthetists is published in the school handbook and is available upon request.

Nurse Anesthesia Admission Criteria

Students will be selected based on evaluation of the following:

- Bachelor of Science in Nursing or an appropriate bachelor's degree from an accredited school, college or university in the United States.
- Valid licensure as a registered nurse in Texas or another Compact State.
- Official Graduate Record Examination (GRE) scores > 150 (verbal reasoning and quantitative reasoning sections) and > 3.5 on the analytic writing section within the last five years.

- Weighted GPA of > 3.0 math and science courses GPA > 3.0 and last 60 hours of coursework GPA > 3.0.
- A minimum of one year of experience in adult critical care or the equivalent. Two years are highly recommended.
- Certification in BLS, ACLS, PALS, CCRN with individual area scores.
- Three strong professional references, one must be from current supervisor, the other two from professionals of your choice.
- Respond to three short-answer essay questions within the application.
- If English is not the first language, a score of at least 600 on the Test of English as a Foreign Language (TOEFL) and a score of 6 on the institutional version of the Spoken English Test within the past two years.
- International applicants should refer to the TCU Graduate Bulletin.

Candidates who satisfactorily meet these criteria will be invited to an interview. Candidates will be informed of admission status following completion of candidate interviews.

Nurse Anesthesia Admission Deadlines

Application deadline is May 15 for class beginning in January of the following year. Candidates will be notified of admission status by August 31. Important dates related to admission are at www.crna.tcu.edu or call 817.257.7887.

Non-Discrimination

TCU does not discriminate on the basis of personal status, individual characteristics or group affiliation, including, but not limited to, classes protected under federal and state law.

TCU complies with the Americans with Disabilities Act and with Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. Disabled students will be individually assessed for their ability to meet the requirements of the curriculum and of the practice. Students with questions about disabilities should contact the director.

Nurse Anesthesia Medical Requirements

Each student must be in good physical and mental health, free of communicable disease when involved in patient care, and have a medical questionnaire and health industry form on file with the University and School of Nurse Anesthesia (SONA) prior to enrollment.

Each student must submit proof of the following to the University prior to enrollment at TCU:

- Meningitis ACWY (Menactra® or Menveo®) administered within the past 5 years. (Students over the age of 22 are exempt from this requirement.)
- Two doses of the Measles, Mumps, and Rubella (MMR) vaccination or proof of immunity to Measles and Mumps. (Students born before 1957 are exempt from this requirement.)

Each student must submit proof of the following to the School of Nurse Anesthesia (SONA):

- MMR series 1 & 2 or positive titer of each measles, mumps, rubella
- Hep B Series 1-3 or positive Hep B titer
- Varicella Series 1 or positive varicella titer
- Tdap immunization within last 10 years
- TB test (within one year); negative PPD or negative chest x-ray
- Seasonal flu immunization

Pending individual clinical facility policies, students may be required to receive the COVID-19 vaccination as part of the credentialing process to train at that facility.

For more information, see www.tdh.state.tx.us/immunize/ or call the Texas School of Health, Immunization Division, 1.800.252.9152.

Environmental Exposure

Providers in anesthesia are advised that several studies find an increase in congenital abnormalities in children of parents exposed to inhalation agents. Results of these studies are questionable. Students of childbearing age are advised to use caution and limit their exposure to inhalation agents. Dorsch, J.A. & Dorsch, S.E. (2008). *Understanding anesthesia equipment* (5th ed.). Baltimore: Williams & Wilkins.

Health Insurance

Students must carry health insurance throughout the program. Although TCU offers a major medical insurance plan for students to purchase, students are advised to evaluate several plans before selection. Proof of coverage is required. Students are not hospital employees and are not covered by Worker's Compensation. Neither affiliated hospitals nor TCU is liable for student injury during the program.

Nurse Anesthesia Drug and Alcohol Abuse Statement and Background Checks

The following policy is in accordance with the Council on Accreditation of Nurse Anesthesia Educational Programs' *Statement on admissions inquiries regarding drug and alcohol use*.

- Applicants will be asked if they are currently using illegal drugs, abusing prescription drugs or engaging in intemperate alcohol use at the time of application. An affirmative answer is grounds for denial of interview and/or admission.
- **After acceptance into the School of Nurse Anesthesia, but prior to enrollment, all admissions to the School of Nurse Anesthesia are contingent on a negative 10-panel drug screen. Positive urine drug screens will result in denial of admission. The School of Nurse Anesthesia pays for the drug testing.**
- All students are required to submit to random or scheduled drug testing at any point in their training based on the decision of the University or clinical training site. Failure to comply with this policy or failure of a drug screen will result in immediate dismissal from the program. The University or clinical training facility pays for the drug testing.
- In the event of a failed drug screen, the University or clinical training site will provide information about rehabilitation. The University or the clinical training site will not incur any expense in this matter.
- In Texas referrals are made to: Texas Peer Assistance Program for Nurses (T-PAPN), 7600 Burnet Road, Suite 440 Austin, Texas 78757-1292, 1.800.288.5528
- Following successful completion of a drug rehabilitation program, students may apply for reinstatement in the program. Readmission is not automatic; cases are individually considered.

- Criminal background checks are conducted prior to admission to the School of Nurse Anesthesia and admission is contingent on a negative background check. Prior convictions may result in denial of admission.
- **Criminal background checks are required for insurance coverage and facility credentialing prior to entering the clinical residency. Students with concerns or questions should contact the Director before beginning the program. Prior conviction(s) may result in denial of admission to the clinical residency.**

Nurse Anesthesia General Information

Housing and Meals

Students are eligible for residence halls and meal plans at TCU. Contact Residential Services at 817.257.7865 or www.rlh.tcu.edu/GraduateHousing.aspx for further information. Students are responsible for their own housing and meals at their assigned primary clinical site.

Financial Aid

Both loans and limited scholarships are available for students. Deadlines are early in the semester prior to entry, and students are encouraged to contact the Graduate Financial Aid Adviser, TCU Box 297012, Fort Worth, TX 76129 or www.financialaid.tcu.edu as soon as possible. TCU is recognized by the Veterans Administration for financial assistance to eligible students. The School of Nurse Anesthesia participates in the Veteran's Administration Yellow Ribbon program.

A student withdrawing from TCU within a limited time frame is eligible for tuition refund. Deadlines are printed in the University calendar every semester.

The student is responsible for all textbooks, supplies and equipment as required by courses.

The RRNA is provided with operating room attire during clinical instruction except at a few rotation sites. The RRNA must provide black scrubs for simulation lab and a white lab coat.

Technology

Students should have sufficient computer literacy to manipulate multiple types of files. Students need a Pentium Class PC with one of the following operating systems: Windows 8, Windows 10, or a Mac OS X based computer with one of the following operating systems; OS X 10.9, (Mavericks), OS X 10.10 (Yosemite), OS X 10.11 (El Capitan), and OS 10.12 (Sierra). Students are required to have Microsoft Office (with PowerPoint, Word, Excel or Mac-compatible version), an Internet connection (broadband), a webcam, and a printer.

Time Commitment

A student's time commitment is approximately 64 hours during a seven-day week averaged over four weeks. This includes class time and clinical time but not study time. One credit hour of classroom time generates to three hours or more of study time. The student should expect a rotating schedule during clinical residency.

Employment

Student employment is strongly discouraged after the first eight months of the program. Students gain more from their academic and clinical experiences without the additional burden of work commitments. If student employment is absolutely necessary, the student must notify the director in writing of the position and hours, documenting that there is no conflict in time between their job and program responsibilities. Students/RRNAs may not be employed to practice anesthesia. Clinical students/RRNAs may not work the shift prior to clinical time.

Nursing Practice - Anesthesia, DNAP

Nursing Practice - Anesthesia, DNAP

Description of Program

The Doctor of Nurse Anesthesia Practice (DNAP) is an innovative, solutions-focused program designed to prepare nurse anesthesia students for solving complex healthcare issues and developing new healthcare opportunities, specifically in the context of nurse anesthesia practice. The program builds on TCU's mission - "Learning to Change the World" - and charges post-baccalaureate registered nurse DNAP students with "Making a Difference in Healthcare".

Mission

The DNAP provides the terminal academic preparation for nurse anesthesia practice with advanced, specialized knowledge and skills to meet the health needs of diverse populations. The purpose of the DNAP program is to prepare nurse anesthetists who are equipped to assume clinical leadership positions in a variety of healthcare, business, government and educational organizations.

Objectives

Upon completion of the DNAP curriculum, graduates should be able to

Patient Safety

1. Be vigilant in the delivery of patient care.
2. Refrain from engaging in extraneous activities that abandon or minimize vigilance while providing direct patient care (e.g., texting, reading, emailing, etc.).
3. Conduct a comprehensive equipment check.
4. Protect patients from iatrogenic complications.

Perianesthesia

1. Provide individualized care throughout the perianesthesia continuum.
2. Deliver culturally competent perianesthesia care.
3. Provide anesthesia services to all patients across the lifespan.
4. Perform a comprehensive history and physical assessment.
5. Administer general anesthesia to patients with a variety of physical conditions.
6. Administer general anesthesia for a variety of surgical and medically related procedures.
7. Administer and manage a variety of regional anesthetics.
8. Maintain current certification in ACLS and PALS.

Critical Thinking

1. Apply knowledge to practice in decision-making and problem solving.

2. Provide nurse anesthesia services based on evidence-based principles.
3. Perform a preanesthetic assessment before providing anesthesia services.
4. Assume responsibility and accountability for diagnosis.
5. Formulate an anesthesia plan of care before providing anesthesia services.
6. Identify and take appropriate action when confronted with anesthetic equipment-related malfunctions.
7. Interpret and utilize data obtained from noninvasive and invasive monitoring modalities.
8. Calculate, initiate, and manage fluid and blood component therapy.
9. Recognize, evaluate, and manage the physiological responses coincident to the provision of anesthesia services.
10. Recognize and appropriately manage complications that occur during the provision of anesthesia services.
11. Use science-based theories and concepts to analyze new practice approaches.
12. Pass the national certification examination (NCE) administered by NBCRNA.

Communication

1. Utilize interpersonal and communication skills that result in the effective exchange of information and collaboration with patients and their families.
2. Utilize interpersonal and communication skills that result in an effective interprofessional exchange of information and collaboration with other healthcare professionals.
3. Respect the dignity and privacy of patients while maintaining confidentiality in the delivery of interprofessional care.
4. Maintain comprehensive, timely, accurate and legible healthcare records.
5. Transfer the responsibility for care of the patient to other qualified providers in a manner that assures continuity of care and patient safety.
6. Teach others.

Leadership

1. Integrate critical and reflective thinking in his or her leadership approach.
2. Provide leadership that facilitates intraprofessional and interprofessional collaboration.

Professional Role

The graduate must demonstrate the ability to:

1. Adhere to the Code of Ethics for the Certified Registered Nurse Anesthetist.
2. Interact on a professional level with integrity.
3. Apply ethically sound decision-making processes.
4. Function within legal and regulatory requirements.
5. Accept responsibility and accountability for his or her practice.
6. Provide anesthesia services to patients in a cost-effective manner.
7. Demonstrate knowledge of wellness and chemical dependency in the anesthesia profession through completion of content in wellness and chemical dependency.
8. Inform the public of the role and practice of the CRNA.
9. Evaluate how public policy-making strategies impact the financing and delivery of healthcare.
10. Advocate for health policy change to improve patient care.
11. Advocate for health policy change to advance the specialty of nurse anesthesia.
12. Analyze strategies to improve patient outcomes and quality of care.
13. Analyze health outcomes in a variety of populations.
14. Analyze health outcomes in a variety of clinical settings.
15. Analyze health outcomes in a variety of systems.
16. Disseminate research evidence.
17. Use information systems/technology to support and improve patient care.
18. Use information systems/technology to support and improve healthcare systems.
19. Analyze business practices encountered in nurse anesthesia delivery settings.

DNAP Curriculum

Minimum coursework requirements are as follows:

Spring I or Summer I (Online)

NRAN81123 Biostats for Adv Practitioner	Biostatistics for the Advanced Health Practitioner (3)	3
NRAN80113 Research in Nurse Anesthesia	Research in Nurse Anesthesia (3)	3

Summer I or Spring I (Online)

NRAN81153 EmerSci Complex&Innov in Hlthc	Emerging Sciences, Complexity & Innovation in Health Care (3)	3
NRAN81233 Decision Science & Informatics	Decision Science and Informatics (3)	3

Fall I (Face-to-face)

NRAN81243 Translational Research	Translational Research (3)	3
NRAN80323 Science in Nurse Anesthesia	Physical Science in Nurse Anesthesia (3)	3
NRAN80334 Advanced Pharmacology	Advanced Pharmacology (4)	4
NRAN80345 Adv Anatomy, Phys&Pathophys I	Advanced Anatomy, Physiology, and Pathophysiology I	5

Spring II (Face-to-face)

NRAN80435	Advanced Anatomy, Physiology and Pathophysiology II (5)	5
NRAN80413 Adv Anatomy, Phys&Pathophy III	Advanced Anatomy, Physiology and Pathophysiology III (3)	3
NRAN80424 Pharmacology of Anes Agents	Pharmacology of Anesthesia Agents (4)	4
NRAN81443 Adv Hlth Assessmnt: Anesthesia	Advanced Health Assessment: Anesthesia Focus (3)	3
NRAN80402 EssentialofAnesthesia&Simulatn	Essentials of Anesthesia and Simulation	2

Summer II (First Session) (Face-to-face)

NRAN80516 Princ of Anesthesia Practice I	Principles of Anesthesia Practice I	6
--	-------------------------------------	---

Summer II (Second Session) (Face-to-face)

NRAN80526 Princ of Anesthesia Pract II	Principles of Anesthesia Practice II	6
--	--------------------------------------	---

Fall II (Clinical Residency)

NRAN80672 Adv Pathophy&Clinical Mgt I	Advanced Pathophysiology and Clinical Management I	2
NRAN88080 Advanced Project	Advanced Project (3)	3
NRAN80683 Clinical Residency I	Clinical Residency I	3

Spring III (Clinical Residency)

NRAN80672 Adv Pathophy&Clinical Mgt I	Advanced Pathophysiology and Clinical Management I (2)	2
NRAN88080 Advanced Project	Advanced Project (3)	3
NRAN80783 Clinical Residency II	Clinical Residency II (3)	3
NRAN87891 Advanced Simulation	Advanced Simulation	1

Summer III (Clinical Residency)

NRAN81353 Health Care Policy & Politics	Health Care Policy and Politics	3
NRAN80882 Clinical Residency III	Clinical Residency III	2
NRAN88080 Advanced Project	Advanced Project (3)	3

Fall III (Clinical Residency)

NRAN80972 Clinical Concepts	Clinical Concepts	2
NRAN80983 Clinical Residency IV	Clinical Residency IV	3
NRAN88080 Advanced Project	Advanced Project (3)	3

[NRAN81153 EmerSci Complex&Innov in Hlthc](#), [NRAN81123 Biostats for Adv Practitioner](#), [NRAN80113 Research in Nurse Anesthesia](#), [NRAN81233 Decision Science & Informatics](#), [NRAN81243 Translational Research](#) are online courses

Due to the nature of the curriculum, courses outside of TCU are not transferrable, nor to be used in lieu of courses in the School of Nurse Anesthesia Curriculum.

Clinical Residency (minimum 16 months)

Upon completion of the initial 20 months of the program, students must immediately enter the clinical residency, which begins in late August and lasts approximately 16 months. During this time the student's learning is built on the material covered previously and comes primarily in a clinical residency although the student also returns to the classroom virtually on a weekly basis for extensive clinically related study. The clinical residency ends in December. The graduate receives a Doctor of Nurse Anesthesia Practice degree and is eligible to write the National Certifying Examination (NCE) for Nurse Anesthetists administered by the National Board of Certification and Recertification of Nurse Anesthetists (NBCRNA). Graduates who successfully complete this written exam are certified registered nurse anesthetists (CRNAs).

The clinical residency consists of administering general and regional anesthesia alongside a qualified clinical instructor (anesthesiologist or CRNA). Weekly classroom sessions are clinical conferences; journal clubs; and seminars dealing with current topics including, but not limited to, respiratory, cardiovascular, thoracic, neurosurgical, regional, obstetrical, pediatric and special areas of anesthesia. Various projects and competency examinations are required/administered throughout this phase.

Courses during clinical residency are offered in concurrent sequences. Each set, e.g., [NRAN80672 Adv Pathophy&Clinical Mgt I](#) and [NRAN80683 Clinical Residency I](#), must be taken together and successfully completed prior to beginning the next set.

Nurse Anesthesia Curriculum

Minimum Case Requirements

The School of Nurse Anesthesia exceeds the general requirements as set forth by the Council on Accreditation, Standards and Guidelines for Accreditation of Nurse Anesthesia Educational Programs/Schools. Outside of the constraints imposed by COVID-19, in which clinical facilities ceased training to students or surgical cases were dramatically decreased at any particular clinical site, an RRNA is required to complete a minimum of **900 cases**.

GPA Requirements

A grade is assigned for each course in which a student is enrolled for graduate credit. A passing grade may be earned only if the student is enrolled for the duration of the course.

The TCU School of Nurse Anesthesia requires a minimum overall GPA of 3.0 for graduation (on a 4.0 scale).

A student who receives a course grade of less than a "B" in any course will be subject to dismissal from the program.

Policy on Grading Scale

The faculty of the School of Nurse Anesthesia use the following scale in determining course grades.

A = 92-100%

B = 83-91.99%

C = 74-82.99%

F = < 0-73.99%

Graduation Criteria

All didactic work is to be completed within 20 months for the DNAP. The clinical residency is to be completed in 16 months. To qualify for graduation, a student must have a 3.0 overall GPA (on a 4.0 scale) and have completed a minimum of 87 semester hours for the DNAP.

DNAP to MHSc Degree Option

DNAP to MHSc Degree Option

Students enrolled in the School of Nurse Anesthesia DNAP, may choose to transfer to the MHSc degree program as long as degree requirements as defined below, are met. No direct admission is allowed to the MHSc.

Degree Requirements

Completion of the following coursework:

Spring Semester - 6 Hours

NRAN80113 Research in Nurse Anesthesia	Research in Nurse Anesthesia (3)	3
NRAN81123 Biostats for Adv Practitioner	Biostatistics for the Advanced Health Practitioner (3)	3

Summer Semester - 6 hours

NDNP81113 HlthInnovation&ComplexScience	Complexity and Innovation in Health Care	3
NRAN81233 Decision Science & Informatics	Decision Science and Informatics (3)	3

Fall Semester - 16 hours

NRAN80323 Science in Nurse Anesthesia	Physical Science in Nurse Anesthesia (3)	3
NRAN80334 Advanced Pharmacology	Advanced Pharmacology (4)	4
NRAN80345 Adv Anatomy, Phys&Pathophys I	Advanced Anatomy, Physiology, and Pathophysiology I (6)	5
NRAN81243 Translational Research	Translational Research (3)	3

Spring Semester - 12 Hours

NRAN80413 Adv Anatomy, Phys&Pathophys III	Advanced Anatomy, Physiology and Pathophysiology III (3)	3
NRAN80434 Adv Anatomy, Phys&Pathophys II	Advanced Anatomy, Physiology and Pathophysiology II (5)	4
NRAN80424 Pharmacology of Anes Agents	Pharmacology of Anesthesia Agents (4)	4
NRAN80402 EssentialofAnesthesia&Simulatn	Essentials of Anesthesia and Simulation	2
NRAN81443 Adv Hlth Assessmnt: Anesthesia	Advanced Health Assessment: Anesthesia	3

AA-C (Certified Anesthesiologist Assistant) to DNAP Program Track, School of Nurse Anesthesia

AA-C (Certified Anesthesiologist Assistant) to DNAP Program Track, School of Nurse Anesthesia

Mission: To prepare Certified Anesthesiologist Assistants (AA-C's) to practice anesthesia as certified registered nurse anesthetists (CRNAs) and to sit for the National Certification Examination (NCE) administered by the National Board of Certification and Recertification for Nurse Anesthetists (NBCRNA).

Alternate Admission Requirements for AA-C's

Full admission is accomplished in two steps. The first is Conditional Admission; the second is Full Admission.

Conditional Admission:

AA-C candidates must meet the following requirements:

- Bachelor of Science (BSN) or Associate Degree in Nursing (ADN)
- Unencumbered licensure as a Registered Nurse (RN)
- Master's degree from an accredited school or college in the United States
- Current certification as an Anesthesiology Assistant (AA-C)
- Submission of clinical transcript from AA program documenting a minimum of 300 cases and 1,000 clinical hours
- A minimum of 5 years experience as an AA-C

Additional Requirements (either 1 or 2 below):

1. Evidence of experience as an AA-C in a variety of complex cases caring for critically ill patients as documented by:

- Curriculum Vita
- Personal essay describing how the AA-C has developed critical decision-making and psychomotor skills, competency in patient assessment, and the ability to use and interpret advanced monitoring techniques consistent with the COA's definition of critical care experience. *
- Validation of 5 years of experience in a variety of complex cases from a departmental Chief CRNA or an anesthesiologist who has medically directed the AA-C.
- Submission of a case log from each practice site the AA-C has been employed since graduation.
 - The case log must include: Type of case and method and anesthesia for each case performed.

2. Or a minimum of one-year current Critical Care experience as an RN

- AA-C candidates will be conditionally admitted to begin the curriculum with the 12 online hours offered each spring and summer semesters.

Critical care experience - Critical care experience must be obtained in a critical care area within the United States, its territories or a US military hospital outside of the United States. During this experience the registered professional nurse has developed critical decision making and psychomotor skills, competency in patient assessment, and the ability to use and interpret advanced monitoring techniques. A critical care area is defined as one where, on a routine basis, the registered professional nurse manages one or more of the following: invasive hemodynamic monitors (e.g., pulmonary artery, central venous pressure, and arterial catheters), cardiac arrest devices, mechanical ventilation, and vasoactive infusions. Examples of critical care units may include but are not limited to: surgical intensive care, cardiothoracic intensive care, coronary intensive care, medical intensive care, pediatric intensive care, and neonatal intensive care. Those who have experiences in other areas may be considered provided they can demonstrate competence with managing unstable patients, invasive monitoring, ventilators, and critical care pharmacology.

Full Admission:

Successful completion of the initial 12 online hours.

Spring I or Summer I (Online)

NRAN81153 EmerSci Complex&Innov in Hlthc	Emerging Sciences, Complexity & Innovation in Health Care	3
NRAN81123 Biostats for Adv Practitioner	Biostatistics for the Advanced Health Practitioner	3

Summer I or Spring I (Online)

NRAN80113 Research in Nurse Anesthesia	Research in Nurse Anesthesia	3
NRAN81233 Decision Science & Informatics	Decision Science and Informatics	3

Fall I

NRAN81243 Translational Research	Translational Research	3
NRAN80323 Science in Nurse Anesthesia	Physical Science in Nurse Anesthesia	3
NRAN80334 Advanced Pharmacology	Advanced Pharmacology	4
NRAN80345 Adv Anatomy, Phys&Pathophys I	Advanced Anatomy, Physiology, and Pathophysiology I	5

Spring II

NRAN80434 Adv Anatomy, Phys&Pathophys II	Advanced Anatomy, Physiology and Pathophysiology II	4
NRAN80413 Adv Anatomy, Phys&Pathophys III	Advanced Anatomy, Physiology and Pathophysiology III	3
NRAN80424 Pharmacology of Anes Agents	Pharmacology of Anesthesia Agents	4
NRAN81443 Adv Hlth Assessmnt: Anesthesia	Advanced Health Assessment: Anesthesia Focus	3
NRAN80402 EssentialofAnesthesia&Simulatn	Essentials of Anesthesia and Simulation	2

Summer Semester

NRAN80516 Princ of Anesthesia Practice I	Principles of Anesthesia Practice I (6)	6
NRAN80526 Princ of Anesthesia Pract II	Principles of Anesthesia Practice II (6)	6
NRAN81353 Health Care Policy & Politics	Health Care Policy and Politics (3)	3

Fall II

NRAN80672 Adv Pathophy&Clinical Mgt I	Advanced Pathophysiology and Clinical Management I	2
NRAN88080 Advanced Project	Advanced Project	3
NRAN80683 Clinical Residency I	Clinical Residency I	3

Spring III

NRAN80772 Adv Path & Clinical Mgt II	Advanced Pathophysiology and Clinical Management II	2
NRAN88080 Advanced Project	Advanced Project	3
NRAN80783 Clinical Residency II	Clinical Residency II	3

Requirements for the Summer III and Fall III terms

The requirement for the following two semesters is dependent on the individual's progression in the Clinical Residency. A minimum of 900 cases are required (250 may be documented by transcript from their Anesthesiology Assistant Master Degree program).

Summer III

NRAN80882 Clinical Residency III	Clinical Residency III	2
NRAN88080 Advanced Project	Advanced Project	3

Fall III

NRAN80972 Clinical Concepts	Clinical Concepts	2
NRAN80983 Clinical Residency IV	Clinical Residency IV	3
NRAN88080 Advanced Project	Advanced Project	3

Online courses: NRAN81153 EmerSci Complex&Innov in Hlthc, NRAN81123 Biostats for Adv Practitioner, NRAN80113 Research in Nurse Anesthesia, NRAN81233 Decision Science & Informatics, NRAN81243 Translational Research, NRAN81353 Health Care Policy & Politics, NRAN80672 Adv Pathophy&Clinical Mgt I, NRAN80772 Adv Path & Clinical Mgt II

Traditional face-to-face courses may be taken via Zoom technology, essentially making the program, with exception of clinical experiences, all online.

Each Advanced Clinical Project course is for three (3) credit hours. A minimum of two must be taken: [NRAN88080 Advanced Project](#)

Courses may be taken face-to-face in our TCU classroom OR synchronously via Zoom technology include: [NRAN80323 Science in Nurse Anesthesia](#), [NRAN80334 Advanced Pharmacology](#), [NRAN 80346](#), [NRAN 80435](#), [NRAN80413 Adv Anatomy, Phys&Pathophy III](#), [NRAN80424 Pharmacology of Anes Agents](#), [NRAN81443 Adv Hlth Assessmnt: Anesthesia](#), [NRAN80516 Princ of Anesthesia Practice I](#), [NRAN80526 Princ of Anesthesia Pract II](#).

The AA-C may receive credit by examination for a maximum of 40 credit hours. Eligibility is determined by the AA-C's SEE results. A score of 450 or higher is required, as is approval by course faculty. Courses that may be tested out include: [NRAN80323 Science in Nurse Anesthesia](#), [NRAN80334 Advanced Pharmacology](#), [NRAN 80346](#), [NRAN 80435](#), [NRAN80413 Adv Anatomy, Phys&Pathophy III](#), [NRAN80424 Pharmacology of Anes Agents](#), [NRAN81443 Adv Hlth Assessmnt: Anesthesia](#), [NRAN80516 Princ of Anesthesia Practice I](#), [NRAN80526 Princ of Anesthesia Pract II](#).

Not required if case requirement is met (900 cases): [NRAN80972 Clinical Concepts](#).

Advanced Pain Management Fellowship and Certificate Program

Advanced Pain Management Fellowship and Certificate Program

TCU's School of Nurse Anesthesia Advanced Pain Management Program is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs (COA).

Mission

The mission of the program is to educate Certified Registered Nurse Anesthetists (CRNAs) to be competent providers of care to patients who suffer from chronic pain. The purpose of the Advanced Pain Management Program is to educate and prepare advanced pain management practitioners to deliver holistic pain management care, including comprehensive pain management interventions, a focus on reductions in use of opioids and patient education. The objective of the program is to prepare CRNAs to enter this subspecialty of nurse anesthesia practice and to successfully pass the National Board of Certification and Recertification of Nurse Anesthetists (NBCRNA) subspecialty certification examination for Nonsurgical Pain Management (NSPM). The NSPM credential program measures the knowledge, skills, and abilities of NBCRNA-certified registered nurse anesthetists for practice in the NSPM field (<http://www.nbcna.com/NSPM/Pages/NSPM.aspx>).

Application Deadlines

February 1st for class beginning the next August. Candidates will be notified of admission status by March 1st.

Objectives

Upon completion of the Program, Fellows should be able to:

- Demonstrates knowledge and skills required in the area of specialty practice or concentration. Academic success is assessed throughout the Program and is measured as course grades for each student in their permanent academic transcript. Clinical success is monitored through direct clinical mentorship and evaluation. Both formative and summative evaluation is employed to validate the demonstration of knowledge and skills. Each semester, the faculty mentor is solicited to identify:
 - If the Fellow's clinical performance is acceptable and progression to the next semester is recommended
 - If weaknesses are identified and noted, but progression is acceptable to the next semester with plans for corrective action
 - If the Fellow's clinical performance is unacceptable then progression to the next semester is not recommended

Pain Management Curriculum

A grade of B in each course is the minimum acceptable grade for progression. Failure to achieve a minimum of a B in any course will result in dismissal from the program.

Minimum coursework requirements are as follows:

Semester I (fall) 7 credit hours

NRAN 82223	Pain Evaluation and Treatment (3)	3
NRAN 82133	Imaging and Radiation Safety (3)	3
NRAN 82331	Anatomy and Physiology for Pain Management (1)	1

Semester II (spring) 8 credit hours

NRAN 82111	Comprehensive Pain Management Clinical Practicum-I (1)	1
NRAN 82233	Pharmacology for Pain Management (3)	3
NRAN 82323	Interventional Pain Strategies for Advanced Pain Practice (3)	3
NRAN 82221	Psychology and Spirituality in Pain Management (1)	1

Semester III (summer) 4 credit hours

NRAN 82211	Comprehensive Pain Management Clinical Practicum-II (1)	1
NRAN 82143	Special Topics in Advanced Pain Management (3)	3

The fellow is responsible for the purchase of all books, supplies and equipment as required by courses. Fellows are responsible for all costs of clinical education, including but not limited to: state licensure, malpractice insurance, and all travel costs.

Technology

Students should have sufficient computer literacy to manipulate multiple types of files. Students need a Pentium Class PC with one of the following operating systems: Windows 8, Windows 10, or a Mac OS X based computer with one of the following operating systems: OS X 10.9 (Mavericks), OS X 10.10 (Yosemite), OS X 10.11 (El Capitan), and OS 10.12 (Sierra). Students are required to have Microsoft Office (with PowerPoint, Word and Excel or Mac - compatible version), an internet connection (broadband), a webcam, and a printer.

Doctor of Occupational Therapy (OTD)

Doctor of Occupational Therapy (OTD)

Description of Program

This entry-level Doctor of Occupational Therapy (OTD) program will prepare graduates to assist patients limited by physical, cognitive, psychosocial, mental, developmental, and learning disabilities, as well as adverse environmental conditions, to maximize their independence and maintain optimum health through a planned mix of acquired skills, performance motivation, environmental adaptations, assistive technologies, and physical agents. Includes instruction in the basic medical sciences, psychology, sociology, patient assessment and evaluation, standardized and non-standardized tests and measurements, assistive and rehabilitative technologies, ergonomics, environmental health, special education, vocational counseling, health education and promotion, and professional standards and ethics. Graduates from this program will be eligible to sit for the National Board for Certification in Occupational Therapy (NBCOT) and subsequent state licensure to practice as registered occupational therapists (OTR/L).

Students pursuing TCU's Doctor of Occupational Therapy (OTD) can expect to be in the program for a minimum of nine (9) academic semesters or three

(3) academic years. The educational program consists of academic coursework, two full-time supervised fieldwork experiences and a 14-week Doctoral Capstone Experience with Project. The fieldwork experiences will comprise of two twelve (12) week sessions occurring during the Summer and Fall semesters the final year of study. Further, the Doctoral Capstone Experience with Project will occur in the Spring semester of the final year of study. At the successful conclusion of all academic requirements OTD students will be qualified to sit for the national OT certification exam (NBCOT).

Vision & Mission

The Department of Occupational Therapy Vision is to be a local, regional, national and international leader for excellence and innovation in entry-level doctoral occupational therapy education, practice and scholarship. It is our Mission to prepare our graduates as transformative, life-long learners demonstrating excellence in leadership, ethics, practice and scholarship with cultural humility to promote full participation in meaningful occupations, health and wellness for individuals, groups and populations. An overarching goal of TCU-OTD program is to produce graduates who are globally informed OT leaders – work ready, life ready and world ready.

Admissions Requirements

- OTCAS application
- Official transcripts from all institutions attended
- Baccalaureate degree from a regionally accredited institution with a cumulative GPA of at least at 3.0 on a 4.0 scale. No specific major is required. All undergraduate and graduate course work is included in cumulative grade point average calculations.
- Completion of required prerequisites with a GPA of at least a 3.0 on a 4.0 scale. No more than two (2) prerequisites may remain outstanding by chosen application deadline. Any outstanding prerequisites must be completed prior to matriculation into the program.
- Observation of OT practice (documented using [TCU-OTD Observation Form](#)). A minimum of 30 hours total across at least (2) distinct settings (hospital, school system, home health, clinic, etc.). (Forms submitted in OTCAS).
- Interview with Faculty: Onsite highly recommended. Virtual options available upon request
- International applicants must meet all Texas Christian University International Student Admission Criteria as outlined in the TCU 2024-2025 catalog, including English Proficiency
- TOEFL (minimum score of 650 for paper, 280 for computer, and 114 if Internet based) or IELTS requirement of 8.0 if the applicant's primary language is not English

All application materials are used to evaluate and rank prospective students. The top 30 applicants will be selected for admission. The remaining applicants may be offered a wait-list position based upon their ranking.

Graduation Requirements

Students in the OTD program follow a fixed curriculum. In order to progress through the program, students must receive a grade of C or above in all courses and passing grades for all fieldwork and doctoral capstone experiences with culminating project.

In addition to the above requirements for graduation, students must also have no outstanding debt to the Bursar, demonstrate professional behaviors and have the approval of the program faculty. After students have successfully completed all of these requirements, students may apply for graduation.

Graduates of a program will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an occupational therapist, registered (OTR). In addition, most states require licensure to practice; however, state licenses are usually based on the results of the NBCOT certification examination. A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure. NBCOT (<http://www.nbcot.org/>)

All application materials are used to evaluate and rank prospective students. The top 30 applicants will be selected for admission. The remaining applicants may be offered a wait-list position based upon their ranking.

Retaking Prerequisite Courses: Students are approved to retake up to 15 credit hours of prerequisite courses. The higher letter grade will be used to calculate the prerequisite GPA. Cumulative GPA will include all prerequisite courses completed.

INTERVIEW

The top applicants will be offered the opportunity to interview. This interview ranking will be determined at the time of application deadline and based on overall cumulative grade point average and prerequisite grade point average. Should any interview spot become available, applicants from the completed/qualified list will be contacted for remaining interview spots. All admissions materials will factor into the final admission ranking (E.g., overall cumulative grade point average, prerequisite grade point average, interview score, letters of reference etc.).

Prerequisite Courses:

Minimum Credits	Behavioral Science Courses	
3	Introductory Sociology OR Introductory Anthropology	
3	Abnormal Psychology OR Psychopathology	
3	Lifespan and Human Development OR Developmental Psychology (Birth - Death)	
3-5	Human Anatomy (lab highly recommended)	
3-5	Human Physiology (lab highly recommended)	
3	Physics or Physical Sciences, Neurosciences, Biomechanics/Kinesiology	
3	Introductory Statistics (must include inferential)	
	A medical terminology course or certificate of completion is highly recommended	

Year 1 Summer		
<u>OTHP55903 Intro to OT and Rehab Science</u>	Introduction to Occupational and Rehabilitation Science Theory	3
<u>OTHP55805 Functional Anatomy</u>	Applied Functional Anatomy	5
Year 1 Fall		
<u>OTHP55814 Applied Neuroscience for OT</u>	Applied Neuroscience for the Occupational Therapist	4
<u>OTHP55824 Funct Biomechanics for the OT</u>	Functional Biomechanics and Kinesiology for the OT	4
<u>OTHP66503 Participation & Wellness in OT</u>	Participation and Wellness in OT	3
<u>OTHP66013 OT Assessment and Evaluation</u>	Occupational Performance Assessment and Evaluation	3
<u>OTHP66023 Professional Communication</u>	Professional Reasoning and Communication in OT	3
Year 1 Spring		
<u>OTHP66514 Pediatric Theory in OT</u>	Pediatric Theory and Practice in OT	4
<u>OTHP55833 Conditions in OT</u>	Conditions in Occupational Performance	3
<u>OTHP66430 Assistive Technology in OT</u>	Principles of Rehabilitation Engineering and Assistive Technology in OT	3
<u>OTHP66603 Principles of Research in OT</u>	Principles of Research in OT	3
<u>OTHP66524 Disability and Neuro-Rehab</u>	Integrated Approaches to Physical Disability and Neuro-Rehabilitation in OT	4
<u>OTHP66201 Level i (A) Fieldwork in OT</u>	Level I Fieldwork in OT	1
Year 2 Summer		
<u>OTHP66533 Mental Health in OT</u>	Mental Health Theory and Practice in OT	3
<u>OTHP66612 EBP in OT</u>	Evidence Based Practice and Translational Research	2
<u>OTHP66543 Orthopedics in OT</u>	Principles of Orthopedics in OT	3
Year 2 Fall		
<u>OTHP66553 Geriatrics in OT</u>	Geriatric Theory and Practice in OT	3
<u>OTHP66563 Work and Industry in OT</u>	Occupations of Work and Industry	3
<u>OTHP66802 Research in OT I</u>	Guided Research I in OT	2
<u>OTHP66413 Functional Cognition in OT</u>	Functional Cognition in OT	3
<u>OTHP77012 Case-Based Learning I</u>	Case-Based Learning I	2
<u>OTHP66211 Level I Fieldwork in OT (B)</u>	Level I Fieldwork in OT	1
Year 2 Spring		
<u>OTHP77503 Leadership and Management OT</u>	Leadership and Management in OT	3
<u>OTHP77512 Program Dev & Evaluation</u>	Program Development and Evaluation	2
<u>OTHP77703 Leadership & Management in OT</u>	Advanced and Emerging Practice Skills	3
<u>OTHP66812 Research in OT II</u>	Guided Research II in OT	2
<u>OTHP77023 Case-Based Learning II IPE</u>	Case-Based Learning II with IPE Seminar	3
<u>OTHP66221 Level I Fieldwork in OT (C)</u>	Level I Fieldwork in OT	1
Year 3 Summer		
<u>OTHP77606 Level II Fieldwork in OT (A)</u>	Level II Fieldwork in OT	6
<u>OTHP77711 Prof Development in OT</u>	Professional Seminar in OT	1
Year 3 Fall		
<u>OTHP77616 Level II Fieldwork in OT (B)</u>	Level II Fieldwork in OT	6
<u>OTHP77721 Prof Development in OT II</u>	Professional Seminar in OT II	1
<u>OTHP77522 Teaching Practicum in OT</u>	Principles of Teaching and Transformative Learning in OT	2
<u>OTHP77801 Comp Exam for OT</u>	Comprehensive Exam for the OT	1
Year 3 Spring		
<u>OTHP77907 OT Capstone Experience</u>	Doctoral Capstone Experience	7
<u>OTHP77912 OT Capstone Project</u>	Professional Development Seminar	2

Retention in the Occupational Therapy Program

1. Compliance with the following documents (which are given to the student at the time of admission) are part of what is used to determine a student's retention in the program:

- Student & Fieldwork Policies
- Technical Standards for Admission and Retention
- Occupational Therapy Code of Ethics (AOTA) <https://www.aota.org/Practice/Ethics.aspx>
- Student Handbook

2. The student's academic advisor, along with the student, will be expected to track progress in the program.

3. Coursework below a C is allowed to be repeated once with approval of the instructor(s) of the course(s) and faculty. This will delay progression through the program as courses are only offered once per year/cohort. Student would join and progress with the earlier cohort.
4. A minimum of a C is required to pass a course.
5. To be considered in **good standing** for graduate-level coursework, students need to maintain an overall GPA of 3.0/4.0.
6. A student may be placed on Academic probation if their overall GPA drops below a 3.0 for two consecutive semesters.
7. Satisfactory performance in all Fieldwork Experiences (I & II).
8. See policy re: Fieldwork Performance
9. If a student is unable to meet the above criteria, he/she may be placed on academic probation.
10. Faculty will determine a plan of study for the student placed on academic probation. (This is determined case by case.)

Grade Requirements

1. Students must maintain overall GPA of 3.0 or better (e.g. graduate level expectation) to be in good academic standing.
2. A grade below a C in any course may result in repeating the course, fulfillment of additional requirements, academic probation, and/or dismissal from the program.
3. If a student receives a C- or below in any course, the student **must** repeat that course.
4. If the performance of the student is not in compliance with department standards, the student may be placed on *academic probation* for the next semester or for the next fieldwork Level II experience with a corrective action plan. The student will be removed from probation when the conditions of the established correction plan are met. Dismissal from the program may result if the student does not satisfactorily comply with the correction plan by the end of the probationary period.

Technology

Students should have sufficient computer literacy to manipulate multiple types of files. Students need a Pentium Class PC with one of the following operating systems: Windows 8, Windows 10, or a Mac OS X based computer with one of the following operating systems: OS X 10.9 (Mavericks), OS X 10.10 (Yosemite), OS X 10.11 (El Capitan), and OS 10.12 (Sierra). Students are required to have Microsoft Office (with PowerPoint, Word and Excel or Mac - compatible version), an internet connection (broadband), a webcam, and a printer.

OTD Program Admissions

Prior to admission into the OTD program, students must complete a Level II criminal background check. The background checks must be completed and results obtained by the OTD program prior to starting in the program.

Students will be notified in writing that a felony conviction and some other non-felonies on a background check can limit their ability to be placed at fieldwork and doctoral residency sites. The inability to complete either of these will result in the student being unable to complete the program requirements for graduation.

In addition, students with felony convictions and some non-felonies might not be eligible for licensure in some states and/or the ability to take the national boards for occupational therapy (NBCOT exam). Prior to starting the program, students with items on their criminal background checks must sign a letter of acknowledgement that they are aware the results of the criminal background check may limit their ability to complete the program, get licensure, and/ or obtain gainful employment in the field of occupational therapy. These same students will be counseled to obtain early determination letters from the states they plan to seek licensure in and the NBCOT board prior to the start of the program. They will also be counseled that even though they may obtain a letter of early determination, the letter is no guarantee of licensure or ability to sit for the national exam as laws and regulations may change prior to completion in the program.

Fieldwork Level I and Level II

All OTD students are required to complete Level II criminal background checks prior to placement at fieldwork sites. The background checks must be completed no earlier than one year prior to the start of the fieldwork assignment. Some sites might require additional background screenings. The additional background screenings are the responsibility of the student to complete in a timely manner in order to participate in the fieldwork rotation.

Students will be notified in writing that a felony conviction and some other non-felonies on a background check can limit the ability of the Academic Fieldwork Coordinator to find an appropriate fieldwork site for the student. The inability to be placed at fieldwork sites will mean the student is unable to complete the OTD program, as successful completion of fieldwork is a requirement for graduation from the program.

Communication Sciences and Disorders

Communication Sciences and Disorders

The Davies School of Communication Sciences and Disorders offers the Master of Science in Speech-Language Pathology. The master's degree program in Speech-Language Pathology is accredited by ASHA's Council on Academic Accreditation.

Within 30 days prior to enrolling in the graduate program, each student is required to present satisfactory evidence of acceptable results from a criminal background check arranged by the Davies School of Communication Sciences and Disorders.

Speech-Language Pathology, MS

Speech-Language Pathology, MS

To pursue the MS in Speech-Language Pathology, students must possess a bachelor's degree, including at least 24 hours in approved speech-language pathology courses (i.e. Speech & Hearing Science, Clinical Methods, Phonetics, Anatomy & Physiology, Neurological Substrates of Communication and Swallowing, Child Language Development, Audiology, and Aural Rehabilitation).

Course distributions leading to the MS in Speech-Language Pathology will allow for the completion of compulsory academic and clinical training required by the American Speech-Language-Hearing Association (ASHA) for professional certification in the field of speech-language pathology (Certificate of Clinical Competence in SLP, CCC-SLP). A minimum of 375 clock hours of supervised clinical practice, 325 hours of which must be on the graduate level, is required.

The Davies School of Communication Sciences & Disorders offers two tracks within the graduate program leading to the Master's of Science: 1) a SLP track and 2) an Emphasis in Bilingual Speech-Language Pathology EBSLP track. Both tracks require a core of 43 credit hours (see below). The EBSLP track requires an additional 3 credit hours, consisting of 0081781 - Missing course in spring of the second year. The clinical training experiences of students in the EBSLP track also include children and adults whose primary language is Spanish.

In both the SLP and EBSLP tracks, students have the option to complete a thesis. The requirements for the thesis and non-thesis options are as follows:

Thesis Option

This option requires a minimum of 43 hours for students electing the SLP track, and 46 hours for students electing the EBSLP track. Students are required to complete COSD70323 Res In Com Sci And Dis Research in Communication Sciences and Disorders and six hours of COSD70980 Thesis Thesis. Thesis hours will be taken in lieu of other coursework. A final comprehensive examination based on the thesis is required.

Non-Thesis Option

This program requires a minimum of 43 hours for students electing the SLP track of study, and 46 hours for students electing the EBSLP track. Students are required to complete COSD70323 Res In Com Sci And Dis Research in Communication Sciences and Disorders. A final comprehensive examination consisting of written and oral portions is required, and is based on the academic and clinical experiences of the students during their program of study.

Academic and Clinical Performance

Student academic and clinical performance is assessed on a regular basis within the context of knowledge and skill acquisition needed to matriculate through the sequence of educational experiences and requirements for ASHA CCC-SLP. If academic performance (based on course grades) and/or clinical performance (based on clinical educator evaluations and clinical practicum grade) are evaluated to be unsatisfactory, students may be placed on academic probation. If a student is placed on probation, a remediation plan will be established by the graduate program director, clinical director and the student. Performance in the subsequent semester may result in a number of outcomes that can include (a) removal from probation and continuation with the original plan of study under which the student entered the program (b) continued academic probation with continuation of the original plan of study under which the student entered the program (c) continued academic probation with a delay in specific course enrollment and/or enrolling in clinical externships, and thus the addition of a minimum of one additional semester where the student will re-take a course and/or complete a clinical practicum, (d) any of the above with loss of the Graduate Assistantship, or (e) recommendation for dismissal from the program.

Year 1

Fall

<u>COSD50413 Adv Speech Sound Disorders</u>	Advanced Speech Sound Disorders	3
<u>COSD60343 Adv Language Disorders: Chldn</u>	Advanced Language Disorders in Children	3
<u>COSD70323 Res In Com Sci And Dis</u>	Research in Communication Sciences and Disorders	3
<u>COSD60300 Pract Spch-Lang Patholgy</u>	Practicum in Speech-Language Pathology	1

Spring

<u>COSD50363 Seminar on Stuttering</u>	Seminar on Stuttering	3
<u>COSD60413 Ad Neuroling Dis</u>	Adult Neurolinguistic Disorders	3
<u>COSD60423 Dysphagia</u>	Dysphagia	3
<u>COSD60300 Pract Spch-Lang Patholgy</u>	Practicum in Speech-Language Pathology	1

Summer (Option A Residential)

<u>COSD60390 Sem on Communica Disordr</u>	Seminar on Communication Disorders	3
<u>COSD60392 Professional Issues in COSD</u>	Professional Issues in COSD	2
<u>COSD60300 Pract Spch-Lang Patholgy</u>	Practicum in Speech-Language Pathology	1

Summer (Option B Study Abroad)

<u>COSD60392 Professional Issues in COSD</u>	Professional Issues in COSD	2
<u>COSD50840 Study Abroad:South America</u>	COSD Study Abroad - South America	3
<u>COSD50850 China:Glob Persp on Comm Hlth</u>	COSD Study Abroad - China:Global Perspectives on Comm Health	3
<u>COSD50860 COSD Study Abroad - UK</u>	COSD Study Abroad - UK	3
<u>COSD50870 Study Abroad-Australia</u>	COSD Study Abroad - Australia	3
<u>COSD60300 Pract Spch-Lang Patholgy</u>	Practicum in Speech-Language Pathology	1

Year 2

Fall

<u>COSD50382 Voice and Resonance</u>	Voice and Resonance	2
<u>COSD60433 Motor Speech Disorders</u>	Motor Speech Disorders	3
<u>COSD60443 Cult Responsive in SLP</u>	Cult Responsive in SLP	3
<u>COSD60300 Pract Spch-Lang Patholgy</u>	Practicum in Speech-Language Pathology	1
<u>COSD60322 Adv Counseling COSD</u>	Advanced Counseling in Communication Sciences and Disorders	2

Spring

<u>COSD60463 Early Intervention</u>	Early Intervention	3
<u>COSD60321 AAC</u>	Augmentative and Alternative Communication	1
<u>COSD60311 Orofacial Pathologies</u>	Orofacial Pathologies	1
<u>COSD60300 Pract Spch-Lang Patholgy</u>	Practicum in Speech-Language Pathology	1

Athletic Training, MS

Athletic Training, MS

Athletic trainers (ATs) are highly qualified, multi-skilled health care professionals who collaborate with physicians to provide preventative services, emergency care, clinical diagnosis, therapeutic intervention and rehabilitation of injuries and medical conditions. The Master of Science in Athletic Training (MSAT) will prepare graduates to be confident healthcare providers and life-long learners by providing quality didactic, clinical, and interprofessional experiences. Students will develop evidence-based knowledge and skills, while demonstrating professionalism, ethical conduct, and critical thinking skills. Students will complete both integrative and immersive experiences in intercollegiate, secondary school, rehabilitation, physician practice, and practice advancement settings. An immersive clinical experience is a practice-intensive experience that allows the student to experience the totality of care provided by athletic trainers.

Texas Christian University is accredited by the Commission on Accreditation of Athletic Training Education (CAATE) located at 2001 K Street NW, 3rd Floor North, Washington, DC 20006. The program will have its next comprehensive review during the 2030-2031 academic year.

Admission Requirements

In order to gain admission to the Master of Science in Athletic Training program, applicants must meet these specific program requirements:

1. Completion of a bachelor's degree at a regionally accredited college or university. Admission is made on the assumption that applicants will have the bachelor's degree by the time of matriculation, and if not, the MSAT program admission is void. The GRE is not required.

- TCU students following the Early Admission Master's Program (MO32 BS) option that wish to apply to the "professional" phase of the MSAT program must complete at least 110 hours of undergraduate courses and the requirements for the Movement Science degree in Kinesiology before beginning graduate level courses.

2. GPA of 3.0 or higher with a grade of C or better in all designated prerequisite courses (see below);

3. Completed program application through the Athletic Training Centralized Application Service (ATCAS):

- References: Applicants must submit two reference forms with letters from people who can address the applicant's academic abilities, interpersonal skills, and potential for graduate education and professional athletic training practice.
- Transcripts: Copy of all academic transcripts. Students who have taken prerequisites at another institution may be asked to submit syllabi to determine if course met the prerequisite.
- Resume: Applicants must submit a current resume or vitae with their application.
- Personal Statement demonstrating strong written communication skills.
- Interview: Applicants must also complete an interview through ATCAS as part of the admission process.

4. Observation Experience: Verification of 100 hours of observation in an athletic training setting under the direct supervision of a BOC ATC (high school, college, clinic, etc.). Student should upload letter(s) to ATCAS from supervising athletic trainer(s) verifying observation hours in that setting. Hours do not have to be completed prior to applying for program but must be completed by first class day.

5. Students following the Early Admission Master's Program (MO32 BS) option must apply through ATCAS and complete all of the above steps for program admission. Following this option does not guarantee admission to the program. Students who are not admitted to the professional program will complete their undergraduate degree in Movement Science.

Prerequisite Courses

In order to be considered for admission to the graduate program, students who have already completed a baccalaureate degree will be required to have completed the following courses at TCU or their equivalents from another institution prior to matriculation. These courses are included in the MO32 BS option. All applicants must have earned a 'C' or better in these courses.

Biology I (0070331 - Missing course)*

Chemistry I (0011531 - Missing course)*

Physics I (0078981 - Missing course)*

Anatomy and Physiology I (0010551 - Missing course)*

Anatomy and Physiology II (0010561 - Missing course)*

Exercise Physiology (0045492 - Missing course)

Biomechanics (0045681 - Missing course)

Health and Wellness Concepts (HLTH 20313)

Foundations of Sport Injuries (0087501 - Missing course)

Psychology (0029761 - Missing course)

Nutrition (0027041 - Missing course)

Medical Terminology (0080051 - Missing course)

Statistics (0025041 - Missing course)

*Science prerequisites must include a lab component

Review of applicants will begin on November 1st and will continue until cohort is filled. Students may begin applying to the TCU MSAT on July 1st through ATCAS. Due to a summer start date, no applications will be accepted after April 15th of the application year. Applicants will be evaluated based on the following: GPA of 3.0 or higher and a grade of C or better in all designated prerequisite coursework, strength of references and letters of recommendation, personal statement, resume/curriculum vita, verification of observation hours, and strength of interview.

Please visit <https://harriscollge.tcu.edu/kinesiology/graduate/athletic-training/index.php> for program and application information or visit TCU's Department of Kinesiology (Rickel 172).

Stephanie Jevas, PhD, LAT, ATC, FNAP

Athletic Training Program Director

Texas Christian University
Department of Kinesiology
TCU Box 297730
Fort Worth, TX 76129
Phone: 817.257.5733
Email: s.jevas@tcu.edu

Retention Policy

To remain in good academic standing in the MSAT Program, students must meet all of the following criteria:

1. Maintain a 3.0 or better cumulative GPA;
2. Be in good standing academically with the University and the TCU Graduate School; and
3. Comply with all University and MSAT policies and procedures.

A student who achieves a cumulative GPA of less than 3.0 in any semester or term will be placed on 'Academic Warning'. A student can be removed from that status by achieving a 3.0 cumulative average by the end of the next semester of enrollment. If the student should fail to do so, the student may be dismissed from the program.

All grades are included in the computation of the GPA, and only grades of A, B, and C are acceptable for graduate credit. As per the TCU Graduate School Policies and Procedures, no more than two grades of "C+" or lower may be utilized in satisfying degree requirements. Students who earn more than two grades of "C+" or lower and/or earn an "F" in a course will be dismissed from the program. In the final semester, students who have less than a 3.0 cumulative GPA and/or earned more than two grades of "C+" or lower will not graduate. Students who have been formally dismissed or have not met the retention policy for graduation can reapply to the program and must repeat all coursework required for the Master of Science in Athletic Training degree.

An "I" (incomplete) grade is recorded when the student and instructor have determined that the work required for a course cannot be completed within the term of enrollment due to circumstances beyond the student's control. Under no circumstances will a grade of "I" be given to avoid earning an "F" for the course.

The "I" grade must be removed within the first 60 days of the regular semester immediately following or it is changed to an "F." Any extension of this time must have written approval of the instructor and the Associate Dean for Harris College of Nursing and Health Sciences.

Until the "I" grade is removed, progression in the program will be at the discretion of the Athletic Training Program Director.

Prerequisite Courses

In order to be considered for admission to the graduate program, students who have already completed a baccalaureate degree will be required to have completed the following courses at TCU or their equivalents from another institution prior to matriculation. These courses are included in the MO32 BS option. All applicants must have earned a 'C' or better in these courses.

Biology I ([0070331 - Missing course](#))*

Chemistry I ([0011531 - Missing course](#))*

Physics I ([0078981 - Missing course](#))*

Anatomy and Physiology I ([0010551 - Missing course](#))*

Anatomy and Physiology II ([0010561 - Missing course](#))*

Exercise Physiology ([0045492 - Missing course](#))

Biomechanics ([0045681 - Missing course](#))

Health and Wellness Concepts (HLTH 20313)

Foundations of Sport Injuries ([0087501 - Missing course](#))

Psychology ([0029761 - Missing course](#))

Nutrition ([0027041 - Missing course](#))

Medical Terminology ([0080051 - Missing course](#))

Statistics ([0025041 - Missing course](#))

*Science prerequisites must include a lab component

Review of applicants will begin on November 1st and will continue until cohort is filled. Students may begin applying to the TCU MSAT on July 1st through ATCAS. Due to a summer start date, no applications will be accepted after March 1st of the application year. Applicants will be evaluated based on the following: GPA of 3.0 or higher and a grade of C or better in all designated prerequisite coursework, strength of references and letters of recommendation, personal statement, resume/curriculum vita, verification of observation hours, and strength of interview.

Please visit <https://harriscollege.tcu.edu/kinesiology/graduate/athletic-training/index.php> for program and application information or visit the Athletic Training Office in TCU's Department of Kinesiology (Ricket 172).

Stephanie Jevas, PhD, LAT, ATC, FNAP

Athletic Training Program Director

Texas Christian University
Department of Kinesiology
TCU Box 297730
Fort Worth, TX 76129
Phone: 817.257.5733
Email: s.jevas@tcu.edu

Retention Policy

To remain in good academic standing in the MSAT Program, students must meet all of the following criteria:

1. Maintain a 3.0 or better cumulative GPA;
2. Be in good standing academically with the University and the TCU Graduate School; and
3. Comply with all University and MSAT policies and procedures.

A student who achieves a cumulative GPA of less than 3.0 in any semester or term will be placed on 'Academic Warning'. A student can be removed from that status by achieving a 3.0 cumulative average by the end of the next semester of enrollment. If the student should fail to do so, the student may be dismissed from the program.

All grades are included in the computation of the GPA, and only grades of A, B, and C are acceptable for graduate credit. As per the TCU Graduate School Policies and Procedures, no more than two grades of "C+" or lower may be utilized in satisfying degree requirements. Students who earn more than two grades of "C+" or lower and/or earn an "F" in a course will be dismissed from the program. In the final semester, students who have less than a 3.0 cumulative GPA and/or earned more than two grades of "C+" or lower will not graduate. Students who have been formally dismissed or have not met the retention policy for graduation can reapply to the program and must repeat all coursework required for the Master of Science in Athletic Training degree.

An "I" (incomplete) grade is recorded when the student and instructor have determined that the work required for a course cannot be completed within the term of enrollment due to circumstances beyond the student's control. Under no circumstances will a grade of "I" be given to avoid earning an "F" for the course.

The "I" grade must be removed within the first 60 days of the regular semester immediately following or it is changed to an "F." Any extension of this time must have written approval of the instructor and the Associate Dean for Harris College of Nursing and Health Sciences.

Until the "I" grade is removed, progression in the program will be at the discretion of the Athletic Training Program Director.

Athletic Training, MS

MSAT Curriculum

Summer 1		
KINE55013 Clinical Skills and Emerg Mgmt	Clinical Skills and Emergency Management	3
KINE55023 Intro Ther Interv	Introduction to Therapeutic Interventions	3
KINE55033 Intro to Musculoskeletal Eval	Introduction to Musculoskeletal Evaluation	3
KINE55001 AT Clinical I	Athletic Training Clinical I	1
Fall 1		
KINE50104 Msk Eval of the Extremities	Musculoskeletal Eval of the Extremities	4
KINE55042 Research in Athletic Training	Research in Athletic Training	2
KINE50214 Adv Ther Interv	Advanced Therapeutic Intervention	4
KINE50201 AT Clinical II	Athletic Training Clinical II	1
Spring 1		
KINE50124 Head, Neck and Spine	Head, Neck and Spine	4
KINE50224 General Med Cond/Applied Pharm	General Medical Conditions and Applied Pharmacology	4
KINE50113 Org and Admin in AT	Organization and Administration in Athletic Training	3
KINE50301 AT Clinical III	Athletic Training Clinical III	1
Summer 2		
KINE60303 AT Field Experience	Athletic Training Field Experience	3
Fall 2		
KINE60453 Adv Clinical Skills/Tech AT	Advanced Clinical Skills/Tech in AT	3
KINE60413 Seminar in Athletic Training	Seminar in Athletic Training	3
KINE60403 AT Clinical IV	Athletic Training Clinical IV	3
Spring 2		
KINE60323 Behavioral Health Concerns AT	Behavioral Health Concerns	3
KINE60313 Current Trends/Issues in AT	Current Trends and Issues in AT	3
KINE60533 AT Clinical V	Athletic Training Clinical V	3

Athletic Training, MS

Athletic Training, MS

Athletic trainers (ATs) are highly qualified, multi-skilled health care professionals who collaborate with physicians to provide preventative services, emergency care, clinical diagnosis, therapeutic intervention and rehabilitation of injuries and medical conditions. The Master of Science in Athletic Training (MSAT) will prepare graduates to be confident healthcare providers and life-long learners by providing quality didactic, clinical, and interprofessional experiences. Students will develop evidence-based knowledge and skills, while demonstrating professionalism, ethical conduct, and critical thinking skills. Students will complete both integrative and immersive experiences in intercollegiate, secondary school, rehabilitation, physician practice, and practice advancement settings. An immersive clinical experience is a practice-intensive experience that allows the student to experience the totality of care provided by athletic trainers.

Texas Christian University is accredited by the Commission on Accreditation of Athletic Training Education (CAATE) located at 2001 K Street NW, 3rd Floor North, Washington, DC 20006. The program will have its next comprehensive review during the 2030-2031 academic year.

Admission Requirements

In order to gain admission to the Master of Science in Athletic Training program, applicants must meet these specific program requirements:

1. Completion of a bachelor's degree at a regionally accredited college or university. Admission is made on the assumption that applicants will have the bachelor's degree by the time of matriculation, and if not, the MSAT program admission is void. The GRE is not required.

- TCU students following the Early Admission Master's Program (MO32 BS) option that wish to apply to the "professional" phase of the MSAT program must complete at least 110 hours of undergraduate courses and the requirements for the Movement Science degree in Kinesiology before beginning graduate level courses.

2. GPA of 3.0 or higher with a grade of C or better in all designated prerequisite courses (see below);

3. Completed program application through the Athletic Training Centralized Application Service (ATCAS):

- References: Applicants must submit two reference forms with letters from people who can address the applicant's academic abilities, interpersonal skills, and potential for graduate education and professional athletic training practice.

- Transcripts: Copy of all academic transcripts. Students who have taken prerequisites at another institution may be asked to submit syllabi to determine if course met the prerequisite.

- Resume: Applicants must submit a current resume or vitae with their application.

- Personal Statement demonstrating strong written communication skills.

- Interview: Applicants must also complete an interview through ATCAS as part of the admission process.

4. Observation Experience: Verification of 100 hours of observation in an athletic training setting under the direct supervision of a BOC ATC (high school, college, clinic, etc.). Student should upload letter(s) to ATCAS from supervising athletic trainer(s) verifying observation hours in that setting. Hours do not have to be completed prior to applying for program but must be completed by first class day.

5. Students following the Early Admission Master's Program (MO32 BS) option must apply through ATCAS and complete all of the above steps for program admission. Following this option does not guarantee admission to the program. Students who are not admitted to the professional program will complete their undergraduate degree in Movement Science.

Prerequisite Courses

In order to be considered for admission to the graduate program, students who have already completed a baccalaureate degree will be required to have completed the following courses at TCU or their equivalents from another institution prior to matriculation. These courses are included in the MO32 BS option. All applicants must have earned a 'C' or better in these courses.

Biology I (0070331 - Missing course)*

Chemistry I (0011531 - Missing course)*

Physics I (0078981 - Missing course)*

Anatomy and Physiology I (0010551 - Missing course)*

Anatomy and Physiology II (0010561 - Missing course)*

Exercise Physiology (0045492 - Missing course)

Biomechanics (0045681 - Missing course)

Health and Wellness Concepts (HLTH 20313)

Foundations of Sport Injuries (0087501 - Missing course)

Psychology (0029761 - Missing course)

Nutrition (0027041 - Missing course)

Medical Terminology (0080051 - Missing course)

Statistics (0025041 - Missing course)

*Science prerequisites must include a lab component

Review of applicants will begin on November 1st and will continue until cohort is filled. Students may begin applying to the TCU MSAT on July 1st through ATCAS. Due to a summer start date, no applications will be accepted after April 15th of the application year. Applicants will be evaluated based on the following: GPA of 3.0 or higher and a grade of C or better in all designated prerequisite coursework, strength of references and letters of recommendation, personal statement, resume/curriculum vita, verification of observation hours, and strength of interview.

Please visit <https://harriscollge.tcu.edu/kinesiology/graduate/athletic-training/index.php> for program and application information or visit TCU's Department of Kinesiology (Rickel 172).

Stephanie Jevas, PhD, LAT, ATC, FNAP

Athletic Training Program Director

Texas Christian University

Department of Kinesiology

TCU Box 297730

Fort Worth, TX 76129

Phone: 817.257.5733

Email: s.jevas@tcu.edu

Retention Policy

To remain in good academic standing in the MSAT Program, students must meet all of the following criteria:

1. Maintain a 3.0 or better cumulative GPA;

2. Be in good standing academically with the University and the TCU Graduate School; and

3. Comply with all University and MSAT policies and procedures.

A student who achieves a cumulative GPA of less than 3.0 in any semester or term will be placed on 'Academic Warning'. A student can be removed from that status by achieving a 3.0 cumulative average by the end of the next semester of enrollment. If the student should fail to do so, the student may be dismissed from the program.

All grades are included in the computation of the GPA, and only grades of A, B, and C are acceptable for graduate credit. As per the TCU Graduate School Policies and Procedures, no more than two grades of "C+" or lower may be utilized in satisfying degree requirements. Students who earn more than two grades of "C+" or lower and/or earn an "F" in a course will be dismissed from the program. In the final semester, students who have less than a 3.0 cumulative GPA and/or earned more than two grades of "C+" or lower will not graduate. Students who have been formally dismissed or have not met the retention policy for graduation can reapply to the program and must repeat all coursework required for the Master of Science in Athletic Training degree.

An "I" (incomplete) grade is recorded when the student and instructor have determined that the work required for a course cannot be completed within the term of enrollment due to circumstances beyond the student's control. Under no circumstances will a grade of "I" be given to avoid earning an "F" for the course.

The "I" grade must be removed within the first 60 days of the regular semester immediately following or it is changed to an "F." Any extension of this time must have written approval of the instructor and the Associate Dean for Harris College of Nursing and Health Sciences.

Until the "I" grade is removed, progression in the program will be at the discretion of the Athletic Training Program Director.

Prerequisite Courses

In order to be considered for admission to the graduate program, students who have already completed a baccalaureate degree will be required to have completed the following courses at TCU or their equivalents from another institution prior to matriculation. These courses are included in the MO32 BS option. All applicants must have earned a 'C' or better in these courses.

Biology I ([0070331 - Missing course](#))*

Chemistry I ([0011531 - Missing course](#))*

Physics I ([0078981 - Missing course](#))*

Anatomy and Physiology I ([0010551 - Missing course](#))*

Anatomy and Physiology II ([0010561 - Missing course](#))*

Exercise Physiology ([0045492 - Missing course](#))

Biomechanics ([0045681 - Missing course](#))

Health and Wellness Concepts (*HLTH 20313*)

Foundations of Sport Injuries ([0087501 - Missing course](#))

Psychology ([0029761 - Missing course](#))

Nutrition ([0027041 - Missing course](#))

Medical Terminology ([0080051 - Missing course](#))

Statistics ([0025041 - Missing course](#))

*Science prerequisites must include a lab component

Review of applicants will begin on November 1st and will continue until cohort is filled. Students may begin applying to the TCU MSAT on July 1st through ATCAS. Due to a summer start date, no applications will be accepted after March 1st of the application year. Applicants will be evaluated based on the following: GPA of 3.0 or higher and a grade of C or better in all designated prerequisite coursework, strength of references and letters of recommendation, personal statement, resume/curriculum vita, verification of observation hours, and strength of interview.

Please visit <https://harriscollege.tcu.edu/kinesiology/graduate/athletic-training/index.php> for program and application information or visit the Athletic Training Office in TCU's Department of Kinesiology (Ricketts 172).

Stephanie Jevas, PhD, LAT, ATC, FNAP

Athletic Training Program Director

Texas Christian University

Department of Kinesiology

TCU Box 297730

Fort Worth, TX 76129

Phone: 817.257.5733

Email: s.jevas@tcu.edu

Retention Policy

To remain in good academic standing in the MSAT Program, students must meet all of the following criteria:

1. Maintain a 3.0 or better cumulative GPA;
2. Be in good standing academically with the University and the TCU Graduate School; and
3. Comply with all University and MSAT policies and procedures.

A student who achieves a cumulative GPA of less than 3.0 in any semester or term will be placed on 'Academic Warning'. A student can be removed from that status by achieving a 3.0 cumulative average by the end of the next semester of enrollment. If the student should fail to do so, the student may be dismissed from the program.

All grades are included in the computation of the GPA, and only grades of A, B, and C are acceptable for graduate credit. As per the TCU Graduate School Policies and Procedures, no more than two grades of "C+" or lower may be utilized in satisfying degree requirements. Students who earn more than two grades of "C+" or lower and/or earn an "F" in a course will be dismissed from the program. In the final semester, students who have less than a 3.0 cumulative GPA and/or earned more than two grades of "C+" or lower will not graduate. Students who have been formally dismissed or have not met the retention policy for graduation can reapply to the program and must repeat all coursework required for the Master of Science in Athletic Training degree.

An "I" (incomplete) grade is recorded when the student and instructor have determined that the work required for a course cannot be completed within the term of enrollment due to circumstances beyond the student's control. Under no circumstances will a grade of "I" be given to avoid earning an "F" for the course.

The "I" grade must be removed within the first 60 days of the regular semester immediately following or it is changed to an "F." Any extension of this time must have written approval of the instructor and the Associate Dean for Harris College of Nursing and Health Sciences.

Until the "I" grade is removed, progression in the program will be at the discretion of the Athletic Training Program Director.

Athletic Training, MS

MSAT Curriculum

Summer 1		
<u>KINE55013 Clinical Skills and Emerg Mgmt</u>	Clinical Skills and Emergency Management	3
<u>KINE55023 Intro Ther Interv</u>	Introduction to Therapeutic Interventions	3
<u>KINE55033 Intro to Musculoskeletal Eval</u>	Introduction to Musculoskeletal Evaluation	3
<u>KINE55001 AT Clinical I</u>	Athletic Training Clinical I	1
Fall 1		
<u>KINE50104 Msk Eval of the Extremities</u>	Musculoskeletal Eval of the Extremities	4
<u>KINE55042 Research in Athletic Training</u>	Research in Athletic Training	2
<u>KINE50214 Adv Ther Interv</u>	Advanced Therapeutic Intervention	4
<u>KINE50201 AT Clinical II</u>	Athletic Training Clinical II	1
Spring 1		
<u>KINE50124 Head, Neck and Spine</u>	Head, Neck and Spine	4
<u>KINE50224 General Med Cond/Applied Pharm</u>	General Medical Conditions and Applied Pharmacology	4
<u>KINE50113 Org and Admin in AT</u>	Organization and Administration in Athletic Training	3
<u>KINE50301 AT Clinical III</u>	Athletic Training Clinical III	1
Summer 2		
<u>KINE60303 AT Field Experience</u>	Athletic Training Field Experience	3
Fall 2		
<u>KINE60453 Adv Clinical Skills/Tech AT</u>	Advanced Clinical Skills/Tech in AT	3
<u>KINE60413 Seminar in Athletic Training</u>	Seminar in Athletic Training	3
<u>KINE60403 AT Clinical IV</u>	Athletic Training Clinical IV	3
Spring 2		
<u>KINE60323 Behavioral Health Concerns AT</u>	Behavioral Health Concerns	3
<u>KINE60313 Current Trends/Issues in AT</u>	Current Trends and Issues in AT	3
<u>KINE60533 AT Clinical V</u>	Athletic Training Clinical V	3

Kinesiology, MS

Kinesiology, MS

The mission of the graduate program in kinesiology is to provide students the opportunity to gain an in-depth understanding of the theoretical basis of human movement. Students are able to specialize in one of the sub-disciplines within kinesiology; however, the departmental core curriculum also gives students a cross-disciplinary exposure to the study of human movement. Along with classroom studies, involvement in original laboratory research constitutes a major means by which students gain a broad understanding of their specialty area. At the completion of the master's degree students should be able to:

- Provide strategies for solving both practical problems and research questions within the disciplines; and
- Integrate movement-based principles into a variety of activities taking place in laboratory, educational, clinical and athletic settings.

Prerequisites include a Bachelor of Science or Bachelor of Arts degree with a 24-hour concentration in kinesiology or its equivalent from an accredited college or university.

Academic Warning and GPA Requirements

To remain in good academic standing in the M.S. in Kinesiology Program, students must meet all of the following criteria:

Maintain a 3.0 or better cumulative GPA;

Be in good standing academically with the University and the TCU Graduate School; and

Comply with all University and M.S. in Kinesiology policies and procedures.

Kinesiology graduate students must maintain a GPA of at least 3.0 and earn no more than two courses of "C" or "C+". A graduate student who achieves a cumulative GPA of less than 3.0 in any semester in their program will be placed on 'Academic Warning'. A student can be removed from that status by achieving a 3.0 cumulative average by the end of the next semester of enrollment. Failure to resolve academic warning by the end of the next semester will result in dismissal from the program. Only grades of C or higher are acceptable for graduate credit. A grade of F will result in immediate dismissal from the program. In the final semester, students who have less than a 3.0 cumulative GPA and/or earned more than two grades of "C" or "C+" will not graduate. All grades are included in the computation of the GPA.

Kinesiology Academic Areas of Emphasis

Student may choose an emphasis in biomechanics, exercise physiology, exercise psychology, motor control, nutrition, physical activity and chronic disease, and sport psychology.

Kinesiology, MS Curriculum

Professional Development (6 hours)

KINE60103 Res Method in Kinesiology	Research Methods in Kinesiology	3
KINE60113 Statistics in Kinesiology	Statistics in Kinesiology	3

Academic Core (9 hours)

KINE60213 Adv Biomechanics	Advanced Biomechanics	3
KINE60423 Adv Motor Behavior	Advanced Motor Behavior	3
KINE60613 Physiology Of Exercise	Physiology of Exercise	3

Academic Specialization (9-12 hours)

Academic courses that emphasize specific concentrations such as biomechanics, exercise physiology, exercise psychology, motor control, nutrition, physical activity and chronic disease, or sport psychology.

Resource Area (3-6 hours)

Courses in related areas determined after a review of student preparation and goals. Must have approval of advisor, and department chair.

Thesis (6 hours)

Master of Social Work

Master of Social Work

The Master of Social Work (MSW) Program prepares advanced generalist social workers with a common base of social work knowledge, values and skills that equip the graduate for leadership positions that promote human rights and social and economic justice. The advanced generalist focus enables graduates to apply their abilities within service systems of various sizes and types. Practice courses stress application of advanced skills in a variety of systems using assessment, planning, intervention and evaluation relevant to diverse individuals, families, groups and communities. Field education provides opportunities for students to integrate theory with practice and experientially apply knowledge, values and skills in appropriate settings.

TCU's Department of Social Work does not discriminate on the basis of age, gender, race, color, ethnicity, national origin, handicap, veteran status, political beliefs or sexual orientation.

Mission

The mission of the TCU Master of Social Work Program is to prepare "highly competent, ethical, and culturally-responsive advanced generalist social workers. Through our hands-on approach to teaching, research, and mentorship, students are prepared to challenge structural inequities, implement trauma-informed approaches, and lead social change at the micro, mezzo, and macro levels of practice. Program graduates are leaders within the social work profession, who meaningfully partner with diverse populations to transform local and global communities for the greater good." This mission reflects and flows from the University mission.

Program of Study

The MSW curriculum is based on educational standards developed by the Council on Social Work Education (CSWE). The MSW curriculum includes foundation content (the first 30 hours of the program) and advanced practice content (the final 30 hours of the program).

The MSW requires 60 credit hours (42 hours coursework, 18 hours internships). MSW students take 15 hours each semester and complete their degree in two years. Both BSW graduates and those with undergraduate degrees in other disciplines are eligible to seek admission to the MSW. Students who already have the BSW are known as Advanced Standing students and can complete the MSW with one year of study (30 hours) as long as they meet eligibility requirements. Students with baccalaureate degrees in other disciplines are known as Traditional students and will require two years of study (60 hours) to complete the MSW.

The Women & Gender Studies (WGST) Certificate and Critical Race and Ethnic Studies (CRES) Certificate options are available for Traditional MSW students. Students are required to take three CRES or four WGST courses to qualify for these certificates (see additional details below).

Students may also apply for the dual degree program with Brite Divinity School. In this option, students complete both their MSW and a degree from Brite Divinity School (see additional details below).

Advanced Standing

Advanced Standing is awarded only to graduates holding degrees from baccalaureate social work programs accredited by CSWE, those recognized through its International Social Work Degree Recognition and Evaluation Service, or those covered under a memorandum of understanding with international social work accreditors. Students meeting the requirements for Advanced Standing will receive credit for the foundation content of the MSW curriculum and be allowed to enter the concentration content of the MSW Program.

Gatekeeping

The social work profession has the legal and ethical responsibility to protect both society and the profession by assessing students' readiness to work with clients. The faculty team discusses students' professional development and readiness to interact with clients. This gatekeeping responsibility is outlined and enforced through the Code of Ethics of the National Association of Social Workers and addressed in the TCU MSW Program Handbook.

MSW Admission Requirements

In addition to meeting TCU's graduate admission requirements, applicants must meet the admission requirements of either the Traditional or Advanced Standing Master of Social Work Program. Applicants may be reviewed for entry into either program. Admission decisions are based on a range of information, including the qualifications described below. Admission to the program presumes the ability and willingness to follow the sequential curriculum outlined in the Program Requirements.

Traditional MSW Program (60 credits, 2-year)

Required qualifications for admission:

1. Prior Degree. Students accepted for the MSW Program must have completed a baccalaureate (BA, BS) degree reflecting a liberal arts foundation from an accredited college or university.
2. GPA. Applicants should have strong academic preparation as demonstrated by an undergraduate GPA of at least 3.0 (on a 4.0 scale) in the last 60 hours of coursework.
3. Course Prerequisites. Applicants must have one college-level course in each of the following: statistics, sociology and psychology before registering for the first semester in the MSW Program.
4. References. Applicants must submit three professional and academic reference forms with letters from persons who can address academic abilities and interpersonal skills, potential for graduate education and potential for professional social work practice. At least one reference must be from an academic adviser or instructor. It is preferred that one of these references be from a field or internship supervisor.
5. Professional Statement. Applicants must submit a well-written professional statement 750-1,500 words that addresses:
 - What motivated you to pursue an MSW?
 - How do your values connect with the values of the social work profession?
 - What personal strengths and weaknesses will impact you as a social worker?
 - Describe experiences and leadership opportunities you have had that will help you succeed in this graduate program.
 - Discuss any significant volunteer or work experiences related to social work.
 - What are your professional goals in social work?
 - Please share two TCU Department of Social Work faculty members you would be interested in engaging with during your time in the TCU MSW program.
6. Resume. Applicants will submit a current resume or vita with their application.

Petition for Academic Exception:

Must be completed by applicants whose undergraduate GPA is below 3.0.

An applicant who believes that his or her individual circumstances warrant consideration for a waiver of the minimum university admissions requirement must petition the MSW admissions committee.

The request should be a one-page statement entitled "Petition for Academic Exception". The petition should include a statement explaining that the minimum admissions requirement of a 3.0 GPA should be waived, as it does not adequately represent the applicant's capabilities. The applicant should briefly discuss how he or she has demonstrated a capacity for successful achievement in a rigorous graduate program. For example, an applicant might provide evidence of:

- Superior grades during the final 60 hours of undergraduate coursework indicating a trend toward improved performance.
- Competence through achievement in another graduate program.
- Outstanding work experience in human services (volunteer or paid).

The applicant should also discuss how he or she plans to address obstacles to successfully complete the program (for example, if a low grade point average was viewed as the result of a "needing to work full time during my undergraduate studies" the applicant should discuss why that is not likely to be a factor during his or her graduate study).

Petitions must be uploaded along with all other application documents.

Advanced Standing MSW Program (30 credits, 1-year)

Required qualifications for admission:

1. Prior Degree: Applicants must hold or be near completion of a bachelor's degree in Social Work (BSW, BSSW) or other bachelor's degree (BS or BA) with a major in social work from a CSWE accredited program.
 - a. Note: International applicants with a bachelor's in social work must have their degree recognized by CSWE's International Social Work Degree Recognition and Evaluation Service to be considered for the Advanced Standing program.
2. Transcripts: Applicants should submit an unofficial transcript from every university or college attended.
 - a. Note: International applicants must submit an English translated copy of their transcript. Note: Current and former TCU students will not need to complete this step. Copies from the Registrar's Office will be obtained for all TCU graduates.
3. GPA: Applicants should have strong academic preparation as demonstrated by an undergraduate GPA of at least 3.0 (on a 4.0 scale) in the last 60 hours of BSW coursework. Advanced Standing applicants should also demonstrate mastery of generalist social work practice, as evidenced by an earned grade of a B or better in their BSW field placements. (For split BSW field placements, students should demonstrate mastery of generalist social work practice with an average of a B or better across both semesters of the split placement.) Prospective students who do not meet these GPA and field grade requirements should apply for the Traditional program instead of the Advanced Standing program.
4. Course Prerequisites: Applicants must have one college-level course in statistics prior to registering for the first semester in the MSW program.
5. References: Applicants must submit three letters of recommendation from individuals who can address the applicant's academic abilities and interpersonal skills, potential for graduate education and potential for professional social work practice. It is required that at least one reference be an academic reference from an academic advisor or instructor and that one of these references be from a field instructor.
6. Professional Statement. Applicants must submit a well-written professional statement, 750-1,500 words, that addresses:
 - What motivated you to pursue an MSW?
 - How do your values connect with the values of the social work profession?
 - What personal strengths and weaknesses will impact you as a social worker?
 - Describe experiences and leadership opportunities you have had that will help you succeed in this graduate program.
 - Discuss any significant volunteer or work experiences related to social work.
 - What are your professional goals in social work?
 - What are your professional goals and plans in social work?

- Please share two TCU Department of Social Work faculty members you would be interested in engaging with during your time in the TCU MSW program.

7. Resume. Applicants will submit a current resume or vitae with their application.

Transfer Credit

The MSW Program may accept up to 10 transfer credits from: 1) a CSWE-accredited MSW Program for foundation year courses, or 2) a CSWE-accredited MSW Program or another graduate program in a related field for concentration year electives. No transfer credit will be awarded for practice courses, required concentration-year courses or for field education.

In addition, requests for transfer course credit must meet the following criteria:

1. The student requesting credit for graduate coursework must be admitted to TCU's MSW Program prior to approval of a request for transfer credit. However, admission to the MSW Program does not guarantee approval of transfer credits.
2. Upon admission, the student may request a review of graduate course(s) taken to determine whether the course(s) may be transferred for credit.
3. A minimum grade of "B" must have been earned in each course proposed for transfer credit.
4. All requests for transfer credit must meet the requirements of the Office of Graduate Studies at TCU.
5. When requesting transfer credit, a student must submit: a letter of request to the TCU MSW Program director that identifies the course(s) for which transfer credit is requested, a copy of the official catalog of the university where the course was taken, a copy of the course syllabus and an official transcript showing the grade earned.

Grading Policy

Course grades, both classroom and field, provide a measure of student performance in the course. Quality of performance is evaluated with respect to course objectives. While these objectives are collectively determined, it is the singular responsibility of the instructor to evaluate student performance in respect to these standards and thus to determine the grade.

In the Department, course credit is given for the grades A, B, and C. No credit is given for any grade below a C. If a student earns below a C, they will be terminated from the MSW program. In the computation of the grade-point average, all grades of C or less will be included, but no more than two C grades may be utilized in satisfying degree requirements. For MSW students, a grade point average of at least 3.0 in all graduate courses in the major and supporting work must be maintained to completion of the program.

Grades from other institutions are not included in the grade point average. Only upper-division and graduate-level courses taken in graduate status for a letter grade are counted in the average. Students must satisfy all prerequisite incompletes before starting final year coursework and the final field placement. Conditionally admitted students may not take a grade of I, as part of the criteria for achieving "good academic standing" after admission. Candidates for graduation should not take a grade of I in their final semester, or graduation will be delayed and additional course work in a future semester of graduation will be required.

Graduation

To graduate, students must be enrolled in the MSW program during the semester in which they will graduate and have successfully completed all required coursework toward the MSW or dual degree. Additionally, students must have no incompletes (Is) and have a 3.0 cumulative graduate GPA or better in all courses. MSW students must also take the Texas Jurisprudence and Master's Level Social Work Licensure Exams.

ACADEMIC WARNING STATUS AND TERMINATION FROM THE MSW PROGRAM

If a student's overall grade-point average falls below 3.0, the student is placed on academic warning status. While in warning status, a student who wishes to continue in the degree program may not drop any course or withdraw from the University without the approval of their academic advisor, MSW Program Director and Department Chair. In the next semester in which the student enrolls, the overall grade-point average must be raised to 3.0 or the student is dismissed from further study.

Certain additional circumstances make it possible for a student to be dismissed from continuation in the MSW program. All students receiving a grade of C or below or an I (incomplete) in any semester will have their academic progress in the program reviewed in a joint meeting of their academic advisor and the program director. Additionally, a student will be dismissed from the program for earning two or more "C" grades or below in courses and/or failing to maintain an overall GPA of 3.0. If a third C or a single F is earned in the final semester, a degree will not be conferred. Students will be notified in writing of adverse decisions regarding their continuation in the program. They may follow the university grade appeal process if they would like to appeal a course grade. For additional detail, see the MSW Program Handbook here: <https://harriscollege.tcu.edu/social-work/student-experience.php>

Further, if a student's performance in their MSW field placement is deemed unsatisfactory, students are offered a chance to make improvements through a policy documented in the respective program field manual. This policy provides for a corrective action plan that will involve the student, agency, and social work program and will outline specific behaviors or issues to be addressed, how they must be corrected, the timeline for doing so, and the action taken if problems or issues are not resolved. Notwithstanding the processes outlined above, both the agency and the social work program have the unfettered discretion to immediately remove a student from the agency setting if either the agency or social work program believes such removal is warranted. Ongoing poor performance or a single event which may place clients at risk, including unprofessional or unethical conduct may result in a termination, at any time from a BSW or MSW field internship. The agency and the field program generally make this decision jointly. As agencies supervise students voluntarily, it is the right of any agency to terminate an internship with no prior notice if they feel they can no longer work with the student. For additional detail, see the MSW Field Manual here: <https://harriscollege.tcu.edu/social-work/student-experience.php>

Additionally, faculty may identify, in writing, those students who demonstrate behaviors that raise serious questions about their continuing towards the professional degree in Social Work. Such students' names will be submitted to the program director, who will coordinate a review, including appropriate faculty members in such process. Nonacademic criteria related to professionalism and ethical behavior is considered part of the academic arena of a professional program. As such, a student could be dismissed from the program for failing to uphold the ethical guidelines of the profession and for personal issues that affect professional performance.

Therefore, students can be eliminated from the program for academic or professional reasons. These gatekeeping efforts, counseling students in or out of the program, are supported by the university and by the judicial system.

Students conditionally admitted by the University and MSW program will be notified of these conditions at the time of admission. If the conditions placed on admission have not been fulfilled within the time specified, the student may be dismissed from subsequent registration.

Social Work, MSW

Social Work, MSW

MSW Degree Requirements

The foundation curriculum lays the groundwork for the advanced content. Students must complete coursework in professional foundation (knowledge, values, skills, ethics), practice (micro and macro), human behavior, social welfare policy, diversity and social justice, and research. Two-semester field education courses give students the opportunity to apply the foundation knowledge to enter the concentration area of study.

The concentration curriculum builds on the foundation curriculum and has an advanced generalist focus so that graduates can assume practice, supervisory, and administrative roles in organizations. The concentration curriculum allows students to choose electives in the areas of children and families, and health and mental health.

All students complete a full year of advanced practice courses: [SOWO65803 Administration & Management](#) Administration and Management, [SOWO65813 Evaluation Research](#) Evaluation Research, [SOWO65873 Advanced Practice](#) Advanced Practice, and [SOWO65833 Persp:Mental Health Practice](#) Perspectives on Mental Health Practice. In addition to these required courses, the concentration curriculum provides for students to take two electives in order to enhance their knowledge and skills in an area of specialization. The advanced field education and seminar courses allow students to apply their advanced knowledge and skills to an area of specialization.

Traditional Full-time MSW Program Curriculum (2-year)

MSW Foundation – Year 1

Fall

SOWO61803 Professional Foundation	Professional Foundation	3
SOWO61813 Research Methods in SOWO	Research Methods in Social Work	3
SOWO61843 Human Behavior 1	Human Behavior and the Social Environment 1	3
SOWO61873 Micro Practice	Micro Practice	3
SOWO61883 Field Education 1	Field Education 1	3

Spring

SOWO61823 Diversity & Social Justice	Diversity and Social Justice	3
SOWO61833 Macro Practice	Macro Practice	3
SOWO61853 Human Behavior 2	Human Behavior and the Social Environment 2	3
SOWO61863 Social Welfare Policies	Social Welfare Policies and Services	3
SOWO61893 Field Education 2	Field Education 2	3

MSW Concentration – Year 2

Fall

SOWO65813 Evaluation Research	Evaluation Research	3
SOWO65833 Persp:Mental Health Practice	Perspectives on Mental Health Practice	3
SOWO65873 Advanced Practice	Advanced Practice	3
SOWO65883 Field Education 3	Field Education 3	3
SOWO65823 Field Seminar 3	Field Seminar 3	3

Spring

SOWO	Elective	3
SOWO	Elective	3
SOWO65803 Administration & Management	Administration and Management	3
SOWO65893 Field Education 4	Field Education 4	3
SOWO65863 Field Seminar 4	Field Seminar 4	3

Advanced Standing Full-time MSW Program

Curriculum (1-year):

Fall

SOWO65813 Evaluation Research	Evaluation Research	3
SOWO65833 Persp:Mental Health Practice	Perspectives on Mental Health Practice	3
SOWO65873 Advanced Practice	Advanced Practice	3
SOWO65883 Field Education 3	Field Education 3	3
SOWO65823 Field Seminar 3	Field Seminar 3	3

Spring

SOWO	Elective	3
SOWO	Elective	3
<u>SOWO65803 Administration & Management</u>	Administration and Management	3
<u>SOWO65893 Field Education 4</u>	Field Education 4	3
<u>SOWO65863 Field Seminar 4</u>	Field Seminar 4	3

MSW and MATM/MTS/MDIV-Dual Degree Program

MSW and /MATM/MTS/MDiv-Dual Degree Program

The purpose of this dual degree offering is to equip graduates to assume leadership positions in a wide variety of divinity ministries and social service agencies and organizations. The program is designed to help graduates apply advanced social work knowledge and skills in addition to theological studies to religious and social service agencies. The dual degree prepares graduates for positions that promote human rights and social and economic justice.

The MSW-MATM, MSW-MTS and the MSW-MDiv degrees represent the Master of Social Work, Master of Arts in Theology and Ministry, Master of Theological Studies, and Master of Divinity degrees.

Admissions/Degree Requirements

Candidates must be admitted to the Department of Social Work's Master of Social Work (MSW) Program and the Brite Divinity School's Master of Arts in Theology and Ministry (MATM), Master of Theological Studies (MTS) or Master of Divinity (MDiv) program. Students who elect to complete the MSW without continuing into a Brite degree program, must meet all remaining requirements for the MSW (i.e., elective units in the MSW Program). Students must apply for dual degree status prior to completing 21 hours in either program (Advanced Standing MSW students will need to declare at admission into the program). Students admitted to the dual degree program must meet all requirements of both programs.

Students in the Traditional MSW Program who enter the dual degree program will be able to complete the MSW requirements by taking their elective courses from a departmentally approved list of courses offered at Brite Divinity School. Choices of field placement will be made on an individual basis through consultation with both the Department of Social Work and Brite Divinity School. Students will register conjointly at both institutions for 6 hours of field work, but will only pay the tuition at Brite for those hours.

A full-time student in the Dual Degree Traditional MSW Program would have coursework that looks like the following:

DUAL DEGREE – MSW AND DEGREE FROM BRITE DIVINITY SCHOOL (MDiv, MATM, MTS)

MSW - Year 1

Fall

<u>SOWO61803 Professional Foundation</u>	Professional Foundation	3
<u>SOWO61813 Research Methods in SOWO</u>	Research Methods in Social Work	3
<u>SOWO61843 Human Behavior 1</u>	Human Behavior and the Social Environment 1	3
<u>SOWO61873 Micro Practice</u>	Micro Practice	3
<u>SOWO61883 Field Education 1</u>	Field Education 1	3

Spring

<u>SOWO61823 Diversity & Social Justice</u>	Diversity and Social Justice	3
<u>SOWO61833 Macro Practice</u>	Macro Practice	3
<u>SOWO61853 Human Behavior 2</u>	Human Behavior and the Social Environment 2	3
<u>SOWO61863 Social Welfare Policies</u>	Social Welfare Policies and Services	3
<u>SOWO61893 Field Education 2</u>	Field Education 2	3

MSW - Year 2

Fall

<u>SOWO65813 Evaluation Research</u>	Evaluation Research	3
<u>SOWO65833 Persp:Mental Health Practice</u>	Perspectives on Mental Health Practice	3
<u>SOWO65873 Advanced Practice</u>	Advanced Practice	3
<u>SOWO65883 Field Education 3</u>	Field Education 3	3
<u>SOWO65823 Field Seminar 3</u>	Field Seminar 3	3

Spring

SOWO	Elective	3
SOWO	Elective	3
<u>SOWO65803 Administration & Management</u>	Administration and Management	3
<u>SOWO65893 Field Education 4</u>	Field Education 4	3
<u>SOWO65863 Field Seminar 4</u>	Field Seminar 4	3

*Six hours of electives are chosen from courses at Brite Divinity School.

DUAL DEGREE FOR ADVANCED STANDING STUDENTS MSW AND DEGREE FROM BRITE DIVINITY SCHOOL (MDiv, MATM, MTS)

Students in the Advanced Standing MSW Program who enter the dual degree program will be able to complete the requirements of the MSW by taking their elective courses from a departmentally approved list of courses offered at Brite Divinity School. Choices of field placement will be made on an individual basis through consultation with both the Department of Social Work and Brite Divinity School. Students will register conjointly at both institutions for 6 hours of Field Work, but will only pay the tuition at Brite for those hours.

A full-time student in the Advanced Standing Dual Degree MSW Program would have coursework that looks like the following:

Advanced Standing Full-time MSW Program Curriculum (1-year):

Fall

SOWO65813 Evaluation Research	Evaluation Research	3
SOWO65833 Persp:Mental Health Practice	Perspectives on Mental Health Practice	3
SOWO65873 Advanced Practice	Advanced Practice	3
SOWO65883 Field Education 3	Field Education 3	3
SOWO65823 Field Seminar 3	Field Seminar 3	3

Spring

SOWO	Elective*	3
SOWO	Elective*	3
SOWO65803 Administration & Management	Administration and Management	3
SOWO65893 Field Education 4	Field Education 4	3
SOWO65863 Field Seminar 4	Field Seminar 4	3

*Six hours of electives are chosen from courses at Brite Divinity School.

Women & Gender Studies Certificate

Women & Gender Studies Certificate

Required Social Work Courses

SOWO 61823	Diversity and Social Justice	3
SOWO 61843	Human Behavior and the Social Environment 1	3
SOWO 61803	Professional Foundation	3

The fourth course is one of two graduate-level courses in women and gender studies:

WGST 50103	Feminist/Queer Inquiry	3
WGST 60003	Colloquium on Feminist Theory	3

The SOWO courses are to be taken in the first year of the program as part of the typical Traditional program curriculum.

For the WGST courses, one will be offered each semester, and can be taken in place of one of the second-year social work electives to fulfill WGST Certificate requirements.

Critical Race and Ethnic Studies Certificate

Critical Race and Ethnic Studies Certificate

Required Social Work Courses

SOWO 61843	Human Behavior and the Social Environment 1	3
SOWO 61803	Professional Foundation	3

The third course is a graduate-level course in critical race and ethnic studies:

CRES 60003	Graduate Introduction to Comparative Race and Ethnic Studies	3
----------------------------	--	---

The SOWO courses are to be taken in the first year of the program.

The CRES course will be offered each semester, and can be taken in place of one of the second-year social work electives to fulfill CRES Certificate requirements.

Neeley School of Business

Neeley School of Business

The Neeley School of Business is fully accredited by the AACSB-International Association for Management Education and is a member of the Graduate Management Admissions Council (GMAC).

The school offers small class sizes and a dedicated, accessible faculty enabling students to fulfill their individual education needs.

Neeley School Professional Graduate Degrees

The Neeley School offers the following graduate degrees:

Master of Business Administration (MBA)

Master of Accounting (MAc)

- Master of Science in Supply Chain Management (MS-SCM)
- Master of Science in Business Analytics (MS-BA)
- Neeley School Dual-Degree MBA**
- MBA/Ed.D. in Educational Leadership
- MBA/Ph.D. in Educational Leadership

Neeley School Graduate Certificates

- Analytics Certificate
- BizTech Certificate
- Supply Chain Management Certificate
- Ralph Lowe Energy Management Certificate
- Ralph Lowe Sustainable Energy Management Certificate
- Health Policy and Management Certificate

Neeley School Graduate Program Academic Policies

Neeley School Graduate Program Academic Policies

Transfer Credit

A student who, prior to entering the Neeley School, has completed a course that is the equivalent of a core course in the Neeley School MBA, MAc or MS degree plans may substitute an elective in the same functional area, with the permission of the assistant dean of graduate programs (MBA and MS students) or the director of the Master of Accounting Program (MAc students). In order for such substitution to be approved, the course has to have been taken within three years of entering TCU and must have been completed at a graduate business school accredited by the AACSB or otherwise approved by the Associate Dean for Graduate Programs. The substitution of a core course will not reduce the number of hours required to complete the MBA, MAc or MS degree. It is the student's responsibility to notify the Graduate Programs office or MAc director prior to the first term in the program.

A student who has completed, prior to enrollment at the Neeley School, graduate-level business courses that would qualify as electives at TCU may seek the approval of the Associate Dean for Graduate Programs or MAc director to transfer a maximum of 9 hours of such coursework. Such approval will only be granted if the courses were taken at an AACSB-accredited program no more than three years before entering TCU. These transfer credits (when approved) will reduce the number of hours required to complete the MBA, MAc or MS degree on a one-to-one basis. When a course is taken outside the Neeley School for which elective credit is sought, the course must be equivalent to a 60000-level course or higher.

A student currently seeking the TCU MBA, MAc or MS degree may, under extraordinary circumstances, request approval from the Associate Dean for Graduate Programs or MAc director to take a maximum of six hours outside the University.

Grading Procedures

The grading policy followed for all graduate business courses is based on the following scale:

Letter Grade	Grade Point Weight
A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
C-	1.67
F	0.00

Academic Standards

All graduate students are required to meet the academic standards of the Neeley School faculty. Failure to do so will result in academic probation, academic suspension, or dismissal.

Graduate students must achieve a grade index of at least 2.75 each term and on a cumulative basis throughout their program. A student seeking the MBA, MAc or MS degree or a Graduate Certificate who does not meet this standard will be placed on probation for the subsequent term (excluding summer for full-time MBA students). During this time, the student must achieve the minimum grade index (2.75) on both a semester and cumulative basis to be removed from probation. Failure to do so may result in dismissal from TCU (with the right of appeal to the Associate Dean for Graduate Programs in the Neeley School).

If a student in any of the Neeley School's graduate programs receives 3 hours of a grade of C+ or lower, the associate dean for graduate programs may place the student on probation because of a failure to make satisfactory academic progress.

A student placed on academic probation for one term may be dismissed if his/her term or cumulative grade index falls below a 2.75 in *any* subsequent term.

Dismissal, Suspension or Expulsion for Lack of Academic Progress or Honor Code Violations

MBA, MAc, MS, and Graduate Certificate students in the Neeley School must abide by the Honor Code. Students violating the Honor Code may be dismissed from individual courses with a grade of "F" for conduct deemed contrary to the professional or ethical standards of a field.

At such times as the student fails to meet acceptable standards of academic performance or has engaged in professional misconduct, the student may be dismissed, suspended or expelled from the university at the discretion of the Neeley School Associate Dean for Graduate Programs.

If a student is dismissed, suspended or expelled from the university, a grade of "F" or a designation of "Q" is recorded for each course in progress as determined by the appropriate academic dean.

Miscellaneous Academic Policies

Academic probation describes the status of a graduate student who is experiencing academic difficulties subject to the discretion of the associate dean of graduate programs. Academic dismissal describes the action taken by the Neeley School in the case where a student has failed to meet the minimum academic standards of the faculty. Dismissal from a Neeley School graduate program is permanent; a dismissed student is not permitted to enroll for graduate credit at a later date.

Other academic policies pertaining to graduate students:

Two GPAs are maintained by TCU:

1. A semester average based on courses taken at TCU during a particular term, and
2. A cumulative average based on all work attempted at TCU.

A student's GPA is computed by dividing the number of grade points (grade points earned per semester hour for the successful completion of academic work) by the number of hours (total credit hours attempted at TCU, excluding those attempted on a pass/no-credit basis). Grade replacement is not allowed for repeated courses. All grades will be included in the calculation of the graduate cumulative GPA.

Additional Notes

1. Grades for non-TCU transfer courses are *not* included in computing a graduate student's grade index.
2. No 50000-level course may be taken for credit at TCU by a graduate student unless approved by the Senior Associate Dean for Graduate Programs.
3. All MBA students are required to complete the MBA Orientation or other designated orientation prior to commencing graduate studies. MAc and MS students are required to complete the relevant orientation for their program prior to beginning their graduate studies.
4. An MBA or MS student may enroll for a maximum of 3 hours of independent study credit in one department. (Typically, these courses carry the 70970 number.) No more than a total of 6 hours may be taken in independent study courses. MAc students may enroll for a maximum of 3 hours of credit (in total) in independent study courses. Graduate students on academic probation are not permitted to enroll in independent study courses.

Graduation Requirements

At the beginning of the term in which the student plans to graduate, he/she must submit an Intent to Graduate form to the Neeley School Graduate Programs Office or relevant program director. Graduation requires a minimum of 2.75 cumulative GPA. Students who do not have a 2.75 average after completing the program have a maximum of two terms to raise their average to this standard.

MBA and MS students are expected to complete all requirements within five years. MAc and Graduate Certificate students are expected to complete all requirements within two years. Extension of time must be applied for in writing to the Associate Dean for Graduate Programs or MAc program director. Additional courses may be assigned to students who do not complete the degree within the time limit.

MBA Programs

MBA Programs

Neeley School MBA Admissions

The nature of the Neeley School MBA programs requires that a holistic approach be used in the admissions process. Not only must applicants demonstrate academic ability, but also the ability to perform in a highly interactive, team-based environment. Previous academic records, relevant test scores, professional work experience (where applicable), motivation, maturity and demonstrated leadership are all considered in the admissions decision.

Except under extraordinary circumstances, students applying to the MBA Program must have or expect to earn a bachelor's degree from an accredited college or university prior to enrollment.

Admission Application Checklist

An application to a Neeley School MBA program will not be considered by the Graduate Admissions Committee until all of the following materials are received:

1. Completed application form and essays
2. An official transcript from each college or university previously attended
3. Contact information for three professional references
4. Application fee of \$100 (unless waived)
5. Official GMAT, GRE, or Executive Assessment score, unless waived. The test requirement is automatically waived for CFA® Charter holders.
6. Official TOEFL scores (non-native English speakers only)
7. Personal interview (by invitation only)

Additional Admission Requirements for Accelerated MBA Programs

The Full-time, Professional, and Energy and focused Accelerated MBA Programs are available to individuals with professional experience and distinguished academic backgrounds in business, as evidenced by:

- completion, with a strong academic background, of the Bachelor of Business Administration (BBA) degree or equivalent from an AACSB-accredited business school
- at least three years of postgraduate professional work or military experience
- sufficiently high GMAT or GRE scores, unless this requirement is waived as outlined below.

Other exceptional indicators of success may also be taken into consideration.

MBA Program Prerequisites

Students admitted to the MBA program must complete two pre-enrollment requirements prior to registering for their first term of graduate study:

1. **Mathematical Skills Prerequisite**
 - Entering students are expected to have an understanding of basic mathematics (i.e., basic algebraic operations, relations and functions, exponents, logarithms, sets and functions, linear equations, differentiation, integration, slope and extrema). This requirement is ordinarily satisfied by one of the following:
 - Satisfactory (C or better) completion of a 3-hour course in Introductory Applied Calculus or College Algebra or Mathematics with Emphasis on Business Applications; or
 - A score corresponding to or better than the 80th percentile on the quantitative portion of the GMAT; or
 - Satisfactory evidence of mathematical competence through a combination of courses taken in mathematics, statistics or economics prior to entering the program, and/or a makeup course that may be taken during the first term of the Neeley School MBA Program. (For specific details, contact the Neeley Graduate Programs Office.)
2. **MBA Orientation**
 - MBA orientation takes place on campus during the weeks before fall classes begin. Students receive instruction in teamwork and communication skills; a campus and degree program orientation; introductions to primary functional disciplines; and self-assessment exercises for career development. Students also meet their program cohort group.
 - Students are also required to complete online modules over the summer prior to enrollment. More information will be provided upon admission.

Neeley MBA Program Requirements

If a student in any of the MBA programs or the MS programs receives 6 hours of a grade of C+ or lower, the associate dean for graduate programs may dismiss him/her from the program for failure to make satisfactory academic progress.

Neeley MBA Program Options

Full-Time MBA

Program Length: 21 months

Full-time Accelerated MBA

Program length: 11 months

Professional MBA

Program Length: 24-33 months

Professional Accelerated MBA

Program Length: 18-30 months

MBA for Energy Professionals

Program Length: 24-33 month

Executive MBA

Program Length: 18 Months

Applicants must designate at the time of application which program of study they are seeking. Admission to one program is not necessarily valid for another. Students will not be allowed to switch programs except under extraordinary circumstances

MBA, Full-Time

The Full-Time MBA Program follows a prescribed sequence over 21 months. Any variance from this sequence must be pre-approved by the Associate Dean of Graduate Programs. If such pre-approval is not obtained and a break in the sequence occurs, the student is subject to dismissal. Full-Time MBA students are required to complete a summer internship.

54 credit hours are required in this program.

ACCT60010 Financial Reporting	Financial Reporting	1.5
ACCT60020 Acct For Manag Plan/Ctrl	Accounting for Managerial Planning and Control	1.5
BUSI60050 Global Environment of Business	Global Environment of Business	1.5
BUSI66100 Career Mgt & Prof Dev	Career Management and Professional Development	1.5
BUSI60070 Business Simulation	Business Simulation	1.5
ENTR60250 Innovation & Entrepreneurship	Innovation and Entrepreneurship	1.5
FINA60020 Managerial Economics	Managerial Economics	1.5
FINA60010 Financial Management I	Financial Management I	1.5
INSC60010 Statistical Models	Statistical Models	1.5
INSC60020 Managing Ops & Processes	Managing Operations and Processes	1.5
INSC60600 Supply Chain Concepts	Concepts in Supply Chain Management	1.5
MANA60330 Engaging People	Engaging People	1.5
MANA60340 Leading Teams and Orgs	Leading Teams and Orgs	1.5
MANA60630 Strategic Management	Strategic Management	1.5
MANA60460 Business Ethics	Business Ethics	1.5
MARK60010 Marketing Management	Marketing Management	1.5

Electives: 30 credit hours

Students should also complete an approved concentration in their elective credit hours. The director of graduate academic programs will maintain lists of approved concentrations and the requirements for each.

MBA, Full-Time Accelerated

MBA, Full-Time Accelerated

The Accelerated MBA Program is an 11-month, full-time option designed for individuals with significant professional experience and a distinguished academic background in business or engineering. The Accelerated MBA Program is designed to build upon the business foundation and experience of individuals who are not seeking a significant career pivot.

Students in the Accelerated MBA Program pursue a fast-paced, individually tailored curriculum that complements their own unique business background. The curriculum includes a subset of the core courses offered in TCU's traditional MBA Program, plus electives that are selected to augment the student's prior professional and academic credentials. It comprises:

36 credit hours of graduate level business courses

22.5 credit hours of graduate business electives

13.5 credit hours of specified core MBA classes, some of which are specifically designed for accelerated students:

BUSI60050 Global Environment of Business	Global Environment of Business	1.5
BUSI60070 Business Simulation	Business Simulation	1.5
BUSI66100 Career Mgt & Prof Dev	Career Management and Professional Development	1.5
ENTR60250 Innovation & Entrepreneurship	Innovation and Entrepreneurship	1.5
FINA60011 Finance Fundamentals	Finance Fundamentals	1
FINA60020 Managerial Economics	Managerial Economics	1.5
INSC60011 SC Mgt Fundamentals	Supply Chain Management Fundamentals	1
MANA60630 Strategic Management	Strategic Management	1.5
MANA60460 Business Ethics	Business Ethics	1.5
MARK60011 Marketing Fundamentals	Marketing Fundamentals	1

MBA, Professional (Evening)

MBA, Professional (Evening)

This program is available In-Person and in a remote synchronous format.

A total of 42 credit hours are required in this program.

ACCT60010 Financial Reporting	Financial Reporting	1.5
ACCT60020 Acct For Manag Plan/Ctrl	Accounting for Managerial Planning and Control	1.5
BUSI60050 Global Environment of Business	Global Environment of Business	1.5
BUSI60070 Business Simulation	Business Simulation	1.5
ENTR60230 Reg Env for Entrp and Mgrs	Regulatory Environment for Entrepreneurs and Managers	1.5
FINA60020 Managerial Economics	Managerial Economics	1.5
FINA60013 Mgt Of Financ Resources	Management of Financial Resources	3
INSC60010 Statistical Models	Statistical Models	1.5
INSC60020 Managing Ops & Processes	Managing Operations and Processes	1.5
INSC60040 Managing Info Technology	Managing Information Technology	1.5
INSC60050 Business Analytics	Business Analytics	1.5
INSC60600 Supply Chain Concepts	Concepts in Supply Chain Management	1.5
MANA60350 Essentials of Motivation	Essentials of Motivation	1.5
MANA60670 Strategy Formulation	Strategy Formulation	1.5
MANA60680 Strategy Implementation	Strategy Implementation	1.5
MANA60460 Business Ethics	Business Ethics	1.5
MARK60010 Marketing Management	Marketing Management	1.5

Electives: 15 credit hours

MBA, Professional Accelerated (Evening)

MBA, Professional (Evening)

This program is available In-Person and in a remote synchronous format.

A total of 42 credit hours are required in this program.

ACCT60010 Financial Reporting	Financial Reporting	1.5
ACCT60020 Acct For Manag Plan/Ctrl	Accounting for Managerial Planning and Control	1.5
BUSI60050 Global Environment of Business	Global Environment of Business	1.5
BUSI60070 Business Simulation	Business Simulation	1.5
ENTR60250 Innovation & Entrepreneurship	Innovation and Entrepreneurship	1.5
FINA60020 Managerial Economics	Managerial Economics	1.5
FINA60013 Mgt Of Financ Resources	Management of Financial Resources	3
INSC60010 Statistical Models	Statistical Models	1.5
INSC60020 Managing Ops & Processes	Managing Operations and Processes	1.5
INSC60040 Managing Info Technology	Managing Information Technology	1.5
INSC60050 Business Analytics	Business Analytics	1.5
INSC60600 Supply Chain Concepts	Concepts in Supply Chain Management	1.5
MANA60350 Essentials of Motivation	Essentials of Motivation	1.5
MANA60670 Strategy Formulation	Strategy Formulation	1.5
MANA60680 Strategy Implementation	Strategy Implementation	1.5
MANA60460 Business Ethics	Business Ethics	1.5
MARK60010 Marketing Management	Marketing Management	1.5

Electives: 15 credit hours

MBA, Energy Professionals

MBA, Energy Professionals

This program provides coverage of both general business concepts and tools as well as industry specific practices and issues for working professionals in the energy industry. The main program components consist of 25.5 credit hours in core MBA courses, 6 credits in core energy classes, 6 credits in energy and general business elective courses, and 4.5 hours in capstone energy courses. Capstone courses include an international experience and Energy CEO Forum class.

The MBA for Energy Professionals is a 42 hour program. With one exception, the 25.5 hour core is identical to that of the Professional MBA Program.

The remaining 16.5 hours are:

BUSI70700 Energy in the 21st Century	Energy in the 21st Century	1.5
FINA70610 Energy Macroeconomics	Energy Macroeconomics	1.5
FINA70620 Energy Corporate Finance	Energy Corporate Finance	1.5
MANA70650 Energy CEO Forum	Energy CEO Forum	1.5
MANA70663 Global Experiences - Energy	Global Experiences - Energy	3
MANA70660 Energy Field Study	Energy Field Study	1.5
	Electives	6

MBA, Energy Professionals Accelerated

MBA, Energy Professionals Accelerated

For the accelerated version of the MBA for Energy professionals program, 36 credit hours are required, including 13.5 hours of core courses required in the Professional Accelerated MBA Program with one exception. In addition, students will take the 13.5 hours of energy-related courses included in the non-accelerated MBA for Energy Professionals program, plus 7.5 additional elective hours.

MBA, Executive

MBA, Executive

The Executive MBA Program is an 18-month accredited MBA focused on developing agile, strategic business leaders. The program is designed for experienced executives, high-potential managers and business owners who wish to strengthen their leadership skills and business knowledge to enhance their job performance and advance their careers.

A three-day orientation in mid-August marks the beginning of the Executive MBA program. The orientation is designed to prepare students for success in their coursework, both as individuals and as team members, and provides tools to improve teamwork and leadership skills.

Course content is delivered across all business areas and emphasizes how to improve decision-making using both quantitative and qualitative data. Faculty from the business disciplines engage students in case analysis and discussion, problem solving, applied research projects, simulated decision-making, and a two-week study abroad experience. An interactive classroom environment gives students the opportunity to learn from experienced classmates across multiple industries.

Each student's personalized leadership development process includes an assessment of learning agility, which is the primary predictor for success in executive leaders. As well, a 360° survey solicits feedback from the student's management, peers and direct reports. Students use this qualitative and quantitative data to shape a personal leadership development plan in partnership with their assigned executive coach.

Classes meet all day Friday and Saturday on alternate weekends for a period of approximately 18 months, beginning in August.

ACCT65013 Financial Reporting	Financial Reporting and Analysis	3
ACCT65023 Acct For Manag Plan/Ctrl	Accounting for Managerial Planning and Control	3
BUSI65103 Personal Leadership Dev Proc	Personal Leadership Development Process	3
BUSI75970 Special Problems in Business	Special Problems in Business	1.5-4
BUSI75974 Global Business Environment	Managing in a Global Business Environment	4
ENTR65023 Reg Env for Entrp and Exec	Regulatory Environment for Entrepreneurs and Executives	3
ENTR75980 Entrepreneurship	Entrepreneurship	1.5
ENTR75990 Innovation	Innovation	1.5
FINA65013 Mgt of Financ Resources	Management of Financial Resources	3
FINA65000 Econ Environment of Business	Economic Environment of Business	1.5
FINA75543 Advanced Financial Management	Advanced Financial Management	3
INSC65013 Business Analytics for Mgl Dec	Business Analytics for Managerial Decisions	3
INSC75663 SC & Operational Strategy	Supply Chain and Operational Strategy	3
MANA65000 Strategic Vision and Analysis	Strategic Vision and Analysis	1.5
MANA65063 Strategy in a Dynamic Environ	Strategy in a Dynamic Environment	3
MANA65160 Leadership in a Complex World	Leadership in a Complex World	1.5
MANA65260 Leading for Innovation&Results	Leading for Innovation and Results	1.5
MANA65460 Ethical Bus Decision-Making	Ethical Business Decision Making	1.5
MANA75613 Negotiations	Negotiations	3
MANA75980 Managing & Leading People	Managing & Leading People	1.5
MARK65013 Adv Marketing Management	Advanced Marketing Management	3

BUSI75974 Global Business Environment includes two-week study abroad

Educational Leadership, MBA/Ed.D.

The purpose of this program is to prepare students to assume major leadership positions in a wide variety of education-related organizations by applying managerial skills and educational leadership in the field of education. The program is designed to prepare students to enter educational management in school systems, regional, state, or federal governments, higher education institutions, research institutions, private foundations, or private sector companies.

Candidates must be admitted to both the Neeley School's MBA program and the College of Education's Ed.D. program. They must then meet all core requirements listed below as well as complete the START Workshop or MBA orientation. In the event a student elects to complete the MBA without continuing into the doctoral program, he/she must meet all remaining requirements for the MBA (i.e., elective units in the School of Business). If a student's work is unsatisfactory in MBA courses, and he/she is not permitted to continue, he or she may not be permitted to commence the doctoral program. Throughout the program, students must maintain a B average. At the completion of coursework, students will take written and oral comprehensives before proceeding into the dissertation stage.

Full-Time MBA Curriculum

ACCT60010 Financial Reporting	Financial Reporting	1.5
ACCT60020 Acct For Manag Plan/Ctrl	Accounting for Managerial Planning and Control	1.5
BUSI60050 Global Environment of Business	Global Environment of Business	1.5
BUSI60070 Business Simulation	Business Simulation	1.5
FINA60020 Managerial Economics	Managerial Economics	1.5
FINA60010 Financial Management I	Financial Management I	1.5
INSC60010 Statistical Models	Statistical Models	1.5
INSC60020 Managing Ops & Processes	Managing Operations and Processes	1.5
INSC60600 Supply Chain Concepts	Concepts in Supply Chain Management	1.5
ENTR60250 Innovation & Entrepreneurship	Innovation and Entrepreneurship	1.5
MANA60330 Engaging People	Engaging People	1.5
MANA60340 Leading Teams and Orgs	Leading Teams and Orgs	1.5
MANA60630 Strategic Management	Strategic Management	1.5
MANA60460 Business Ethics	Business Ethics	1.5
MARK60010 Marketing Management	Marketing Management	1.5
	Electives	6

Professional Curriculum: MBA courses taught in the evening

ACCT60010 Financial Reporting	Financial Reporting	1.5
ACCT60020 Acct For Manag Plan/Ctrl	Accounting for Managerial Planning and Control	1.5
BUSI60050 Global Environment of Business	Global Environment of Business	1.5
BUSI60070 Business Simulation	Business Simulation	1.5
ENTR60250 Innovation & Entrepreneurship	Innovation and Entrepreneurship	1.5
FINA60020 Managerial Economics	Managerial Economics	1.5
FINA60013 Mgt Of Financ Resources	Management of Financial Resources	3
INSC60010 Statistical Models	Statistical Models	1.5
INSC60020 Managing Ops & Processes	Managing Operations and Processes	1.5
INSC60040 Managing Info Technology	Managing Information Technology	1.5
INSC60050 Business Analytics	Business Analytics	1.5
INSC60600 Supply Chain Concepts	Concepts in Supply Chain Management	1.5
MANA60350 Essentials of Motivation	Essentials of Motivation	1.5
MANA60460 Business Ethics	Business Ethics	1.5
MANA60670 Strategy Formulation	Strategy Formulation	1.5
MANA60680 Strategy Implementation	Strategy Implementation	1.5
MARK60010 Marketing Management	Marketing Management	1.5
	Electives	4.5

Ed.D. Degree Requirements

The M.J. Neeley School of Business and the College of Education offer the MBA/Ed.D. in Education with a business option. An MBA/PhD in Education is also offered. Details about these programs are provided in the [College of Education section of this catalog](#) (p. 40). For more information, please see www.coe.tcu.edu/graduateprograms.asp.

Physics with Business Option, Ph.D.**Physics with Business Option, Ph.D.**

The M.J. Neeley School of Business and the Department of Physics offer the Ph.D. in Physics with a business option. Details about this program are provided in the [College of Science & Engineering physics and astronomy section of the Graduate Catalog](#) (p. 105).

Business Analytics, MS**Business Analytics, MS**

The mission of the MS Business Analytics program is to develop graduates who utilize technological tools to address business objectives, critically analyze real-world business problems and use appropriate tools to generate solutions, communicate effectively, and possess an ethical perspective.

MS-BA Curriculum

ACCT60110 Accounting and Analytics	Accounting and Analytics	1.5
MARK60110 Marketing and Analytics	Marketing and Analytics	1.5
INSC66110 Supply Chain Mgmt & Analytic	Supply Chain Management and Analytics	1.5
FINA60110 Finance and Analytics	Finance and Analytics	1.5
INSC60120 Survey of Analytics Technology	Survey of Analytics Technology	1.5
BUSI60090 Data Ethics and Privacy	Data Ethics and Privacy	1.5
BUSI66100 Career Mgt & Prof Dev	Career Management and Professional Development	1.5
ENTR70630 DA Entrepreneurial Capstone	Data Analytics Capstone for Entrepreneurial Decision Making	3
INSC60010 Statistical Models	Statistical Models	1.5
INSC60050 Business Analytics	Business Analytics	1.5
0102611 - Missing course	Tech Boot Camp	1.5
INSC60070 Data Visualization	Data Visualization	1.5
	Electives (choose 10.5 hours from approved list)	10.5
Total Credit Hours:		30

Supply Chain Management, MS**Supply Chain Management, MS**

This program provides learning opportunities for working professionals in the area of supply chain management (SCM). The degree plan provides students the flexibility to create a personalized learning track that best meets their individual and professional needs. Primary topics include concepts in supply chain management and leading supply chains. Along with global experiences and integrative field study, these courses provide a solid foundation in supply chain that students can build upon through a significant number of elective courses.

MS-SCM Curriculum:

INSC60600 Supply Chain Concepts	Concepts in Supply Chain Management	1.5
INSC71050 Leading Supply Chains	Leading Supply Chains	1.5
INSC70793 Global Supply Chain Experience	Global Supply Chain Experience	3
INSC70693 Integrative Field Study	Integrative Field Study	3
	Electives Hours	22.5

Accounting, MAc

Accounting, MAc

The Master of Accounting (MAc) is designed for students planning on professional careers in accounting or related financial professions. It complements the educational experience of the Bachelor of Business Administration (BBA) accounting major by providing additional accounting and business knowledge. Students who complete the BBA Accounting meet the educational requirements for the Uniform CPA Exam in the state of Texas.

MAc Program

The MAc program is designed for students who have earned or expect to earn a bachelor's degree from an accredited college or university prior to enrollment and have completed coursework on U.S GAAP, U.S Tax Law, and PCAOB/AICPA auditing standards.

MAc Admission

The Neeley School MAc Program applies a holistic approach to the admissions process. Applicants must demonstrate academic proficiency as well as the ability to perform in a highly interactive, team-based environment. Academic records, relevant test scores, motivation, maturity and demonstrated leadership are all considered in the admissions decision. Students who have earned or expect to earn their BBA from TCU, are admitted to the Neeley Professional Program in Accounting (PPA), and have enrolled in (or expect to enroll in) in [ACCT 30101](#) Professional Program in Accounting Seminar, may apply to the MAc by completing the Intent to Matriculate to graduate studies form.

Students who have not earned a BBA at TCU must provide evidence that they have completed a comparable program at an accredited university that is recognized by the Texas State Board of Public Accountancy. Except under extraordinary circumstances, students applying to the MAc Program must have or expect to earn a bachelor's degree from an accredited college or university prior to enrollment and have completed coursework on U.S GAAP, U.S Tax Law, and U.S. auditing standards. The following is an admission application checklist for those students who have not earned a BBA at TCU.

Admission Application Checklist

An application to the Neeley School MAc Program will not be considered by the Admissions Committee until all of the following materials are received:

1. Evidence of all accounting prerequisites
2. Completed application packet
3. Official transcript from each college or university previously attended
4. Two completed reference forms
5. Official GMAT scores
6. Official TOEFL scores (non-native English speakers only)
7. Personal interview (by invitation only)

Application packet and forms are available on the MAc website,

<https://neeley.tcu.edu/Page/Requirements/27d245cf-a1b4-4bdc-8a57-99373764ed88>

MAc Program Requirements

The degree consists of 30 semester hours of graduate-level classes. The 30 hours include 15 hours of courses required for all students. Students may also select from one of three concentrations. The taxation concentration consists of 9 prescribed credit hours; the audit and assurance and the advisory and valuation concentrations consist of 7½ prescribed credit hours. If a concentration is not selected, the program must be approved by the program director. Students can select from any of the graduate accounting MAc courses offered, any of the courses from any of the concentrations, and/or from a recommended list of graduate offerings to obtain the remaining credit hours.

Graduate students must maintain a GPA of at least 2.75 in accordance with the provisions described under Academic Warning. All grades will be included in the computation of the GPA, but no more than 6 hours of "C+" or lower may be utilized in satisfying degree requirements.

MAc Curriculum

MAc Curriculum Required (core) courses:

ACCT55153 Financial Statement Analysis/ACCT70153 Financial Statement Analysis	Financial Statement Analysis	3
ACCT55303 Taxation of Business Entities/ACCT70303 Taxation of Business Entities	Taxation of Business Entities	3
ACCT55450 Moral Reasoning in Accounting	Moral Reasoning in Accounting	1.5
ACCT55253 Bus Combinations & Adv Topics/ACCT70253 Bus Combinations & Adv Topics	Business Combination and Advanced Topics	3
ACCT55200 Busi Intell & Acct Analytics	Business Intelligence and Accounting Analytics	1.5
ACCT55460 Ethics for Accounting	Ethics for Accounting Professionals	1.5
ACCT70260 Acct & Global Perspectives	Accounting and Global Perspectives	1.5
Total Credit Hours:		15

Assurance Services Concentration:

ACCT70220 Adv. Acct. Information Systems	Advanced Accounting Information Systems	1.5
ACCT70270 Financial Reporting Research	Financial Reporting Research	1.5
ACCT70290 Adv Audit & Risk Assessment	Advanced Audit & Risk Assessment	1.5
ACCT55250 Sem in Current Assurance Topic	Seminar in Current Assurance Topics	1.5
ACCT70280 Adv Assurance Services	Advanced Assurance Services	1.5
Total Credit Hours:		7.5

Taxation Concentration:

ACCT55350 Seminar in Current Tax Topics	Seminar in Current Tax Topics	1.5
ACCT70370 Tax Research	Tax Research	1.5
ACCT70330 Corporate Taxation	Corporate Taxation	1.5
ACCT70320 Flow-through Entities Taxation	Taxation of Flow-through Entities	1.5
ACCT70340 Multi-Jurisdiction Tax	Multi-Jurisdiction Tax	1.5
ACCT70380 Tax Research II	Tax Research II	1.5
Total Credit Hours:		9

Advisory and Valuation Concentration

ACCT70270 Financial Reporting Research	Financial Reporting Research	1.5
ACCT70510 Valuation in Acct Context I	Valuation in Accounting Context I	1.5
ACCT70520 Valuation in Acct Context II	Valuation in Accounting Context II	1.5
ACCT55550 Sem in Current Advisory Topics	Seminar in Current Advisory Topics	1.5
ACCT70560 Mergers & Acquisitions Acct	Mergers & Acquisitions Accounting	1.5
Total Credit Hours:		7.5

Additional accounting electives available to all MAC students (when offered):

ACCT55410 Prof Communication for Acctg	Professional Communication for Accounting Professionals	1.5
ACCT70020 Strategic Cost Analysis	Strategic Cost Analysis	1.5
ACCT70610 Energy Accounting	Energy Accounting	1.5
ACCT70433 Intn'l Fin Reptg & Global Mkts	International Financial Reporting and Global Markets	3
ACCT70010 Prof Acct Internship	Professional Accounting Internship	1-3
ACCT70440 Accounting and Public Policy	Accounting and Public Policy	1.5
BUSI70740 ESG Reporting & Assurance	ESG Reporting & Assurance	1.5
BUSI60070 Business Simulation	Business Simulation	1.5
MANA70740 Mng Conflict for Results	Managing Conflict for Results	1.5

Students can select from any of the accounting electives that are part of each concentration as well as from a list of approved MBA courses to complete their 30 graduate credit hours.

Accelerated Master of Accounting Option

Accelerated Master of Accounting Option

The accelerated Master of Accounting (MAc) option is for undergraduate students who declare Accounting as a major and are enrolled in TCU's Neeley School of Business. The Accelerated MAc allows outstanding students to complete a BBA, Accounting with the Master of Accounting (MAc) degree in a condensed timeframe. Students are eligible to apply for admission to the Accelerated MAc program during the semester they complete 75 hours of undergraduate coursework. To be considered for admission into the Accelerated MAc, students submit an application to the Professional Program in Accounting (PPA)/MAc. Only candidates demonstrating superior undergraduate academic performance are considered for admission.

Students intending to pursue the Accelerated MAc option should enroll in ACCT 30101 Professional Program in Accounting and make their plans known as early as possible to the PPA Administrative Team and the Neeley Academic Advising Center (NAAC). If admitted to the Accelerated MAc, students complete up to 12 semester hours of dual undergraduate/MAc coursework during their final year of undergraduate study. Candidates must work with their undergraduate advisor to determine how the courses they take apply to the undergraduate degree. Students should work with the PPA Administrative team and the NAAC to select courses that align with their professional goals.

During their final year, students select from the following classes:

ACCT55250 Sem in Current Assurance Topic	Seminar in Current Assurance Topics
ACCT55350 Seminar in Current Tax Topics	Seminar in Current Tax Topics
ACCT55550 Sem in Current Advisory Topics	Seminar in Current Advisory Topics
ACCT55410 Prof Communication for Acctg	Professional Communication in Accounting
ACCT55153 Financial Statement Analysis	Financial Statement Analysis
ACCT55200 Busi Intell & Acct Analytics	Business Intelligence & Accounting Analytics
ACCT55303 Taxation of Business Entities	Taxation of Business Entities
ACCT55253 Bus Combinations & Adv Topics	Business Combinations & Advanced
ACCT55450 Moral Reasoning in Accounting	Moral Reasoning
ACCT55460 Ethics for Accounting	Ethics for Accounting Professionals

When students complete the requirements for the Accounting, BBA, the student earns the BBA degree in Accounting. Following graduation, the student completes the remaining graduate credit hours toward the MAc degree.

Analytics Certificate

Analytics Certificate

This program provides opportunities for Neeley graduate business students to earn a Certificate designation by completing 7.5 hours of Analytics graduate coursework. Primary topics include statistics, data management and data visualization plus additional depth in discipline-specific analytics tools and methods.

Curriculum

Required (4.5 credit hours)

INSC60010 Statistical Models	Statistical Models	1.5
INSC60050 Business Analytics	Business Analytics	1.5
INSC60070 Data Visualization	Data Visualization	1.5
Total Credit Hours:		4.5

Electives (choose 3 hours from approved list)

BUSI70200 Busi Intell & Acct Analytics	Business Intelligence & Accounting Analytics	1.5
FINA70523 Financial Modeling	Financial Modeling	3
INSC71110 Predictive Analytics with SAP	Predictive Analytics with SAP	1.5
INSC71130 Data Analytics Simulation	Data Analytics Simulation: Process Design & Strategic Decision-Making	1.5
MANA70630 People Analytics	People Analytics	1.5
MARK70110 Marketing Analytics	Marketing Analytics	1.5
MARK70200 Customer Relationship Mkt	Customer Relationship Marketing	1.5
MARK70210 Analytics for Innovation	Analytics for Innovation	1.5
MARK70390 Digital Marketing Analytics	Digital Marketing Analytics	1.5
MARK70720 New Product Development	New Product Development	1.5
MARK70770 Marketing Research	Marketing Research	1.5

BizTech Certificate

BizTech Certificate

The certificate program provides individuals opportunity to learn about emerging technologies that can be used to transform and positively disrupt business processes. The certificate is a 9-hour program where students enroll in coursework that introduces disruptive and innovative technology. The ultimate goal is to provide individuals with knowledge regarding how technology can facilitate positive change in their business environment.

Curriculum

Courses included in the BizTech Certificate vary based on the needs of the marketplace. There is no prescribed sequence to courses. Courses included in the BizTech Certificate are released each academic year. Consistently offered courses include (choose 9 hours).

BUSI70300 Adv Innovations in Biz Tech	Adv Innovations in Biz Tech	1.5
ENTR70970 Spec Prob in Entrepreneurship	Special Problems in Entrepreneurship	1.5
INSC70420 Leading Biz Transformation	Leading Business Transformation	1.5
INSC70440 Cybersecurity	Cybersecurity	1.5
INSC70450 Machine Learning for Biz	Machine Learning for Business	1.5
INSC70460 Deep Learning Technology	Deep Learning Technology	1.5
INSC70470 Digital Asset and Payment Tech	Digital Asset and Payment Technology	1.5
INSC60120 Survey of Analytics Technology	Survey of Analytics Technology	1.5
INSC71140 Business Mapping Analytics	GIS: Analytics for Interactive Mapping	1.5
MARK70210 Analytics for Innovation	Analytics for Innovation	1.5

Energy Certificate

Energy Certificate

The TCU Energy Certificate will help students build a career that withstands any energy trend through research, innovation, leadership development and industry engagement. This evening-only format is ideal for working professionals, either on campus or via remote live learning.

The Energy Certificate requires the completion of nine credit hours with the option for two different learning paths.

General Energy Management Certificate

Required Courses:

- [BUSI 70700](#) - Energy in the 21st Century (1.5 hours)
- [BUSI 70970](#) - Analysis of Current Events in Energy (1.5 hours)
- [FINA 70610](#) - Energy Macroeconomics (1.5 hours)
- [MANA 70650](#) - Energy CEO Forum (1.5 hours)
- Electives (3 hours from approved energy courses)

Entrepreneurship and Innovation Graduate Certificate

Entrepreneurship and Innovation Graduate Certificate

The **Graduate Certificate in Entrepreneurship and Innovation** is a 9-credit hour certificate designed to equip students with the mindset and skills needed to identify, evaluate, and execute entrepreneurial opportunities across diverse settings, from startups to corporate environments. This program provides a robust foundation for aspiring entrepreneurs, intrapreneurs, and business leaders looking to drive innovation and create value in both the marketplaces of today and tomorrow. In the 3-course sequence, students will explore the following areas:

1. **Course 1: Venture Ideas.** Learn how to develop and critically assess potential business ideas, ensuring that ventures are built on a solid foundation.
2. **Course 2: New Venture Planning.** Acquire hands-on experience working through critical tasks relating to the creation, development, and growth of a new business from the ground up.
3. **Funding Entrepreneurial Ventures.** Delve into the nuances of securing funding across various stages of the venture development process by examining key sources like angel investors, venture capital, and crowdfunding.

This certificate is available to only **Current TCU Graduate students**.

9 required hours:

ENTR70513 Venture Ideas	Venture Ideas	3
ENTR70533 Fund. Entrepreneurial Ventures	Funding Entrepreneurial Ventures	3
ENTR70523 New Venture Planning	New Venture Planning	3

Health Policy and Management Certificate

Health Policy and Management Certificate

Required Courses:

The Certificate in Health Policy and Management aims to support the ongoing professional and career development of current healthcare professionals and students pursuing various healthcare-related professions. The objective of the program is to equip professionals with the knowledge and skills to successfully participate in and lead change across stakeholders and sectors of the healthcare industry at both the macro (policy) and micro (organizational) levels.

The Certificate in Health Policy and Management consist of 9 credit hours and includes:

6 credit hours required

[BUSI72460 Healthcare Markets](#) Healthcare Markets (1.5 hours)

[INSC72470 Healthcare Improvement Science](#) Healthcare Improvement Science (1.5 hours)

[MANA72410 Health Care in the U.S.](#) Health Care in the U.S. (1.5 hours)

[MANA72480 Healthcare Leadership](#) Challenges in Healthcare Leadership (1.5 hours)

3 credit hours

[MANA72423 U.S. Health Care Policy](#) U.S. Health Policy (3 hours in a one-week domestic travel intensive)

Or

Approval by the Neeley Graduate Programs Office consists of courses such as Design Thinking, Healthcare Finance, Entrepreneurship or Analytics.

Certificate in Supply Chain Management

Certificate in Supply Chain Management

This program provides learning opportunities for working professionals in the areas of supply chain management (SCM) that are most relevant to their learning objectives. Students benefit from exposure to supply chain concepts and, with guidance from an advisor, select from a host of class options to build expertise in specific facets of SCM. Through electives, the program provides experience in SCM analytical and decision-making tools. The certificate program can be completed with or without a global emphasis.

CRT-SCM Curriculum (Without Global Emphasis)

<u>INSC60600 Supply Chain Concepts</u>	Concepts in Supply Chain Management	1.5
Electives	Electives	7.5
Total Credit Hours:		9

CRT-SCM Curriculum (With Global Emphasis)

<u>INSC60600 Supply Chain Concepts</u>	Concepts in Supply Chain Management	1.5
<u>INSC70793 Global Supply Chain Experience</u>	Global Supply Chain Experience	3
Electives	Electives	7.5
Total Credit Hours:		12

Sustainable Energy and ESG Certificate

Sustainable Energy and ESG Certificate

Required Courses:

- BUSI70700 Energy in the 21st Century - Energy in the 21st Century (1.5 hours)
- BUSI70970 Special Problems - Analysis of Current Events in Energy (1.5 hours)
- FINA70610 Energy Macroeconomics - Energy Macroeconomics (1.5 hours)
- MANA70650 Energy CEO Forum - Energy CEO Forum (1.5 hours)

College of Science & Engineering

The College of Science & Engineering includes eleven departments:

- Biology
- Chemistry & Biochemistry
- Computer Science
- Engineering
- Environmental Sciences
- Geological Sciences
- Mathematics
- Nutritional Sciences
- Physics & Astronomy
- Psychology
- Ranch Management

The college offers graduate study for master's and doctoral degrees in several areas. Master of Arts degrees are available in biology, chemistry, environmental science, physics and psychology. Master of Science degrees are offered in biology, chemistry, developmental trauma, dietetics, environmental science, geology, mathematics, physics and psychology. A Master of Arts in Teaching is available in mathematics. A Master of Environmental Management is available in environmental science. A Certificate program is available from in ranch management. The Ph.D. is available in biology, chemistry, mathematics, physics and psychology.

Program descriptions and information concerning admission and degree requirements are presented in departmental and program listings. Detailed information about the application for admission process can be found at: <https://cse.tcu.edu/academics/graduate-programs.php>

Administrative offices for the College of Science & Engineering are located on the first floor of the Tucker Technology Center (Suite 102). Tucker also houses the departmental offices of computer science, engineering and mathematics. Chemistry & biochemistry, environmental sciences, geological sciences, and physics & astronomy are located in the Sid W. Richardson Building. Departmental offices for biology and psychology are in Winton-Scott Hall. Nutritional Sciences is located in the Annie Richardson Bass Building. Ranch Management offices are in the Ranch Management Building.

Biology

Biology

Students may pursue the Master of Arts, the Master of Science, and the Doctor of Philosophy in Biology.

Prerequisites for the MA, MS, and Ph.D. degrees: A BA or BS degree with a biology major or 24 semester hours of biology including intermediate or advanced undergraduate courses in cellular and molecular biology, organismal biology, ecology, evolution, genetics, physiology, microbiology or their equivalents. Students with majors in other areas may be considered upon request but may be required to make up any deficiencies in their undergraduate preparations. The undergraduate GPA should be 3.0 or higher (on a 4.0 scale).

The GRE is not required. Any submitted GRE score is part of a holistic review of each application and official documents are required if scores are submitted for inclusion with the application.

As part of their professional training, full-time graduate students in biology with biology assistantships are required to participate in the undergraduate teaching function of the department. This requirement is met by assisting in undergraduate labs, giving laboratory instructions, leading seminars or discussion groups, and grading written assignments and exams.

Biology, MA (Non-Thesis)

Biology, MA (Non-Thesis)

Requirements

The Master of Arts in Biology comprises 36 hours of graduate coursework including

BIOL 60001	Scientific Presentation	1
BIOL 60910	Biology Seminar	1
BIOL	22 additional hours in biology minimum	22
	Approved Electives	12
	Limit of three hours of assigned problems unless approved by graduate committee or department chair	

Biology, MS

Biology MS

Requirements

All admitted students must be approved by the Committee on Graduate Studies for Biology and the College of Science & Engineering. At minimum, all admitted students are expected to have graduated with a bachelor's degree in biology or related field, maintained overall and science GPAs of at least 3.0, provided three academic letters of reference, identified a Biology Graduate Faculty member to serve as the major advisor, and submitted a statement of purpose that outlines their motivations for seeking a Biology MS from TCU and research interests.

The Master of Science in Biology comprises 30 approved graduate hours, including

BIOL50123 Biostatistics	Biostatistics (3 hours)	3
BIOL60100 Curr Res in Biol Seminar	Current Research in Biology Seminar	2
BIOL60111 Graduate Teaching in Biology	Graduate Teaching in Biology	1
BIOL60121 Profess Development Biology	Professional Development in Biology	1
BIOL60133 Intro Sci Comm	Introduction to Scientific Communication	3
BIOL60220 Skills & Techniques in Biol	Skills and Techniques in Biology	1
BIOL70980 Thesis	Thesis	3
BIOL70990 Thesis	Thesis	3
BIOL	13 additional hours in biology (minimum) at the 50000 or higher level	13

Biology, Ph.D.

Biology, Ph.D.

Requirements

All admitted students must be approved by the Committee on Graduate Studies for Biology and the College of Science & Engineering. At minimum, all admitted students are expected to have graduated with a bachelor's degree in biology or related field, maintained overall and science GPAs of at least 3.0, provided three academic letters of reference, identified a Biology Graduate Faculty member to serve as the major advisor, and submitted a statement of purpose that outlines their motivations for seeking a Biology PhD from TCU and research interests.

The requirements for obtaining a PhD in Biology are:

1. Form a committee of at least five academic advisors, including at least one member external to TCU.
2. Pass all qualifying requirements (detailed below) to advance to candidacy.
3. Complete a minimum of 54 hours of coursework at the 50000 level or higher, including:

BIOL50123 Biostatistics	Biostatistics	3
BIOL60100 Curr Res in Biol Seminar	Current Research in Biology Seminar • REG Session	0.5
BIOL60111 Graduate Teaching in Biology	Graduate Teaching in Biology	1
BIOL60121 Profess Development Biology	Professional Development in Biology	1
BIOL60133 Intro Sci Comm	Introduction to Scientific Communications	3
BIOL60220 Skills & Techniques in Biol	Skills and Techniques in Biology	1-3
BIOL60703 Advanced Teaching in Biology	Advanced Teaching in Biology	3
BIOL70980 Thesis	Thesis	3
BIOL70990 Thesis	Thesis	3
BIOL80703 Teaching Practicum in Biology	Teaching Practicum in Biology	3
BIOL90980 Dissertation	Dissertation	6
BIOL90990 Dissertation	Dissertation	6
Electives	50000+ level to reach 54 hours minimum	

4. Write and successfully defend, to their committee, a dissertation based upon research conducted under the supervision of the student's major advisor.

5. Present a Departmental seminar on their dissertation research.

6. Write and submit at least one research article, based on the PhD dissertation research, for publication in a peer-reviewed journal.

Advancing to candidacy

A student's first attempt to complete each of the activities associated with candidacy must take place in the semesters noted below. Students who have not completed all required activities by the end of their sixth regular semester will be excused from the program. Note, that the temporal requirements below are based on semesters, rather than month, due to differences in the time at which students matriculate into the program. For example, the "end of the 2nd regular semester" will be May for fall starts and December for spring starts. When specific months are mentioned below, the first month is for fall starts and the second for spring starts. For example, "before Oct/Mar 15th" would be October 15th for Fall starts and March 15th for Spring starts. Students who start in the summer are on the same track as students who start in the fall.

1. In the first spring semester, the student writes a proposal on the research they plan to complete for their PhD. The guidelines for the proposal will be supplied as part of the Communication in the Biological Sciences course (BIOL 60133). The student will need to defend the proposal to their PhD committees before October 15th of the following fall. If the student fails to meet committee expectations, they have until the end of the fall to reattempt the proposal and/or defense.

2. All students are expected to have completed the following courses at TCU by the end of their 4th regular semester:

BIOL50123 Biostatistics	Biostatics	
BIOL60100 Curr Res in Biol Seminar	Current Research in Biology Seminar	
BIOL60111 Graduate Teaching in Biology	Graduate Teaching in Biology	
BIOL60121 Profess Development Biology	Professional Development	
BIOL60133 Intro Sci Comm	Introduction to Scientific Communications	
BIOL60220 Skills & Techniques in Biol	Skills and Techniques in Biology Seminar	
BIOL70980 Thesis	Thesis	3
BIOL70990 Thesis	Thesis	3

3. All students will demonstrate effective teaching by the end of the their 4th regular semester.

4. Students must either: a) complete their MS at TCU or b) write, publicly present, and successfully defend the equivalent of an MS thesis or research publication based on research conducted after matriculation to the biology graduate program at TCU. The latter option must be approved by the student's committee after the proposal defense (see item one above). The public presentation will be 40-45 minutes in length and must include a discussion of the proposed PhD research. This must be completed by the end of the 4th regular semester.

5. The written final qualifying exam will occur during the student's 5th regular semester. The nature of the exam, regarding content and mechanism of assessment, will be decided by the dissertation committee and must be approved by the major advisor and COGS before being administered. It will be up to the student to confirm with their major advisor that the committee has compiled the exam and sent it to COGS for approval before scheduling any portion of the exam. The exam is to be completed independently by the student. The exam may be either A) a written proposal centered on a topic slightly removed from the student's proposed dissertation or B) a written examination consisting of questions submitted by the student's dissertation committee. The student will receive examination topics in advance. For either option, the student will have no more than five eight-hour days to write the exam. These days could be consecutive or scheduled throughout the semester as the committee and student's schedules allow. Together, the dissertation committee will decide if the student needs to repeat all or a portion of the qualifying exam and report their scores and conclusions to the student and COGS. Students who fail their qualifying exam are permitted to repeat the exam (or the failed portion of the exam) by the end of March/October in their sixth regular semester. If they do not pass upon their second attempt, they will not proceed in the program.

Chemistry & Biochemistry

Chemistry & Biochemistry

Students may pursue the Master of Arts, Master of Science and Doctor of Philosophy in Chemistry.

Prerequisites for the MA, MS and Ph.D. degrees: A baccalaureate degree in chemistry from an approved college or university with an academic record meeting the standards established by TCU. Students who have majored in related areas will be considered if it is believed that the relevant undergraduate chemistry background can be acquired during the first year of graduate study.

The GRE is not required. Any submitted GRE score is part of a holistic review of each application and official documents are required if scores are submitted for inclusion with the application.

General Requirements

All graduate students must satisfy the core course requirements in three out of four areas of chemistry through placement examination or *appropriate courses*. The examinations are at the level expected for an ACS-certified BS degree. These examinations are given during the week prior to the beginning of the fall and spring semesters.

Students must take at least three exams upon entering the program. Courses are selected from the following: [CHEM 50133](#) Biochemistry, [CHEM 50223](#) Advanced Organic Chemistry, [CHEM 50282](#) Advanced Physical Chemistry, [CHEM 50290](#), Chemical Thermodynamics and [CHEM 50163](#) Advanced Inorganic Chemistry. A grade of "B" or better in the appropriate course is required to satisfy the requirement. *All graduate students must satisfy the core course requirements by the end of the third semester in residence.*

All graduate students are required to satisfactorily complete training in laboratory safety.

Chemistry, MA (Non-Thesis Option)

Chemistry, MA (Non-Thesis)

Requirements

The Master of Arts in Chemistry (non-thesis option) requires a total of 36 approved hours, including at least 24 in chemistry with no more than a total of six hours of credit in the courses listed below:

CHEM 50120	Teaching of Chemistry	1-4
CHEM 50230	Special Problems in Chemistry	1-6
CHEM 60110	Seminar	1-3
CHEM 60240	Graduate Research in Inorganic Chemistry	1-6
CHEM 60260	Graduate Research in Organic Chemistry	1-6
CHEM 60270	Graduate Research in Physical Chemistry	1-6
CHEM 60280	Graduate Research in Biochemistry	1-6

Each student is also required to pass an oral examination based upon the chosen program of study.

The teaching experience is considered an important part of the graduate training program. Each student on the MA track is required to participate in a minimum of 2, but usually no more than 4, semesters of teaching.

Chemistry, MS

Chemistry, MS

Requirements

The Master of Science in Chemistry (thesis option) requires a total of at least 30 approved hours, including at least 15 in chemistry and 6 in thesis. Each student will defend their thesis in an oral examination.

The teaching experience is considered an important part of the graduate training program. Each student on the MS track is required to participate in a minimum of 2, but usually no more than 4, semesters of teaching.

Chemistry, Ph.D.

Chemistry, Ph.D.

Requirements

The Ph.D. in Chemistry comprises the following components:

Completion of the following courses:

CHEM 50120	Teaching of Chemistry	4
CHEM 90980	Dissertation	6
CHEM 90990	Dissertation	6
	AND the following:	

1. **Lecture courses** to provide the student with extensive depth and breadth of knowledge in major areas of chemistry.

2. **A seminar program** designed to supplement the traditional course program with presentations given both by visiting scholars and TCU students and faculty. Graduate students are required to present one departmental seminar on a topic selected from the current literature but not related to their own research. This is normally given in the second semester, and a second seminar describing the student's Ph.D. work is given in the last semester in residence.

3. **A research progress report** written and oral, to be presented to the student's supervisory committee by the end of the second year in residence. The written report must provide a summary of the research results obtained up to that point as well as a plan for the future direction of the student's research project. The research progress is evaluated on a pass/fail basis.

4. **A cumulative examination program** designed to inform the faculty of the student's knowledge and ability in the chosen field and to guide the student in their own development. These examinations are given four times per semester during the academic year in the areas of inorganic, organic, physical chemistry and biochemistry. In general, they are based on advanced coursework and/or the current chemical literature. A student is expected to begin taking cumulative examinations no later than the beginning of the third semester. Once the cumulative examinations are begun, the student should normally pass two during the first six attempts and must pass a total of four within three semesters (12 attempts). Part-time students should consult with their faculty adviser concerning time limitations associated with the cumulative examinations.

5. **An original research proposal** covering a feasible research plan within their area of interest, but outside their current research efforts. This proposal should be at least five double-spaced pages, 12-point font, and not longer than 10 pages, including references. The proposal is evaluated by a student's supervisory committee on a pass/fail basis, defended in oral presentation before the supervisory committee, and should be completed by the beginning of the second regular semester following completion of the cumulative exams. Upon completion of the proposal defense, a student is formally admitted to candidacy for the Ph.D. degree. Admission to candidacy must occur at least one full semester before graduation.

6. **A teaching experience** is considered an important part of the graduate training program. Each student is required to participate in four semesters of teaching, normally as an assistant in an undergraduate laboratory course. During these semesters, the student enrolls in [CHEM 50120](#).

7. **A dissertation** that is based upon the successful completion of an original research project. Each student presents a departmental seminar on the dissertation research and defends the dissertation in an oral examination before the student's supervisory committee.

Environmental & Sustainability Sciences

Environmental & Sustainability Sciences

Students may pursue the Master of Arts, Master of Science and Master of Environmental Management. Students may pursue the Master of Sustainability on the Combined Environmental Science BS/Sustainability MS Program.

Prerequisites for the MA/MS degrees: A bachelor's degree with a major in environmental science, biology, geology (or the equivalent) or a major in one of the other sciences, or engineering, or one of the social sciences. Students with undergraduate preparations different from these will be considered after careful review.

The student must have completed at least one year of biology, one semester of physical geology, one year of chemistry, one semester of calculus and one semester of introductory statistics. The GRE is not required. Any submitted GRE score is part of a holistic review of each application and official documents are required if scores are submitted for inclusion with the application.

Prerequisites for the MEM degree: The department accepts students with a variety of undergraduate majors, including the humanities, social sciences, natural sciences and engineering. However, in order to be adequately prepared for the required coursework, MEM applicants should have completed two semesters in any combination of biology, geology or chemistry; one semester of either calculus or introductory statistics; and one semester of upper-level ecology. Students lacking some of this preparation may be accepted for admission, but are expected to make up the deficiencies prior to entrance by means of formal coursework or other arrangements agreed upon by the applicant and the director.

Prerequisites for the Sustainability MS degree: Twelve hours of dual undergraduate/graduate credit toward the MS in Sustainability degree during the fourth year of undergraduate study. At the end of the fourth year, assuming that all other undergraduate graduation requirements are met, the student earns the BS degree in Environmental Science. Following graduation, the student completes the remaining 18 graduate credit hours toward the MS in Sustainability.

Program of Study

Each student prepares an individual Program of Study (POS) designed specifically for the student's particular background and goals. The POS is prepared in consultation with the student's major professor and the director of the program.

Each student, regardless of the graduate degree selected, is also required to pass an oral examination based upon the chosen program of study.

Environmental Science, MA

Environmental Science, MA

Requirements (Non-Thesis)

The Master of Arts in Environmental Science requires at least *36 semester hours* made up as follows:

Required Courses (12 semester hours)

ENSC 50703	Environmental Compliance	3
ENSC 50693	Natural Resources Compliance	3
ENSC 60203	Environmental Issues	3
(includes ENSC 70010, 70030, 70040)	Applied Research	3
	OR	
ENSC 70003	Environmental Internship	3

Elective Internship (3 semester hours)

Students may complete an approved internship with a company, government agency or national laboratory. Three credit hours may count toward their degree plan through the internship. The purpose of the internship program is to train and equip students for future careers as environmental professionals. It provides the opportunity for students to experience first-hand actual environmental challenges in government, industry, public interest groups and scientific research organizations. The program reaches beyond the campus to provide practical experience individually tailored to each student's academic goals and capabilities. Part-time students who already work in their area of study may fulfill the internship requirement by working on a special project with their current employer. All projects require a brief proposal and approval from the program director. At the conclusion of this internship, students must present a summary of their internship project(s) in both oral and written form.

Electives (24 semester hours)

The electives are selected in consultation with the director of the program. Students may count up to an additional 3 hours of Applied Research toward their electives.

Environmental Science, MS

Environmental Science, MS

Requirements

The Master of Science in Environmental Science requires at least 30 semester hours with a thesis. These semester hours are made up as follows:

Required Courses:

ENSC 60203	Environmental Issues	3
ENSC 50703	Environmental Compliance	3
	OR	
ENSC 50693	Natural Resources Compliance	3
ENSC 70980	Thesis (3 hours)	1-3
ENSC 70990	Thesis (3 hours)	1-3
Electives	Approved Electives	15

Thesis (6 semester hours)

Students, in consultation with a faculty member, should select an appropriate research topic normally at the end of their first year of graduate work. At this time, students present and defend a thesis proposal to the faculty, where they show a grasp of the literature and have a well-defined rationale and set of objectives, a planned methodology, and an appropriate budget. If approved, students proceed with their research until submission of the thesis as per TCU guidelines. Each student will defend his/her thesis in an oral examination.

Electives (18 semester hours)

The electives are selected in consultation with the student's major professor and the director of the program.

Environmental Management, MEM

Environmental Management, MEM

Requirements

The Master of Environmental Management is designed to equip students with the skills needed to bridge the gaps between science, business and government. The degree plan requires at least 36 semester hours as follows:

Required Courses (30 semester hours)

ENSC 50793	Environmental Sustainability	3
	OR	
ENSC 60353	Wildlife Ecology and Management	3
ENSC 50783	Environmental Chemistry	3
	OR	
ENSC 50493	Physical Hydrology	3
ENSC 50693	Natural Resources Compliance	3
ENSC 50703	Environmental Compliance	3
ENSC 60203	Environmental Issues	3
(includes ENSC 70010, 70030, 70040)	Applied Research	3
	OR	
ENSC 70003	Environmental Internship	3
ACCT 60010	Financial Reporting	1.5
ACCT 60020	Accounting for Managerial Planning and Control	1.5
MANA 60330	Engaging People	1.5
MANA 60340	Leading Teams and Orgs	1.5
MANA 60460	Business Ethics	1.5
MANA 70610	Essentials of Negotiation	1.5

Night option:

FINA 60013	Management of Financial Resources	3
	OR	

Day option:

FINA 70970	Special Problems in Finance	1.5
INSC 60060	Decision Models	1.5

Students taking [ACCT 60010](#) and [ACCT 60020](#) must participate in a pre-semester workshop. Contact Neeley School Graduate Programs Office for information: 817-257-7991.

Specialization/Electives/Internship (6 semester hours)

Students may complete an approved internship with a company, government agency or national laboratory. The purpose of the internship program is to train and equip students for future careers as environmental professionals. It provides the opportunity for students to experience first-hand actual environmental challenges in government, industry, public interest groups and scientific research organizations. The program reaches beyond the campus to provide practical experience individually tailored to each student's academic goals and capabilities.

Part-time students who already work in their area of study may fulfill the internship requirement by working on a special project with their current employer. All projects require approval from the program director. At the conclusion of this internship, students must present a summary of their internship project(s) in both oral and written form.

Sustainability, MS

Sustainability, MS

Requirements

The degree plan requires at least 30 hours, 12 hours of dual undergraduate/graduate credit toward the MS in Sustainability degree during the fourth year of undergraduate study. At the end of the fourth year, assuming that all other undergraduate graduation requirements are met, the student earns the BS degree in Environmental Science. Following graduation, the student completes the remaining 18 graduate credit hours toward the MS in Sustainability.

Course Requirements

Fourth year dual credit, 12 hrs to include:

- Regulatory
- Environmental Sustainability
- Electives

Required Courses (9 hrs):

ENSC50753 Sustainability Reporting	Sustainability Reporting	3
ENSC60203 Environmental Issues	Environmental Issues	3
ENSC50000+	Elective	3

Other Electives (9 hrs)

ENSC or non-ENSC course options:

STCO50333 Advertising & the Consumer	Advertising and the Consumer	3
STCO66723 Social Responsibility	Social Responsibility	3
INSC60011 SC Mgt Fundamentals	Supply Chain Mana Fundamentals*	1
INSC70680 Sustainable SCh Management	Sustainable Supply Chain	1.5
NTDT60453 Nutr Ecology Food Sustainablty	Nutr Ecology, Food & Sustainability	3
BUSI70700 Energy in the 21st Century	Energy in the 21st Century	1
PHYS60901 Scientific Citizenship	Scientific Citizenship**	3
MANA70620 Energy Legal & Regulatory	Energy Legal and Reg Issues	3
GEOL50443 Natural Hazards and Disasters	Natural Hazards and Disasters	3
GEOL50523 Geographic Info Systems	Intro to Geographic Info Systems	3
GEOL50731 Remote Sensing Technology	Remote Sensing Technology	1
GEOL50783 Environmental Chemistry	Environmental Chemistry	3
GEOL50873 Environmental Remote Sensing	Environmental Remote Sensing	3
GEOL50883 Applied GIS	Applied GIS	3

*Taught during Summer terms

**Topics rotate each semester

Geological Sciences

Geological Sciences

Students may pursue the Master of Science in Geology.

Prerequisites: A BA or BS from an acceptable college of university with an academic record meeting the standards of TCU.

The GRE is not required. The GRE score is part of a holistic review of each application and official documents are required if scores are submitted for inclusion with the application.

Students who have majored in an area other than geology may be admitted if undergraduate deficiencies can be removed within a reasonable amount of time. An applicant's academic record should demonstrate knowledge both of the other sciences necessary to the field of concentration and of mathematics through differential and integral calculus. If these areas are deficient, the student may be counseled to take non-credit background courses.

Geology, MS

Geology, MS

Requirements

The Master of Science (thesis option) in Geology requires at least 30 semester hours with a thesis. These semester hours are made up as follows:

Required Courses:

GEOL60710 Geology Seminar	Geology Seminar (1 hour) must be taken 3 separate times	3
GEOL70980 Thesis	Thesis	3
GEOL70990 Thesis	Thesis	3
GEOL	Approved Geology Electives	12
Electives	Additional approved geology courses or courses in a related graduate field may be substituted for geology courses	9

Students must maintain a minimum GPA of 3.0.

The Master of Science (non-thesis option) in Geology

The Master of Science (non-thesis option) in Geology requires at least 36 approved semester hours with a research report. These semester hours are made up as follows:

Required Courses:

GEOL60710 Geology Seminar	Geology Seminar (1 hour) must be taken 3 separate times	3
GEOL70970 Sp Problems	Special Problems: Research Report	3
GEOL Electives	Approved geology electives	21
Electives	Additional approved geology course or courses in related graduate field may be substituted for geology courses	9

Students must maintain a minimum GPA of 3.0.

Mathematics

Mathematics

The department of Mathematics offers Master of Arts in Teaching, Master of Science and Doctor of Philosophy degrees.

Prerequisites for the MAT: A baccalaureate degree with the equivalent of a major in mathematics consisting of courses through elementary calculus of one and several variables, linear algebra and at least eight hours of approved advanced courses.

Prerequisites for the MS: A BA or BS degree with a mathematics major or 24 semester hours of mathematics, including courses in elementary calculus of one and several variables, linear algebra and at least eight hours of departmentally approved advanced undergraduate courses in mathematics. Students deficient in any area of preparation may be required to take the necessary coursework during the first year of graduate study.

Prerequisites for the PhD: BA or BS with a mathematics major or 24 semester hours of mathematics, including courses in elementary calculus of one and several variables, linear algebra, abstract algebra and real analysis. Students deficient in any area of preparation may be required to take the necessary coursework during the first year of graduate study.

The GRE is not required. Any submitted GRE score will be considered as part of a holistic review of each application and official documents are required if scores are submitted for inclusion with the application.

Mathematics, MAT

Mathematics, MAT

Requirements

The Master of Arts in Teaching program includes 24 hours of graduate mathematics courses and at least nine hours of graduate education courses. The MAT Program totals 36 hours. The remaining three-hour course may be chosen in either graduate mathematics or education, with approval of the MAT graduate program director.

Mathematics coursework must include

MATH50253 Abstract Algebra I	Abstract Algebra I	3
MATH50503 Real Analysis I	Real Analysis I	3
MATH60023 Survey of Math Problems I	Survey of Mathematical Problems I	3

All 50000-level courses count towards the MAT degree, subject to university limitations.

Graduate education coursework shall include at least 9 hours from the following:

EDMT	Any EDMT 50000 level 3-hour course	3
EDSP 50663	Motivating and Managing Students in the Classroom	3
EDSP58003 Learning Differences: Math	Methods for Students with Mathematics Learning Differences	3
EDSP60233 Excpnl Chldn&Yth At Ris	Understanding Exceptional Children and Youth At-Risk	3
EDUC50003 Diversity In Amer Educ	Diversity in American Education	3
EDUC60213 Psych of Thinking & Learning	Psychology of Thinking and Learning	3
EDUC60253 Hist&Phil Foundatns Of E	Historical and Philosophical Foundations of Education	3
EDUC60313 Educational Assessment	Educational Assessment	3
EDUC60980 Adv Clinical Teaching	Advanced Clinical Teaching	6

*[EDUC60980 Adv Clinical Teaching](#) requires 6 hours.

Students seeking a secondary certificate in mathematics must independently apply to and be accepted by the Teacher Education Program in the TCU College of Education upon their enrollment in the MAT Program. Note that additional coursework is likely and will be determined by the College of Education, depending upon the student's background.

Mathematics, MS

Mathematics, MS

Requirements

The Master of Science in Mathematics program consists of 36 hours of graduate coursework, from the three areas specified below. In accordance with university policy, a GPA of at least 2.75 must be maintained with no more than two passing grades of "C+" or lower being utilized in satisfying the degree requirement.

Core Coursework (15 hours)

Coursework for the MS degree must include the following five core courses:

MATH50253 Abstract Algebra I	Abstract Algebra I	3
MATH50403 Complex Analysis	Complex Analysis	3
MATH50503 Real Analysis I	Real Analysis I	3
MATH60513 Multivariable Analysis	Multivariable Analysis	3
MATH60223 Applied Linear Algebra	Applied Linear Algebra	3

An advanced student may be waived from any or all of these required courses by passing the corresponding Ph.D. preliminary exam(s) or otherwise showing proficiency in the material, as determined by the department.

Specialized Coursework (12 hours)

In addition to the five core courses, at least four courses are to be chosen from either the Pure Mathematics Option or the Applied Mathematics Option (refer to course listings below).

Pure Mathematics Option:

This track of the MS Program is intended to prepare students for careers in academia. Each student selecting this track will take at least four of the pure mathematics courses listed below:

MATH50323 Differential Geometry	Differential Geometry	3
MATH50703 Number Theory	Number Theory	3
MATH60263 Abstract Algebra II	Abstract Algebra II	3
MATH60313 Topology	Topology	3
MATH60323 Algebraic Topology I	Algebraic Topology I	3
MATH60413 Advanced Complex Analysis	Advanced Complex Analysis	3
MATH60503 Real Analysis II	Real Analysis II	3
MATH60523 Measure Theory	Measure Theory	3
MATH	Any MATH 70000 level 3-hour course	3

Applied Mathematics Option:

This track of the MS Program is intended for students planning to use mathematics in careers outside academia. Each student selecting this track will take at least four applied mathematics courses from the list below:

MATH50613 Partial Differential Equations	Partial Differential Equations	3
MATH60103 Graph Theory	Graph Theory	3
MATH60663 Numerical Analysis	Numerical Analysis	3
MATH60553 Modern Fourier Analysis	Modern Fourier Analysis	3
MATH60653 Game Theory	Game Theory	3
MATH60613 Diff Eqs of Math Physics	Differential Equations of Mathematical Physics	3
MATH60643 Dynamical Systems & Apps	Dynamical Systems and Applications	3
MATH60853 Regression & Time Series	Regression & Time Series	3
MATH60883 Predictive Modeling	Predictive Modeling	3

Up to 6 hours of the applied mathematics courses may be substituted with graduate coursework taken in the departments of Biology, Chemistry, Computer Science or Physics & Astronomy, or from Geological Sciences or Environmental Sciences, with approval from the student's graduate advisor in the Department of Mathematics.

Master's Thesis or Electives (9 hours)

The student may choose either to write a Master's thesis (three hours of [MATH70980 Thesis](#) and three hours of [MATH70990 Thesis](#)) and complete three hours of approved elective coursework, or to complete nine hours of approved elective coursework. Based on the recommendation of the department, the dean appoints a Master's Advisory Committee of at least three members, including the thesis advisor as chair. For the student to be eligible for the degree, the Master's Advisory Committee must approve the thesis upon its completion. The thesis need not contain original research but must demonstrate a deep and thorough understanding of some area of mathematics.

Mathematics, Ph.D.

Mathematics, Ph.D.

Requirements

The Ph.D. in mathematics consists of coursework, examinations, and research, as specified below. In accordance with university policy, a GPA of at least 2.75 must be maintained with no more than two passing grades of "C+" or lower being utilized in satisfying the degree requirement.

Core Coursework (27 hours):

Coursework for the Ph.D. must include the following nine core courses:

MATH50253 Abstract Algebra I	Abstract Algebra I	3
MATH60263 Abstract Algebra II	Abstract Algebra II	3
MATH50503 Real Analysis I	Real Analysis I	3
MATH60503 Real Analysis II	Real Analysis II	3
MATH60513 Multivariable Analysis	Multivariable Analysis	3
MATH60223 Applied Linear Algebra	Applied Linear Algebra	3
MATH60313 Topology	Topology	3
MATH60323 Algebraic Topology I	Algebraic Topology I	3
MATH60413 Advanced Complex Analysis	Advanced Complex Analysis	3
	AND	
MATH80880 Graduate Student Seminar	Graduate Student Seminar	3
MATH90980 Dissertation	Dissertation	1-6
MATH90990 Dissertation	Dissertation	1-6

Any or all of these courses may be waived for more advanced students by departmental permission.

Preliminary Examinations

The program requires substantial training in algebra, real analysis, topology, and complex analysis. The student must pass three of the following four preliminary written exams:

- Real Analysis Exam (based on [MATH50503 Real Analysis I](#) and [MATH60513 Multivariable Analysis](#))
- Algebra Exam (based on [0025351 - Missing course](#), [MATH50253 Abstract Algebra I](#) and [MATH60263 Abstract Algebra II](#))
- Topology Exam (based on [MATH60313 Topology](#) and [MATH60323 Algebraic Topology I](#))
- Complex Analysis Exam (based on [MATH50403 Complex Analysis](#) and [MATH60413 Advanced Complex Analysis](#))

The student must pass the Real Analysis Exam, the Algebra Exam, and either the Topology Exam or the Complex Analysis Exam. These exams are administered twice each year and must be passed by the end of the sixth semester.

Research-Specific Coursework

After passing the preliminary examinations, the student decides on their direction of research and dissertation advisor. Based on the recommendation of the department, the dean appoints a Ph.D. Advisory Committee of at least four members, including the dissertation advisor as chair.

Possible areas of research specialization include real analysis, complex analysis, functional analysis, algebraic geometry, differential geometry, number theory, topology, global analysis and K-theory.

Students must also take at least one semester of three hours of [MATH80880 Graduate Student Seminar](#) Graduate Student Seminar, providing training in the oral presentation of research-level mathematics.

Qualifying Examination

The student and advisory committee agree on a detailed plan of study to prepare the student for mathematical research. They decide on a syllabus of qualifying topics; after due preparation, the student takes the oral qualifying exam on these topics, administered by the advisory committee. In accordance with University requirements, the exam can only be taken after passing the preliminary examinations and not before the second semester of the second year. If the exam is not passed, at most one re-examination is allowed.

Admission to Candidacy

The student advances to candidacy after passing the qualifying examination.

Research

The student performs research in their area of specialization, which leads to a dissertation, if successful.

Dissertation (at least 12 hours)

Admission to candidacy is the prerequisite to enrollment in dissertation research, consisting of an original research project directed by a graduate faculty member at TCU. 6 hours of [MATH90980 Dissertation](#) Dissertation and 6 hours of [MATH90990 Dissertation](#) Dissertation are required. According to university policy, the time allowed to complete the dissertation is at most six years after advancement to candidacy. Also in accordance with university rules, the student must submit an Intent to Graduate form at the beginning of the last semester, for which there is a non-refundable fee. For the student to be eligible for the degree, the Ph.D. Advisory Committee must approve the dissertation upon its completion. A final oral examination is required and is open to the public.

Nutritional Sciences

Nutritional Sciences

Students may pursue the Master of Dietetics on the Combined BS/MS Dietetics Program.

Mission: The mission of the MS in dietetics is to support the missions of the University, college and department by providing a quality advanced academic curriculum with a concentration in nutrition education that prepares students to be scientifically competent, accountable and ethically responsible citizens who are prepared to be productive, self-educating leaders within the dietetics profession and the global community.

Dietetics, MS

Dietetics, MS

Requirements

Program of Study

The MS in dietetics provides the opportunity to complete the necessary coursework and supervised practice hours after completing the TCU Bachelor of Science in Dietetics. Curriculum is based on educational standards mandated by the Accreditation Council for Education in Nutrition and Dietetics (ACEND). The Combined BS/MS in Dietetics offers the unique opportunity to acquire the required didactic instruction (lecture and laboratory courses) and supervised practice experience hours necessary to meet the Core Knowledge and Competencies for the Registered Dietitian Nutritionist as mandated by ACEND. Graduates receive verification and establish eligibility to write the Registration Examination for Dietitians.

Admission to TCU is required for all programs; however, admission to the University does not guarantee admission to the Combined BS/MS in Dietetics. Eligibility for admission to the Combined BS/MS in Dietetics is based on successful completion of at least 60 semester hours with a GPA of at least 3.0 for required Nutrition (NTDT) classes and an Associated Requirements GPA of 2.75, no more than three grades below a B- in the Associated Requirements, 45 semester hours of required prerequisites and major courses, 200 hours of documented food or nutrition practical experience, and an application packet.

Application packets for the Combined BS/MS in Dietetics must be received by Feb. 1 (typically of the sophomore undergraduate year), and applicants are notified of provisional acceptance by April 15 of the same year. Students who are provisionally accepted begin the program in August of the following academic year (typically the junior year). Final acceptance/enrollment in the Combined BS/MS in Dietetics depends on successful completion of required prerequisite courses and summer requirements. The GRE is not required for this degree.

Students must apply for graduate school admission during the last fall semester before graduating with the BS in Dietetics (typically the senior fall). Current graduate application fees apply. Students must comply with all university and college requirements for graduate students to gain admission. Conditional admission to the MS program in Dietetics is granted to applicants who have completed all admission formalities, have a superior undergraduate record but who have not completed undergraduate requirements. Conditional admission will be changed to unconditional admission when the necessary prerequisites and/or admission formalities are fulfilled. Students must abide by all program policies and procedures in order to continue in the MS in Dietetics program.

A student's continuation in the Combined BS/MS in Dietetics is contingent upon attainment of a strong academic record and successful completion of the program sequence.

In order to earn the BS in Dietetics degree, the student must attain a minimum GPA of 3.0 in required NTDT courses, earn a grade of "C-" or better in all required NTDT courses and Associated Requirements, earn no more than 3 grades below a "B-" in the Associated Requirements, complete a minimum of 123 hours, and meet all of the requirements of the university and college. Students who do not meet all of these requirements for graduation with the BS in Dietetics or the requirements for admission in the graduate program may change their major to Nutrition or another major in order to graduate with a bachelor's degree, but cannot continue in the Combined BS/MS in Dietetics. Students who do not meet all of these requirements to continue in the Combined BS/MS in Dietetics have the option to pursue verification from the TCU Didactic Program in Dietetics in order to be eligible to pursue a Dietetic Internship upon graduate and/or graduate with a BS in either Nutrition or Dietetics.

Students enrolled in the MS in Dietetics who do not meet all of the requirements to graduate with an MS in Dietetics have the option to pursue verification from the TCU Didactic Program in Dietetics (DPD) in order to be eligible to pursue a dietetic Internship if they have earned a BS in Dietetics from TCU. Students must formally apply to the DPD and satisfy all DPD requirements for verification. Acceptance into the DPD is not guaranteed. Students are required to abide by all DPD policies and procedures.

Students can graduate with a BS in Dietetics and begin the graduate program, but they will not earn verification to take the Registration Examination for Dietitians if they are unable to complete the graduate degree requirements and do not earn the MS in Dietetics degree. In order to earn the MS in Dietetics degree, the student must attain a minimum graduate NTDT GPA of 3.0 and earn a "C" or better in all NTDT graduate courses. All final 50000- and 60000-level course grades will be included in the computation of the graduate GPA, but no more than two grades of "C+" or lower may be utilized in satisfying the degree requirements.

Students complete 12 hours of dual undergraduate/graduate credit during the fourth year of undergraduate study. At the end of the fourth year, assuming that all other

undergraduate graduation requirements are met, the student earns the BS degree in Dietetics. Beginning with summer session following graduation in May the student completes the remaining 19 graduate credit hours (9 hours of coursework, 10 credit hours of supervised practice), toward the MS in Dietetics degree. Students pursuing the thesis option will take an additional 6 credit hours. Students intending to pursue the Combined BS/MS in Dietetics must earn a BS in dietetics from TCU. In addition, all 30000, 40000, 50000 and 60000 NTD courses must be taken from TCU, with the exception of [0027161 - Missing course](#) Nutrition Throughout the Life Cycle and [0080051 - Missing course](#) Medical Terminology.

Students may also choose to complete a thesis in the MS in Dietetics. In order to complete the thesis option, students must complete 3 hours of [NTDT70980 Thesis](#) and three hours of [NTDT70990 Thesis](#). Thesis students are required to complete all other coursework necessary for the MS in Dietetics.

Information about costs for tuition and University fees is available through the TCU Office of Admission or Financial Services. More detailed costs for students are outlined in the Combined BS/MS in Dietetics Student Handbook and include approximately \$1,000-\$1,500 per year for travel to supervised practice sites, vaccinations, lab fees, photocopying, school and office supplies, textbooks, lab coats, malpractice insurance and professional dues.

The TCU Combined BS/MS in Dietetics program is accredited by the Accreditation Council for Education in Nutrition and Dietetics, 120 S. Riverside Plaza, Suite 2190, Chicago, Ill. 60606-6995, (312) 899-0040, ext. 5400, www.eatright.org/ACEND.

Course Requirements:

Fourth year:

NTDT55323 Gut Microbiota and Health	Gut Microbiota and Health	3
NTDT55343 Aspects of Human Nutrition	Biochemical, Physiological, and Molecular Aspects of Human Nutrition	3
NTDT55363 Community Nutr and Public Hlth	Community Nutrition and Public Health	3
NTDT55973 Nutritional Sciences Seminar	Nutritional Sciences Seminar	3

Summer fourth year:

NTDT60303 Advanced SP I	Advanced Supervised Practice I	3
NTDT60973 Nutritional Sciences Grad Sem	Nutritional Sciences Graduate Seminar	3

Fifth year:

NTDT60313 Adv Supervised Practice II	Advanced Supervised Practice II	3
NTDT60324 Adv Supervised Practice III	Advanced Supervised Practice III	4
NTDT60443 Integ Funct Nutr and Genomics	Nutritional Genomics	3
NTDT60453 Nutr Ecology Food Sustainablty	Nutrition Ecology, Food, and Sustainability	3

Additional course requirements for thesis option:

NTDT70980 Thesis	Thesis	3
NTDT70990 Thesis	Thesis	3

Nutrition MS, without DPD Verification

Nutrition MS, without DPD Verification

Requirements

Program of Study

The Master of Science program in Nutritional Sciences provides students with a course of study in advanced nutrition topics related to disease prevention and management, health optimization, and food and nutrition sustainability. The program prepares graduates for positions in advanced clinical, community, and management careers as well as careers in various industry settings. Students are able to tailor the degree with additional course options within, and outside of, Nutritional Sciences. This degree requires a minimum of 30 semester hours beyond a Bachelor's degree. Students may or may not choose to complete a thesis. In order to complete a thesis, students must complete 3 hours of [NTDT70980 Thesis](#) and 3 hours of [NTDT70990 Thesis](#). Students must have a 3.0 GPA in prerequisite courses consisting of: General Chemistry I, General Chemistry II with lab, Organic Chemistry, Physiology with lab, and Nutrition. No GRE is required.

Students also have the option to pursue post-baccalaureate Didactic Program in Dietetics (DPD) [Nutrition MS, with DPD Verification](#). The MS NUTR DPD track is specifically designed for students who hold a Bachelor's degree in a related or unrelated field, and want to pursue Accreditation Council for Education in Nutrition and Dietetics (ACEND) accredited supervised practice upon program completion, in order to become a Registered Dietitian/Nutritionist (RD/RDN).

Graduate First Year (Courses are listed by number, title, and credit hour for each semester)

NTDT50973 Nutritional Sciences Seminar	Nutritional Sciences Seminar	3
NTDT60443 Integ Funct Nutr and Genomics	Integrative Functional Nutrition and Nutritional Genomics	3
NTDT60453 Nutr Ecology Food Sustainablty	Nutrition Ecology, Food, and Sustainability	3
NTDT50343 Aspects of Human Nutrition	Biochemical, Physiological, and Molecular Aspects of Human Nutrition	3
	Electives	6

Graduate Second Year (Courses listed by number, title, and credit hour for each semester)

NTDT70980 Thesis	Thesis	3
	Elective	3
	OR	
Non-thesis	Electives	6
NTDT70990 Thesis	Thesis	3
	Elective	3
	OR	
Non-thesis	Electives	6

Elective Course Options

NTDT60973 Nutritional Sciences Grad Sem	Nutritional Sciences Graduate Seminar	3
NTDT50323 Gut Microbiota and Health	Gut Microbiota and Health	3
NTDT50363 Community Nutr and Public Hlth	Community Nutrition and Public Health	3

Non-Nutrition Graduate Course Options

CHDV50433 Trauma & Relationships	Trauma & Relationships	3
CHDV50533 Case Studies in Child Dev	Case Studies in Child Development	3
COSD50323 Interact Skills Health Prof	Interaction Skills for Health Professionals	3
EDUC50003 Diversity In Amer Educ	Diversity in American Education	3
EDUC60043 Action Research	Action Research	3
EDGU60383 Counseling Theories & Techniq	Counseling Theories and Techniques	3
EDGU60133 Addictions Counseling	Addictions Counseling	3
EDGU60323 Assessment in Counseling	Assessment in Counseling	3
INSC72470 Healthcare Improvement Science	Healthcare Improvement Science	1.5
SOWO61823 Diversity & Social Justice	Diversity and Social Justice	3
SOWO61843 Human Behavior 1	Human Behavior and the Social Environment 1	3
SOWO61853 Human Behavior 2	Human Behavior and the Social Environment 2	3
MANA72410 Health Care in the U.S.	Health Care in the U.S.	1.5
MANA72423 U.S. Health Care Policy	U.S. Health Care Policy	3
MANA72480 Healthcare Leadership	Challenges in Healthcare Leadership	1.5
ACCT60010 Financial Reporting	Financial Reporting	1.5

*Students can take up to 15 hours of 50000 level credit towards the MS degree.

Nutrition MS, with DPD Verification

Nutrition MS, with DPD Verification

Requirements

Program of Study

The Master of Science program in Nutritional Sciences provides students with a course of study in advanced nutrition topics related to disease prevention and management, health optimization, and food and nutrition sustainability. The program prepares graduates for positions in advanced clinical, community, and management careers as well as careers in various industry settings. Students are able to tailor the degree with additional course options within, and outside of, Nutritional Sciences. Students have the option to pursue post-baccalaureate Didactic Program in Dietetics (DPD) verification with the MS in NUTR. The MS NUTR DPD track is specifically designed for students who hold a Bachelor's degree in a related or unrelated field and want to pursue Accreditation Council for Education in Nutrition and Dietetics (ACEND) accredited supervised practice upon program completion, in order to become a Registered Dietitian/Nutritionist (RD/RDN). In addition to prerequisite courses required for the MS NUTR (General Chemistry I, General Chemistry II with lab, Organic Chemistry, Physiology with lab, and Nutrition) students must also complete additional prerequisite courses of Nutrition Throughout the Lifecycle, Medical Terminology, Microbiology, and either Human Behavior, Psychology, Sociology or Anthropology. No GRE is required.

Students also have the option to pursue post-baccalaureate Didactic Program in Dietetics (DPD) verification with the MS in NUTR. The MS NUTR DPD track is specifically designed for students who hold a Bachelor's degree in a related or unrelated field, and want to pursue Accreditation Council for Education in Nutrition and Dietetics (ACEND) accredited supervised practice upon program completion, in order to become a Registered Dietitian/Nutritionist (RD/RDN).

The MS NUTR with DPD verification track requires a minimum of 22 hours of undergraduate credit of TCU NTDT courses ([0027251 - Missing course](#) Food Systems Management, [0027191 - Missing course](#) Quantity Food Production, [0092051 - Missing course](#) Essentials in Dietetics Practice, [0027271 - Missing course](#) Medical Nutrition Therapy I, [0027421 - Missing course](#) Nutritional Biochemistry, [0027401 - Missing course](#) Medical Nutrition Therapy II, [0027481 - Missing course](#) Research Methods in Nutrition) as leveling courses, and a minimum of 30 semester hours beyond a Bachelor of Science degree. Students may or may not choose to complete a thesis. In order to complete a thesis, students must complete 3 hours of [NTDT70980 Thesis](#) and 3 hours of [NTDT70990 Thesis](#). In addition to prerequisite courses required for the MS NUTR (General Chemistry I, General Chemistry II with lab, Organic Chemistry, Physiology with lab, and Nutrition) students must also complete additional prerequisite courses of Nutrition Throughout the Lifecycle, Medical Terminology, Microbiology, and either Human Behavior, Psychology, Sociology or Anthropology. Students must apply to, and be accepted into, the TCU DPD. Eligibility for admission to the DPD MS NUTR track is based on completion of prerequisite courses with a cumulative GPA of at least 3.0 for Nutrition (NTDT) classes; and an Associated Requirements GPA of at least 2.75, no more than 3 grades below a "B-" in the Associated Requirements, 200 hours of documented food or nutrition practical experience and an application packet. Students accepted to the DPD must apply to the MS in NUTR to receive conditional acceptance until they begin graduate coursework before they begin courses at TCU to pursue DPD verification or the MS in NUTR. A student's continuation in the DPD is contingent

upon attainment of successful completion of the required courses. To earn DPD verification, the student must attain a minimum Nutrition (NTDT) GPA of 3.0, earn a "C-" or better in all NTDT and Associated Requirement courses, a maximum of three grades below a "B-" in the Associated Requirements, and complete 500 hours of documented food or nutrition practical experience prior to the completion of their final semester at TCU. Students who do not meet the requirements for DPD verification, but complete the requirements of the MS in NUTR, will graduate with the MS in NUTR without DPD verification.

Prerequisites (Nutrition and Associate Requirements)

Bachelor's Degree *plus*:

Nutrition

Nutrition throughout Life Cycle

Medical Terminology

Human Behavior, Psychology, Sociology, OR Anthropology

General Chemistry I

General Chemistry II Lecture and Lab

Organic Chemistry

Physiology

Microbiology

•

Post Bac

0027191 - Missing course	Quantity Foods	4
0092051 - Missing course	Essentials in Dietetics	3
0027251 - Missing course	Food Systems Management	3
0027271 - Missing course	Medical Nutrition Therapy	3
0027401 - Missing course	Medical Nutrition Therapy II	3
0027421 - Missing course	Nutritional Biochemistry	3
0027481 - Missing course	Research Methods in Nutrition	3

Required Graduate Courses

NTDT50223 Culinary Medicine Seminar	Culinary Medicine Seminar	3
NTDT50343 Aspects of Human Nutrition	Biochemical, Physiological, and Molecular Aspects of Human Nutrition	3
NTDT50363 Community Nutr and Public Hlth	Community Nutrition	3
NTDT50973 Nutritional Sciences Seminar	Nutritional Sciences Seminar	3
NTDT60101 DPD Graduate Seminar	DPD Graduate Seminar	1
NTDT60443 Integ Funct Nutr and Genomics	Integrative Functional Nutrition and Nutritional Genomics	3
NTDT60453 Nutr Ecology Food Sustainablty	Nutrition Ecology, Food, and Sustainability	3

Nutrition Graduate Electives

NTDT50323 Gut Microbiota and Health	Gut Microbiota and Health	3
NTDT60973 Nutritional Sciences Grad Sem	Nutritional Sciences Graduate Seminar	3
NTDT70980 Thesis	Thesis	3
NTDT70990 Thesis	Thesis	3

Non-Nutrition Graduate Course Options

CHDV50433 Trauma & Relationships	Trauma & Relationships	3
CHDV50533 Case Studies in Child Dev	Case Studies in Child Development	3
COSD50323 Interact Skills Health Prof	Interact Skills Health Prof: Couns Sp Pop	3
EDUC50003 Diversity In Amer Educ	Diversity in American Education	3
EDUC60043 Action Research	Action Research	3
EDGU60383 Counseling Theories & Techniq	Counseling Theories and Techniques	3
EDGU60133 Addictions Counseling	Addictions Counseling	3
EDGU60323 Assessment in Counseling	Assessment in Counseling	3
INSC72470 Healthcare Improvement Science	Healthcare Improvement Science	1.5
SOWO61823 Diversity & Social Justice	Diversity and Social Justice	3
SOWO61843 Human Behavior 1	Human Behavior and the Social Environment 1	3
SOWO61853 Human Behavior 2	Human Behavior and the Social Environment 2	3
MANA72410 Health Care in the U.S.	Health Care in the U.S.	1.5
MANA72423 U.S. Health Care Policy	U.S. Health Care Policy	3
MANA72480 Healthcare Leadership	Challenges in Healthcare Leadership	1.5
ACCT60010 Financial Reporting	Financial Reporting	1.5

*Students can take up to 15 hours of 50000 level credit towards the MS degree.

Physics & Astronomy

Physics & Astronomy

Students may pursue the Master of Arts, Master of Science and Doctor of Philosophy in Physics.

Prerequisites for the MA, MS or Ph.D. Degrees: BA or BS in Physics, or 24-semester-hour equivalent, including intermediate or advanced undergraduate courses in mechanics, electricity and magnetism, atomic and nuclear or modern physics or their equivalents. Twelve semester hours must be of junior or senior level. Required are mathematics through differential equations and a course in general chemistry.

Students deficient in any area of preparation may be required to take the necessary coursework during the first year of graduate study. The GRE is not required and is not considered in admission, unless specifically requested. GRE scores may be requested to be part of a holistic review of each application, but official documents are required if scores are submitted for inclusion with the application.

Teaching Requirement

As part of their professional training, full-time graduate students in physics are required to participate in the undergraduate teaching function of the department. This requirement is met by assisting in undergraduate labs, giving laboratory instructions, grading papers, conducting problem sessions or offering tutorial help. The assignment varies depending on the interest and experience of the student, and the degree of involvement in thesis or dissertation research. It usually amounts to 10 hours per week or less.

Physics, MA

Physics, MA

Requirements

The Master of Arts in Physics requires 30 approved semester hours of graduate courses with a minimum of 18 semester hours in physics and knowledge of one foreign language. A thesis and a minor are optional. An oral exam over coursework and thesis, if any, is required.

Physics, MS

Physics, MS

Requirements

The Master of Science in Physics requires 30 approved semester hours with a thesis or 36 semester hours without a thesis.

Course requirements for the degree:

PHYS60303 Quantum Mechanics	Quantum Mechanics	3
PHYS60403 Electrodynamics	Electrodynamics	3

Plus 3 courses from

PHYS60313 Quantum Mechanics	Quantum Mechanics	3
PHYS60203 Classical Mechanics	Classical Mechanics	3
PHYS60413 Electrodynamics	Electrodynamics	3
PHYS60503 Solid State Physics	Solid State Physics	3
PHYS60603 Statistical Physics	Statistical Physics	3
PHYS60743 Galaxy Astrophysics	Galactic & Extragalactic Astrophysics	3
PHYS60803 Nonlinear Dynamics Appl	Nonlinear Dynamics with Applications	3
PHYS60823 Spectroscopy and Fluorescence	Optical Spectroscopy and Fluorescence	3
PHYS	Electives	9
	Thesis Option:	
PHYS70980 Thesis	Thesis (3 hours)	3
PHYS70990 Thesis	Thesis (3 hours)	3
	Non-Thesis Option:	
PHYS	Electives	12

There is no foreign language requirement. An oral exam over coursework and thesis, if any, is required.

Physics, Ph.D.

Physics, Ph.D.

Requirements

Completion of the following courses with a GPA of 2.75 or better:

PHYS 60003	Methods of Advanced Physics	3
PHYS 60303	Quantum Mechanics	3
PHYS 60313	Quantum Mechanics	3
PHYS 60323	Advanced Analysis & Modeling	3

Plus 4 courses from the following:

PHYS 60203	Classical Mechanics	3
PHYS 60403	Electrodynamics	3
PHYS 60413	Electrodynamics	3
PHYS 60503	Solid State Physics	3
PHYS 60603	Statistical Physics	3
	AND	
PHYS 60970	Research Problems (9 hours)	9
PHYS 90980	Dissertation (6 hours)	6
PHYS 90990	Dissertation (6 hours)	6

A minimum of 9 hours of PHYS 60970 Research Problems must be completed with an average grade of 2.75 or better.

Additional coursework may be required to ensure adequate preparation for the specified courses. Each full-time student is required to participate in departmental seminars, formally report yearly on their progress and present in a public forum at least once each academic year.

The course requirements for any course other than PHYS 60970 Research Problems may also be met by satisfactory performance on a written examination administered by the faculty over the subject matter of that course or by transfer of credit in an equivalent course from another institution.

Students are required to have completed an MA or MS degree in physics or astronomy as a requirement for the Ph.D.

There is no language requirement for the Ph.D. in Physics.

Advancement to Ph.D. Candidacy

The advancement to Ph.D. candidacy consists of completion of course work and the passing of two major exams:

1. Physics Evaluation Examination: The physics evaluation exam will be given each semester as needed. Incoming students will take a single four-hour written exam covering topics expected from a standard undergraduate physics degree. Students must pass the exam to be eligible to continue on to their second year of graduate study. Incoming students who fail the exam are allowed to retake the exam once at the beginning of the semester following the semester they entered the program. Students who do not pass the exam will be dismissed at the completion of their second semester.
2. Dissertation Proposal Exam: The dissertation proposal exam will be taken in the spring semester of the second year and is comprised of:
 1. A written proposal for the dissertation research, including a description of any research already completed, must be submitted to the graduate faculty of the department at least two weeks prior to the oral exam (c.). Details on the required format for the report are available from the department.
 2. An oral presentation of the dissertation proposal to the department faculty on the subject of the written report.

3. A comprehensive oral exam administered by the graduate faculty of the department to assess a student's readiness to carry out the dissertation research. If the graduate faculty of the department attach a condition to passing the dissertation proposal exam, (e.g. revision of the predissertation report or submission of additional material), the additional work must be completed by no later than the beginning of the semester following the presentation. The removal of the condition is subject to the approval of the graduate faculty. Students who do not pass the examination are encouraged to complete the requirements for a terminal master's degree if they have not already done so.

The results of the competency exam, course work, the dissertation proposal, and other indications of research potential will all be considered by the departmental graduate faculty. Advancement to Ph.D. candidacy will be approved by a completion of the above requirements and a majority vote of the department graduate faculty.

Dissertation

Completion of a dissertation consisting of an original research project directed by a faculty member at TCU. 6 hours of [PHYS 90980 Dissertation](#) and six hours of [PHYS 90990 Dissertation](#) are required. A final oral exam in defense of the dissertation is required and at least one paper based on the dissertation research must be accepted for publication in an appropriate scientific journal.

Physics/Astrophysics Option, (Ph.D.)

Physics/Astrophysics Option, (Ph.D.)

Requirements

Completion of the following courses with a GPA of 2.75 or better:

PHYS60003 Methods of Adv Physics	Methods of Advanced Physics	3
PHYS60303 Quantum Mechanics	Quantum Mechanics	3
PHYS60323 Advanced Analysis & Modeling	Advanced Analysis & Modeling	3
PHYS60403 Electrodynamics	Electrodynamics	3
PHYS60743 Galaxy Astrophysics	Galactic & Extragalactic Astrophysics	3
AND		
PHYS60970 Research Problems	Research Problems	9
PHYS90980 Dissertation	Dissertation (6 hours)	6
PHYS90990 Dissertation	Dissertation (6 hours)	6

Plus 2 courses from the following:

PHYS60203 Classical Mechanics	Classical Mechanics	3
PHYS60313 Quantum Mechanics	Quantum Mechanics	3
PHYS60413 Electrodynamics	Electrodynamics	3
PHYS60603 Statistical Physics	Statistical Physics	3
PHYS60970 Research Problems	Research Problems (9 hours)	9

Plus 3 courses from the following:

PHYS50743 Stellar Astrophysics	Stellar Astrophysics	3
PHYS50773 Cosmology	Cosmology	3
PHYS50813 Meteorites, Asteroids, Planets	Meteorites, Asteroids and Planets	3
PHYS60753 Gaseous Astrophysics	Gaseous Astrophysics	3
GEOL50233 Opt Mineralogy&Petrogrph	Optical Mineralogy and Petrography	3
GEOL50613 Igneous&Metamorphic Petrology	Igneous and Metamorphic Petrology	3

A minimum of nine hours of [PHYS60970 Research Problems](#) Research Problems must be completed with an average grade of 2.75 or better.

Except for the courses specified above, the remaining regulations concerning coursework, predissertation qualifying exam and dissertation are the same as those prescribed above for the Ph.D. in Physics.

Physics/Biophysics Option (Ph.D.)

Physics/Biophysics Option, (Ph.D.)

Requirements

Completion of the following courses with a GPA of 2.75 or better:

PHYS 60003	Methods of Advanced Physics	3
PHYS 60303	Quantum Mechanics	3
PHYS 60313	Quantum Mechanics	3
PHYS 60323	Advanced Analysis & Modeling	3

Plus 4 courses from the following:

PHYS 60803	Nonlinear Dynamics with Applications	3
PHYS 60823	Optical Spectroscopy and Fluorescence	3
PHYS 60403	Electrodynamics	3
PHYS 60413	Electrodynamics	3
PHYS 60603	Statistical Physics	3
	AND	
PHYS 60970	Research Problems (9 hours)	9
PHYS 90980	Dissertation (6 hours)	6
PHYS 90990	Dissertation (6 hours)	6

A minimum of 9 hours of [PHYS 60970](#) Research Problems in Biophysics must be completed with an average grade of 2.75 or better. Students in the biophysics option may also be required to take one or more additional courses from: [PHYS 50753](#) Topics in Biophysics, [PHYS 50763](#) Experimental Methods in Biochemistry and Biophysics, or [PHYS 70753](#) Advanced Topics in Biophysics to ensure an adequate background for their dissertation research.

Except for the courses specified above, the remaining regulations concerning coursework, predissertation qualifying exam and dissertation are the same as those prescribed above for the Ph.D. in Physics.

Physics/Business Option, (Ph.D.)

Physics/Business Option, (Ph.D.)

Requirements

The Ph.D. in Physics is also available with a business option. Students entering the Ph.D. program with a BS are normally expected to complete the Ph.D. requirements within five years. At the end of the fourth year of graduate studies, a candidate for the Ph.D. in Physics who has demonstrated sufficient progress in research (dissertation), may submit a written request to the Department of Physics & Astronomy for admission to this program. Providing there is a clear indication that the student can reasonably be expected to complete all the requirements for the Ph.D. within five years, permission will be granted to apply to the director of admissions of the MBA Program of the Neeley School of Business. During the fifth year, the student is expected to continue with the dissertation on a reduced scale, and, if on departmental assistantship, to perform designated departmental teaching duties. Students entering the Ph.D. program with advanced standing (MS degree or more) can request an accelerated program.

In addition to the course-work, qualifying examinations and dissertation requirements specified for the Ph.D. degree in Physics, the student will satisfy the following conditions specified by the Neeley School of Business:

1. Students electing to take the business option will take the 18 hours of MBA coursework over the course of two consecutive semesters (entering in the fall and finishing in the spring semesters).
2. Students are required to attend the START Workshop conducted by the Neeley School that occurs just before the start of the fall semester. Students are assessed a fee for the workshop.
3. The Neeley School will accept the results of the GRE.
4. The director of admissions has sole authority to admit physics Ph.D. candidates to the MBA program (whether they seek the MBA degree or the option).
5. Under the assumption that the students come to the program with a good background in statistics, they would take the following courses (course list subject to change):

Fall Semester (15 hours)

ACCT60010 Financial Reporting	Financial Reporting	1.5
FINA60010 Financial Management I	Financial Management I	1.5
MARK60010 Marketing Management	Marketing Management	1.5
INSC60060 Decision Models	Decision Models	1.5
MANA60330 Engaging People	Engaging People	1.5
BUSI60050 Global Environment of Business	Global Environment of Business	1.5
INSC60020 Managing Ops & Processes	Managing Operations and Processes	1.5
MANA60340 Leading Teams and Orgs	Leading Teams and Orgs	1.5
BUSI60070 Business Simulation	Business Simulation	1.5

Plus 1 course from the following

FINA70010 Financial Management II	Financial Management II	1.5
MARK70010 Marketing Issues & Problems	Marketing issues and Problems	1.5
INSC70600 Supply Chain Analytics	Supply Chain Analytics	1.5

Spring Semester (3 hours)

ACCT60020 Acct For Manag Plan/Ctrl	Accounting for Managerial Planning and Control	1.5
FINA60020 Managerial Economics	Managerial Economics	1.5

1. The foregoing may be adjusted in the event of realignment in the sequence of courses in the MBA program.
2. Students who wish to continue their studies in the program after their first year of business courses and pursue the MBA degree
 1. Will be permitted, with approval of the director of the MBA program, to transfer in for credit hours of 60000- or 70000- level graduate physics coursework. Transfer will be approved for a graduate-level course that is equivalent to DESC Statistics and other 60000- or 70000-level coursework taken in the Department of Physics and Astronomy

2. Will be required to complete such additional coursework as required of other MBA students and as is provided in the applicable *TCU Graduate Studies Catalog*. The student will work closely with the academic program director to plan his/her schedule.

Prospective candidates for the Ph.D. in Physics or the Ph.D. with Business Option should be advised that the maximum term of fellowship or assistantship support through the Department of Physics & Astronomy is five years, and support for MBA courses from the TCU Department of Physics and Astronomy fellowships or assistantship is limited to 18 hours. Financial support for additional hours required for completion of the MBA degree would be the student's responsibility; students would be eligible to apply for financial aid for the second year of MBA study from the Neeley School of Business.

Psychology

Psychology

Students may pursue a Master of Science (M.S.) in Developmental Trauma or a Doctor of Philosophy (Ph.D.) in Experimental Psychology. A minor in Quantitative Psychology is also available to Ph.D. students. The department does not offer terminal M.S. or M.A. degrees in Experimental Psychology. Non-terminal M.S. and M.A. degrees are offered only to Ph.D. seeking students.

Prerequisites for the MS Degree in Developmental Trauma: The Developmental Trauma program is designed for students with a background in psychology, child development or a related field.

Prerequisites for the Ph.D. Degree in Experimental Psychology: B.A. or B.S. in Psychology or a 24-hour equivalent. Students with majors in other disciplines will be considered upon request, but may be required to make up any deficiencies in their undergraduate preparations.

Non-Terminal Psychology, MA

Non-Terminal Psychology, MA

Non-Thesis Requirements

This degree is available only to students who are enrolled in the PhD program in Experimental Psychology. The MA in Psychology (i.e. non-thesis option) requires 36 hours of graduate coursework.,

In rare circumstances, a student admitted to the doctoral program may leave before completing all the work required of the PhD. In exceptional cases, the student may be given the opportunity to complete a terminal MS or MA degree in psychology.

Students must pass (with a grade of 'B-' or higher) all courses: Course work includes:

At least one of the following:

PSYC50213 Interactive Data Analysis	Interactive Data Analysis	3
PSYC50523 Analysis of Variance	Analysis of Variance	3
PSYC60623 Regression Analysis	Regression Analysis	3
	Approved Electives	33

A grade less than a "B-" is considered failing within the department and can result in two consequences. First, the course will not count toward the MA degree and may be required to be repeated. Second, the failing grade may result in dismissal from the graduate program. If a student makes two grades of less than a "B-" in either the same or two different courses, the student may automatically be dismissed from the program. The department will also recommend that financial support be withdrawn, if applicable. Thesis hours ([PSYC70980 Thesis](#) and [PSYC70990 Thesis](#)) cannot count toward the MA degree.

Non-Terminal Psychology, MS

Non-Terminal Psychology, MS

Requirements

This degree is available only to students who are enrolled in the PhD program in Experimental Psychology. The MS in Psychology requires at least 30 semester hours including a thesis.

In rare circumstances, a student admitted to the doctoral program may leave before completing all the work required of the PhD. In exceptional cases, the student may be given the opportunity to complete a terminal MS or M. degree in psychology.

Students must pass (with a grade of "B-" or higher) six core courses from the following:

1) Neuroscience/Learning

PSYC60553 Conditioning & Learning	Conditioning and Learning	3
PSYC50403 Advanced Neuroscience	Advanced Neuroscience	3

2) Social/Evolutionary

PSYC60663 Adv Social Psychology	Advanced Social Psychology	3
PSYC60913 Evolutionary Social Psychology	Evolutionary Social Psychology	3

3) Cognitive/Development

PSYC 50563	Theories of Development	3
PSYC60583 Cognition	Cognition	3

4) Quantitative

<u>PSYC50523 Analysis of Variance</u>		Analysis of Variance	3
<u>PSYC60623 Regression Analysis</u>		Regression Analysis	3
		AND	
<u>PSYC70980 Thesis</u>	Thesis (3 hours)		3
<u>PSYC70990 Thesis</u>	Thesis (3 hours)		3
PSYC	Approved Electives		6

Minimum Requirements:

*Students must take at least one course from each of 1, 2, and 3.

*Students must take at least one additional course from 1, 2, or 3.

*Students must take both courses in 4.

A grade less than a B- is considered failing within the department and can result in two consequences. First, the course will not count toward the MS degree and may be required to be repeated. Second, the failing grade may result in dismissal from the graduate program. If a student makes two grades of less than a B-, in either the same or two different courses, the student may automatically be dismissed from the program. The department will also recommend that financial support be withdrawn, if applicable.

Developmental Trauma, MS

Developmental Trauma, MS

Requirements

The Master of Science in Developmental Trauma is designed to educate students about the scientific and applied aspects of complex developmental trauma. The goal is to prepare students for advanced academic study and/or professional practice. Students take a set of core courses in developmental trauma and are expected to choose elective courses to build expertise relevant to their career goals.

The Master of Science in Developmental Trauma program consists of 30 hours of graduate coursework. In accordance with University Policy, a GPA of at least 2.75 must be maintained with no more than two passing grades of "C+" or lower being utilized in satisfying the degree requirement.

Required Courses (18 hours)

<u>PSYC50433 Trauma & Relationships</u>	Trauma & Relationships	3
<u>PSYC50443 Trauma & Behavior</u>	Trauma & Behavior	3
<u>PSYC50403 Advanced Neuroscience</u>	Advanced Neuroscience	3
<u>PSYC60753 Theories of Development</u>	Theories of Development	3
<u>PSYC60903 Dev Trauma Capstone</u>	Developmental Trauma Capstone Course	3
<u>PSYC50213 Interactive Data Analysis</u>	Interactive Data Analysis	3
	or	
<u>PSYC50523 Analysis of Variance</u>	Analysis of Variance	3
	or	
<u>PSYC60623 Regression Analysis</u>	Regression Analysis	3
	Approved Electives	12

12 hours of electives selected in consultation with adviser.

Graduate Quantitative Psychology Minor

Graduate Quantitative Psychology Minor

The minor in quantitative psychology provides graduate students advanced training in the application of psychometric, methodological and state-of-the-art statistical procedures. It equips graduate students with quantitative methods that will improve the quality of research in their substantive areas while providing the statistical credentials that facilitate favorable placements in academic and non-academic positions upon graduation. The Graduate Quantitative Psychology minor (GQPM) is only open to graduate students in the department of psychology. Students in pursuit of the minor are required to complete two core and three elective courses with a grade of "B-" or higher.

Requirements

Required Courses (6 semester hours)

<u>PSYC 50523</u>	Analysis of Variance	3
<u>PSYC 60623</u>	Regression Analysis	3

Electives (9 hours)

PSYC 50213	Interactive Data Analysis	3
PSYC 60633	Generalized Linear Models	3
PSYC 60643	Structural Equation Models	3
PSYC 60653	Multilevel/Hierarchical Models	3
PSYC 60673	Advanced Structural Equation Modeling	3
PSYC 60743	Longitudinal Data Analysis	3

Admission Requirements

A psychology graduate student seeking a masters or doctoral degree may declare the GQPM. For students who have taken comparable courses elsewhere, the minor requirements can be modified at the discretion of the psychology faculty.

The courses required for the GQPM are intended to supplement, rather than compete with, students' training in substantive areas of research. Therefore, the GQPM requires only 15 credits of statistics coursework. 6 credits are earned by successful completion of the two required courses in the quantitative psychology sequence ([PSYC 50523](#)/[60623](#)), which graduate students in the Department of Psychology usually complete within the initial two years in the program. Students must successfully complete three additional courses (9 credits) beyond the two required for the graduate program, which may also count as departmental electives.

Graduation Requirements

Completion of the GQPM requires a minimum of 15 credit hours with no grade below a "B-". A course with a grade below a "B-" can be retaken only once. If a student makes two grades of less than "B-", either in the same or two different courses, the student will be automatically dismissed from pursuing the minor.

Psychology, Ph.D.

Psychology, Ph.D.**Requirements**

The Ph.D. program in psychology prepares students for university teaching/research, and applied positions in universities, hospitals, industry, or government. Successful completion of the Ph.D. requires completing course requirements, successfully defending a master's thesis if required by the faculty, passing the preliminary evaluation vote by the full faculty, passing a qualifying examination that has both written and oral components to advance to doctoral candidacy, and defending a Ph.D. dissertation. Students are admitted to the program to start in the fall semester only. Most applicants have a B.A. or B.S. degree in Psychology, or related field. Students who have completed a thesis-based master's degree at an accredited institution can also apply.

Applicants should complete/submit: (a) the online application (<https://www.applyweb.com/tcug/index.ftl>); (b) application fee; (c) resume/CV; (d) personal statement of purpose (i.e., essay – 1,000 words or less that describe your motivation and goals for graduate study, career ambitions, and the specific ways TCU fit those); (e) unofficial transcripts of all colleges attended. An English translation of all international transcripts is also required; (f) GRE scores (option, not required); (g) psychology department supplemental application (<https://cse.tcu.edu/psychology/graduate/index.php>); and (h) official TOEFL/IELTS scores for international applicants. For evidence of English proficiency, a minimum TOEFL score of 80 (internet based) or 550 (paper based) is required, or a minimum IELTS score of 6.5.

The annual application deadline is January 1st. Admission decisions are holistic and based upon review of all materials.

The usual timeline for the Ph.D. involves completing required course work; completing the M.S. thesis, when required, by the end of the second year; passing the preliminary evaluation vote by the end of the third year; passing the qualifying examination to advance to doctoral candidacy by the start of the fourth year, and successfully defending the Ph.D. dissertation within six years after advancing to doctoral candidacy.

Students who are admitted into the Ph.D. program are encouraged to complete their non-terminal M.S. in psychology by proposing, completing, and defending a thesis. M.S. requirements are usually completed by the second or third year of study. In some cases, with the approval of the area committee, a student who enters the program with a M.S. degree that included the completion of a thesis may substitute a TCU research project (based on research conducted by the student at TCU) that has been submitted for publication. The student will be the first author on the research report and a member of the full-time psychology graduate faculty must be a co-author. The manuscript must be approved by the student's area committee.

Requirements

The Ph.D. in psychology requires an additional 36 hours (at minimum) of coursework beyond the 30 or 36 hours required for non-terminal M.S. and M.A. degrees, respectively. Students must pass (with a grade of "B-" or higher). Coursework includes:

PSYC90980 Dissertation	Dissertation	6
PSYC90990 Dissertation	Dissertation	6

Approved Electives 24 hours

Ranch Management Graduate Certificate

Ranch Management Graduate Certificate

The Graduate Certificate in Ranch Management is designed to offer graduate-level education in ranch management. The curriculum addresses the needs of the modern-day ranching business through an interdisciplinary program with an emphasis on beef cattle production and resource management. Five weeklong field trips combine classroom teaching with hands-on exposure.

Application Procedure

An applicant must possess a bachelor's degree from an accredited four-year institution. Further, the student must have a minimum 3.0 GPA on a 4.0 scale at the bachelor's level. The GRE is not required. Any submitted GRE score is part of a holistic review of each application.

Applicants meeting academic enrollment criteria should have sufficient working experience in agriculture to understand the nature of the industry. Selection to the program is made after each applicant completes the application, including transcripts and a professional interview. Applications for admission are available through the Ranch Management Program.

Graduate Certificate Requirements

The Graduate Certificate in Ranch Management requires successful completion of 35 credit hours made up of graduate and undergraduate credit. Each of the four graduate credit courses incorporates a graduate-level project into the curriculum.

Graduate Credit (12 hours):

RAMA 50503	Range Management	3
RAMA 50603	Ranch Records and Finance	3
RAMA 50213	Ranch Business Management	3
RAMA 50803	Marketing of Livestock and Meats	3

Undergraduate Credit (23 hours):

RAMA 30102	Ranch Operations and Development	2
RAMA 30403	Soil and Water Conservation	3
RAMA 40103	Beef Cattle Production	3
RAMA 40303	Animal Health Management	3
RAMA 30703	Animal Nutrition and Feeding	3
RAMA 40112	Sheep and Goat Production	2
RAMA 40313	Animal Health and Reproduction	3
RAMA 40903	Forage Production and Use	3
RAMA 40101	Management Plan Capstone Course	1

Note: The student must complete [RAMA 50503](#), [RAMA 50603](#), [RAMA 50803](#) and [RAMA 50213](#) as graduate-level courses to be awarded the graduate certificate. *[RAMA 40101](#) Management Plan Capstone Course must be successfully completed with the grade of C or better, with an overall minimum GPA of 2.75, and no more than 2 grades of C+ or lower may be utilized in satisfying the certificate requirement, in order to receive the Graduate Certificate in Ranch Management. No RAMA courses may be repeated.

Students must declare their intention to pursue the graduate certificate program prior to their enrollment in any ranch management course.

Pass/No Credit

Courses for the graduate certificate may not be taken on a pass/no credit basis.

For more information on the Graduate Certificate in Ranch Management contact the Ranch Management Program office at 817.257.7145 or by email at ranching@tcu.edu.

Accounting Department

The Master of Accounting (MAc) is designed for students planning on professional careers in accounting or related financial professions. It complements the educational experience of the Bachelor of Business Administration (BBA) accounting major by providing the additional accounting and business knowledge needed by successful accounting professionals. Students who successfully complete the BBA Accounting and MAc degree meet the educational requirements for the Uniform CPA Exam in the state of Texas.

There are two options for earning the Master of Accounting degree:

- Traditional Master of Accounting degree (30 credit hours)
- Accelerated Master of Accounting degree (30 credit hours)

Traditional MAc Program

The traditional MAc program is designed for students who have earned or expect to earn a bachelor's degree from an accredited college or university prior to enrollment and have completed coursework on U.S GAAP, U.S Tax Law, and PCAOB/AICPA auditing standards. The program is designed such that students can complete the graduate degree in two semesters.

MAc Curriculum

The Neeley School MAc Program applies a holistic approach to the admissions process. Applicants must demonstrate academic proficiency as well as the ability to perform in a highly interactive, team-based environment. Academic records, relevant test scores, motivation, maturity and demonstrated leadership are all considered in the admissions decision. Students who have earned or expect to earn their BBA from TCU, are admitted to the Neeley Professional Program in Accounting (PPA), and have enrolled in (or expect to enroll in) in [ACCT 30101](#) Professional Program in Accounting Seminar, may apply to the Traditional MAc by completing the Intent to Matriculate to graduate studies form.

Students who have not earned a BBA at TCU must provide evidence that they have completed a comparable program at an accredited university that is recognized by the Texas State Board of Public Accountancy. Except under extraordinary circumstances, students applying to the MAc Program must have or expect to earn a bachelor's degree from an accredited college or university prior to enrollment and have completed coursework on U.S GAAP, U.S Tax Law, and U.S. auditing standards. The following is an admission application checklist for those students who have not earned a BBA at TCU.

Admission Application Checklist

An application to the Neeley School MAc Program will not be considered by the Admissions Committee until all of the following materials are received:

1. Evidence of all accounting prerequisites
2. Completed application packet
3. Official transcript from each college or university previously attended
4. Two completed reference forms
5. Official GMAT scores

6. Official TOEFL scores (non-native English speakers only)

7. Personal interview (by invitation only)

Application packet and forms are available on the MAc website,

<https://neeley.tcu.edu/Page/Requirements/27d245cf-a1b4-4bdc-8a57-99373764ed88>

MAc Program Requirements

The degree consists of 30 semester hours of graduate-level classes. The 30 hours include 15 hours of courses required for all students. Students may also select from one of three concentrations. The taxation concentration consists of 9 prescribed credit hours; the audit and assurance and the advisory and valuation concentrations consist of 7½ prescribed credit hours. If a concentration is not selected, the program must be approved by the program director. Students can select from any of the graduate accounting MAc courses offered, any of the courses from any of the concentrations, and/or from a recommended list of graduate offerings to obtain the remaining credit hours.

Graduate students must maintain a GPA of at least 2.75 in accordance with the provisions described under Academic Warning. All grades will be included in the computation of the GPA, but no more than 6 hours of "C+" or lower may be utilized in satisfying degree requirements.

MAc Curriculum

MAc Curriculum Required (core) courses:

ACCT 55153	Financial Statement Analysis	3
ACCT 55303	Taxation of Business Entities	3
ACCT 55450	Moral Reasoning in Accounting	1.5
ACCT 55253	Business Combination and Advanced Topics	3
ACCT 55200	Business Intelligence and Accounting Analytics	1.5
ACCT 55460	Ethics for Accounting Professionals	1.5
ACCT 70260	Accounting and Global Perspectives	1.5
Total Credit Hours:		15

Assurance Services Concentration:

ACCT 70220	Advanced Accounting Information Systems	1.5
ACCT 70270	Financial Reporting Research	1.5
ACCT 70290	Advanced Audit & Risk Assessment	1.5
ACCT 55250	Seminar in Current Assurance Topics	1.5
ACCT 70280	Advanced Assurance Services	1.5
Total Credit Hours:		7.5

Taxation Concentration:

ACCT 55350	Seminar in Current Tax Topics	1.5
ACCT 70370	Tax Research	1.5
ACCT 70330	Corporate Taxation	1.5
ACCT 70320	Taxation of Flow-through Entities	1.5
ACCT 70340	Multi-Jurisdiction Tax	1.5
ACCT 70380	Tax Research II	1.5
Total Credit Hours:		9

Advisory and Valuation Concentration

ACCT 70270	Financial Reporting Research	1.5
ACCT 70510	Valuation in Accounting Context I	1.5
ACCT 70520	Valuation in Accounting Context II	1.5
ACCT 55550	Seminar in Current Advisory Topics	1.5
ACCT 70560	Mergers & Acquisitions Accounting	1.5
Total Credit Hours:		7.5

Additional accounting electives available to all MAc students (when offered):

ACCT 70020	Strategic Cost Analysis	1.5
ACCT 70610	Energy Accounting	1.5
ACCT 70433	International Financial Reporting and Global Markets	3
ACCT 70010	Professional Accounting Internship	1-3
ACCT 70440	Accounting and Public Policy	1.5
BUSI 60070	Business Simulation	1.5
MANA 70740	Managing Conflict for Results	1.5

Students can select from any of the accounting electives that are part of each concentration as well as from a list of approved MBA courses to complete their 30 graduate credit hours.

Accelerated MAc Program

The Accelerated Master of Accounting option is for undergraduate students enrolled in TCU's Neeley College of Business who plan to pursue a bachelor's and master's degree concurrently. The Accelerated MAc allows qualified students to complete a BBA and a Master of Accounting (MAc) in as few as four years.

Accelerated MAc Admissions

Students are eligible to apply for the accelerated program at any time after they complete or are currently enrolled in [ACCT 30153](#) Financial Reporting I. Admissions decisions are made after the student completes [ACCT 30153](#), declares accounting as a major and is admitted to the Neeley School of Business. The student's academic record and their ability to earn the required college credit hours toward eligibility for the Certified Public Accounting (CPA) exam are considered for admission.

Students intending to pursue an Accelerated MAc should make their plans known as early as possible to their Neeley Academic Advisor and the Director of the PPA program to ensure proper advising and enroll in [ACCT 30101](#) Professional Program in Accounting Seminar. If admitted to the Accelerated MAc, students may count up to 12 semester hours at the 55000 level toward both degrees. During students' third and fourth years, they complete the remaining MAc courses in addition to their undergraduate degree requirements. Students may need to enroll in undergraduate or graduate courses during summer and/or winter terms to complete degree requirements. At the end of their academic tenure, assuming all graduation requirements are met, students earn both their baccalaureate and MAc degrees.

Note: No more than 15 hours of 50000-level classes may be applied toward a master's degree.

For additional information: Contact: MAc Program Coordinator Department of Accounting TCU Box 298530 Fort Worth, Texas 76129 Phone: 817.257.4467 Fax: (817) 257.7227 PPAccounting@tcu.edu

Programs

ACCT-MAC - Master of Accounting

Courses

ACCT50970 - Special Problems In Acct
 ACCT55153 - Financial Statement Analysis
 ACCT55200 - Business Intelligence and Accounting Analytics
 ACCT55250 - Seminar in Current Assurance Topics
 ACCT55253 - Business Combination and Advanced Topics
 ACCT55303 - Taxation of Business Entities
 ACCT55350 - Seminar in Current Tax Topics
 ACCT55410 - Prof Communication for Acctg
 ACCT55450 - Moral Reasoning in Accounting
 ACCT55460 - Ethics for Accounting Professionals
 ACCT55550 - Seminar in Current Advisory Topics
 ACCT60010 - Financial Reporting
 ACCT60011 - Accounting Fundamentals
 ACCT60020 - Accounting for Managerial Planning and Control
 ACCT60100 - Cost & Profit Analytics
 ACCT60110 - Accounting and Analytics
 ACCT60200 - Business Process and Risk
 ACCT65013 - Financial Reporting and Analysis
 ACCT65023 - Accounting for Managerial Planning and Control
 ACCT70010 - Professional Accounting Internship
 ACCT70013 - Advanced Financial Reporting
 ACCT70020 - Strategic Cost Analysis
 ACCT70050 - Seminar in Current Financial Reporting Topics
 ACCT70153 - Financial Statement Analysis
 ACCT70220 - Advanced Accounting Information Systems
 ACCT70250 - Seminar in Assurance Topics
 ACCT70253 - Business Combinations and Advanced Topics
 ACCT70260 - Accounting and Global Perspectives
 ACCT70263 - Communication, Analysis, and Persuasion in Accounting
 ACCT70270 - Financial Reporting Research
 ACCT70280 - Advanced Assurance Services
 ACCT70290 - Advanced Audit & Risk Assessment
 ACCT70303 - Taxation of Business Entities
 ACCT70310 - Accounting for Income Taxes
 ACCT70320 - Taxation of Flow-through Entities
 ACCT70330 - Corporate Taxation
 ACCT70340 - Multi-Jurisdiction Tax
 ACCT70350 - Seminar in Current Tax Topics
 ACCT70370 - Tax Research
 ACCT70380 - Tax Research II
 ACCT70400 - Business Law for Accounting Professionals
 ACCT70420 - Economic Foundations of Accounting
 ACCT70430 - Analysis and Persuasion
 ACCT70433 - International Financial Reporting and Global Markets
 ACCT70440 - Accounting and Public Policy

ACCT70450 - Moral Reasoning in Accounting
 ACCT70460 - Ethics for Accounting Professionals
 ACCT70510 - Valuation in Accounting Context I
 ACCT70520 - Valuation in Accounting Context II
 ACCT70550 - Seminar in Current Advisory Topics in Accounting
 ACCT70560 - Mergers & Acquisitions Accounting
 ACCT70610 - Energy Accounting
 ACCT70970 - Special Problems in Accounting
 ACCT71273 - Advanced Audit and Assurance
 BUSI60090 - Data Ethics and Privacy
 BUSI60200 - Business Intelligence & Analytics
 BUSI70200 - Business Intelligence & Accounting Analytics
 BUSI70740 - ESG Reporting & Assurance

AddRan Department

In 1873, Addison and Randolph Clark established AddRan Male and Female College in Thorp Spring, Texas. That institution later moved to Fort Worth and became Texas Christian University. Though the University has grown and expanded into areas that the Clark brothers could not have conceived, the AddRan College of Liberal Arts perpetuates their vision of education and the centrality of the liberal arts that lay at its core.

Today, AddRan offers the MA and Ph.D. in English and History, the Ph.D. in Rhetoric and Composition, the MS in Criminal Justice, and the Master of Liberal Arts. Four departments (economics; philosophy; religion; sociology and anthropology) offer a limited number of courses at the graduate level in which graduate students from across the University can enroll. Additionally, faculty in other AddRan departments also hold appointments to the graduate faculty, allowing them to work with graduate students in various capacities, including serving on thesis or dissertation committees.

Programs

CRES-CRT - Comparative Race and Ethnic Studies Graduate Certificate

CRJU-MS - Criminology & Criminal Justice

CRLECERT - Leadership, Executive and Administrative Development in Criminal Justice Certificate

CRPECONC - CRES Concentration in Pedagogy

CRRECONC - CRES Concentration in Research

ENGA-MA - English

ENGL-MA - English

ENGL-PHD - English

HIST-MA - History

HIST-PHD - History

LEADGRCERT - Leadership, Executive and Administrative Development in Criminal Justice

MALA-MLA - Liberal Arts

RHEC-PHD - Rhetoric and Composition

WOSTCERT - Women and Gender Studies Graduate Certificate

Biology Department

Students may pursue the Master of Arts, the Master of Science, and the Doctor of Philosophy in Biology.

Prerequisites for the MA, MS, and Ph.D. degrees: A BA or BS degree with a biology major or 24 semester hours of biology including intermediate or advanced undergraduate courses in cellular and molecular biology, organismal biology, ecology, evolution, genetics, physiology, microbiology or their equivalents. Students with majors in other areas may be considered upon request but may be required to make up any deficiencies in their undergraduate preparations. The undergraduate GPA should be 3.0 or higher (on a 4.0 scale).

The GRE is not required. Any submitted GRE score is part of a holistic review of each application and official documents are required if scores are submitted for inclusion with the application.

As part of their professional training, full-time graduate students in biology with biology assistantships are required to participate in the undergraduate teaching function of the department. This requirement is met by assisting in undergraduate labs, giving laboratory instructions, leading seminars or discussion groups, and grading written assignments and exams.

Programs

BIOL-MA - Biology

BIOL-MS - Biology

BIOL-PHD - Biology

Courses

BIOL50103 - Terrestrial Ecosystems

BIOL50123 - Biostatistics

BIOL50133 - Biochemistry I

BIOL50143 - Biochemistry II

BIOL50153 - Medicinal Chemistry

BIOL50303 - Evolution

BIOL50313 - Evolution, Disease, and Medicine

BIOL50401 - Neurobiology of Aging

BIOL50463 - Functional Neuroanatomy

BIOL50502 - Biochemistry Laboratory

BIOL50703 - Ecology of Lakes and Streams

BIOL50803 - Marine Biology of the Tropics

BIOL50903 - Tropical Biology

BIOL50910 - Biology Seminar

BIOL60000 - The Teaching of Biology

BIOL60001 - Scientific Presentation

BIOL60100 - Graduate Seminar - Current Research in Biology

BIOL60111 - Graduate Teaching in Biology

BIOL60121 - Professional Development in Biology

BIOL60123 - Electron Microscopy

BIOL60133 - Introduction to Scientific Communication

BIOL60153 - Conservation Genetics

BIOL60163 - Avian Biology

BIOL60173 - Mammalogy

BIOL60220 - Skills and Techniques in Biology Seminar

BIOL60224 - Developmental Biology

BIOL60243 - Advanced Immunology

BIOL60263 - Immunobiology of Disease

BIOL60320 - Graduate Research in Biology

BIOL60353 - Wildlife Ecology and Management

BIOL60403 - Medical Microbiology

BIOL60603 - Virology

BIOL60703 - Advanced Teaching in Biology

BIOL60723 - Advanced Genetics

BIOL60803 - Physiology

BIOL60910 - Biology Seminar

BIOL70771 - Non-Thesis

BIOL70950 - Assigned Problems in Biology

BIOL70980 - Thesis

BIOL70990 - Thesis

BIOL80703 - Teaching Practicum in Biology

BIOL90980 - Dissertation

BIOL90990 - Dissertation

Chemistry and Biochemistry Department

Students may pursue the Master of Arts, Master of Science and Doctor of Philosophy in Chemistry.

Prerequisites for the MA, MS and Ph.D. degrees: A baccalaureate degree in chemistry from an approved college or university with an academic record meeting the standards established by TCU. Students who have majored in related areas will be considered if it is believed that the relevant undergraduate chemistry background can be acquired during the first year of graduate study.

The GRE is not required. Any submitted GRE score is part of a holistic review of each application and official documents are required if scores are submitted for inclusion with the application.

General Requirements

All graduate students must satisfy the core course requirements in three out of four areas of chemistry through placement examination or *appropriate courses*. The examinations are at the level expected for an ACS-certified BS degree. These examinations are given during the week prior to the beginning of the fall and spring semesters.

Students must take at least three exams upon entering the program. Courses are selected from the following: [CHEM 50133](#) Biochemistry, [CHEM 50223](#) Advanced Organic Chemistry, [CHEM 50282](#) Advanced Physical Chemistry, [CHEM 50290](#), Chemical Thermodynamics and [CHEM 50163](#) Advanced Inorganic Chemistry. A grade of "B" or better in the appropriate course is required to satisfy the requirement. *All graduate students must satisfy the core course requirements by the end of the third semester in residence.*

All graduate students are required to satisfactorily complete training in laboratory safety.

Programs

CHEM-MA - Chemistry

CHEM-MS - Chemistry

CHEM-PHD - Chemistry

Courses

CHEM50001 - Laboratory Safety, Ethics & Professional Skills

CHEM50111 - Laboratory Glassblowing

CHEM50120 - Teaching of Chemistry

CHEM50133 - Biochemistry I

CHEM50143 - Biochemistry II

CHEM50153 - Medicinal Chemistry

CHEM50162 - Advanced Inorganic Chemistry Laboratory

CHEM50163 - Advanced Inorganic Chemistry

CHEM50182 - Biophysical Chemistry Laboratory

CHEM50183 - Biophysical Chemistry

CHEM50223 - Advanced Organic Chemistry

CHEM50230 - Special Problems in Chemistry

CHEM50242 - How Chemists Win Wars

CHEM50263 - Physical-Organic Chemistry

CHEM50273 - Inorganic Reactions

CHEM50282 - Advanced Physical Chemistry

CHEM50290 - Chemical Thermodynamics

CHEM50502 - Biochemistry Laboratory

CHEM50763 - Experimental Methods in Biochemistry and Biophysics

CHEM50783 - Environmental Chemistry

CHEM60110 - Seminar

CHEM60120 - Special Topics in Inorganic Chemistry

CHEM60123 - Chemistry of Heterocyclic Compounds

CHEM60130 - Special Topics in Biochemistry

CHEM60140 - Special Topics in Organic Chemistry

CHEM60150 - Special Topics in Physical Chemistry

CHEM60240 - Graduate Research in Inorganic Chemistry

CHEM60260 - Graduate Research in Organic Chemistry

CHEM60270 - Graduate Research in Physical Chemistry

CHEM60280 - Graduate Research in Biochemistry

CHEM70980 - Thesis

CHEM70990 - Thesis

CHEM90000 - Postdoctoral Research

CHEM90980 - Dissertation

CHEM90990 - Dissertation

College of Communications Department

Bob Schieffer College of Communication

The Bob Schieffer College of Communication offers the Master of Science in two degree plans - communication studies and strategic communication. Students interested either in continuing into a doctoral program or professional development will find programs that prepare them for the future. Research and development are balanced with applied experiences in the communication field. Located in one of the largest media markets in the United States, the graduate programs in the Bob Schieffer College of Communication at TCU offer diverse opportunities in a supportive and stimulating environment.

Bob Schieffer College of Communication Admission Requirements

An applicant must possess a bachelor's degree from an institution regarded as standard by the University and a regional accrediting agency. For unconditional admission, the student must have satisfactory undergraduate preparation for the particular degree sought. This is determined by the departmental graduate director and the Bob Schieffer College of Communication associate dean and includes a:

- "B" average in the last 60 hours of undergraduate work or in all undergraduate work;
- "B" average in the major field of study; and

An application that is otherwise satisfactory may still be rejected if the intended major area has already accepted as many new students as its facilities can accommodate, or if it is felt that the program TCU provides is not suitable to the applicant's vocational goals.

Application Procedure

To be considered for admission to graduate study, please complete the following items:

- Completed online application;
- One official transcript from each university/college attended. This includes all undergraduate and graduate work from all colleges or universities attended. TCU transcripts are not required;
- Three letters of recommendation;
- Official TOEFL scores for non-native English speakers;
- A \$60 application fee;
- GRE general test scores are welcome but not required;

Communication Studies applicants must also provide:

- A statement of experience and professional goals, which allows the departmental graduate coordinator to adequately determine the suitability of the applicant for the graduate program.

Strategic Communications applicants must also provide:

- Resume or curriculum vita;
- A video statement of the applicant's experience and professional goals. This allows the admissions committee to adequately determine the applicant's suitability for the graduate program;
- A written essay responding to a prompt or question.

Additional admission information is available on the Bob Schieffer College of Communication Graduate Studies website.

International Applicants

International applicants must submit TOEFL scores of 550 or better paper based, 213 computer based or 79 or better Internet-based, and proof of financial support. See individual programs for other requirements. TCU recommends a 100 or higher TOEFL score (internet based) for international students.

Conditional Admission Policy

A conditional admission may be granted to students who may be weak in one of the admission criteria if they show strength in all other criteria. The letter of acceptance will state the conditions that must be met in the first nine hours. Special permission to extend this conditional admission must be made in writing through the associate dean's office. Students who have not removed the conditions by the stated deadline will not be permitted to register for classes in the subsequent semester.

Bob Schieffer College of Communication Grading Procedures

The grading policy for all graduate communication courses is based on the following scale:

Letter Grade	Grade Point Weight
A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
C-	1.67
F	0.000

"I" — Course has not been completed and final grade has not been assigned. The "I" must be removed within the first 60 days of the long semester immediately following (with exception to the thesis or project in lieu of a thesis) or it is changed to an "F." Any extension must have written approval of the instructor of record and college dean.

"Q" — Removed from the course by the academic dean

"W" — Officially withdrew from the course

"AU" — Officially audited the course

Bob Schieffer College of Communication Academic Standards

All graduate students are required to meet the academic standards set by the Bob Schieffer College of Communication faculty. Failure to do so will result in academic probation or suspension. Graduate students must achieve at least a 2.75 GPA each semester and on a cumulative basis throughout their program of study. A student who fails to meet this expectation will be placed on probation the following long semester and must achieve a cumulative GPA of 2.75. Failure to meet that expectation will result in the removal from the program with the right to appeal to the Bob Schieffer College of Communication dean. If a graduate student in the Bob Schieffer College of Communication receives six hours of a grade of "C+" or lower, the associate dean of the graduate programs for the college may dismiss the student from the program because of failure to make satisfactory academic progress.

Bob Schieffer College of Communication Financial Aid

Stipend/Tuition Reimbursement. Merit-based financial aid is available. Students must request financial assistance in their application.

Responsibilities tied to stipend awards are departmentally driven. In all units, the graduate students on a stipend are assigned to work with a faculty member. In some units, students are assigned a lab to work in as they mentor students and assist with teaching duties. In other units, students may assist a faculty member with grading or course development or research. The number of hours assigned are directly related to the stipend. Unit graduate directors are responsible for keeping track of the graduate student's time and job as an assistant. The faculty member who oversees the student will report to the graduate director.

Satisfactory Progress

Candidacy. This status is awarded when the student has completed a minimum of nine graduate hours, maintained a graduate GPA of at least a 2.75 and secured approval from the unit graduate coordinator.

Programs

COMM-MS - Communication Studies

STCO-MS - Strategic Communication

College of Science & Engineer Department

The College of Science & Engineering includes eleven departments:

Biology

Chemistry & Biochemistry

Computer Science

Engineering

Environmental Sciences

Geological Sciences

Mathematics

Nutritional Sciences

Physics & Astronomy

Psychology

Ranch Management

The college offers graduate study for master's and doctoral degrees in several areas. Master of Arts degrees are available in biology, chemistry, environmental science, physics and psychology. Master of Science degrees are offered in biology, chemistry, developmental trauma, dietetics, environmental science, geology, mathematics, physics and psychology. A Master of Arts in Teaching is available in mathematics. A Master of Environmental Management is available in environmental science. A Certificate program is available from in ranch management. The Ph.D. is available in biology, chemistry, mathematics, physics and psychology.

Program descriptions and information concerning admission and degree requirements are presented in departmental and program listings. Detailed information about the application for admission process can be found at: <https://cse.tcu.edu/academics/graduate-programs.php>

Administrative offices for the College of Science & Engineering are located on the first floor of the Tucker Technology Center (Suite 102). Tucker also houses the departmental offices of computer science, engineering and mathematics. Chemistry & biochemistry, environmental sciences, geological sciences, and physics & astronomy are located in the Sid W. Richardson Building. Departmental offices for biology and psychology are in Winton-Scott Hall. Nutritional Sciences is located in the Annie Richardson Bass Building. Ranch Management offices are in the Ranch Management Building.

Programs

BIOL-MA - Biology

BIOL-MS - Biology

BIOL-PHD - Biology

CHEM-MA - Chemistry

CHEM-MS - Chemistry

CHEM-PHD - Chemistry

DETR-MS - Developmental Trauma

DIET-MS - Dietetics

ENMA-MEM - Enviromental Management

ENSC-MA - Environmental Science

ENSC-MS - Environmental Science

ESMS-MS - Sustainability MS

GEOL-MS - Geology

GQPMMIN - Graduate Quantitative Psychology Minor

MATH-MAT - Mathematics

MATH-MS - Mathematics

MATH-PHD - Mathematics

NUTR-MS - Nutrition

PHAS-PHD - Physics with Astrophysics Option

PHBI-PHD - Physics, Biophysics Option

PHBU-PHD - Physics, Business Option

PHYA-PHD - Physics/Astrophysics

PHYS-MA - Physics

PHYS-MS - Physics

PHYS-PHD - Physics

PSYC-MA - Psychology

PSYC-MS - Experimental Psychology

PSYC-PHD - Experimental Psychology

Comm Science & Disorders Department

The Davies School of Communication Sciences and Disorders offers the Master of Science in Deaf and Hard of Hearing Studies and Speech-Language Pathology. The master's degree program in Speech-Language Pathology is accredited by ASHA's Council on Academic Accreditation.

Within 30 days prior to enrolling in the graduate program, each student is required to present satisfactory evidence of acceptable results from a criminal background check arranged by the Davies School of Communication Sciences and Disorders.

Programs

HSCS-PHD - Health Science - Communication Science and Disorders

SPPA-MS - Speech-Language Pathology

Courses

COSD50300 - Clinical Practicum in Speech-Language Pathology II

COSD50323 - Interaction Skills for Health Professionals

COSD50342 - Advanced Aural Rehabilitation

COSD50350 - Clinical Practicum in Audiology

COSD50363 - Seminar on Stuttering

COSD50382 - Voice and Resonance

COSD50413 - Advanced Speech Sound Disorders

COSD50840 - Study Abroad:South America

COSD50850 - China: Global Perspectives on Communication Health

COSD50860 - COSD Study Abroad - Scotland, England, and Ireland

COSD50870 - COSD Study Abroad - Australia

COSD50970 - Directed Studies in Communication Disorders

COSD55343 - American Sign Language I

COSD55353 - American Sign Language II

COSD55423 - Diagnostics

COSD60223 - Clinical Lab in Teaching DHH Students I

COSD60253 - Clinical Lab 2 in Teaching DHH Students

COSD60263 - Advanced Language Development for DHH

COSD60276 - Field Practicum in DHH

COSD60300 - Practicum in Speech-Language Pathology

COSD60311 - Orofacial Pathologies

COSD60321 - Augmentative and Alternative Communication

COSD60322 - Advanced Counseling in Communication Sciences and Disorders

COSD60343 - Advanced Language Disorders in Children

COSD60363 - Orofacial Pathologies/AAC

COSD60383 - Advanced Study of Language and Language Development

COSD60390 - Seminar on Communication Disorders

COSD60392 - Professional Issues in Communication Sciences and Disorders

COSD60413 - Adult Neurolinguistic Disorders

COSD60423 - Dysphagia

COSD60433 - Motor Speech Disorders

COSD60443 - Culturally Responsive Practices and Social Justice in

Speech-Language Pathology

COSD60453 - Speech, Language, and Cognition in Bilinguals

COSD60463 - Early Intervention

COSD60970 - Directed Studies in Communication Disorders

COSD70313 - Assessment and Treatment of Stuttering

COSD70323 - Research in Communication Sciences and Disorders

COSD70980 - Thesis

COSD70990 - Thesis

Communication Studies Department

The Department of Communication Studies offers a Master of Science in Communication Studies. Applicants for the Communication Studies program must follow the Bob Schieffer College of Communication admission procedures as outlined in this catalog.

Programs

COMM-MS - Communication Studies

Courses

COMM50243 - The "Dark Side" of Interpersonal Communication

COMM50970 - Special Problems in Communication Studies

COMM60113 - Interpersonal Communication

COMM60123 - Communication Education

COMM60143 - Communication and Social Influence

COMM60153 - Topics in Communication

COMM60163 - Organizational Communication

COMM60173 - Communication Research Methods

COMM60183 - Communication Theory

COMM60193 - Advanced Research Methods in Communication Studies

COMM60203 - Family Communication
COMM60213 - Social Networking Sites and Personal Relationships
COMM60223 - Comm & Coping
COMM60293 - Communication and Social Cognition
COMM60970 - Directed Study in Communication Studies
COMM70970 - Research Problems
COMM70980 - Thesis
COMM70990 - Thesis

Comparative Race and Ethnic St Department

A Graduate Certificate in Comparative Race and Ethnic Studies (CRES) is available to TCU graduate students as a supplement to existing master's and doctoral degree programs. CRES critically examines race and ethnicity as an essential step in becoming ethical citizens and leaders in today's global community. It is an academic and community-oriented program that values respect, inclusiveness, creative expression, dialogue, engagement, inquiry and academic excellence. The certificate recognizes a student's intensive engagement with issues in Race and Ethnic Studies in the context of her/his regular disciplinary graduate work. A Graduate Certificate in CRES signifies a TCU graduate student has adequately demonstrated a commitment to the CRES program's mission and demonstrated competencies in its learning outcomes. Students may also add a supplemental Concentration in Research and/or Pedagogy.

Admission Requirements

A student must be enrolled in a TCU master's or doctoral program approved by the Comparative Race and Ethnic Studies department to participate. See the departmental website for a list of eligible programs. Admission to the CRES Graduate Certificate is automatic if the student has full good standing in her/his graduate program as certified by the Director of Graduate Studies of the student's home program or his/her College's Associate Dean of Graduate Studies.

For admission to the supplemental Concentration in Research and/or the Concentration in Pedagogy programs, the student must have already completed a minimum of 6 hours of the CRES Graduate Certificate requirements (described below), including [CRES 60003](#), and have full good standing in her/his graduate program as certified by the program's Director of Graduate Studies or his/her College's Associate Dean of Graduate Studies.

Application for admission to the CRES Graduate Certificate and the supplemental Concentration in Research and/or Concentration in Pedagogy programs should be made by downloading the admissions form on the CRES website, obtaining the necessary signatures in the student's home program or college, and then delivering it to the Chair of Comparative Race and Ethnic Studies.

Programs

CRES-CRT - Comparative Race and Ethnic Studies Graduate Certificate
CRPECONC - CRES Concentration in Pedagogy
CRRECONC - CRES Concentration in Research

Courses

CRES60003 - Graduate Introduction to Comparative Race and Ethnic Studies
CRES70001 - Portfolio

Counseling, Societal Chng, Inq Department

The Ph.D. in Educational Studies: Counseling and Counselor Education is designed to prepare advanced professional practitioners in counseling, counselor education and systems intervention with particular emphases on strength-based approaches to work with diverse populations and settings. Its purpose is to provide quality doctoral training for future educators, researchers and clinicians who wish to emphasize clinical applications that promote the health, quality of life and well-being of children, adolescents, young adults and their families. The counseling theory and counselor education courses are designed to increase understanding of current research and practice in the field. The professional competencies and counselor education courses are designed to expose students to supervisory and teaching experiences to help the student become proficient in social science research methodologies and to best prepare the student for original research and career goals. Finally, electives taught in education, communication, pastoral counseling, health and kinesiology, psychology and other disciplines will be chosen with the advisory committee. These will offer each doctoral student a personal specialization area for professional development and research. The college/department in which courses are offered will determine the readiness of students to take courses.

The Ph.D. in Educational Studies: Counseling and Counselor Education prepares students to be qualified to engage in high-quality original scholarship. Recipients will have the knowledge and skills to assume college faculty positions with responsibility in teaching graduate counseling courses, participate in counseling and counselor education research, and assume leadership positions in counseling and counselor education within schools and other organizations.

Admission

For admission into the program, an applicant must have a master's degree in a clinical mental health discipline and be eligible for licensure or certification as a mental health professional in the state of Texas. These disciplines include (but are not limited to) counseling, marriage and family therapy, psychology/psychological associate, nursing and social work. Each applicant must show evidence of knowledge and skill in human development, helping relationships, assessment, research and evaluation, and clinical experience in applied settings. Also, the applicant must present a strong academic record, a writing sample (15-20 pages, exclusive of notes and works cited) that demonstrates appropriate academic writing skills needed for success in a graduate program and three professional letters of recommendation. Students may be admitted who lack the prerequisites for some of the courses required in the program. In such cases, it will be necessary for the student to complete the prerequisites in addition to the requirements of the Ph.D. degree. A live interview is also required prior to admission.

Program of Study

A minimum of 51 credit hours post-matriculation is required for the degree.

Programs

CICA-MED - Curriculum and Instruction-Curriculum Studies Emphasis
CUCS-MED - Curriculum and Instruction-Curriculum Studies Emphasis

EDCE-PHD - Counseling and Counselor Education
EDCS-PHD - Curriculum Studies

EDGU-MED - School Counseling

EDHS-MED - Human Services

EDMH-MED - Clinical Mental Health Counseling

Courses

EDCS50001 - Colloquium Curriculum Studies

EDCS70011 - Colloquium in Curriculum Studies

EDCS70973 - Teaching Diversity

EDGU50223 - Helping Relationships

EDGU50323 - Small Group Counseling

EDGU60003 - Counseling Diverse Populations

EDGU60113 - DSM: Diagnosis and Treatment

EDGU60133 - Addictions Counseling

EDGU60143 - Counseling Interventions

EDGU60153 - Introduction to Play Therapy

EDGU60163 - Abnormal Human Development

EDGU60213 - Introduction to Marriage and Family Therapy

EDGU60223 - Advanced Counseling Skills and Ethics

EDGU60233 - Career Development and Information

EDGU60313 - Motivating and Managing Students

EDGU60323 - Assessment in Counseling

EDGU60383 - Counseling Theories and Techniques

EDGU60403 - Theories of Student Development

EDGU60613 - Guidance and Counseling Programs

EDGU70003 - Advanced Human Systems

EDGU70013 - Language Systems

EDGU70023 - Teaching Helping Relationships

EDGU70033 - Orientation and Ethical Practice in Clinical Mental Health

Counseling

EDGU70043 - Philosophical Underpinnings of Psychotherapy

EDGU70103 - Practicum

EDGU70143 - Teaching Practices in Counselor Education

EDGU70223 - Supervision in Counseling

EDGU70233 - International Practices of Counseling

EDGU70303 - Internship

EDGU70323 - Advanced Group Leadership

EDGU70383 - Advanced Study in Counseling Theories and Techniques

EDGU70793 - Strength-Based Theories:Assessment, Research, and Practice

EDGU70970 - Special Topics in Guidance and Counseling

EDGU71103 - Field Experience in Student Affairs

EDSP50273 - Technology for Diverse Learners

EDUC50003 - Diversity in American Education

EDUC55970 - Special Topics in Education

EDUC60013 - Curriculum Theory

EDUC60043 - Action Research

EDUC60143 - Theories of Human Development

EDUC60203 - Curriculum and Instruction

EDUC60213 - Psychology of Thinking and Learning

EDUC60253 - Historical and Philosophical Foundations of Education

EDUC60263 - Applied Teaching, Learning and Technology

EDUC60810 - Seminar in Educational Research

EDUC60823 - Educational Program Evaluation & Research

EDUC60833 - Curriculum History in the United States

EDUC60843 - Contemporary Curriculum Theory

EDUC60953 - Research Literacy and Communication

EDUC70813 - Curriculum Studies Seminar

EDUC70823 - Inquiry Seminar

EDUC70953 - Research in Education

EDUC70960 - Apprenticeship in Research

EDUC70963 - Qualitative Inquiry

EDUC70973 - Advanced Qualitative Inquiry

EDUC70980 - Thesis

EDUC70983 - Introduction to Quantitative Research

EDUC70990 - Thesis

EDUC71813 - Curriculum Studies Seminar (WGST)

EDUC72813 - Curriculum Studies Seminar (CRES)

EDUC73813 - Curriculum Studies Seminar (WGST-CRES)

EDUC90980 - Dissertation

EDUC90990 - Dissertation

Criminology & Criminal Justice Department

The Department of Criminal Justice offers the Master of Science in Criminal Justice and Criminology. This graduate program emphasizes independent research and analytic thinking in examining topics and issues related to the study of crime and the criminal justice system. Students will apply analytic skills developed in the courses to examine contemporary criminal justice issues, analyze existing research and inform policy. Courses will integrate published research, empirical data and the personal experiences of the instructors and students in the criminal justice field. Students and instructors with a variety of backgrounds and experiences in the criminal justice field will provide a rich and interactive learning environment for those with or without a background in criminal justice. The program is offered exclusively online, with the exception of a one-day orientation that includes some classroom instruction. It is designed for prospective doctoral students, working professionals and college graduates interested in the advanced study of criminal justice and criminology.

Admission Requirements

For unconditional admission, applicants must meet the following requirements set by TCU:

- A bachelor's degree from an institution regarded as standard by the University and a regional accrediting agency
- A "B" average in either the last 60 hours of undergraduate work or in all undergraduate work
- A "B" average in the major field

The Department of Criminal Justice also requires the following from each applicant:

- A personal statement of no more than 250 words describing academic and professional objectives
- Three letters of recommendation
- A non-refundable application fee

Individuals who do not meet these requirements may be accepted conditionally, in accordance with TCU policy and with the approval of the program director. Meeting these minimum requirements does not guarantee admission to the program; it is up to the discretion of the program director and faculty to select applicants for admission. The department will consider qualified majors in other fields and can take into account life and career experience.

Students not meeting minimum GPA requirements can be considered for admission with supplemental performance predictors such as career experience or, GRE exam scores (not required).

Application Deadline

Application materials must be received by May 1 to be considered for full consideration.

Programs

CRJU-MS - Criminology & Criminal Justice

CRLECERT - Leadership, Executive and Administrative Development in Criminal Justice Certificate

LEADGRCERT - Leadership, Executive and Administrative Development in Criminal Justice

Courses

CRJU61113 - Introduction to Online Learning and Critical Thought

CRJU61123 - Criminal Justice Systems

CRJU61133 - Advanced Social Science Research Methodology

CRJU61143 - Social Science Statistics and Probability

CRJU61183 - Advanced Criminological Theory

CRJU61193 - Applied Research and Policy 1

CRJU61253 - Policing

CRJU61263 - Courts, Law, and Legal Procedure

CRJU61273 - Corrections and Reentry

CRJU61283 - Research Writing

CRJU61293 - White-Collar Crime

CRJU61303 - Critical Issues in Law Enforcement

CRJU61313 - Law Enforcement Management and Leadership

CRJU61323 - Legal Issues in Law Enforcement Management

CRJU61333 - Law Enforcement Policy and Practice

CRJU61393 - Applied Research and Policy 2

CRJU70980 - Thesis

CRJU70990 - Thesis

Curriculum & Instruction Department

The Curriculum and Instruction master's degree program is designed for teachers and other educational professionals interested in improving their instruction, preparing for positions of leadership, or enhancing their abilities to support learning in K-12 schools or other educational settings. The program offers graduate students two kinds of preparation: 1) knowledge related to content and 2) knowledge that helps them contribute to scholarship. The degree is constructed so that students choose a content specialization and either a research emphasis, or a teaching and learning emphasis. The objectives of the program are to:

- Provide a rigorous master's degree program that prepares graduate students to work with children, adolescents, and families in a variety of educational settings.
- Provide graduate students with the knowledge and skills necessary to enhance their teaching and research abilities.

There are two options for earning the Curriculum and Instruction master's degree:

- Traditional master's degree (30 credit hours)
- Accelerated master's degree (30 credit hours)

The traditional Master of Education (MEd) is a 30 credit hour program that provides a solid knowledge base and background in the theoretical and practical aspects of the selected specializations. These specializations include:

Curriculum Studies Specialization

Curriculum Studies as a field is interdisciplinary and draws upon multiple perspectives including psychology, social foundations, cultural studies, critical theory, and education to study curriculum, individuals, societies, and interdisciplinary themes, while critically examining educational issues and policies. The field values democratic community building and an ethic of social action that honors diversity. Students come to curriculum studies from formal and informal learning contexts as well as various disciplines. Graduates of the program pursue varied professional positions in schools, non-profit agencies, and other community organizations. While curriculum studies students' backgrounds and goals are diverse, they share an interest in understanding the intersections of individuals and sociopolitical contexts. Curriculum studies arises from a 1970s reconceptualization of curriculum. Concerned with understanding curriculum more so than developing and evaluating curricula, Curriculum Studies addresses questions such as:

- What is knowledge and who decides? How does knowledge affect lives?
- What does it mean to educate and to be/come educated?
- What are the relationships between learning and teaching, curriculum theory and practice?
- How is curriculum culturally, politically, and economically situated?
- What are the roles of power and vulnerability in curriculum studies?

Language and Literacy Specialization

The Language and Literacy specialization focuses on research and pedagogy related to language and literacy, while preparing graduate students with an in-depth understanding of teaching reading and writing to children and adolescents. With this knowledge, students will be able to establish themselves as teacher-leaders in their respective schools and districts. Prerequisite: Certification to teach EC-6, or English Language Arts/Reading as respective grade levels. Note: This program does not meet the requirements for Reading, English Language Arts teacher certification.

Mathematics Education Specialization

By completing this specialization, students will enhance their mathematical knowledge for teaching and pedagogical content knowledge, understand the vertical alignment of the mathematics content areas in the pre-K through 12 curriculum, and link research and practice by understanding how to use and conduct research to enhance teacher practice. With this knowledge, students will be able to establish themselves as teacher-leaders in their respective schools and districts. Prerequisite: Certification to teach mathematics at respective grade level. If not certified, the applicant must demonstrate subject preparation for a highly qualified teacher as outlined by the Texas Education Association under the No Child Left Behind Act:

- 24 hours or more of mathematics coursework at the undergraduate level (for middle/secondary candidates) or
- Undergraduate mathematics coursework, professional development in mathematics and/or teaching experience (for elementary candidates).

Note: This program does not meet the requirements for mathematics teacher certification.

Science Education Specialization

Science Education draws upon science, psychology, and education as a foundation for the teaching about and learning of science. The science education reform documents require students to have knowledge of practices, crosscutting concepts, and core ideas of science and an in-depth understanding of teaching science to all children. In addition, students earning this degree will have an understanding of and experience in original research. There is a minimum requirement of 12 hours of course work in this area of specialization.

Programs

CHPECERT - Health Professions Education Certificate

Doctor of Nursing Practice Department

The Doctor of Nursing Practice (DNP) is an innovative, solution-focused program designed to prepare students to assume clinical leadership positions in a variety of healthcare, business, government and educational organizations.

This practice doctorate in nursing provides the terminal academic preparation for nursing practice.

TCU Nursing offers two pathways to the Doctor of Nursing Practice degree:

- Executive Nurse Leadership & Practice (MSN to DNP)
- Post-baccalaureate (BSN to DNP)

Educ Leadership and Higher Ed Department

TCU's College of Education offers an Ed.D. in Educational Leadership, as well as a Ph.D. in Educational Studies with an emphasis in Educational Leadership (see "PhD in Educational Studies"). These Ed.D. programs prepare students to assume major leadership positions in a wide variety of education-related organizations by applying managerial skills and educational leadership in the field of education. The program is designed to prepare students to enter educational management in school systems; regional, state, or federal governments; research institutions; private foundations; universities; or private sector companies. PhD programs prepare students for tenure-track work or other careers that have a heightened focus on educational research.

The program:

- Develops leaders who understand the operations and leadership of organizations.
- Develops leaders prepared to take advantage of increasing opportunities for creating new educational institutions and systems.
- Develops educational leaders who operate with a global perspective in a diverse and rapidly evolving professional field.
- Develops educational leaders who operate with clear-cut ethical and moral commitments for the education of all students.
- Develops educational leaders able to envision and create new settings now possible through the availability of information technologies.

There are five options to the Educational Leadership Program.

Option 1: The Ed.D. in Educational Leadership: Schools and Districts offers high-quality instruction preparing students for leadership roles in K-12 education. For those interested, this program also provides students the background necessary to complete superintendent certification in Texas.

Option 2: The Ed.D. in Higher Education Leadership is designed to prepare students to assume leadership positions in higher education institutions.

Option 3: The Ph.D. in Educational Studies (Educational Leadership emphasis) is designed to prepare students who aspire to professional positions that involve a focus on research, such as work with policy organizations, think tanks, or tenure-track positions in institutions of higher education.

Option 4: Together with the M.J. Neeley School of Business, the College of Education has created a unique option: a comprehensive program that integrates a Master of Business Administration (MBA) with a doctorate in educational leadership (Ed.D.) or higher education leadership (Ed.D.), effectively combining the best of business and educational disciplines.

Option 5: Together with the M.J. Neeley School of Business, the College of Education has created a unique option: a comprehensive program that integrates a Masters of Business Administration (MBA) with a PhD in Educational Studies with an Educational Leadership emphasis, effectively combining the best of business and educational disciplines. The MBA/PhD has advising plans for both PK-12 and higher education contexts, and prepares those individuals for whom research will be a significant component of professional life.

Programs

EDHE-EDD - Higher Education Leadership

EDHE-MED - Higher Education Administration Emphasis

EDLE-EDD - Educational Leadership

EDLE-MED - Educational Leadership-PK-12 Emphasis

EDLE-PHD - Educational Leadership

Courses

EDAD60103 - Administrators, Schools and Districts

EDAD60113 - Administrators and Teachers

EDAD60123 - Administrators, Parents and Children

EDAD60133 - Trends and Issues in Educational Administration

EDAD60143 - Administrative Life

EDAD70001 - Doctoral Pro-Seminar

EDAD70003 - Foundational Readings in Educational Administration

EDAD70013 - Legal and Social Environment of Education

EDAD70023 - Theory and Management of Education Systems

EDAD70033 - Ethics & Equity-Oriented Leadership

EDAD70043 - Educational Policy and School Finance

EDAD70053 - Applied Research: Economics of Education

EDAD70063 - Data-Informed Decision-Making

EDAD70073 - Capstone/Dissertation Seminar

EDAD70200 - Internship in Educational Administration

EDAD80206 - Internship

EDAD90770 - Capstone Project

EDHE60013 - Leadership: Theory and Practice

EDHE60023 - Seminar: Trends in Teaching, Learning, and Leadership

EDHE60133 - Legal Issues in Higher Education

EDHE60403 - Theories of Student Development

EDHE60423 - Introduction to Student Affairs

EDHE61183 - Special Topics in Higher Education

EDHE70113 - Academic Leadership and Governance in Higher Education

EDHE70123 - College President

EDHE70133 - History and Philosophy of Higher Education

EDHE70143 - Advanced Student Development Theory: Impact of College on Students

EDHE70153 - Organizational Behavior in Education Contexts

EDHE70163 - The Small College

EDHE70203 - Internship in Educational Administration

EDHE70223 - Intercollegiate Athletics in Higher Education

EDHE70233 - Comparative Higher Education

EDHE70253 - Assessment and Accreditation in Post-Secondary Education

EDHE70263 - Finance in Higher Education

EDHE70543 - Campuses and Capitols

EDHE70633 - Challenges in Higher Education: Student Affairs

EDHE78213 - Human Resource Management in Higher Education

EDLE60013 - Leadership: Theory and Practice

EDLE60023 - Seminar: Trends in Teaching, Learning, and Leadership

EDLE60033 - Community Engagement and Culturally Responsive Practice

EDLE60043 - Instructional Leadership: Curriculum, Instruction, & Assessment

EDLE60053 - Instructional Leadership: Supervision, Coaching, & Evaluation

EDLE60063 - Law and Ethics in Educational Leadership

EDLE60073 - Education Policy Studies

EDLE60083 - Data Use for Educational Leaders

EDLE60093 - Principal Practicum in Educational Leadership

EDLE70043 - School and Community Contexts

EDLE70053 - Cultural Foundations in Educational Leadership

EDLE70083 - Issues and Trends in the Superintendency

EDLE70090 - Superintendent Practice in Educational Leadership

EDUC70923 - Introduction to Applied Qualitative Methods

English Department

English

For admission and general requirements, see [degree requirements](#) for specific departmental requirements and supplementary information.

English MA/Ph.D. and Rhetoric and Composition Ph.D. Admission Requirements

To pursue the MA in English, students must earn a B.A. or equivalent, with credit in English equivalent to the TCU 30-semester-hour major. To pursue the Ph.D., students must earn a B.A. or equivalent, with credit in English equivalent to the TCU 30-semester-hour major and sophomore-level credit in a foreign language. Applicants with less preparation may be admitted conditionally but must take such additional courses as prescribed by AddRan College and the departmental director of graduate studies. Applicants must present recent GRE scores (less than five years old) with the admission application. Applicants must also submit a writing sample (10-20 pages, exclusive of notes and works cited) that demonstrates appropriate academic and writing skills needed for success in an English graduate program. Applicants should include with their materials a personal statement outlining career goals, explaining how they match the English Program at TCU, and three to five references relevant to postgraduate work in English studies.

Programs

ENGA-MA - English

ENGL-MA - English

ENGL-PHD - English

RHEC-PHD - Rhetoric and Composition

Courses

CRWT55103 - Creative Nonfiction Workshop I

CRWT55133 - Creative Nonfiction Workshop II

CRWT55143 - Studies in Creative Writing

CRWT55153 - Fiction Writing Workshop I

CRWT55163 - Fiction Writing Workshop II

CRWT55173 - Poetry Writing Workshop I

CRWT55213 - Drama Writing Workshop I

CRWT55213 - Drama Writing Workshop I

CRWT55223 - Drama Writing Workshop II

CRWT55273 - Poetry Writing Workshop I

CRWT55273 - Poetry Workshop I

CRWT55313 - Drama Writing Workshop II

CRWT55363 - Digital Creative Writing

CRWT55703 - Advanced Multi-Genre Workshop

CRWT55973 - Directed Study in Creative Writing

CRWT55973 - Directed Study in Creative Writing

ENGL50133 - Seminar in Literature and History

ENGL50233 - Studies in Creative Writing

ENGL50243 - Teaching Writing

ENGL50253 - Classical Rhetoric

ENGL50973 - Directed Study in English

ENGL55103 - Chaucer

ENGL55113 - British Literature to 1800

ENGL55123 - Literary Criticism

ENGL55133 - Introduction to Literary Theory

ENGL55143 - History of the Language

ENGL55153 - Prose and Poetry of the English Renaissance

ENGL55163 - Milton and his Contemporaries

ENGL55173 - Shakespeare and Marlowe

ENGL55183 - Literature Pedagogy

ENGL55193 - Authorship in American Literary Culture

ENGL55203 - Postcolonial Literature

ENGL55213 - Seminar in American Literature since 1900

ENGL55223 - Rhetoric and Literature

ENGL55233 - Seminar in British Literature of the Victorian Period

ENGL55243 - Seminar in British Literature of the Eighteenth Century

ENGL55273 - British Literature since 1800

ENGL55283 - British Literature: The Bloomsbury Group

ENGL55303 - Research Seminar in British Literature

ENGL55313 - The Roaring Twenties

ENGL55323 - Medieval and Early Modern Women Writers

ENGL55333 - Shakespeare

ENGL55343 - Studies in Early American Literature

ENGL55353 - U.S. Multi-Ethnic Literature

ENGL55363 - Transnational American Literature

ENGL55373 - Studies in 20th Century American Literature

ENGL55383 - The Victorian Novel

ENGL55393 - Satire

ENGL55403 - Women Poets and Poetic Tradition

ENGL55413 - Studies in Medieval Literature and Culture

ENGL55423 - American Literature to 1865

ENGL55433 - Wilde Years: Oscar Wilde and the 1890s

ENGL55443 - African American Literature

ENGL55453 - King Arthur in Literature and Legend

ENGL55463 - Transnational Arabs: the Middle East and North Africa in Diaspora

ENGL55473 - Research Seminar in American Literature

ENGL55483 - Victorian Women Writers

ENGL55493 - Digital Approaches to Textual Problems

ENGL55503 - Studies in Nineteenth-Century American Literature

ENGL55513 - Introduction to Modern Critical Theory

ENGL55523 - Archival Scholarship

ENGL55533 - Literature of Latinx Diaspora

ENGL55543 - Renaissance Drama Exclusive of Shakespeare

ENGL55553 - American Novel I

ENGL55563 - Toni Morrison

ENGL55573 - U.S. Women's Writing I

ENGL55583 - Seminar in Contemporary African-American Literature

ENGL55593 - The Long Novel

ENGL55633 - Love, Sex, and Power in Renaissance England

ENGL55713 - Mexican American Culture

ENGL55723 - Contemporary Latinx Literature

ENGL55733 - Children's Literature

ENGL55743 - Urban Experiences and American Literature

ENGL55753 - Law and Literature

ENGL55763 - Race and Gender in American Literature

ENGL55773 - Literature of the Middle East and North Africa

ENGL55783 - American Non-Fiction Prose

ENGL55793 - American Literature in a Global Context

ENGL55793 - Seminar in Composition

ENGL55813 - American Literature since 1865

ENGL55823 - American Fiction, 1960 to the Present

ENGL55833 - Australian Literature

ENGL55843 - Research Seminar in Global Literature

ENGL55853 - Seminar in Shakespeare

ENGL55973 - Directed Study in English

ENGL60103 - Bibliography and Methods of Research

ENGL60123 - Introduction to Modern Critical Theory

ENGL60133 - Archival Scholarship

ENGL60143 - Methods in American Studies

ENGL60203 - Writing for the Professions

ENGL60303 - Seminar in Medieval Studies

ENGL60413 - Chaucer

ENGL60423 - Prose and Poetry of the English Renaissance	ENGL80833 - Cultural Rhetorics
ENGL60433 - Renaissance Drama Exclusive of Shakespeare	ENGL90980 - Dissertation
ENGL60443 - Seventeenth Century Poetry	ENGL90990 - Dissertation
ENGL60453 - The Long Eighteenth Century	WRIT55103 - Style
ENGL60473 - British Novel I	WRIT55113 - Multimedia Authoring Image and Hypertext
ENGL60503 - Early American Literature	WRIT55123 - Language Rhetoric and Culture
ENGL60513 - Teaching College Composition	WRIT55133 - Multimedia Authoring: Image and Hypertext
ENGL60703 - Introduction to Composition Studies	WRIT55143 - Multimedia Authoring: Sound & Podcasting
ENGL60713 - Modern Rhetoric	WRIT55153 - Rhetoric of Social Media
ENGL60723 - Research Practices in Composition and Rhetoric	WRIT55163 - Writing Cross-cultural Differences
ENGL60733 - Language and Theory	WRIT55173 - Intersections of Literacies, Pedagogies, and Black Feminisms
ENGL60803 - Literature Pedagogy	WRIT55223 - Advanced Technical Writing
ENGL70403 - British Novel II	WRIT55233 - Writing for Publication
ENGL70413 - Romantic Poetry and Prose	WRIT55243 - Seminar in Rhetoric
ENGL70423 - Victorian Poetry and Prose	WRIT55253 - Rhetorical Traditions
ENGL70433 - Modern British Novel	WRIT55263 - Multimedia Authoring: Animation and Film
ENGL70443 - Modern British Poetry	WRIT55273 - Classical Rhetoric
ENGL70453 - Modern British Drama	WRIT55283 - Editing and Publishing
ENGL70463 - Modern British Literature	WRIT55303 - Modern Rhetoric
ENGL70473 - Twentieth Century Irish Writers	WRIT55313 - Research Practices in Composition and Rhetoric
ENGL70483 - Victorian Women Writers	WRIT55353 - Introduction to Composition Studies
ENGL70493 - Nineteenth Century Studies in British Literature	WRIT55363 - History of Rhetoric
ENGL70503 - American Novel I	WRIT55473 - Non-Human Rhetoric and Representation
ENGL70513 - American Novel II	WRIT55483 - Anti-Racist Pedagogies in Writing Studies and Rhetorical Education
ENGL70523 - American Novel III	WRIT55493 - Digital Inclusiveness
ENGL70533 - The American Short Story	WRIT55503 - Propaganda Analysis
ENGL70543 - American Poetry I	WRIT55613 - Women's Rhetorics
ENGL70553 - American Poetry II	WRIT55623 - Women's Rhetorics
ENGL70563 - American Stagings: Culture, Theatre, Performance	WRIT55633 - Rhetorical Practices in Culture
ENGL70573 - American Non-Fiction Prose	WRIT55733 - Writing Major Seminar
ENGL70583 - American Literature in a Global Context	WRIT55743 - Multimedia Authoring: Mobile Apps and eBooks
ENGL70593 - Authorship in American Literary Culture	WRIT55753 - Multimedia Authoring: Comics Production
ENGL70603 - Digital Approaches to Textual Problems	WRIT55763 - Language and Theory
ENGL70703 - History of Rhetoric	WRIT55773 - Writing for the Professions
ENGL70713 - Rhetoric and Literature	WRIT55783 - Seminar in Literacy
ENGL70723 - Rhetoric and Criticism	WRIT55973 - Directed Study in Writing
ENGL70733 - Image Studies and Multimodal Rhetorics	
ENGL70771 - Non-Thesis	
ENGL70970 - Directed Studies	
ENGL70980 - Thesis	
ENGL70990 - Thesis	
ENGL80123 - Seminar in Literary Theory	
ENGL80403 - Seminar in Spenser	
ENGL80413 - Seminar in Shakespeare	
ENGL80433 - Seminar in British Literature of the Eighteenth Century	
ENGL80443 - Seminar in British Literature of the Romantic Period	
ENGL80453 - Seminar in British Literature of the Victorian Period	
ENGL80463 - Postcolonial Literature	
ENGL80463 - Seminar in Modern British Literature	
ENGL80473 - Renaissance Bodies	
ENGL80503 - Seminar in American Literature before 1900	
ENGL80513 - Seminar in American Literature since 1900	
ENGL80523 - Race and Gender in American Literature	
ENGL80533 - Literature of Latinx Diaspora	
ENGL80583 - Seminar in Contemporary African-American Literature	
ENGL80603 - Seminar in Kenneth Burke	
ENGL80613 - Women's Rhetorics	
ENGL80623 - Intersections of Literacies, Pedagogies, and Black Feminisms	
ENGL80703 - Seminar in Rhetoric	
ENGL80713 - Seminar in Literacy	
ENGL80723 - Seminar in Composition	
ENGL80733 - Poststructural Rhetoric	
ENGL80743 - Genre Theory	
ENGL80753 - Anti-Racist Pedagogies in Writing Studies and Rhetorical Education	
ENGL80813 - Rhetorics and Poetics of 1930s America	
ENGL80823 - Social Movement Rhetorics	

Environmental Science Department

Students may pursue the Master of Arts, Master of Science and Master of Environmental Management.

Prerequisites for the MA/MS degrees: A bachelor's degree with a major in environmental science, biology, geology (or the equivalent) or a major in one of the other sciences, or engineering, or one of the social sciences. Students with undergraduate preparations different from these will be considered after careful review.

The student must have completed at least one year of biology, one semester of physical geology, one year of chemistry, one semester of calculus and one semester of introductory statistics. The GRE is not required. Any submitted GRE score is part of a holistic review of each application and official documents are required if scores are submitted for inclusion with the application.

Prerequisites for the MEM degree: The department accepts students with a variety of undergraduate majors, including the humanities, social sciences, natural sciences and engineering. However, in order to be adequately prepared for the required coursework, MEM applicants should have completed two semesters in any combination of biology, geology or chemistry; one semester of either calculus or introductory statistics; and one semester of upper-level ecology. Students lacking some of this preparation may be accepted for admission, but are expected to make up the deficiencies prior to entrance by means of formal coursework or other arrangements agreed upon by the applicant and the director.

Program of Study

Each student prepares an individual Program of Study (POS) designed specifically for the student's particular background and goals. The POS is prepared in consultation with the student's major professor and the director of the program.

Each student, regardless of the graduate degree selected, is also required to pass an oral examination based upon the chosen program of study.

Programs

ENMA-MEM - Environmental Management

ENSC-MA - Environmental Science

ENSC-MS - Environmental Science

ESMS-MS - Sustainability MS

Courses

ENSC50003 - Applied Projects Partnership Program

ENSC50213 - Environmental Geology

ENSC50233 - Urban Wildlife

ENSC50333 - Energy Development and Wildlife Conservation

ENSC50403 - Rivers in the Landscape

ENSC50433 - Sustainability in the Built Environment

ENSC50493 - Physical Hydrology

ENSC50503 - Wetlands Delineation and Management

ENSC50513 - Wetlands Restoration

ENSC50523 - Introduction to Geographic Information Systems

ENSC50551 - Anthropogenic Disturbance of Wildlife

ENSC50593 - Environmental Modeling

ENSC50633 - Geochemical Analysis

ENSC50693 - Natural Resources Compliance

ENSC50703 - Environmental Compliance

ENSC50713 - Phase I and Phase II Environmental Site Assessment

ENSC50723 - Water and Wastewater Technology

ENSC50733 - Environmental, Health & Safety

ENSC50743 - Environmental Impact Statements

ENSC50753 - Sustainability Reporting

ENSC50763 - Groundwater Hydrology

ENSC50773 - Introduction to Environmental Law

ENSC50783 - Environmental Chemistry

ENSC50793 - Environmental Sustainability

ENSC50863 - Spatial Analysis

ENSC50873 - Environmental Remote Sensing

ENSC50883 - Applied GIS

ENSC50963 - GIS Internship

ENSC55493 - Physical Hydrology

ENSC55593 - Environmental Modeling

ENSC55693 - Natural Resources Compliance

ENSC55703 - Environmental Compliance

ENSC55713 - Phase I & II ESA

ENSC55723 - Water and Wastewater Technology

ENSC55743 - Environmental Impact Statements

ENSC55793 - Environmental Sustainability

ENSC60001 - Environmental Presentations

ENSC60011 - Literacy of Science Review

ENSC60021 - Oral Examination

ENSC60173 - Mammalogy

ENSC60203 - Environmental Issues

ENSC60313 - Sustainable Development in Costa Rica

ENSC60343 - Service Learning in Environmental Science and Sustainability

ENSC60353 - Wildlife Ecology and Management

ENSC60503 - Environmental Methods and Statistics

ENSC60553 - Zoo Animal Enrichment

ENSC60603 - South African Biodiversity and Human Development

ENSC70003 - Environmental Internship

ENSC70010 - Research in Sustainability Science

ENSC70030 - Research in Applied Wildlife Ecology

ENSC70040 - Water Resources Research

ENSC70351 - Publication Writing

ENSC70970 - Special Problems

ENSC70980 - Thesis

ENSC70990 - Thesis

Fine Arts Department

The College of Fine Arts is comprised of the School of Art, the School for Classical & Contemporary Dance, The Department of Design, The Department of Fashion Merchandising, the School of Music and the Department of Theatre. The School of Art offers the M.A. in Art History and the M.F.A. in Studio Art. The School of Music offers the M.M. in Performance, Musicology, Theory, Composition, Conducting and Pedagogy; the M.M.E. in Music Education and Piano Pedagogy; the Artist Diploma in Performance; and the Doctor of Musical Arts in Performance, Pedagogy, Composition and Conducting.

College of Fine Arts faculty are dedicated teachers who combine strong academic training with years of professional experience in their disciplines, and pride themselves on the ability to convey to students the knowledge necessary for successful lives and careers in the 21st century. The college also hosts visiting faculty, guest artists and performers who interact with students throughout the year enriching the learning experience.

Resources available to students include numerous computer labs, lighting and sound systems, specialized libraries and conditioning equipment, galleries, art and dance studios, theaters, and performance halls. Importantly, College of Fine Arts programs enjoy close working relationships with the Kimbell Art Museum, the Fort Worth Symphony, Casa Mañana Theatre, and many other visual and performing arts institutions in the Dallas/Fort Worth metroplex.

Programs

ARHI-MA - Art History
 CBND-MM - Conducting - Band Emphasis
 CCHR-MM - Conducting - Choral Emphasis
 COND-DMA - Conducting
 CORC-MM - Conducting - Orchestral Emphasis
 MCOL-MM - Musicology
 MUCO-DMA - Composition
 MUCO-MM - Composition
 MUED-MME - Music Education
 MUTH-MM - Music Theory
 ORGN-DMA - Performance - Organ
 ORGN-MM - Performance - Organ
 PIAN-DMA - Performance - Piano
 PIAN-MM - Performance - Piano
 PICO-MM - Performance - Collaborative Piano
 PIPE-DMA - Piano Pedagogy
 PIPE-MM - Piano Pedagogy
 PIPE-MME - Music Education-emphasis in Piano Pedagogy
 STAR-MFA - Studio Art
 STRI-DMA - Performance - String
 STRI-MM - Performance - String
 VOCA-DMA - Performance - Vocal
 VOCA-MM - Performance - Vocal
 VOPE-DMA - Voice Pedagogy
 VOPE-MM - Voice Pedagogy
 WIPR-DMA - Performance - Wind/Percussion
 WIPR-MM - Performance - Wind/Percussion

Geology Department

Students may pursue the Master of Science in Geology.

Prerequisites: A BA or BS from an acceptable college of university with an academic record meeting the standards of TCU.

The GRE is not required. The GRE score is part of a holistic review of each application and official documents are required if scores are submitted for inclusion with the application.

Students who have majored in an area other than geology may be admitted if undergraduate deficiencies can be removed within a reasonable amount of time. An applicant's academic record should demonstrate knowledge both of the other sciences necessary to the field of concentration and of mathematics through differential and integral calculus. If these areas are deficient, the student may be counseled to take non-credit background courses.

Programs

GEOL-MS - Geology

Courses

GEOL50213 - Environmental Geology
 GEOL50233 - Optical Mineralogy and Petrography
 GEOL50251 - Scanning Electron Microscopy
 GEOL50341 - Interpreting Seismic Data
 GEOL50413 - Global Tectonics and Basin Analysis
 GEOL50423 - Petroleum Geology
 GEOL50443 - Natural Hazards and Disasters
 GEOL50493 - Physical Hydrology
 GEOL50523 - Introduction to Geographic Information Systems
 GEOL50543 - Sedimentary Environments and Facies
 GEOL50553 - Integrating and Interpreting Subsurface Geological Data

GEOL50563 - Energy and Natural Resources
 GEOL50573 - Geology of Texas
 GEOL50593 - Environmental Modeling
 GEOL50603 - Introduction to Geochemistry
 GEOL50613 - Igneous and Metamorphic Petrology
 GEOL50623 - Volcanology
 GEOL50633 - Geochemical Analysis
 GEOL50731 - Remote Sensing Technology
 GEOL50741 - Image Processing
 GEOL50751 - Image Interpretation
 GEOL50763 - Groundwater Hydrology

GEOL50773 - Introduction to Environmental Law
GEOL50783 - Environmental Chemistry
GEOL50813 - Meteorites, Asteroids, and Planets
GEOL50863 - Spatial Analysis
GEOL50873 - Environmental Remote Sensing
GEOL50883 - Applied GIS
GEOL50901 - Introduction to Computer Applications in Geology
GEOL50912 - Geological Statistics
GEOL50922 - Digital Cartography
GEOL50963 - GIS Internship
GEOL60113 - Structural Geomechanics
GEOL60213 - Environmental Analysis
GEOL60331 - Basic Seismics
GEOL60351 - Seismic Stratigraphy
GEOL60361 - Basic Well Log Interpretation
GEOL60393 - Soils in the Environment
GEOL60413 - Advanced Map Interpretation
GEOL60423 - Overview of Petroleum Engineering
GEOL60433 - Siliciclastic Sequence Stratigraphy
GEOL60443 - Applied Reservoir Simulation
GEOL60493 - Hydrology
GEOL60513 - Carbonate Petrology
GEOL60523 - Sandstone Petrology
GEOL60603 - Conventional Exploration: IBA
GEOL60710 - Geology Seminar
GEOL70771 - Non-Thesis
GEOL70970 - Special Problems
GEOL70980 - Thesis
GEOL70990 - Thesis

Grad Studies Department

Graduate degrees are administered by the following schools/colleges after graduate programs:

- Neeley School of Business
- Bob Schieffer College of Communication
- College of Education
- College of Fine Arts
- AddRan College of Liberal Arts
- Harris College of Nursing & Health Sciences
- College of Science & Engineering

The policies for graduate study are determined cooperatively by the administration, the Graduate Council, and the vice chancellor for academic affairs. The implementation of these policies is the responsibility of the vice chancellor.

History Department

History

The history concentration is available on the Master of Arts and Doctor of Philosophy degrees.

Students must earn a B.A. degree or its equivalent with a 24-hour major in history. Applicants lacking these qualifications may be admitted conditionally, but must take such preparatory work as may be prescribed by the departmental graduate committee.

Applicants should submit their materials before Feb. 1. Late applications will not be accepted.

Programs

HIST-MA - History
HIST-PHD - History

Courses

HIST50080 - Archival Internship
HIST50133 - Seminar in Literature and History
HIST50833 - Selling Sex in the City: A Global History of Prostitution
HIST50963 - Historiography
HIST50970 - Special Studies in History
HIST70303 - Reading Seminar in European History
HIST70453 - Seminar in Asian History
HIST70603 - Reading Seminar in U.S. History
HIST70703 - Reading Seminar in Military History
HIST70771 - Non-Thesis

HIST70803 - Reading Seminar in Vietnam War History
HIST70813 - Reading Seminar in Hispanic American History
HIST70903 - Reading Seminar in Latin American History
HIST70980 - Thesis
HIST70990 - Thesis
HIST80083 - History as a Profession: Teaching, Research, and Service
HIST80090 - Supervised Teaching at the College Level
HIST80453 - Research Seminar in World History
HIST80603 - Research Seminar in U.S. History
HIST80703 - Research Seminar in Military History

HIST80803 - Research Seminar in Vietnam War History
HIST80813 - Research Seminar in Hispanic American History
HIST80903 - Research Seminar in Latin American History
HIST90980 - Dissertation
HIST90990 - Dissertation

Info Systems & Supply Chain Department

Supply and value chain management is cross-disciplinary and encompasses interrelated elements of marketing, logistics, purchasing, operations management and information technology. In today's highly competitive environment, the multiple firms in a supply chain must be able to collectively respond to rapidly changing customer requirements. To do this efficiently and effectively requires working together across functions within the firm and beyond the firm's boundaries to understand and respond to changing customer requirements and to match supply to customer demand. This program is designed to give students the skills and capabilities needed for supply chain positions in companies facing such challenges.

Programs

SCMT-MS - Supply Chain Management
SUBUCERT - Certificate in Sustainable Business

Courses

INSC60010 - Statistical Models
INSC60011 - Supply Chain Management Fundamentals
INSC60013 - Data Analysis for Managerial Decisions
INSC60020 - Managing Operations and Processes
INSC60023 - Manufacturing and Services Operations Management
INSC60040 - Managing Information Technology
INSC60050 - Business Analytics
INSC60060 - Decision Models
INSC60070 - Data Visualization
INSC60120 - Survey of Analytics Technology
INSC60150 - Tech Boot Camp
INSC60600 - Concepts in Supply Chain Management
INSC65013 - Business Analytics for Managerial Decisions
INSC65020 - Managing for Operational Excellence
INSC65023 - Operations Management
INSC66110 - Supply Chain Management and Analytics
INSC70420 - Leading Business Transformation
INSC70430 - Supply Chain Operations Management
INSC70440 - Cybersecurity
INSC70450 - Machine Learning for Business
INSC70460 - Deep Learning Technology
INSC70470 - Digital Asset and Payment Technology
INSC70520 - Time Series Forecasting
INSC70600 - Supply Chain Analytics
INSC70610 - Logistics and Transportation
INSC70620 - Supply Chain Information Tools and Technologies
INSC70630 - Demand Forecasting Management
INSC70640 - Global Supply Chain Management
INSC70650 - Strategic Sourcing and Procurement
INSC70660 - Supply and Value Chain Strategy
INSC70670 - ERP Systems in Contemporary Organizations
INSC70680 - Sustainable Supply Chain Management
INSC70693 - Integrative Field Study
INSC70773 - Emerging Information Technologies for Decision Support
INSC70793 - Global Supply Chain Experience
INSC70970 - Special Problems in Information Systems and Supply Chain Management
INSC71003 - Project Management
INSC71020 - Six Sigma Green Belt for Managers
INSC71030 - Managing Risk & Uncertainty
INSC71050 - Leading Supply Chains
INSC71100 - ERP Simulation
INSC71110 - Predictive Analytics with SAP
INSC71120 - Business Process Management
INSC71130 - Data Analytics Simulation: Process Design & Strategic Decision-Making
INSC71140 - GIS: Analytics for interactive mapping to solve business problems
INSC72450 - Health Care IT and Data Analytics
INSC72470 - Healthcare Improvement Science

INSC75663 - Supply Chain and Operational Strategy

Kinesiology Department

The mission of the graduate program in kinesiology is to provide students the opportunity to gain an in-depth understanding of the theoretical basis of human movement. Students are able to specialize in one of the sub-disciplines within kinesiology; however, the departmental core curriculum also gives students a cross-disciplinary exposure to the study of human movement. Along with classroom studies, involvement in original laboratory research constitutes a major means by which students gain a broad understanding of their specialty area. At the completion of the master's degree students should be able to:

- Provide strategies for solving both practical problems and research questions within the disciplines; and
- Integrate movement-based principles into a variety of activities taking place in laboratory, educational, clinical and athletic settings.

Prerequisites include a Bachelor of Science or Bachelor of Arts degree with a 24-hour concentration in kinesiology or its equivalent from an accredited college or university.

Academic Warning and GPA Requirements

To remain in good academic standing in the M.S. in Kinesiology Program, students must meet all of the following criteria: maintain a 3.0 or better cumulative GPA; be in good standing academically with the University and the TCU Graduate School; and comply with all University and M.S. in Kinesiology policies and procedures. Kinesiology graduate students must maintain a GPA of at least 3.0 and earn no more than two courses of "C" or "C+". A graduate student who achieves a cumulative GPA of less than 3.0 in any semester in their program will be placed on 'Academic Warning'. A student can be removed from that status by achieving a 3.0 cumulative average by the end of the next semester of enrollment. Failure to resolve academic warning by the end of the next semester will result in dismissal from the program. Only grades of C or higher are acceptable for graduate credit. A grade of F will result in immediate dismissal from the program. In the final semester, students who have less than a 3.0 cumulative GPA and/or earned more than two grades of "C" or "C+" will not graduate.

Programs

ATTR-MSAT - Master of Science in Athletic Training

HSKI-PHD - Health Science - Kinesiology

KINE-MS - Kinesiology

Courses

KINE50104 - Musculoskeletal Evaluation of the Extremities

KINE50113 - Organization and Administration in Athletic Training

KINE50124 - Head, Neck and Spine

KINE50201 - Athletic Training Clinical II

KINE50214 - Advanced Therapeutic Interventions

KINE50224 - General Medical Conditions and Applied Pharmacology

KINE50301 - Athletic Training Clinical III

KINE50970 - Special Topics in Kinesiology

KINE51203 - Advanced Movement Analysis

KINE51413 - Psychology of Aging and Physical Activity

KINE51423 - Psychology of Injury In Physical Activity

KINE55001 - Athletic Training Clinical I

KINE55013 - Clinical Skills and Emergency Management

KINE55023 - Introduction to Therapeutic Interventions

KINE55033 - Introduction to Musculoskeletal Evaluation

KINE55042 - Research in Athletic Training

KINE60103 - Research Methods in Kinesiology

KINE60113 - Statistics in Kinesiology

KINE60203 - Advanced Motor Development

KINE60213 - Advanced Biomechanics

KINE60303 - Athletic Training Field Experience

KINE60313 - Current Trends and Issues in Athletic Training

KINE60323 - Behavioral Health Concerns for the Athletic Trainer

KINE60403 - Athletic Training Clinical IV

KINE60413 - Seminar in Athletic Training

KINE60423 - Advanced Motor Behavior

KINE60433 - Curriculum Development in Physical Education

KINE60443 - Behavior analysis in Sport and Physical Education

KINE60453 - Advanced Clinical Skills and Techniques in Athletic Training

KINE60503 - Physical Activity for Individuals with Disabilities

KINE60513 - Practicum in Adapted Physical Activity

KINE60523 - Assessment and Programming in Adapted Physical Activity

KINE60533 - Athletic Training Clinical V

KINE60613 - Physiology of Exercise

KINE60623 - Cardiopulmonary Physiology

KINE60633 - Laboratory Techniques in Exercise Physiology

KINE60643 - Clinical Exercise Testing

KINE60653 - Exercise Metabolism and Endocrinology

KINE60663 - Practicum in Cardiac Rehabilitation

KINE60673 - Nutrition, Physical Activity and Disease

KINE60683 - Obesity: Etiology, Pathophysiology, and Treatment

KINE60713 - Sport Psychology

KINE60733 - Applied Sport Psychology

KINE60743 - Practicum in Sport Psychology

KINE60753 - Exercise Psychology

KINE60970 - Workshop in Health and Physical Education

KINE70933 - Psychology of Play across the Lifespan

KINE70970 - Special Problems in Kinesiology

KINE70980 - Thesis

KINE70990 - Thesis

Master of Liberal Arts Department

The Master of Liberal Arts program is designed to offer graduate- level education in the broad areas of liberal studies. It is a multidisciplinary, non-career oriented program that seeks to offer a wide range of educational opportunities to students of diverse educational backgrounds. The intent of the program is to make available to all college graduates an opportunity to satisfy their intellectual curiosity and to broaden their knowledge.

Application Procedures

A bachelor's degree from a regionally accredited college or university is required for admission. Applications for admission are available online at www.mla.tcu.edu.

The application is considered complete when the following are received

Completed application form (online)

One certified transcript mailed directly from the applicant's degree granting university to the Office of the Dean of AddRan College of Liberal Arts, TCU Box 297200, Fort Worth, TX 76129

A \$60 application fee (Due at the time online application is submitted)

MLA Degree Requirements

The MLA degree requires successful completion of 30 hours of coursework. Only MLA courses will fulfill the requirements for the MLA degree. Twelve of the 30 hours must be in MLA courses designated as "Perspectives on Society." Courses so designated will relate a liberal arts discipline to a) issues of contemporary American society, b) issues of culture or cultural diversity in America, c) other world cultures and societies. No thesis is required. An average GPA of 2.75 is required for graduation. Graduate students pursuing their MLA degree are expected to complete all requirements within a period of five years from the date of the earliest credit to be counted toward that degree including transfer credit.

Online Program

The MLA Program offers courses that can be taken completely online. These courses are open to all MLA students. If students wish, they can complete the entire MLA Program exclusively online. No distinction is made between in-person courses and online courses in terms of degree requirements or in the actual granting of the degree.

Pass/No-Credit

At the election of the student, MLA courses can be taken on a pass/no-credit basis; however, no more than nine hours taken on a pass/no-credit basis will count toward the MLA degree.

Independent Study

Students may pursue travel/study courses by taking an independent study course under the supervision of an MLA instructor. In order to take an independent study course, a student must follow certain guidelines, which are available from the Office of the Dean of AddRan College of Liberal Arts. No more than six hours of independent study may count toward the degree.

Transfer Credit

Any request for transfer credit must be made on the appropriate form available in the Office of the Dean of AddRan College of Liberal Arts. An official transcript of the graduate work must be mailed from the registrar's office directly to TCU. Credit may be requested only for courses broad enough in content to meet the philosophic intent of the MLA Program. All requests are subject to approval by the MLA Advisory Committee. No more than six hours of transfer credit will be accepted. Courses, other than MLA, completed at TCU cannot be applied toward degree requirements.

MLA Courses

Courses in the MLA Program are offered on a rotating basis. Classes generally meet on weekday evenings; occasionally, day and Saturday classes are offered. MLA courses are also offered during the various summer terms. The Office of the Dean of AddRan College of Liberal Arts publishes course descriptions for each semester.

Programs

MALA-MLA - Liberal Arts

Courses

MALA60013 - Picturing Authority and Royalty in Europe

MALA60033 - Outbreak: Infectious Diseases and World History

MALA60043 - Mass Media and Society

MALA60053 - The Asian Enigma: Modern China and Japan

MALA60063 - Literature of the American Southwest

MALA60073 - The Impact of Computers on Society

MALA60083 - Superheroes Across Global Contexts

MALA60093 - The Literature of Survival: What Tales Teach Us about Living and Dying

MALA60103 - Artists at the Movies

MALA60113 - Myths and Legends: North American Indian Thought

MALA60123 - Global Persuasive Campaigns, Their Influence and Impact

MALA60133 - The Sociology of Deviant Behavior

MALA60143 - Economics of Contemporary Issues

MALA60153 - Culture and American Cinema

MALA60163 - American Film Genres

MALA60173 - The Sacred and the Short Story

MALA60183 - After Dictatorship: Can Latin American Nations Achieve Democracy?

MALA60193 - High Civilizations of the Americas: The Aztecs, the Incas, and the Maya

MALA60200 - General Transfer Credit

MALA60210 - Master of Liberal Arts Transfer Credit-Perspectives on Society

MALA60213 - Contemporary Indigenous Literature of Mexico

MALA60223 - Creative Writing: Advanced Fiction Writing

MALA60233 - Controversial Environmental Issues

MALA60253 - King Arthur Meets Queen Victoria: Arthurian Literature in the Victorian Age

MALA60263 - The US Economy: Analysis and Outlook

MALA60273 - Economic Policy and Its Impact: A Simulation Approach

MALA60283 - A World of Weather: Fundamentals of Meteorology

MALA60303 - Seminar in Women's Health

MALA60313 - A New American Foreign Policy?

MALA60323 - The New South, 1877 - Present

MALA60333 - War Stories: A Study Through Literature and Film

MALA60343 - Black Lives/White Law in American Literature

MALA60373 - The Social Psychology of Crime and Victimization

MALA60403 - Global Geopolitics

MALA60423 - Modern Mexico: A Nation in Crisis

MALA60443 - Contemporary Issues in Human Health

MALA60483 - How the Civil War Was Lost: Problems in the Confederate High Command

MALA60533 - American Revolution: A Blessing or a Curse?

MALA60553 - Dilemmas in American Politics: Freedom, Order, Equality

MALA60573 - Aesthetics of Film, TV, Radio Production
 MALA60593 - Light, Color, and Space
 MALA60613 - Literature and Film: The Art of Adaptation
 MALA60633 - The Role of Capital: Business Cycles, the StockMarket, Federal Funding, and Economic Development
 MALA60643 - Contemporary Economic Controversies
 MALA60653 - The People's Choice: American Presidents
 MALA60673 - The Jerusalem Jackpot: Understanding Israeli-Palestinian Conflicts
 MALA60693 - The Satiric Vision: From Jonah to Doonesbury
 MALA60713 - The History of War
 MALA60793 - Public Health: Current Biological Issues
 MALA60803 - Pax Americana: United States Foreign Relations in the Twentieth Century
 MALA60903 - British Humor from the Goons to the Young Ones
 MALA60953 - Modern Astronomy: From the Origin of the Universe to Black Holes
 MALA60970 - Special Problems
 MALA61013 - Themes in Prehistory: Fossils, Dinosaurs and Humans
 MALA61023 - The Abortion Debate
 MALA61033 - Dilemmas in American Politics: Freedom, Order, Equality
 MALA61043 - Chinese Foreign Policy
 MALA61053 - Parapsychology: Weighing the Evidence
 MALA61063 - Light, Color, and Space
 MALA61073 - The Supreme Court's Greatest Hits
 MALA61083 - The Wild West
 MALA61093 - Profiles in Courage: Cinematic Studies of Greatness
 MALA61103 - Psychology of Sex, Violence and Aggression
 MALA61113 - American Stages: A History of Theatre in the United States
 MALA61123 - Global Persuasive Campaigns, Their Influence and Impact
 MALA61133 - Aspects and Issues: Health Care Delivery
 MALA61143 - Mass Media and Society
 MALA61153 - Texas Political Leadership: Case Studies from the 20th Century
 MALA61163 - Ethnicity and Language
 MALA61173 - Troubled Neighbors: US and Latin America
 MALA61183 - Red, White and Green: United States Environmental History
 MALA61193 - Health Care and the Quality of Life
 MALA61203 - Romantic Attractions and Close Relationships
 MALA61213 - Novel Writing 101:Form, Theory, and Practice of the Novel
 MALA61223 - Native Americans and the Environment
 MALA61233 - Controversial Environmental Issues
 MALA61243 - Ecological Principles of the Earth
 MALA61253 - Creative Writing: Advanced Fiction Writing
 MALA61263 - The US Economy: Analysis and Outlook
 MALA61273 - Ethics, Mental Health & Society
 MALA61283 - A World of Weather: Fundamentals of Meteorology
 MALA61293 - Leadership: An Historical and Literary Study
 MALA61303 - Vietnam in War and Revolution
 MALA61313 - British Music and Memoir
 MALA61323 - The New South, 1877 - Present
 MALA61333 - Terrorism at Home and Abroad
 MALA61343 - David Bowie: Persona, Music, and Meaning
 MALA61353 - Translation in Society
 MALA61363 - Black Skin 2 Silver Screen
 MALA61373 - The Social Psychology of Crime and Victimization
 MALA61383 - The Politics of Emergency Management
 MALA61393 - The Literature of Survival: What Tales Teach Us about Living and Dying
 MALA61403 - Anti-Semitism & Islamophobia
 MALA61423 - Modern Mexico: A Nation in Crisis
 MALA61523 - Importance of Plants in Our World
 MALA61533 - American Revolution: A Blessing or a Curse?
 MALA70013 - Men, Women and Society: A New Definition of Roles
 MALA70063 - Light and Human Health
 MALA70073 - Energy Resources, Alternatives, and Environmental Issues
 MALA70113 - Native Peoples of the American Southwest
 MALA70133 - Contemporary Mexican Novels and Their Film Versions

MALA70183 - Mass Media and Perceptions of Reality
 MALA70233 - Rise of American Business
 MALA70253 - War To Peace: Political Change in Cuba and Central America in the 1990s
 MALA70373 - Modern American Society: Global Power since World War II
 MALA70393 - Religion and Violence
 MALA70453 - Religious Cults, Sects, and Millennialism
 MALA70473 - Sinatra and Popular Culture
 MALA70493 - Do the Right Thing: Ethics in International Politics
 MALA70543 - Fossils and Man: The Impact of the Fossil Record
 MALA70583 - Understanding Laughter: Humor in Theory and Practice
 MALA70613 - History Through Literature and Film: Latin America
 MALA70653 - The Second World War: Its Impact on the Contemporary World
 MALA70673 - American Cinema: Film Noir and the Detective Film
 MALA70683 - The American Recording Industry: Technology and Cultural Impact
 MALA70693 - Creative Writing:Life Writing
 MALA70703 - American Music and Culture: From Jazz to Tin Pan Alley
 MALA70713 - Physical Fitness as a Lifestyle
 MALA70733 - Science, Scientists and Society
 MALA70743 - Creative Writing: Advanced Poetry Writing
 MALA70753 - Poetry and Contemporary American Culture
 MALA70763 - Geopolitics and World Communications
 MALA70773 - History of Media Sex and Violence
 MALA70783 - History of Television and Television Programming
 MALA70813 - The Cold War at Home and Abroad
 MALA70843 - The Ethics of Communication
 MALA70853 - Creative Writing: The Manuscript
 MALA70863 - Creative Writing: Advanced Creative Nonfiction
 MALA70873 - Garage Sale History
 MALA70903 - Global Power Transition: What Does it Hold for the Future?
 MALA70923 - Islam and Politics in the Middle East
 MALA70933 - Food and Philosophy
 MALA70943 - Ancient Mysteries: Real and Imagined
 MALA70953 - Mayan Ritual and Drama: Pre-Hispanic Times to the Present
 MALA70963 - Of Virgins and Goddesses, from Mesoamerica to Modern Mexico
 MALA70973 - Law and Society
 MALA70983 - Indigenous People of the Andes
 MALA70993 - Critical Issues in Criminal Justice
 MALA71393 - Religion and Violence
 MALA71693 - Creative Writing:Life Writing
 MALA71733 - Science, Scientists and Society
 MALA71813 - The Cold War at Home and Abroad
 MALA71843 - The Ethics of Communication
 MALA71903 - Global Power Transition: What Does it Hold for the Future?
 MALA71943 - Ancient Mysteries: Real and Imagined
 MALA71973 - Law and Society

Mathematics Department

Mathematics is available on the Master of Arts in Teaching, Master of Science and Doctor of Philosophy degrees.

Prerequisites for the MAT: A baccalaureate degree with the equivalent of a major in mathematics consisting of courses through elementary calculus of one and several variables, linear algebra and at least eight hours of approved advanced courses.

Prerequisites for the MS: A BA or BS degree with a mathematics major or 24 semester hours of mathematics, including courses in elementary calculus of one and several variables, linear algebra and at least eight hours of departmentally approved advanced undergraduate courses in mathematics. Students deficient in any area of preparation may be required to take the necessary coursework during the first year of graduate study.

Prerequisites for the Ph.D.: BA or BS with a mathematics major or 24 semester hours of mathematics, including courses in elementary calculus of one and several variables, linear algebra, abstract algebra and real analysis. Students deficient in any area of preparation may be required to take the necessary coursework during the first year of graduate study.

The GRE is not required. Any submitted GRE score is part of a holistic review of each application and official documents are required if scores are submitted for inclusion with the application.

Programs

MATH-MAT - Mathematics

MATH-MS - Mathematics

MATH-PHD - Mathematics

Courses

MATH50073 - History of Mathematics

MATH50253 - Abstract Algebra I

MATH50323 - Differential Geometry

MATH50403 - Complex Analysis

MATH50503 - Real Analysis I

MATH50613 - Partial Differential Equations

MATH50703 - Number Theory

MATH60003 - The Teaching of Mathematics

MATH60023 - Survey of Mathematical Problems I

MATH60033 - Survey of Mathematical Problems II

MATH60053 - Foundation of Mathematics

MATH60103 - Graph Theory

MATH60200 - General Transfer Credit

MATH60223 - Applied Linear Algebra

MATH60263 - Abstract Algebra II

MATH60313 - Topology

MATH60323 - Algebraic Topology I

MATH60403 - Higher Geometry

MATH60413 - Advanced Complex Analysis

MATH60503 - Real Analysis II

MATH60513 - Multivariable Analysis

MATH60523 - Measure Theory

MATH60553 - Modern Fourier Analysis

MATH60613 - Differential Equations of Mathematical Physics

MATH60643 - Dynamical Systems and Applications

MATH60653 - Game Theory

MATH60663 - Numerical Analysis

MATH60801 - Mathematics Internship

MATH60853 - Regression & Time Series

MATH60883 - Predictive Modeling

MATH60970 - Special Topics

MATH70273 - Commutative Algebra

MATH70283 - Algebraic Geometry

MATH70333 - Algebraic Topology II

MATH70373 - Topological K-Theory

MATH70423 - Differential Geometry

MATH70553 - Global Analysis and Differential Geometry

MATH70643 - Operators in Hilbert Space

MATH70653 - Functional Analysis

MATH70713 - Algebraic Number Theory

MATH70723 - Analytic Number Theory

MATH70771 - Non-Thesis

MATH70980 - Thesis

MATH70990 - Thesis

MATH80880 - Graduate Student Seminar

MATH80970 - Advanced Topics

MATH90980 - Dissertation

MATH90990 - Dissertation

Music Department

Programs

CBND-MM - Conducting - Band Emphasis
CCHR-MM - Conducting - Choral Emphasis
COND-DMA - Conducting
CORC-MM - Conducting - Orchestral Emphasis
MCOL-MM - Musicology
MUCO-DMA - Composition
MUCO-MM - Composition
MUED-MME - Music Education
MUTH-MM - Music Theory
ORGN-DMA - Performance - Organ
ORGN-MM - Performance - Organ
PIAN-DMA - Performance - Piano
PIAN-MM - Performance - Piano
PICO-MM - Performance - Collaborative Piano
PIPE-DMA - Piano Pedagogy
PIPE-MM - Piano Pedagogy
PIPE-MME - Music Education-emphasis in Piano Pedagogy
STRI-DMA - Performance - String
STRI-MM - Performance - String
VOCA-DMA - Performance - Vocal
VOCA-MM - Performance - Vocal
VOPE-DMA - Voice Pedagogy
VOPE-MM - Voice Pedagogy
WIPR-DMA - Performance - Wind/Percussion
WIPR-MM - Performance - Wind/Percussion

Courses

MUSI50051 - Orchestral Repertoire Studies
MUSI50053 - Introduction to Voice Pedagogy
MUSI50063 - Comparative Voice Pedagogy
MUSI50081 - Business Practices for the Independent Music Teacher
MUSI50171 - Advanced Diction English and Italian
MUSI50181 - Advanced Diction 2 German and French
MUSI50191 - Slavic Lyric Diction
MUSI50203 - Musical Structure and Style
MUSI50212 - Choral Conducting
MUSI50222 - Instrumental Conducting
MUSI50303 - History of Sacred Music
MUSI50403 - Symphonic Literature
MUSI50413 - Opera Literature
MUSI50423 - Choral Literature
MUSI50433 - Keyboard Literature I Pre-Baroque through Classical
MUSI50443 - Ethnomusicology
MUSI50453 - Music Criticism
MUSI50463 - Topics in Music Since 1900
MUSI50473 - Art Song Literature
MUSI50483 - Chamber Music Literature
MUSI50493 - Music in the United States
MUSI50523 - Linear Analysis
MUSI50533 - Keyboard Literature II Romantic through Contemporary
MUSI50970 - Special Problems
MUSI51081 - Artist Diploma Post-Baccalaureate Collaborative Piano
MUSI60000 - Music Pedagogy
MUSI60010 - Wind Symphony
MUSI60020 - Percussion Ensemble
MUSI60030 - Choral Union
MUSI60040 - Concert Chorale
MUSI60041 - Voice Pedagogy Practicum
MUSI60050 - Chapel Choir
MUSI60052 - Voice Repertoire Management
MUSI60060 - University Singers
MUSI60062 - Research in Singing
MUSI60063 - Advanced Seminar in Voice Pedagogy
MUSI60070 - Vocal Jazz

MUSI60073 - Technology in Voice Teaching
MUSI60080 - Chamber Music
MUSI60090 - Woodwind Ensemble
MUSI60091 - Yoga for Musicians
MUSI60100 - Opera Studio
MUSI60101 - Graduate Music History Survey
MUSI60103 - Bibliography and Research Techniques
MUSI60110 - Marching Band
MUSI60120 - Symphony Orchestra
MUSI60133 - Music Theory/Literacy Pedagogy
MUSI60140 - Frog Corps
MUSI60150 - New Music Ensemble
MUSI60160 - Brass Ensemble
MUSI60161 - Acting for Singers
MUSI60170 - Piano Accompanying
MUSI60180 - Collegium Musicum
MUSI60182 - Piano Chamber Music Performance
MUSI60190 - Jazz Ensemble
MUSI60191 - Vocal Coaching for Pianists
MUSI60200 - Graduate Steel Band I
MUSI60201 - Graduate Music Theory Review - Aural/Oral
MUSI60203 - Graduate Piano Pedagogy and Practicum I
MUSI60210 - Symphonic Band
MUSI60213 - Graduate Piano Pedagogy and Practicum II
MUSI60220 - Special Studies in Conducting
MUSI60223 - Current Trends and Research in Piano Pedagogy
MUSI60230 - Internship in Teaching
MUSI60232 - Score Reading
MUSI60233 - Teaching Intermediate and Advanced Piano Students
MUSI60240 - Graduate Steel Band II
MUSI60243 - Piano Ensemble Teaching and Performance Literature
MUSI60250 - Mariachi Ensemble
MUSI60300 - Special Problems in Music Education
MUSI60301 - Graduate Music Theory Review - Written
MUSI60303 - History of Music Notation
MUSI60320 - Graduate Percussion Ensemble II
MUSI60350 - TCU Cello Ensemble

MUSI60360 - TCU Harp Ensemble	MUSP60550 - Tuba
MUSI60400 - Special Topics in Piano Pedagogy	MUSP60560 - Euphonium
MUSI60413 - Seminar in Opera Literature	MUSP60610 - Percussion
MUSI60420 - Graduate Symphony Orchestra - Strings	MUSP60620 - Jazz Drumset
MUSI60433 - Seminar in Keyboard Literature	MUSP60710 - Harp
MUSI60453 - Musicians in Fiction	MUSP60810 - Guitar
MUSI60473 - Seminar in Song Literature	MUSP60910 - Jazz Guitar
MUSI60483 - Instrumental Collaborative Piano Literature	MUSP70110 - Doctoral Voice
MUSI60500 - Seminar in Musicology	MUSP70210 - Doctoral Piano
MUSI60553 - Analysis of Music: 1880-1950	MUSP70220 - Doctoral Organ
MUSI60563 - Analysis of Music: 1950 to Present	MUSP70310 - Doctoral Violin
MUSI60630 - Composition	MUSP70320 - Doctoral Viola
MUSI60643 - Computer Music	MUSP70330 - Doctoral Violoncello
MUSI60700 - Special Studies in Music Theory	MUSP70340 - Doctoral Double Bass
MUSI60800 - Seminar in Music Theory	MUSP70410 - Doctoral Flute
MUSI60801 - Composition Seminar	MUSP70420 - Doctoral Oboe
MUSI60913 - Psychology of Music	MUSP70430 - Doctoral Clarinet
MUSI60923 - Philosophy of Music Education	MUSP70440 - Doctoral Saxophone
MUSI70203 - Analysis for Performance	MUSP70450 - Doctoral Bassoon
MUSI70220 - Doctoral Conducting	MUSP70510 - Doctoral French Horn
MUSI70630 - Doctoral Composition	MUSP70520 - Doctoral Trumpet
MUSI70771 - Non-Thesis	MUSP70530 - Doctoral Trombone
MUSI70903 - Music Theory Treatise	MUSP70550 - Doctoral Tuba
MUSI70950 - Special Problems in Musicology	MUSP70610 - Doctoral Percussion
MUSI70971 - Recital I	MUSP70971 - Recital I
MUSI70972 - Lecture Recital	MUSP70981 - Recital II
MUSI70980 - Thesis I	MUSP71971 - Collaborative Piano Recital I
MUSI70981 - Recital II	MUSP72971 - Collaborative Piano Recital II
MUSI70990 - Thesis II	MUSP80961 - DMA Lecture Recital
MUSI80110 - Doctoral Transfer Credit in Music History	MUSP80971 - DMA Recital I
MUSI80120 - Doctoral Transfer Credit - Music Theory	MUSP80981 - DMA Recital II
MUSI80971 - Doctoral Pedagogy Workshop I	MUSP80991 - DMA Recital III
MUSI80981 - Doctoral Pedagogy Workshop II	
MUSI90970 - DMA Document	
MUSI90980 - DMA Composition Dissertation	
MUSI90990 - DMA Composition Dissertation	
MUSN60210 - Graduate Piano for Non-Majors	
MUSP50210 - Artist Diploma Lessons	
MUSP50961 - Artist Diploma Recital I	
MUSP50971 - Artist Diploma Recital II	
MUSP50981 - Artist Diploma Recital III	
MUSP50991 - Artist Diploma Recital IV	
MUSP60110 - Voice	
MUSP60120 - Vocal Coaching Graduate	
MUSP60130 - Applied Voice Technology	
MUSP60141 - Collaborative Piano Practicum	
MUSP60210 - Piano	
MUSP60220 - Organ	
MUSP60230 - Jazz Piano	
MUSP60240 - Harpsichord	
MUSP60310 - Violin	
MUSP60312 - Applied Collaborative Piano	
MUSP60320 - Viola	
MUSP60330 - Violoncello	
MUSP60340 - Double Bass	
MUSP60350 - Viola da Gamba	
MUSP60360 - Jazz Bass	
MUSP60410 - Flute	
MUSP60420 - Oboe	
MUSP60430 - Clarinet	
MUSP60440 - Saxophone	
MUSP60450 - Bassoon	
MUSP60460 - Jazz Saxophone	
MUSP60510 - French Horn	
MUSP60520 - Trumpet	
MUSP60530 - Trombone	
MUSP60540 - Baritone	

Neeley School of Business Department

The Neeley School of Business is fully accredited by the AACSB-International Association for Management Education and is a member of the Graduate Management Admissions Council (GMAC).

The school offers small class sizes and a dedicated, accessible faculty enabling students to fulfill their individual education needs.

Neeley School Professional Graduate Degrees

The Neeley School offers the following graduate degrees:

Master of Business Administration (MBA)

Master of Accounting (MAc)

Master of Science in Supply Chain Management (MS-SCM)

Master of Science in Business Analytics (MS-BA)

Neeley School Dual-Degree MBA

MBA/Ed.D. in Educational Leadership

MBA/Ph.D. in Educational Leadership

Neeley School Graduate Certificates

Analytics Certificate

Supply Chain Certificate

Ralph Lowe Energy Management Certificate

Ralph Lowe Sustainable Energy Management Certificate

Health Policy and Management Certificate

Programs

ACCE-MBA - Business Administration - Energy

ACCL-MBA - Business Administration

ACCP-MBA - Business Administration

ACCT-MAC - Master of Accounting

ACEO-MBA - Business Administration - Energy

ACPO-MBA - Business Administration

AHEC-MBA - Business Administration - Health Care

ONLYCERT - Analytics Certificate

BIZTCERT - Biztech Certificate

BMBA-MBA - Business Administration

BMED-MBA - Business Administration MD/MBA

BUAD - Business Administration

BUAD-MBA - Business Administration

BUAL-MS - Business Analytics

EDLE-MBA - Educational Leadership

EDLP-MBA - Educational Leadership

EMBA-MBA - Business Administration

ENGRCERT - Ralph Lowe Energy Management Certificate

ENINCERT - Entrepreneurship & Innovation Certificate

ENRG-MBA - Business Administration - Energy

ENRO-MBA - Business Administration - Energy

HECA-MBA - Business Administration - Health Care

HPMTCERT - Health Policy and Management Certificate

PMBA-MBA - Business Administration

PMBO-MBA - Business Administration

SCMT-MS - Supply Chain Management

SUBUCERT - Certificate in Sustainable Business

Courses

BUSI60990 - Graduate Transfer Credit in Business

Nurse Anesthesia Department

TCU's School of Nurse Anesthesia is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs (COA), a specialized accrediting body recognized by the Council on Higher Education Accreditation (CHEA) and the U.S. Department of Education (DOE). (Council on Accreditation of Nurse Anesthesia Educational Programs, 222 S. Prospect Ave., Suite 304, Park Ridge, IL 60068-4010, <http://home.coa.us.com>.)

The Standards and Guidelines for accreditation of nurse anesthesia educational programs/schools endorsed by the COA are merely guidelines. They are not a contract between any members of the TCU School of Nurse Anesthesia and should not be construed to give rise to any liability on the part of TCU to any student enrolled in the School of Nurse Anesthesia. The program, the parent institution or the clinical affiliates will not distort or misrepresent the program's accreditation status.

The mission of TCU's School of Nurse Anesthesia is to educate individuals to think and act as ethical leaders and responsible citizens in the global community, and to prepare professional nurses for the nurse anesthesia practice with advanced, specialized knowledge and skills in order to meet the health needs of a diverse population.

Program Goals

1. Support the University's mission, vision and core values.
2. Prepare graduates to become competent certified registered nurse anesthetists, ready to serve society in an advanced role on the healthcare team.
3. Promote core values and behaviors that encourage respect for diversity, acknowledge human worth and dignity, and support professional nurse anesthesia practice.
4. Foster an appreciation for the necessity of learning, thinking critically and continuing to grow personally and professionally.
5. Contribute to the nurse anesthesia profession and to society by engaging in expert clinical practice and by demonstrating commitment to ethical leadership and responsible citizenship.

Code of Ethics

A code of ethics guiding the practice of TCU student nurse anesthetists is published in the school handbook and is available upon request.

Nurse Anesthesia Admission Criteria

Students will be selected based on evaluation of the following:

- Bachelor of Science in Nursing or an appropriate bachelor's degree from an accredited school, college or university in the United States.
- Valid licensure as a registered nurse in Texas or another Compact State.
- Official Graduate Record Examination (GRE) scores > 150 (verbal reasoning and quantitative reasoning sections) and > 3.5 on the analytic writing section within the last five years.
- Weighted GPA of > 3.0 math and science courses GPA > 3.0 and last 60 hours of coursework GPA > 3.0.
- A minimum of one year of experience in adult critical care or the equivalent. Two years are highly recommended.
- Certification in BLS, ACLS, PALS, CCRN with individual area scores.
- Three strong professional references, one must be from current supervisor, the other two from professionals of your choice.
- Respond to three short-answer essay questions within the application.
- If English is not the first language, a score of at least 600 on the Test of English as a Foreign Language (TOEFL) and a score of 6 on the institutional version of the Spoken English Test within the past two years.
- International applicants should refer to the TCU Graduate Bulletin.

Candidates who satisfactorily meet these criteria will be invited to an interview. Candidates will be informed of admission status following completion of candidate interviews.

Nurse Anesthesia Admission Deadlines

Application deadline is May 15 for class beginning in January of the following year. Candidates will be notified of admission status by August 31. Important dates related to admission are at www.crna.tcu.edu or call 817.257.7887.

Non-Discrimination

TCU does not discriminate on the basis of personal status, individual characteristics or group affiliation, including, but not limited to, classes protected under federal and state law.

TCU complies with the Americans with Disabilities Act and with Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. Disabled students will be individually assessed for their ability to meet the requirements of the curriculum and of the practice. Students with questions about disabilities should contact the director.

Nurse Anesthesia Medical Requirements

Each student must be in good physical and mental health, free of communicable disease when involved in patient care, and have a medical questionnaire and health industry form on file with the University and School of Nurse Anesthesia (SONA) prior to enrollment.

Each student must submit proof of the following to the University prior to enrollment at TCU:

- Meningitis ACWY (Menactra® or Menveo®) administered within the past 5 years. (Students over the age of 22 are exempt from this requirement.)
- Two doses of the Measles, Mumps, and Rubella (MMR) vaccination or proof of immunity to Measles and Mumps. (Students born before 1957 are exempt from this requirement.)

Each student must submit proof of the following to the School of Nurse Anesthesia (SONA):

- MMR series 1 & 2 or positive titer of each measles, mumps, rubella
- Hep B Series 1-3 or positive Hep B titer
- Varicella Series 1 or positive varicella titer
- Tdap immunization within last 10 years
- TB test (within one year); negative PPD or negative chest x-ray
- Seasonal flu immunization

Pending individual clinical facility policies, students may be required to receive the COVID-19 vaccination as part of the credentialing process to train at that facility.

For more information, see www.tdh.state.tx.us/immunize/ or call the Texas School of Health, Immunization Division, 1.800.252. 9152.

Environmental Exposure

Providers in anesthesia are advised that several studies find an increase in congenital abnormalities in children of parents exposed to inhalation agents. Results of these studies are questionable. Students of childbearing age are advised to use caution and limit their exposure to inhalation agents. Dorsch, J.A. & Dorsch, S.E. (2008). *Understanding anesthesia equipment* (5th ed.). Baltimore: Williams & Wilkins.

Health Insurance

Students must carry health insurance throughout the program. Although TCU offers a major medical insurance plan for students to purchase, students are advised to evaluate several plans before selection. Proof of coverage is required. Students are not hospital employees and are not covered by Worker's Compensation. Neither affiliated hospitals nor TCU is liable for student injury during the program.

Nurse Anesthesia Drug and Alcohol Abuse Statement and Background Checks

The following policy is in accordance with the Council on Accreditation of Nurse Anesthesia Educational Programs' *Statement on admissions inquiries regarding drug and alcohol use*.

- Applicants will be asked if they are currently using illegal drugs, abusing prescription drugs or engaging in intemperate alcohol use at the time of application. An affirmative answer is grounds for denial of interview and/or admission.
- **After acceptance into the School of Nurse Anesthesia, but prior to enrollment, all admissions to the School of Nurse Anesthesia are contingent on a negative 10-panel drug screen. Positive urine drug screens will result in denial of admission. The School of Nurse Anesthesia pays for the drug testing.**
- All students are required to submit to random or scheduled drug testing at any point in their training based on the decision of the University or clinical training site. Failure to comply with this policy or failure of a drug screen will result in immediate dismissal from the program. The University or clinical training facility pays for the drug testing.
- In the event of a failed drug screen, the University or clinical training site will provide information about rehabilitation. The University or the clinical training site will not incur any expense in this matter.
- In Texas referrals are made to: Texas Peer Assistance Program for Nurses (T-PAPN), 7600 Burnet Road, Suite 440 Austin, Texas 78757-1292, 1.800.288.5528
- Following successful completion of a drug rehabilitation program, students may apply for reinstatement in the program. Readmission is not automatic; cases are individually considered.
- Criminal background checks are conducted prior to admission to the School of Nurse Anesthesia and admission is contingent on a negative background check. Prior convictions may result in denial of admission.
- **Criminal background checks are required for insurance coverage and facility credentialing prior to entering the clinical residency. Students with concerns or questions should contact the Director before beginning the program. Prior conviction(s) may result in denial of admission to the clinical residency.**

Nurse Anesthesia General Information

Housing and Meals

Students are eligible for residence halls and meal plans at TCU. Contact Residential Services at 817.257.7865 or www.rlh.tcu.edu/GraduateHousing.aspx for further information. Students are responsible for their own housing and meals at their assigned primary clinical site.

Financial Aid

Both loans and limited scholarships are available for students. Deadlines are early in the semester prior to entry, and students are encouraged to contact the Graduate Financial Aid Adviser, TCU Box 297012, Fort Worth, TX 76129 or www.financialaid.tcu.edu as soon as possible. TCU is recognized by the Veterans Administration for financial assistance to eligible students. The School of Nurse Anesthesia participates in the Veteran's Administration Yellow Ribbon program.

A student withdrawing from TCU within a limited time frame is eligible for tuition refund. Deadlines are printed in the University calendar every semester.

The student is responsible for all textbooks, supplies and equipment as required by courses.

The RRNA is provided with operating room attire during clinical instruction except at a few rotation sites. The RRNA must provide black scrubs for simulation lab and a white lab coat.

Technology

Students should have sufficient computer literacy to manipulate multiple types of files. Students need a Pentium Class PC with one of the following operating systems: Windows 8, Windows 10, or a Mac OS X based computer with one of the following operating systems; OS X 10.9, (Mavericks), OS X 10.10 (Yosemite), OS X 10.11 (El Capitan), and OS 10.12 (Sierra). Students are required to have Microsoft Office (with PowerPoint, Word, Excel or Mac-compatible version), an Internet connection (broadband), a webcam, and a printer.

Time Commitment

A student's time commitment is approximately 64 hours during a seven-day week averaged over four weeks. This includes class time and clinical time but not study time. One credit hour of classroom time generates to three hours or more of study time. The student should expect a rotating schedule during clinical residency.

Employment

Student employment is strongly discouraged after the first eight months of the program. Students gain more from their academic and clinical experiences without the additional burden of work commitments. If student employment is absolutely necessary, the student must notify the director in writing of the position and hours, documenting that there is no conflict in time between their job and program responsibilities. Students/RRNAs may not be employed to practice anesthesia. Clinical students/RRNAs may not work the shift prior to clinical time.

Programs

HSNA-PHD - Health Science - Nurse Anesthesia

MHSC-MHS - Health Science

NAAC-DNAP - Anesthesiologist Assistant to DNAP

NAAC-DNPA - Nursing Practice Anesthesia

NDNA-DNAP - Nurse Anesthesia Practice

NDNA-DNP - Nurse Anesthesia

Courses

NRAN80113 - Research in Nurse Anesthesia

NRAN80323 - Physical Science in Nurse Anesthesia

NRAN80334 - Advanced Pharmacology

NRAN80345 - Advanced Anatomy, Physiology, and Pathophysiology I

NRAN80402 - Essentials of Anesthesia and Simulation

NRAN80413 - Advanced Anatomy, Physiology and Pathophysiology III

NRAN80424 - Pharmacology of Anesthesia Agents

NRAN80434 - Advanced Anatomy, Physiology and Pathophysiology II

NRAN80516 - Principles of Anesthesia Practice I

NRAN80526 - Principles of Anesthesia Practice II

NRAN80672 - Advanced Pathophysiology and Clinical Management I
NRAN80683 - Clinical Residency I
NRAN80772 - Advanced Pathophysiology and Clinical Management II
NRAN80783 - Clinical Residency II
NRAN80882 - Clinical Residency III
NRAN80972 - Clinical Concepts
NRAN80983 - Clinical Residency IV
NRAN81123 - Biostatistics for the Advanced Practitioner
NRAN81153 - Emerging Sciences, Complexity & Innovation in Health Care
NRAN81233 - Decision Science and Informatics
NRAN81243 - Translational Research
NRAN81353 - Health Care Policy and Politics
NRAN81443 - Advanced Health Assessment: Anesthesia Focus
NRAN82111 - Comprehensive Pain Management Clinical Practicum-I
NRAN82133 - Imaging and Radiation Safety
NRAN82143 - Special Topics in Advanced Pain Management
NRAN82211 - Comprehensive Pain Management Clinical Practicum-II
NRAN82221 - Psychology and Spirituality in Pain Management
NRAN82223 - Pain Evaluation and Treatment
NRAN82233 - Pharmacology for Pain Management
NRAN82323 - Interventional Pain Strategies for Advanced Pain Practice
NRAN82331 - Anatomy and Physiology for Pain Management
NRAN87891 - Advanced Simulation
NRAN88080 - Advanced Project

Nursing Department

TCU graduate Nursing offers an innovative online Master of Science in Nursing (MSN).

One major comprises the degree program: Nursing Education. There are two role foci for the Nursing Education major: Adult Gerontology or Pediatric.

All didactic coursework is offered online. Clinical practicum and teaching practicum courses are supervised by Nursing faculty in concert with qualified preceptors. Generally, students complete their practicum courses in agencies located in their geographic area. If adequate practicum or preceptor resources are not available in the student's geographic area, concentrated practicum experiences are available in the Fort Worth area.

Admission

Admission is competitive. An individualized approach is used to identify applicants with demonstrated academic achievement and potential, who have strong motivation to succeed in academic study and professional practice, and the potential to function as a leader in advanced practice, nursing administration, healthcare delivery, or nursing education. The applicant's GPA, writing and speaking skills, and professional experience are used to assess applicants for admission. A profile of each applicant is developed based on an admission portfolio consisting of:

- Completed online application that includes:
 - One official transcript from **all colleges or universities attended** with a preferred cumulative GPA of 3.0 (on a 4.0 scale) from the baccalaureate nursing program. (International transcripts should be sent with an evaluation from a transcript credentialing service.)
 - Resume or curriculum vita.
 - Personal statement – should demonstrate written communication skills, not be more than 2 pages double spaced and should address specific personal, academic and/or professional strengths and/or accomplishments and how these qualify you as a strong candidate for the MSN program, and why you are interested in a MSN from TCU.
 - Three professional references (should be from a supervisor, previous faculty, or other professional reference).
- Baccalaureate degree in nursing from an accredited school or university.
- Evidence of current unencumbered licensure in the state of Texas or the state in which practicum course work will occur.
- Evidence of current certification of American Heart Association BLS for Healthcare Provider and immunization history that meets the DFW Hospital Council requirements.
- A preferred work history that includes one year of full-time experience or its equivalent as a registered nurse. New graduates will be considered based on GPA and faculty letters of reference.
- Applicants for whom English is a second language, demonstrated English language proficiency is measured by a score of at least 600 on the Test of Spoken English as a Foreign Language (TOEFL) and a score of 6 on the institutional version of the Test of Spoken English (TSE).

Upon admission, all students must present satisfactory evidence of the following:

1. Immunizations
 - Tetanus/diphtheria (TD): Must have DTaP if the immunization is more than two years old.
 - Measles: Those born since Jan. 1, 1957, must have two doses since 12 months of age. The doses must be at least 30 days apart.
 - Mumps: Those born since Jan. 1, 1957, must have two doses since 12 months of age. The doses must be at least 30 days apart.
 - Rubella: Those born since Jan. 1, 1957, must have two doses since 12 months of age. The doses must be at least 30 days apart.
 - Hepatitis B: The completed three-dose series must be received before contact with clients in practice.

- Varicella (chickenpox): All practicum students must document evidence of immunity to varicella. This requirement may be met by either: 1) documentation of varicella immunization. (Immunization for adolescents and adults is a series of two doses 4-8 weeks apart); or 2) positive varicella titer.
 - Annual seasonal and other recommended influenza vaccination or declination forms on file.
2. Current health insurance coverage.
 3. Current certification by American Heart Association BLS for Healthcare Provider.
 4. Negative TB skin test (two-step method), QuantiFERON-TB Gold Plus or negative chest x-ray within the last 12 months (provided annually).
 5. Acceptable results from a drug screening test and a criminal background check within the 30 days prior to beginning practicum course-work. Screening tests and background checks must be completed by TCU nursing approved vendors.

CPR and TB cannot expire at any point during the semester once the student begins clinical courses.

If accepted, a \$250 non-refundable deposit is due with a completed Intent to Enroll form to hold your position. The \$250 deposit will be applied to your student account after your second successful semester.

A map of where TCU is authorized to offer distance education activities, including enrolling out-of-state students and allowing current TCU students to complete experiential learning placements is available <https://cte.tcu.edu/distance-learning/state-authorization-map/>

Academic Standards

Students must maintain a GPA of at least 3.0 in accordance with provisions described under "Academic Warning." All grades are included in the computation of the GPA, but no more than one grade of "C" or lower may be utilized in satisfying degree requirements. Students who achieve a GPA of less than 3.0 in any semester or term will be placed on academic warning. Students can be removed from that status by achieving a 3.0 cumulative average by the end of the next six hours of enrollment. If a student should fail to do so, further enrollment will be granted only by special recommendation of the Division Director of Graduate Nursing and with permission of the Associate Dean for Nursing and Dean of the Harris College of Nursing and Health Sciences.

An "I" (incomplete) grade is recorded when the student and instructor have determined that the work required for a course cannot be completed within the term of enrollment due to circumstances beyond the student's control. Under no circumstances will a grade of "I" be given to avoid earning an "F" for the course.

The "I" grade must be removed within the first 60 days of the regular semester immediately following or it is changed to an "F." Any extension of this time must have written approval of the instructor and the Associate Dean for Nursing.

Until the "I" grade is removed, progression in the program will be at the discretion of the Division Director of Graduate Nursing.

Grade Point Average

Two GPAs are maintained by TCU:

1. A semester average based on courses taken at TCU during a particular term; and
2. A cumulative average based on all work attempted at TCU.

A student's GPA is computed by dividing the number of grade points (grade points earned per semester hour for the successful completion of academic work) by the number of hours (total credit hours attempted at TCU, excluding those attempted on a pass/no-credit basis).

Programs

ENLP-DNP - Executive Nursing Leadership and Practice DNP

HSNU-PHD - Health Science - Nursing

MPAS-MMS - Physician Assistant/Associate Studies

NADM-DNP - Nursing Administration

NCNL-MSN - Clinical Nurse Leader

NCNP-DNP - Clinical Nurse Specialist - Pediatric

NDNP-DNP - Advanced Practice (post masters)

NFNP-DNP - Family Nurse Practitioner

NPAC-DNP - Adult-Gerontology Acute Care Nurse Practitioner

NPHD-PHD - DNP to PhD Nursing Program

NPPM-DNP - Psychiatric-Mental Health Nurse Practitioner

NUED-MSN - Nursing Education

NUEDGRCERT - Nursing Education Certificate

NURS-MSN - Nursing

OTHP-OTD - Occupational Therapy

Courses

NAPN84201 - Prescribing for Advanced Practice Registered Nurses

NAPN84202 - Promoting Health and Wellness in Primary Care

NAPN84212 - Business and Legal Aspects for the Nurse Practitioner

NAPN84213 - Primary Care Adult-Gerontology I

NAPN84223 - Diagnostic Methods and Procedures for the Advanced Practice Registered Nurse

NAPN84283 - FNP Practicum I

NAPN84323 - Primary Care Adult-Gerontology II

NAPN84333 - Primary Care of the Young Family

NAPN84383 - FNP Practicum II

NAPN84385 - FNP Practicum IV

NAPN84392 - Primary Care of the Young Family Practicum

NAPN84393 - FNP Practicum III

NAPN85183 - Intro to Acute Care Adult-Gerontology Practicum

NAPN85213 - Acute Care Adult-Gerontology I

NAPN85223 - Acute Care Adult-Gerontology II

NAPN85283 - Acute Care Adult-Gerontology I Practicum

NAPN85382 - Acute Care Adult-Gerontology II Practicum

NAPN85383 - Acute Care Adult-Gerontology II Practicum

NAPN85384 - Acute Care Adult-Gerontology Advanced Practicum

NAPN85385 - Acute Care Adult-Gerontology III Practicum

NAPN86212 - Psychotherapy Concepts for the Psychiatric-Mental Health Nurse Practitioner

NAPN86213 - Psychopharmacology and Neurobiology of Mental Illness

NAPN86223 - Psychiatric Care of Adult and Geriatric Populations

NAPN86283 - Psychiatric-Mental Health Practicum I

NAPN86333 - Psychiatric Care of Children and Adolescents
 NAPN86383 - Psychiatric-Mental Health Practicum II
 NAPN86384 - Advanced Clinical Practicum III Psychiatric Mental Health Nurse Practitioner Preceptorship
 NAPN86386 - Psychiatric-Mental Health Practicum III
 NCNS60412 - Advanced Care of Adult-Gerontology Populations
 NCNS60492 - Advanced Care of Adult-Gerontology Populations Practicum
 NCNS60512 - The CNS and Professional Practice
 NCNS60582 - The CNS and Professional Practice Practicum
 NCNS60613 - The CNS and Systems Leadership
 NCNS60683 - The CNS and Systems Leadership Practicum
 NCNS60712 - Advanced Care of Pediatric Populations
 NCNS60713 - Diagnostic Reasoning and Advanced Patient Management of the Adult-Gerontology Patient
 NCNS60723 - Diagnostic Reasoning and Advanced Patient Management of the Pediatric patient
 NCNS60782 - Advanced Care of Pediatric Populations Practicum
 NCNS60783 - Diagnostic Reasoning and Advanced Patient Management of the Adult-Gerontology Patient Practicum
 NCNS60793 - Diagnostic Reasoning and Advanced Patient Management of the Pediatric Patient Practicum
 NDNP81103 - Role of the DNP in Health Care
 NDNP81113 - Health Innovation & Complexity Science
 NDNP81123 - Health Care Data Management & Analysis
 NDNP81133 - Systems & Organization Leadership
 NDNP81143 - Population Health & Epidemiology
 NDNP81222 - Synthesis in Evidence-Based Practice
 NDNP81233 - Health Informatics & Technology
 NDNP81233 - Decision Science and Informatics
 NDNP81242 - Translation in Evidence-Based Practice
 NDNP81252 - Leadership in Complex Health Environments
 NDNP81282 - Advanced Leadership Practicum
 NDNP81353 - Health Policy, Finance & Economics
 NDNP82282 - Advanced Practicum II
 NDNP86712 - Foundations of Evidence-Based Practice and Research
 NDNP88061 - DNP Scholarly Project I
 NDNP88071 - DNP Scholarly Project II
 NDNP88182 - DNP Scholarly Project III
 NDNP88191 - DNP Scholarly Project IV
 NONC60811 - Advanced Oncology Practicum I
 NONC60813 - Advanced Oncology Nursing I
 NONC60821 - Advanced Oncology Nursing II: Practicum
 NONC60823 - Advanced Oncology Nursing II
 NONC60832 - Advanced Oncology Nursing Residency
 NONC60834 - Palliative and End of Life Care
 NPHD80112 - Philosophy of Nursing Science & Theory
 NPHD80122 - Implementation Science
 NPHD80132 - Nursing Research Proposal Development
 NUED60713 - Learning and Instruction in Nursing Education
 NUED60721 - Interprofessional Education Strategies
 NUED60723 - Curriculum and Program Development in Nursing Education
 NUED60733 - Evaluation in Nursing Education
 NUED60742 - Principles of Simulation in Education
 NUED60783 - Teaching Practicum
 NURS50003 - Advanced Pathophysiology
 NURS50013 - Advanced Health Assessment
 NURS50022 - Professional Aspects of the Advanced Practice Registered Nurse
 NURS50053 - Advanced Pharmacotherapeutics
 NURS60000 - Independent Study: Advanced Nursing Practice
 NURS60013 - Health Care Policy, Law and Ethics
 NURS60030 - Professional Project
 NURS60043 - Advanced Nursing Research and Theory
 NURS60053 - Critical Inquiry in Advanced Nursing Practice
 NURS60303 - Seminar in Women's Health
 NURS60413 - CNS Concepts I
 NURS60443 - Financial Concepts in Health Care
 NURS60444 - Clinical Interpretation of Assessment and Diagnostic Data

NURS60714 - Diagnostic Reasoning in Adult and Geriatric Patients
 NURS60716 - Diagnostic Reasoning
 NURS60724 - Diagnostic Reasoning in Pediatric Patients
 NURS60782 - Diagnostic Reasoning Combined Practicum
 NURS70030 - Special Topics in Nursing

Nutritional Sciences Department

Students may pursue the Master of Dietetics on the Combined BS/MS Dietetics Program.

Mission: The mission of the MS in dietetics is to support the missions of the University, college and department by providing a quality advanced academic curriculum with a concentration in nutrition education that prepares students to be scientifically competent, accountable and ethically responsible citizens who are prepared to be productive, self-educating leaders within the dietetics profession and the global community.

Programs

DIET-MS - Dietetics

NUTR-MS - Nutrition

Courses

NTDT50223 - Culinary Medicine Seminar

NTDT50323 - Gut Microbiota and Health

NTDT50343 - Biochemical, Physiological, and Molecular Aspects of Human Nutrition

NTDT50353 - Experimental Food Science

NTDT50363 - Community Nutrition and Public Health

NTDT50973 - Nutritional Sciences Seminar

NTDT55323 - Gut Microbiota and Health

NTDT55343 - Biochemical, Physiological, and Molecular Aspects of Human Nutrition

NTDT55353 - Experimental Food Science

NTDT55363 - Community Nutrition and Public Health

NTDT55973 - Nutritional Sciences Seminar

NTDT60020 - Advanced Research Practice

NTDT60101 - DPD Graduate Seminar

NTDT60303 - Advanced Supervised Practice I

NTDT60313 - Advanced Supervised Practice II

NTDT60324 - Advanced Supervised Practice III

NTDT60443 - Integrative Functional Nutrition and Nutritional Genomics

NTDT60453 - Nutrition Ecology, Food, and Sustainability

NTDT60973 - Nutritional Sciences Graduate Seminar

NTDT70980 - Thesis

NTDT70990 - Thesis

Physics Department

Students may pursue the Master of Arts, Master of Science and Doctor of Philosophy in Physics.

Prerequisites for the MA, MS or Ph.D. Degrees: BA or BS in Physics, or 24-semester-hour equivalent, including intermediate or advanced undergraduate courses in mechanics, electricity and magnetism, atomic and nuclear or modern physics or their equivalents. Twelve semester hours must be of junior or senior level. Required are mathematics through differential equations and a course in general chemistry.

Students deficient in any area of preparation may be required to take the necessary coursework during the first year of graduate study. The GRE is not required and is not considered in admission, unless specifically requested. GRE scores may be requested to be part of a holistic review of each application, but official documents are required if scores are submitted for inclusion with the application.

Teaching Requirement

As part of their professional training, full-time graduate students in physics are required to participate in the undergraduate teaching function of the department. This requirement is met by assisting in undergraduate labs, giving laboratory instructions, grading papers, conducting problem sessions or offering tutorial help. The assignment varies depending on the interest and experience of the student, and the degree of involvement in thesis or dissertation research. It usually amounts to 10 hours per week or less.

Programs

PHAS-PHD - Physics with Astrophysics Option

PHBI-PHD - Physics, Biophysics Option

PHBU-PHD - Physics, Business Option

PHYA-PHD - Physics/Astrophysics

PHYS-MA - Physics

PHYS-MS - Physics

PHYS-PHD - Physics

Courses

PHYS50030 - Seminar in Contemporary Physics & Astronomy

PHYS50713 - Contemporary Topics in Physics & Astronomy

PHYS50723 - Introduction to Solid State Physics

PHYS50733 - Computational Physics

PHYS50743 - Stellar Astrophysics

PHYS50753 - Topics in Biophysics

PHYS50763 - Experimental Methods in Biochemistry and Biophysics

PHYS50773 - Cosmology

PHYS50813 - Meteorites, Asteroids, and Planets

PHYS50901 - Scientific Citizenship

PHYS50970 - Special Problems in Physics
PHYS60003 - Methods of Advanced Physics
PHYS60203 - Classical Mechanics
PHYS60303 - Quantum Mechanics
PHYS60313 - Quantum Mechanics
PHYS60323 - Advanced Analysis & Modeling
PHYS60403 - Electrodynamics
PHYS60413 - Electrodynamics
PHYS60503 - Solid State Physics
PHYS60603 - Statistical Physics
PHYS60743 - Galactic & Extragalactic Astrophysics
PHYS60753 - Gaseous Astrophysics
PHYS60803 - Nonlinear Dynamics with Applications
PHYS60823 - Optical Spectroscopy and Fluorescence
PHYS60870 - Research Problems in Astronomy
PHYS60901 - Scientific Citizenship
PHYS60960 - Physics Seminar
PHYS60970 - Research Problems
PHYS70133 - Atomic Collision Physics
PHYS70203 - Nuclear and Particle Physics
PHYS70303 - Advanced Quantum Mechanics
PHYS70413 - Statistical Physics
PHYS70503 - Molecular Physics
PHYS70703 - Chemical Physics
PHYS70743 - Advanced Topics in Astrophysics
PHYS70753 - Advanced Topics in Biophysics
PHYS70771 - Non-Thesis
PHYS70803 - Theoretical Atomic and Molecular Physics
PHYS70903 - Quantum Optics
PHYS70980 - Thesis
PHYS70990 - Thesis
PHYS80090 - The Teaching of Physics at the College Level
PHYS90960 - Seminar in Theoretical Physics
PHYS90970 - Research Problems in Physics
PHYS90980 - Dissertation
PHYS90990 - Dissertation

Psychology Department

Students may pursue the Master of Arts, Master of Science and Doctor of Philosophy in Experimental Psychology, and a Master of Science in Developmental Trauma. A minor in Quantitative Psychology is also available. Students who want only a master's degree in psychology and do not plan to complete the doctoral program at TCU are not typically accepted into the Experimental Psychology program.

Prerequisites for the MA and MS Degrees in Experimental Psychology: BA or BS in Psychology or a 24-hour equivalent.

Prerequisites for the MS Degree in Developmental Trauma: The Developmental Trauma program is designed for students with background in psychology, child development or a related field.

Prerequisites for the Ph.D. Degree in Experimental Psychology: BA or BS in Psychology or a 24-hour equivalent.

Students with majors in other disciplines will be considered upon request, but may be required to make up any deficiencies in their undergraduate preparations.

National Honor Society

The Department of Psychology sponsors the TCU chapter of Psi Chi, national honorary society for psychology.

Programs

DETR-MS - Developmental Trauma
GQPMIN - Graduate Quantitative Psychology Minor
PSYC-MA - Psychology
PSYC-MS - Experimental Psychology
PSYC-PHD - Experimental Psychology

Courses

CHDV50433 - Trauma & Relationships
CHDV50443 - Trauma & Behavior
CHDV50533 - Case Studies in Child Development
CHDV50933 - TBRI Intensive
CHDV60263 - Child Development Internship I
CHDV60273 - Child Development Internship II
CHDV60903 - Developmental Trauma Capstone Course
PSYC50213 - Interactive Data Analysis

PSYC50401 - Neurobiology of Aging
PSYC50403 - Advanced Neuroscience
PSYC50433 - Trauma & Relationships
PSYC50443 - Trauma & Behavior
PSYC50463 - Functional Neuroanatomy
PSYC50503 - Curricular Practical Training Internship
PSYC50513 - Psychopharmacology
PSYC50523 - Analysis of Variance

PSYC50533 - Case Studies in Child Development
PSYC50603 - Contemporary Learning Theory
PSYC60000 - Special Study
PSYC60553 - Conditioning and Learning
PSYC60573 - Operant Conditioning: Theory and Application
PSYC60583 - Cognition
PSYC60623 - Regression Analysis
PSYC60633 - Generalized Linear Models
PSYC60643 - Structural Equation Models
PSYC60653 - Multilevel/Hierarchical Models
PSYC60663 - Advanced Social Psychology
PSYC60673 - Advanced Structural Equation Modeling
PSYC60743 - Longitudinal Data Analysis
PSYC60753 - Theories of Development
PSYC60903 - Developmental Trauma Capstone Course
PSYC60913 - Evolutionary Social Psychology
PSYC60933 - Writing Psychology Research
PSYC70130 - Teaching of Psychology
PSYC70980 - Thesis
PSYC70990 - Thesis
PSYC80100 - Special Topics in Quantitative Methods
PSYC80200 - Special Topics in Learning and Motivation
PSYC80300 - Special Topics in Development and Cognition
PSYC80400 - Special Topics in Physiological Psychology
PSYC80500 - Special Topics in Social Psychology and Personality
PSYC80600 - Special Topics in Contemporary Psychology
PSYC90100 - Advanced Studies in Quantitative Methods
PSYC90200 - Advanced Studies in Learning and Motivation
PSYC90300 - Advanced Studies in Development and Cognition
PSYC90400 - Advanced Studies in Physiological Psychology
PSYC90500 - Advanced Studies in Social Psychology and Personality
PSYC90600 - Advanced Studies in Contemporary Psychology
PSYC90980 - Dissertation
PSYC90990 - Dissertation

Social Work Department

The Master of Social Work (MSW) Program prepares advanced generalist social workers with a common base of social work knowledge, values and skills that equip the graduate for leadership positions that promote human rights and social and economic justice. The advanced generalist focus enables graduates to apply their abilities within service systems of various sizes and types. Practice courses stress application of advanced skills in a variety of systems using assessment, planning, intervention and evaluation relevant to diverse individuals, families, groups and communities. Field education provides opportunities for students to integrate theory with practice and experientially apply knowledge, values and skills in appropriate settings.

TCU's Department of Social Work does not discriminate on the basis of age, gender, race, color, ethnicity, national origin, handicap, veteran status, political beliefs or sexual orientation.

Mission

The mission of the TCU Master of Social Work Program is "to prepare ethical and competent advanced social work practitioners who promote human rights and economic and social justice with diverse clients in the global community." This mission reflects and flows from the University mission.

Program of Study

The MSW curriculum is based on educational standards developed by the Council on Social Work Education (CSWE). The MSW curriculum includes foundation content (the first 30 hours of the program) and advanced practice content (the final 30 hours of the program).

The MSW requires 60 credit hours (42 hours coursework, 18 hours internships). MSW students take 15 hours each semester and complete their degree in two years. Both BSW graduates and those with undergraduate degrees in other disciplines are eligible for seeking admission to the MSW. Students who already have the BSW are known as Advanced Standing students and can complete the MSW with one year of study (30 hours). Students with baccalaureate degrees in other disciplines are known as Traditional students and will require two years of study (60 hours) to complete the MSW.

The Women & Gender Studies (WGST) Certificate and Critical Race and Ethnic Studies (CRES) Certificate options are available for Traditional MSW students. Students are required to take three CRES or four WGST courses to qualify for these certificates (see additional details below).

Students may also apply for the dual degree program with Brite Divinity School. In this option, students complete both their MSW and a degree from Brite Divinity School (see additional details below).

Advanced Standing

Advanced Standing is awarded only to graduates holding degrees from baccalaureate social work programs accredited by CSWE, those recognized through its International Social Work Degree Recognition and Evaluation Service, or those covered under a memorandum of understanding with international social work accreditors. Students meeting the requirements for Advanced Standing will receive credit for the foundation content of the MSW curriculum and be allowed to enter the concentration content of the MSW Program.

Gatekeeping

The social work profession has the legal and ethical responsibility to protect both society and the profession by assessing students' readiness to work with clients. The faculty team discusses students' professional development and readiness to interact with clients. This gatekeeping responsibility is outlined and enforced through the Code of Ethics of the National Association of Social Workers and addressed in the TCU MSW Program Handbook.

MSW Admission Requirements

In addition to meeting TCU's graduate admission requirements, applicants must meet the admission requirements of either the Traditional or Advanced Standing Master of Social Work Program. Applicants may be reviewed for entry into either program. Admission decisions are based on a range of information, including the qualifications described below. Admission to the program presumes the ability and willingness to follow the sequential curriculum outlined in the Program Requirements.

Traditional MSW Program (60 credits, 2-year)

Required qualifications for admission:

1. Prior Degree. Students accepted for the MSW Program must have completed a baccalaureate (BA, BS) degree reflecting a liberal arts foundation from an accredited college or university.
2. GPA. Applicants should have strong academic preparation as demonstrated by an undergraduate GPA of at least 3.0 (on a 4.0 scale) in the last 60 hours of coursework.
3. Course Prerequisites. Applicants must have one college-level course in each of the following: statistics, sociology and psychology before registering for the first semester in the MSW Program.
4. References. Applicants must submit three professional and academic reference forms with letters from persons who can address academic abilities and interpersonal skills, potential for graduate education and potential for professional social work practice. At least one reference must be from an academic adviser or instructor. It is preferred that one of these references be from a field or internship supervisor.
5. Professional Statement. Applicants must submit a well-written professional statement 750-1,500 words that addresses:
 - What motivated you to pursue an MSW?
 - How do your values connect with the values of the social work profession?
 - What personal strengths and weaknesses will impact you as a social worker?
 - Describe experiences and leadership opportunities you have had that will help you succeed in this graduate program.
 - Discuss any significant volunteer or work experiences related to social work.
 - What are your professional goals in social work?
 - Please share two TCU Department of Social Work faculty members you would be interested in engaging with during your time in the TCU MSW program.
6. Resume. Applicants will submit a current resume or vita with their application.

Petition for Academic Exception:

Must be completed by applicants whose undergraduate GPA is below 3.0.

An applicant who believes that his or her individual circumstances warrant consideration for a waiver of the minimum university admissions requirement must petition the MSW admissions committee.

The request should be a one page statement entitled "Petition for Academic Exception". The petition should include a statement explaining that the minimum admissions requirement of a 3.0 GPA should be waived, as it does not adequately represent the applicant's capabilities. The applicant should briefly discuss how he or she has demonstrated a capacity for successful achievement in a rigorous graduate program. For example, an applicant might provide evidence of:

- Superior grades during the final 60 hours of undergraduate coursework indicating a trend toward improved performance.
- Competence through achievement in another graduate program.
- Outstanding work experience in human services (volunteer or paid).

The applicant should also discuss how he or she plans to address obstacles to successfully complete the program (for example, if a low grade point average was viewed as the result of a "needing to work full time during my undergraduate studies" the applicant should discuss why that is not likely to be a factor during his or her graduate study).

Petitions must be uploaded along with all other application documents.

Advanced Standing MSW Program (30 credits, 1-year)

Required qualifications for admission:

1. Prior Degree: Applicants must hold or be near completion of a bachelor's degree in Social Work (BSW, BSSW) or other bachelor's degree (BS or BA) with a major in social work from a CSWE accredited program.
 - a. Note: International applicants with a bachelor's in social work must have their degree recognized by CSWE's International Social Work Degree Recognition and Evaluation Service to be considered for the Advanced Standing program.
2. Transcripts: Applicants should submit an unofficial transcript from every university or college attended.
 - a. Note: International applicants must submit an English translated copy of their transcript. Note: Current and former TCU students will not need to complete this step. Copies from the Registrar's Office will be obtained for all TCU graduates.
3. GPA: Applicants should have strong academic preparation as demonstrated by an undergraduate GPA of at least 3.00 (on a 4.00 scale) in the last 60 hours of BSW coursework. Advanced Standing applicants should also demonstrate mastery of generalist social work practice, as evidenced by an earned grade of a B or better in their BSW field placements. (For split BSW field placements, students should demonstrate mastery of generalist social work practice with an average of a B or better across both semesters of the split placement.) Prospective students who do not meet these GPA and field grade requirements should apply for the Traditional program instead of the Advanced Standing program.
4. Course Prerequisites: Applicants must have one college-level course in statistics prior to registering for the first semester in the MSW program.
5. References: Applicants must submit three letters of recommendation from individuals who can address the applicant's academic abilities and interpersonal skills, potential for graduate education and potential for professional social work practice. It is required that at least one reference be an academic reference from an academic advisor or instructor and that one of these references be from a field instructor.
6. Professional Statement. Applicants must submit a well-written professional statement, 750-1,500 words, that addresses:
 - What motivated you to pursue an MSW?

- How do your values connect with the values of the social work profession?
- What personal strengths and weaknesses will impact you as a social worker?
- Describe experiences and leadership opportunities you have had that will help you succeed in this graduate program.
- Discuss any significant volunteer or work experiences related to social work.
- What are your professional goals in social work?
- What are your professional goals and plans in social work?
- Please share two TCU Department of Social Work faculty members you would be interested in engaging with during your time in the TCU MSW program.

7. Resume. Applicants will submit a current resume or vitae with their application.

Transfer Credit

The MSW Program may accept up to 10 transfer credits from: 1) a CSWE-accredited MSW Program for foundation year courses, or 2) a CSWE-accredited MSW Program or another graduate program in a related field for concentration year electives. No transfer credit will be awarded for practice courses, required concentration-year courses or for field education.

In addition, requests for transfer course credit must meet the following criteria:

1. The student requesting credit for graduate coursework must be admitted to TCU's MSW Program prior to approval of a request for transfer credit. However, admission to the MSW Program does not guarantee approval of transfer credits.
2. Upon admission, the student may request a review of graduate course(s) taken to determine whether the course(s) may be transferred for credit.
3. A minimum grade of "B" must have been earned in each course proposed for transfer credit.
4. When requesting transfer credit, a student must submit: a letter of request to the TCU MSW Program director that identifies the course(s) for which transfer credit is requested, a copy of the official catalog of the university where the course was taken, a copy of the course syllabus and an official transcript showing the grade earned.

Grading Policy

Course grades, both classroom and field, provide a measure of student performance in the course. Quality of performance is evaluated with respect to course objectives. While these objectives are collectively determined, it is the singular responsibility of the instructor to evaluate student performance in respect to these standards and thus to determine the grade.

In the Department, course credit is given for the grades A, B, and C. No credit is given for any grade below a C. If a student earns below a C, they will be terminated from the MSW program. In the computation of the grade-point average, all grades of C will be included, but no more than two C grades may be utilized in satisfying degree requirements. For MSW students, a grade point average of at least 3.0 in all graduate courses in the major and supporting work must be maintained to completion of the program.

Grades from other institutions are not included in the grade point average. Only upper-division and graduate-level courses taken in graduate status for a letter grade are counted in the average. Students must satisfy all prerequisite incompletes before starting final year coursework and the final field placement. Conditionally admitted students may not take a grade of I, as part of the criteria for achieving "good academic standing" after admission. Candidates for graduation should not take a grade of I in their final semester, or graduation will be delayed and additional course work in a future semester of graduation will be required.

Graduation

To graduate, students must be enrolled in the MSW program during the semester in which they will graduate and have successfully completed all required coursework toward the MSW or dual degree. Additionally, students must have no incompletes (Is) and have a 3.0 cumulative graduate GPA or better in all courses.

ACADEMIC WARNING STATUS AND TERMINATION FROM THE MSW PROGRAM

If a student's overall grade-point average falls below 3.0, the student is placed on academic warning status. While in warning status, a student who wishes to continue in the degree program may not drop any course or withdraw from the University without the approval of their academic advisor, MSW Program Director and Department Chair. In the next semester in which the student enrolls, the overall grade-point average must be raised to 3.0 or the student is dismissed from further study.

Certain additional circumstances make it possible for a student to be dismissed from continuation in the MSW program. All students receiving a grade of C or an I (incomplete) in any semester will have their academic progress in the program reviewed in a joint meeting of their academic advisor and the program director. Additionally, students who earn two or more C's or a single F grade during the program will be terminated from the program. If the third C or a single F is earned in the final semester, a degree will not be conferred. Students will be notified in writing of adverse decisions regarding their continuation in the program. Students may appeal in writing to the program director for continuation in the program. They may also follow the university grade appeal process if they would like to appeal a course grade.

Criteria for dismissal from the major includes academic performance and nonacademic criteria. Nonacademic criteria related to professionalism and ethical behavior is considered part of the academic arena of a professional program. As such, a student could be dismissed from the program for failing to uphold the ethical guidelines of the profession and for personal issues that affect professional performance.

Therefore, students can be eliminated from the program for academic or professional reasons. These gatekeeping efforts, counseling students in or out of the program, are supported by the university and by the judicial system.

Programs

HSSW-PHD - Health Science - Social Work

SOWA-MSW - Social Work

SOWO-MSW - Social Work

SWBA-MSW - Social Work

SWBR-MSW - Social Work

Courses

SOWO61803 - Professional Foundation

SOWO61813 - Research Methods in Social Work

SOWO61823 - Diversity and Social Justice

SOWO61833 - Macro Practice

SOWO61843 - Human Behavior and the Social Environment 1

SOWO61853 - Human Behavior and the Social Environment 2

SOWO61863 - Social Welfare Policies and Services
 SOWO61873 - Micro Practice
 SOWO61883 - Field Education 1
 SOWO61893 - Field Education 2
 SOWO63500 - Directed Study in Social Work
 SOWO63503 - Treatment of Addictions
 SOWO63513 - Social Work and the Law for Children and Families
 SOWO63523 - Advanced Family Treatment
 SOWO63533 - Global Poverty, Inequality, and Social Justice
 SOWO63543 - Contemporary Topics in Social Work
 SOWO63553 - Social Work Practice in Health Care
 SOWO63563 - Comparative Social Policy
 SOWO63573 - Interventions with Children and Families
 SOWO63583 - Program Development, Grant Writing, and Fund Raising
 SOWO63593 - Crisis Intervention
 SOWO63603 - Intimate Partner Violence
 SOWO65803 - Administration and Management
 SOWO65813 - Evaluation Research
 SOWO65823 - Field Seminar 3
 SOWO65833 - Perspectives on Mental Health Practice
 SOWO65843 - Trauma-Informed Social Work Practice
 SOWO65853 - Applied Evaluation Research
 SOWO65863 - Field Seminar 4
 SOWO65873 - Advanced Practice
 SOWO65883 - Field Education 3
 SOWO65893 - Field Education 4

Strategic Communication Department

Strategic Communication, MS

This degree is designed for working strategic communication professionals seeking to broaden their understanding of strategic communication theories and skills in strategy, research, storytelling, new media and leadership. Students will take a blend of advertising and public relations courses that enable them to compete in today's digital and global world.

Admission Requirements

Please see the following for admission requirements

Applicants must meet general University requirements as specified in the graduate catalog, and have completed 15 semester hours (five courses) in undergraduate journalism, advertising, public relations, marketing or a related field or have sufficient professional experience in a communication discipline as determined by the graduate admissions committee.

Degree Requirements for Strategic Communication Master of Science Degrees

The Master of Science in Strategic Communication require 36 hours.

All Strategic Communication graduate students take the following core courses.

<u>STCO50123 Foundations and Theory</u>	Foundations and Theory	3
<u>STCO50183 Management & Leadership</u>	Management and Leadership	3
<u>STCO60113 Research Methods</u>	Research Methods	3
<u>STCO60133 Ethics</u>	Ethics	3
<u>STCO60183 Global Strategic Comm</u>	Global Strategic Communication	3

Students may select up to 21 hours of strategic communication courses that best fit their career needs. With special permission from the graduate director, up to 6 approved graduate hours may be taken outside the Department of Strategic Communication.

Students may choose one of two tracks for graduation.

Track I: Project

The project track requires 33 hours of coursework and 3 hours of project. For TCU Certified Public Communicator graduates, and with permission from the graduate director, the project track requires 27 hours of coursework and 3 hours of project. The project is completed during the semester prior to graduation. Students who do a project apply the skills and knowledge they have gained in their graduate coursework to solve an applied, contemporary problem or issue.

Track II: Thesis

The thesis track requires 30 hours of coursework and 6 hours of thesis. For TCU Certified Public Communicator graduates, and with permission from the graduate director, the thesis track requires 24 hours of coursework and 6 hours of thesis. The thesis takes two semesters to complete and involves a research project. Graduate students who are thinking of going on to earn a Ph.D. typically elect for the thesis track.

Programs

STCO-MS - Strategic Communication

Courses

STCO50123 - Foundations and Theory
STCO50133 - Management of Public Relations and Advertising Departments/
Firms or Agencies
STCO50183 - Management and Leadership
STCO50333 - Advertising and the Consumer
STCO50383 - History of Strategic Communication
STCO50523 - Information Law and Policy
STCO50970 - Special Topics
STCO53483 - Crisis Communication
STCO60113 - Research Methods
STCO60123 - Theory
STCO60133 - Ethics
STCO60173 - Project in Strategic Communication
STCO60183 - Global Strategic Communication
STCO60193 - Global Cases and Campaigns
STCO60203 - Integrated Marketing Communications
STCO60970 - Special Topics
STCO61423 - Feature Writing
STCO63143 - Sports Communication
STCO63803 - New Media
STCO66723 - Social Responsibility
STCO67523 - Crisis Communication
STCO67533 - Case Studies
STCO68300 - Internship
STCO70980 - Thesis
STCO70990 - Thesis

TCU Global Department

TCU Global

TCU Global serves as a catalyst for students to become exceptional global citizens through active engagement. TCU Global promotes international and domestic programming and structures, including summer study abroad programs led by TCU faculty members, semester-long study abroad programs, and the Global Scholars program. TCU Global also supports domestic travel. For more information, visit <https://studyabroad.tcu.edu/>

Semester and Year Long Opportunities – International

The *TCU-In Athens Program* allows students to spend a semester abroad in one of the oldest cities in the world. TCU-In Athens students attend the American College of Greece (ACG), where they will take a full slate of courses in far-ranging subjects. Courses are taught by Greek professors in English and students take classes with other study abroad students. The American College of Greece is located on a hillside on the edge of Athens. Students are housed in a residence hall complex a short walk from campus.

The *TCU-In Barcelona Program* offers students the chance to enroll in a wide range of courses, participate in internships, and take part in activities and excursions, all while living in the international, culturally rich city of Barcelona. TCU-In Barcelona students are allowed to choose a variety of academic options for their semester abroad. They take classes through the CEA-CAPA center and can add in courses from the Universitat Pompeu Fabra (UPF), Universitat Autònoma de Barcelona (UA), and Universitat de Barcelona (UB). Courses at these institutions are taught by Spanish professors in English and Spanish, and students take classes with other study abroad students and Spanish students. Barcelona is the country's second-largest city located in the northern region of Spain. This city offers an ideal blend of historic and modern, combining Gothic charm with thriving immigrant cultures, and Gaudí's quirky architecture with world-class dining and shopping. Students are housed in shared apartments with other TCU and CEA-CAPA study abroad students.

The *TCU-In Dublin Program* offers students the option to spend a semester at one of Ireland's largest and most international universities, University College Dublin, while living in the culturally-rich and friendly city of Dublin, Ireland. Students can take courses in Arts & Humanities; Business, Engineering, and Architecture; Health and Agricultural Sciences; Science; and Social Sciences. They live on a 330-acre campus in UCD Residences and have access to all the modern campus amenities, including a multilevel gymnasium, library, green spaces, and student unions. The Dublin City Center, home to Temple Bar and Dublin Castle, is a short bus ride from campus.

The *TCU-In Florence Program* a wide variety of disciplines, but specializes in Fine Arts and Liberal Arts. Students take classes at Scuola Lorenzo de' Medici (LdM), an international school in Florence, alongside other international students. TCU students live in apartments throughout the city center. Florence, itself, is a stunning Renaissance city and an artistic and cultural capital. TCU-In Florence features a strong Fine Arts program, including art history, fashion, graphic design, interior design, and studio art. No prior Italian language is required in order to apply.

The *TCU-In London Program* provides a unique opportunity for TCU students to study in one of the major capitals of the world, drawing on the immense intellectual, cultural and human resources of London. TCU partners with the University of Westminster and the University of Roehampton to provide opportunities to take courses in a wide range of disciplines. Students also have the option of choosing an internship for academic credit.

The *TCU-In Madrid Program* is an extraordinary opportunity to attend a preeminent private university in Spain, while living in the city center of this vibrant international city. The cost of living makes this an affordable European destination. Students attend classes at Universidad Nebrija, where they can study business, economics, communication, psychology, cultural studies, or Spanish language. With the main campus located one mile north of the center of Madrid, Nebrija offers students an urban campus with state-of-the-art facilities, including computer labs, libraries, and public spaces. Students are also housed near the city center, commuting to class and the Accent Center taking anywhere from 15 to 30 minutes.

The *TCU-In Oxford Program* is a prestigious opportunity to study at St. Catherine's College, one of nearly 40 colleges that make up the University of Oxford. TCU juniors and seniors with high academic qualifications can study at St. Catherine's College through its Visiting Students Programme. Visiting Students have the opportunity to choose from the widest variety of tutorial courses offered by any college at Oxford. Visiting Students live in residence halls on the St. Catherine's campus.

The *TCU-In Paris* program allows students to live and study in one of the most historically and culturally rich cities in the world. A prime location for the Fine Arts, the TCU-In Paris program has strong offerings in Interior Design, Fashion Merchandising, and Studio Art, among others. Students take classes at Paris College of Art, an international college of art and design in Paris, alongside other international students. All TCU-In Paris students are required to take one course at the Accent Study Center, centrally located in Paris. TCU students live together in apartments throughout the city. No prior French language is required in order to apply.

The *TCU-In Paris – Dance* program allows dance students to live and study in one of the most historically and culturally rich cities in the world. A prime location for the Fine Arts, the TCU-In Paris program has students take a full load of studio dance classes at the Paris Marais Dance School, alongside other French and international students. All TCU-In Paris students are required to take one course at the Accent Study Center, centrally located in Paris. TCU students live together in apartments throughout the city. No prior French language is required in order to apply. This program is only available to Dance majors during the spring semester of their junior year.

The *TCU-In Prague* program offers students the option to spend a semester at AEP, the undergraduate study abroad program of Charles University, one of the oldest and most prestigious universities in Europe, while living in Prague, the political, cultural, and economic hub of Central Europe. Open to a limited number of participants, this program focuses on economics and political science while also offering courses in art history, communications, psychology, and liberal arts. Students are required to take one Czech language course as part of their course load. Students attend classes in the historic Schebek Palace, only blocks from the center of Prague, and are housed in shared apartments throughout the city center.

The *TCU-In Rome Program* allows students to experience an international and historically rich environment while studying at the American University of Rome (AUR), an American-style university in the heart of Rome. AUR is home to a highly diverse student body representing over 60 countries on campus. 28 native languages are spoken amongst their faculty and students, although all programs are conducted in English. Students study in Monteverde, a quiet neighborhood adjacent to Trastevere. TCU in Rome offers many types of courses, with strengths in Business, Communication, Fine Arts, and Liberal Arts. No prior language is required to be accepted to the program.

The *TCU-In Seville Program* is one of TCU's flagship semester programs, where students immerse themselves into the culturally rich city of Seville. TCU-In Seville students take classes through the International Center at Universidad Pablo de Olavide (UPO), a Spanish university, and the CEA-CAPA Study Center. Courses are taught by Spanish professors in English and Spanish, and students take classes with other study abroad students. TCU-In Seville offers courses in a wide range of disciplines and is open to any student. They have a strong focus on Spanish language and culture and represent a great option for those interested in furthering their Spanish language skills. Many Spanish majors and minors at TCU choose to study abroad in Seville. Seville is the capital of Andalusia, a southern region of Spain renowned for its beauty, history, spectacular festivals, and cultural legacies: tapas, bullfighting, and flamenco all originate from Andalusia.

The *TCU-In Stellenbosch Program* offers students the opportunity to study in Stellenbosch, South Africa, a charming college town outside of Cape Town, surrounded by breathtaking mountain and ocean views. Students live on campus and may take courses across a wide range of disciplines at Stellenbosch University including science, business and the liberal arts.

The *TCU-In Sydney Program* allows students to take classes at University of Sydney, a global top 20 university, leading the way in addressing environmental, social, and governance challenges. TCU students generally live together in residence hall-style apartments near campus. Set around the world's largest natural harbor, Sydney is home to beautiful golden beaches, world-class museums and art galleries, delicious fresh food, and a calendar of exciting events and festivals. Students can take classes from a wide variety of subjects, including health sciences, education, and music.

Other special study abroad opportunities include:

TCU Affiliated Programs. TCU Affiliated Programs are select study abroad programs offering additional semester- and year-long experiences for students in locations throughout Australia, Asia, Europe, Latin America and Africa.

Bilateral Exchange: Students have the ability to exchange for a semester with prestigious universities throughout the world—for example WHU - Otto Beisheim School of Management in Germany, Sciences Po and EDHEC Business School in France, and Meiji University in Japan. These programs are academically rigorous and require a high level of independence.

Semester Opportunities – Domestic

The *Washington Internship Program - TCU Department of Journalism* allows a select group of students to spend the fall semester interning at powerful political, social, government and media organizations in Washington, D.C. In the past, students have interned for the CBS Washington bureau, POLITICO, USA Today, the ONE Campaign, McClatchy Washington bureau and communications offices in the U.S. Congress. Internships are co-supervised by the employer and a TCU professor who visits students in Washington during the semester. The Washington Center (TWC) houses its interns in its own building, a new, secure facility with furnished apartments and 24-hour residence staff assistance, only two blocks from a Metro subway station and within walking distance of downtown Washington. TWC arranges for instructors to teach classes at night so students can continue to make progress towards graduation.

For more than 40 years, the *Washington Internship Program - TCU Department of Political Science* has placed interns in a wide variety of DC internships. As a TCU Washington intern, students work four days a week at their internship site, from late-August through December. They also take an evening class once a week and attend programming on Fridays. Recent internship placements include Congress, the White House, executive agencies such as the departments of State, Justice and Commerce, advocacy groups, think tanks, non-government organizations, news media outlets, lobbying firms and U.S. attorneys. The Washington Center (TWC) houses its interns in its own building - a new, secure facility with furnished apartments and 24-hour residence staff assistance, only two blocks from a Metro subway station and within walking distance of downtown Washington.

TCU Summer Programs

TCU Summer programs are broken down into two categories:

TCU Faculty-Led Programs are intensive study abroad courses developed and directed by TCU faculty members from such disciplines as biology, business, environmental science, communication science disorders, strategic communication, history, journalism, literature, nursing, social work, political science, religion, Spanish, and theatre. Generally taking place from 2-4 weeks, these programs are highly experiential and can take place around the globe, including Argentina, Australia, Costa Rica, England, France, Germany, Italy, Japan, Scotland, South Africa and Spain.

TCU Summer Semester Programs allow students to enroll in a local university during the summer for 4 – 8 weeks, taking a number of courses. Students have the ability to participate in international internships. These programs allow for more cultural immersion as students are based in one location for several weeks. These programs are held in Rome, Florence, Barcelona, London, Dublin, and Sydney.

Student Conduct and Academic Issues:

TCU Global serves as an academic unit for purposes of administering Study Abroad and Study Away programs, as well as courses assigned INTL designation. For academic issues related to INTL courses, semester study abroad and study away programs administered through TCU Global, the Chair of the TCU Global Academic and Curricular Advisory Committee serves as the Department Chair and the Vice Provost serves as the Dean. The Chair of the TCU Global Academic and Curricular Advisory Committee will coordinate with the academic dean of the student's major. For conduct issues, the Senior International Officer will coordinate with the Dean of Students and the academic dean of the student's major to ensure consistency with TCU policies and processes. For more information, visit <https://studyabroad.tcu.edu/>

Women & Gender Studies Department

A Certificate in Women & Gender Studies is available on the master's and doctoral degrees in selected programs. A list of eligible programs is available on the women and gender studies website. The certificate recognizes a student's intensive investigation of issues in women and gender studies in the context of their regular disciplinary graduate work.

Admissions Requirements

A student must be enrolled in a master's or doctoral program approved by the women and gender studies department to participate. See the department website for a list of eligible programs. Application for admission to the certificate program should be made online to the women and gender studies department chair.

Programs

WOSTCERT - Women and Gender Studies Graduate Certificate

Courses

WGST50103 - Feminist/Queer Inquiry

WGST60003 - Colloquium on Feminist Theory

WGST60973 - Directed Study in Women & Gender Studies

WGST71813 - Curriculum Studies Seminar (WGST)

All Programs

ACCE-MBA - Business Administration - Energy

Overview

Program Code
ACCE-MBA

Department(s)
Neeley School of Business, Business
Non-Departmental Prog

Career
Graduate

Degree Designation
MBA - Master of Business
Administration awarded by TCU

CIP Code
52.0210

CIP Code
52.0201

ACCT-MAC - Master of Accounting

Overview

Program Code
ACCT-MAC

Department(s)
Accounting, Neeley School of Business

Career
Graduate

Degree Designation
MAC - Master of Accounting awarded by
TCU

CIP Code
52.0301

ACCL-MBA - Business Administration

Overview

Program Code
ACCL-MBA

Department(s)
Neeley School of Business, Business
Non-Departmental Prog

Career
Graduate

Degree Designation
MBA - Master of Business
Administration awarded by TCU

CIP Code
30.7102

ACEO-MBA - Business Administration - Energy

Overview

Program Code
ACEO-MBA

Department(s)
Neeley School of Business, Business
Non-Departmental Prog

Career
Graduate

Degree Designation
MBA - Master of Business
Administration awarded by TCU

CIP Code
52.0210

ACCP-MBA - Business Administration

Overview

Program Code
ACCP-MBA

Department(s)
Neeley School of Business, Business
Non-Departmental Prog

Career
Graduate

Degree Designation
MBA - Master of Business
Administration awarded by TCU

ACPO-MBA - Business Administration

Overview

Program Code
ACPO-MBA

Department(s)
Neeley School of Business, Business
Non-Departmental Prog

Career
Graduate

Degree Designation
MBA - Master of Business
Administration awarded by TCU

CIP Code
52.0201

AHEC-MBA - Business Administration - Health Care

Overview

Program Code
AHEC-MBA

Department(s)
Neeley School of Business, Business
Non-Departmental Prog

Career
Graduate

Degree Designation
MBA - Master of Business
Administration awarded by TCU

CIP Code
52.9999

ANLYCERT - Analytics Certificate

Overview

Program Code
ANLYCERT

Department(s)
Neeley School of Business, Business
Non-Departmental Prog

Career
Graduate

Degree Designation
CRT - Certification Program

CIP Code
52.1301

ARHI-MA - Art History

Overview

Program Code
ARHI-MA

Department(s)
School of Art, Fine Arts

Career
Graduate

Degree Designation
MA - Master of Arts awarded by TCU

CIP Code
50.0703

ATTR-MSAT - Master of Science in Athletic Training

Overview

Program Code
ATTR-MSAT

Department(s)
Health & Human Sciences, Kinesiology

Career
Graduate

Degree Designation
MSAT - Master of Science in Athletic
Training

CIP Code
51.0913

BIOL-MA - Biology

Overview

Program Code
BIOL-MA

Department(s)
Biology, College of Science & Engineer

Career
Graduate

Degree Designation
MA - Master of Arts awarded by TCU

CIP Code
26.0101

BIOL-MS - Biology

Overview

Program Code
BIOL-MS

Department(s)
Biology, College of Science & Engineer

Career
Graduate

Degree Designation
MS - Master of Science awarded by TCU

CIP Code
26.0101

BIOL-PHD - Biology

Overview

Program Code
BIOL-PHD

Department(s)
Biology, College of Science & Engineer

Career
Graduate

Degree Designation
PHD - Doctor of Philosophy awarded by
TCU

CIP Code
26.0101

BIZTCERT - Biztech Certificate

Overview

Program Code
BIZTCERT

Department(s)
Neeley School of Business, Business
Non-Departmental Prog

Career
Graduate

Degree Designation
CRT - Certification Program

CIP Code
30.7102

BMBA-MBA - Business Administration

Overview

Program Code
BMBA-MBA

Department(s)
Neeley School of Business, Business
Non-Departmental Prog

Career
Graduate

Degree Designation
MBA - Master of Business
Administration awarded by TCU

CIP Code
52.0201

BMED-MBA - Business Administration MD/ MBA

Overview

Program Code
BMED-MBA

Department(s)
Neeley School of Business, Business
Non-Departmental Prog, Burnett School
of Medicine

Career
Graduate

CIP Code
52.0201

CIP Code
50.0906

CCHR-MM - Conducting - Choral Emphasis

Overview

Program Code
CCHR-MM

Department(s)
Fine Arts, Music

Career
Graduate

Degree Designation
MM - Master of Music awarded by TCU

CIP Code
50.0906

BUAD - Business Administration

Overview

Program Code
BUAD

Department(s)
Neeley School of Business, Business
Non-Departmental Prog

Career
Graduate

CIP Code
52.0201

CHEM-MA - Chemistry

Overview

Program Code
CHEM-MA

Department(s)
Chemistry and Biochemistry, College of
Science & Engineer

Career
Graduate

Degree Designation
MA - Master of Arts awarded by TCU

CIP Code
40.0501

BUAD-MBA - Business Administration

Overview

Program Code
BUAD-MBA

Department(s)
Neeley School of Business, Business
Non-Departmental Prog

Career
Graduate

Degree Designation
MBA - Master of Business
Administration awarded by TCU

CIP Code
30.7102

CHEM-MS - Chemistry

Overview

Program Code
CHEM-MS

Department(s)
Chemistry and Biochemistry, College of
Science & Engineer

Career
Graduate

Degree Designation
MS - Master of Science awarded by TCU

CIP Code
40.0501

BUAL-MS - Business Analytics

Overview

Program Code
BUAL-MS

Department(s)
Neeley School of Business, Business
Non-Departmental Prog

Career
Graduate

Degree Designation
MS - Master of Science awarded by TCU

CIP Code
52.1399

CHEM-PHD - Chemistry

Overview

Program Code
CHEM-PHD

Department(s)
Chemistry and Biochemistry, College of
Science & Engineer

Career
Graduate

Degree Designation
PHD - Doctor of Philosophy awarded by
TCU

CIP Code
40.0501

CBND-MM - Conducting - Band Emphasis

Overview

Program Code
CBND-MM

Department(s)
Fine Arts, Music

Career
Graduate

Degree Designation
MM - Master of Music awarded by TCU

CHPECERT - Health Professions Education Certificate

Overview

Program Code
CHPECERT

Department(s)
Curriculum & Instruction, Education

Career
Graduate

Degree Designation
CRT - Certification Program

CIP Code
13.0301

CICA-MED - Curriculum and Instruction-Curriculum Studies Emphasis

Overview

Program Code
CICA-MED

Department(s)
Counseling, Societal Chng, Inq, Education

Career
Graduate

Degree Designation
MED - Master of Education awarded by TCU

CIP Code
13.0301

CILA-MED - Curriculum and Instruction-Language and Literacy Emphasis

Overview

Program Code
CILA-MED

Department(s)
DTLS, Education

Career
Graduate

Degree Designation
MED - Master of Education awarded by TCU

CIP Code
13.0301

CIMA-MED - Curriculum and Instruction-Mathematics Education Emphasis

Overview

Program Code
CIMA-MED

Department(s)
DTLS, Education

Career
Graduate

Degree Designation
MED - Master of Education awarded by TCU

CIP Code
13.0301

CISA-MED - Curriculum and Instruction-Science Education Emphasis

Overview

Program Code
CISA-MED

Department(s)
DTLS, Education

Career
Graduate

Degree Designation
MED - Master of Education awarded by TCU

CIP Code
13.0301

COMM-MS - Communication Studies

Overview

Program Code
COMM-MS

Department(s)
College of Communications,
Communication Studies

Career
Graduate

Degree Designation
MS - Master of Science awarded by TCU

CIP Code
09.0101

COND-DMA - Conducting

Overview

Program Code
COND-DMA

Department(s)
Fine Arts, Music

Career
Graduate

Degree Designation
DMA - Doctor of Musical Arts awarded by TCU

CIP Code
50.0906

CORC-MM - Conducting - Orchestral Emphasis

Overview

Program Code
CORC-MM

Department(s)
Fine Arts, Music

Career
Graduate

Degree Designation
MM - Master of Music awarded by TCU

CIP Code
50.0906

CRES-CRT - Comparative Race and Ethnic Studies Graduate Certificate

Overview

Program Code
CRES-CRT

Department(s)
AddRan, Comparative Race and Ethnic St

Career
Graduate

Degree Designation
CRT - Certification Program

CIP Code
05.0200

CRJU-MS - Criminology & Criminal Justice

Overview

Program Code
CRJU-MS

Department(s)
AddRan, Criminology & Criminal Justice

Career
Graduate

Degree Designation
MS - Master of Science awarded by TCU

CIP Code
43.0104

CRLECERT - Leadership, Executive and Administrative Development in Criminal Justice Certificate

Overview

Program Code
CRLECERT

Department(s)
AddRan, Criminology & Criminal Justice

Career
Graduate

Degree Designation
CRT - Certification Program

CIP Code
43.0103

CRPECONC - CRES Concentration in Pedagogy

Overview

Program Code
CRPECONC

Department(s)
AddRan, Comparative Race and Ethnic St

Career
Graduate

CIP Code
05.0200

CRRECONC - CRES Concentration in Research

Overview

Program Code
CRRECONC

Department(s)
AddRan, Comparative Race and Ethnic St

Career
Graduate

CIP Code
05.0200

CUCS-MED - Curriculum and Instruction-Curriculum Studies Emphasis

Overview

Program Code
CUCS-MED

Department(s)
Counseling, Societal Chng, Inq, Education

Career
Graduate

Degree Designation
MED - Master of Education awarded by TCU

CIP Code
13.0301

CULL-MED - Curriculum and Instruction-Language and Literacy Emphasis

Overview

Program Code
CULL-MED

Department(s)
DTLS, Education

Career
Graduate

Degree Designation
MED - Master of Education awarded by TCU

CIP Code
13.0301

CUMA-MED - Curriculum and Instruction-Mathematics Education Emphasis

Overview

Program Code
CUMA-MED

Department(s)
DTLS, Education

Career
Graduate

Degree Designation
MED - Master of Education awarded by TCU

CIP Code
13.0301

CUSC-MED - Curriculum and Instruction-Science Education Emphasis

Overview

Program Code
CUSC-MED

Department(s)
DTLS, Education

Career
Graduate

Degree Designation
MED - Master of Education awarded by TCU

CIP Code
13.0301

DETR-MS - Developmental Trauma

Overview

Program Code
DETR-MS

Department(s)
Psychology, College of Science & Engineer

Career
Graduate

Degree Designation
MS - Master of Science awarded by TCU

CIP Code
42.2703

DIET-MS - Dietetics

Overview

Program Code
DIET-MS

Department(s)
Nutritional Sciences, College of Science & Engineer

Career
Graduate

Degree Designation
MS - Master of Science awarded by TCU

CIP Code
30.1901

EDCE-PHD - Counseling and Counselor Education

Overview

Program Code
EDCE-PHD

Career
Graduate

CIP Code
13.1101

Department(s)
Counseling, Societal Chng, Inq, Education

Degree Designation
PHD - Doctor of Philosophy awarded by TCU

EDCS-PHD - Curriculum Studies

Overview

Program Code
EDCS-PHD

Career
Graduate

CIP Code
13.0301

Department(s)
Counseling, Societal Chng, Inq, Education

Degree Designation
PHD - Doctor of Philosophy awarded by TCU

EDGU-MED - School Counseling

Overview

Program Code
EDGU-MED

Career
Graduate

CIP Code
13.1101

Department(s)
Counseling, Societal Chng, Inq, Education

Degree Designation
MED - Master of Education awarded by TCU

EDHE-EDD - Higher Education Leadership

Overview

Program Code
EDHE-EDD

Career
Graduate

CIP Code
13.0406

Department(s)
Education, Educ Leadership and Higher Ed

Degree Designation
EDD - Doctor of Education awarded by TCU

EDHE-MED - Higher Education Administration Emphasis

Overview

Program Code
EDHE-MED

Career
Graduate

CIP Code
13.0401

Department(s)
Education, Educ Leadership and Higher Ed

Degree Designation
MED - Master of Education awarded by TCU

EDHS-MED - Human Services

Overview

Program Code
EDHS-MED

Career
Graduate

CIP Code
13.1101

Department(s)
Counseling, Societal Chng, Inq, Education

Degree Designation
MED - Master of Education awarded by TCU

EDLE-EDD - Educational Leadership

Overview

Program Code
EDLE-EDD

Career
Graduate

CIP Code
13.0401

Department(s)
Education, Educ Leadership and Higher Ed

Degree Designation
EDD - Doctor of Education awarded by TCU

EDLE-MBA - Educational Leadership

Overview

Program Code
EDLE-MBA

Career
Graduate

CIP Code
13.0401

Department(s)
Neeley School of Business, Business Non-Departmental Prog, Education

Degree Designation
MBA - Master of Business Administration awarded by TCU

EDLE-MED - Educational Leadership-PK-12 Emphasis

Overview

Program Code
EDLE-MED

Career
Graduate

CIP Code
13.0401

Department(s)
Education, Educ Leadership and Higher Ed

Degree Designation
MED - Master of Education awarded by TCU

EDLE-PHD - Educational Leadership

Overview

Program Code
EDLE-PHD

Department(s)
Education, Educ Leadership and Higher Ed

Career
Graduate

Degree Designation
PHD - Doctor of Philosophy awarded by TCU

CIP Code
13.0401

EDLP-MBA - Educational Leadership

Overview

Program Code
EDLP-MBA

Department(s)
Neeley School of Business, Business
Non-Departmental Prog, Education

Career
Graduate

Degree Designation
MBA - Master of Business
Administration awarded by TCU

CIP Code
13.0401

EDMH-MED - Clinical Mental Health Counseling

Overview

Program Code
EDMH-MED

Department(s)
Counseling, Societal Chng, Inq, Education

Career
Graduate

Degree Designation
MED - Master of Education awarded by TCU

CIP Code
13.1101

EDSC-PHD - Educational Studies - Science Education

Overview

Program Code
EDSC-PHD

Department(s)
DTLS, Education

Career
Graduate

Degree Designation
PHD - Doctor of Philosophy awarded by TCU

CIP Code
13.1316

EDSD-MED - Special Education with Educational Diagnostician Certificate

Overview

Program Code
EDSD-MED

Department(s)
DTLS, Education

Career
Graduate

Degree Designation
MED - Master of Education awarded by TCU

CIP Code
13.1001

EDSP-MED - Special Education

Overview

Program Code
EDSP-MED

Department(s)
DTLS, Education

Career
Graduate

Degree Designation
MED - Master of Education awarded by TCU

CIP Code
13.1001

EMBA-MBA - Business Administration

Overview

Program Code
EMBA-MBA

Department(s)
Neeley School of Business, Business
Non-Departmental Prog

Career
Graduate

Degree Designation
MBA - Master of Business
Administration awarded by TCU

CIP Code
52.0201

ENGMA-MA - English

Overview

Program Code
ENGMA-MA

Department(s)
AddRan, English

Career
Graduate

Degree Designation
MA - Master of Arts awarded by TCU

CIP Code
23.0101

ENGL-MA - English

Overview

Program Code
ENGL-MA

Department(s)
AddRan, English

Career
Graduate

Degree Designation
MA - Master of Arts awarded by TCU

CIP Code
23.0101

ENGL-PHD - English

Overview

Program Code
ENGL-PHD

Department(s)
AddRan, English

Career
Graduate

Degree Designation
PHD - Doctor of Philosophy awarded by TCU

CIP Code
23.0101

ENGRCERT - Ralph Lowe Energy Management Certificate

Overview

Program Code
ENGRCERT

Department(s)
Neeley School of Business, Business
Non-Departmental Prog

Career
Graduate

Degree Designation
CRT - Certification Program

CIP Code
15.1701

ENINCERT - Entrepreneurship & Innovation Certificate

Overview

Program Code
ENINCERT

Department(s)
Neeley School of Business,
Entrepreneurship

Career
Graduate

Degree Designation
CRT - Certification Program

CIP Code
52.0701

ENLP-DNP - Executive Nursing Leadership and Practice DNP

Overview

Program Code
ENLP-DNP

Department(s)
Health & Human Sciences, Nursing

Career
Graduate

Degree Designation
DNP - Doctor of Nursing Practice
awarded by TCU

CIP Code
51.3818

ENMA-MEM - Enviromental Management

Overview

Program Code
ENMA-MEM

Department(s)
Environmental Science, College of
Science & Engineer

Career
Graduate

Degree Designation
MEM - Master of Enviromental
Management

CIP Code
03.0201

ENRG-MBA - Business Administration - Energy

Overview

Program Code
ENRG-MBA

Department(s)
Neeley School of Business, Business
Non-Departmental Prog

Career
Graduate

Degree Designation
MBA - Master of Business
Administration awarded by TCU

CIP Code
52.0210

ENRO-MBA - Business Administration - Energy

Overview

Program Code
ENRO-MBA

Department(s)
Neeley School of Business, Business
Non-Departmental Prog

Career
Graduate

Degree Designation
MBA - Master of Business
Administration awarded by TCU

CIP Code
52.0210

ENSC-MA - Environmental Science

Overview

Program Code
ENSC-MA

Department(s)
Environmental Science, College of
Science & Engineer

Career
Graduate

Degree Designation
MA - Master of Arts awarded by TCU

CIP Code
03.0104

ENSC-MS - Environmental Science

Overview

Program Code
ENSC-MS

Department(s)
Environmental Science, College of
Science & Engineer

Career
Graduate

Degree Designation
MS - Master of Science awarded by TCU

CIP Code
03.0104

ESMS-MS - Sustainability MS

Overview

Program Code
ESMS-MS

Department(s)
Environmental Science, College of
Science & Engineer

Career
Graduate

Degree Designation
MS - Master of Science awarded by TCU

CIP Code
30.3301

ESPA-MED - Special Education

Overview

Program Code ESPA-MED	Department(s) DTLS, Education
Career Graduate	Degree Designation MED - Master of Education awarded by TCU
CIP Code 13.1001	

GEOL-MS - Geology

Overview

Program Code GEOL-MS	Department(s) Geology, College of Science & Engineer
Career Graduate	Degree Designation MS - Master of Science awarded by TCU
CIP Code 40.0601	

GQPMMIN - Graduate Quantitative Psychology Minor

Overview

Program Code GQPMMIN	Department(s) Psychology, College of Science & Engineer
Career Graduate	
CIP Code 42.2708	

HECA-MBA - Business Administration - Health Care

Overview

Program Code HECA-MBA	Department(s) Neeley School of Business, Business Non-Departmental Prog
Career Graduate	Degree Designation MBA - Master of Business Administration awarded by TCU
CIP Code 52.9999	

HIST-MA - History

Overview

Program Code HIST-MA	Department(s) AddRan, History
Career Graduate	Degree Designation MA - Master of Arts awarded by TCU
CIP Code 54.0101	

HIST-PHD - History

Overview

Program Code HIST-PHD	Department(s) AddRan, History
Career Graduate	Degree Designation PHD - Doctor of Philosophy awarded by TCU
CIP Code 54.0101	

HON-DMA - Honorary Degree

Overview

Program Code HON-DMA	Department(s) TCU, XX
Career Graduate	Degree Designation DMA - Doctor of Musical Arts awarded by TCU

HON-LITTD - Honorary Degree

Overview

Program Code HON-LITTD	Department(s) TCU, XX
Career Graduate	Degree Designation LITTD - Honorary-Doctor of Letters awarded by TCU

HON-LLD - Honorary Degree

Overview

Program Code HON-LLD	Department(s) TCU, XX
Career Graduate	Degree Designation LLD - Honorary Doctor of Laws awarded by TCU

HPMTCERT - Health Policy and Management Certificate

Overview

Program Code HPMTCERT	Department(s) Neeley School of Business, Business Non-Departmental Prog
Career Graduate	Degree Designation CRT - Certification Program
CIP Code 51.0722	

HSCS-PHD - Health Science - Communication Science and Disorders

Overview

Program Code
HSCS-PHD

Department(s)
Comm Science & Disorders, Health & Human Sciences

Career
Graduate

Degree Designation
PHD - Doctor of Philosophy awarded by TCU

CIP Code
30.1701

Career
Graduate

Degree Designation
PHD - Doctor of Philosophy awarded by TCU

CIP Code
30.1701

KINE-MS - Kinesiology

Overview

Program Code
KINE-MS

Department(s)
Health & Human Sciences, Kinesiology

Career
Graduate

Degree Designation
MS - Master of Science awarded by TCU

CIP Code
31.0505

HSKI-PHD - Health Science - Kinesiology

Overview

Program Code
HSKI-PHD

Department(s)
Health & Human Sciences, Kinesiology

Career
Graduate

Degree Designation
PHD - Doctor of Philosophy awarded by TCU

CIP Code
30.1701

LEADGRCERT - Leadership, Executive and Administrative Development in Criminal Justice

Overview

Program Code
LEADGRCERT

Department(s)
AddRan, Criminology & Criminal Justice

Career
Graduate

Degree Designation
CRT - Certification Program

CIP Code
43.0103

HSNA-PHD - Health Science - Nurse Anesthesia

Overview

Program Code
HSNA-PHD

Department(s)
Health & Human Sciences, Nurse Anesthesia

Career
Graduate

Degree Designation
PHD - Doctor of Philosophy awarded by TCU

CIP Code
30.1701

MALA-MLA - Liberal Arts

Overview

Program Code
MALA-MLA

Department(s)
AddRan, Master of Liberal Arts

Career
Graduate

Degree Designation
MLA - Master of Liberal Arts awarded by TCU

CIP Code
24.0101

HSNU-PHD - Health Science - Nursing

Overview

Program Code
HSNU-PHD

Department(s)
Health & Human Sciences, Nursing

Career
Graduate

Degree Designation
PHD - Doctor of Philosophy awarded by TCU

CIP Code
30.1701

MATH-MAT - Mathematics

Overview

Program Code
MATH-MAT

Department(s)
Mathematics, College of Science & Engineer

Career
Graduate

Degree Designation
MAT - Master of Arts in Teaching awarded by TCU

CIP Code
13.1311

HSSW-PHD - Health Science - Social Work

Overview

Program Code
HSSW-PHD

Department(s)
Health & Human Sciences, Social Work

MATH-MS - Mathematics

Overview

Program Code
MATH-MS

Department(s)
Mathematics, College of Science & Engineer

Career
Graduate

Degree Designation
MS - Master of Science awarded by TCU

CIP Code
27.0101

MATH-PHD - Mathematics

Overview

Program Code
MATH-PHD

Department(s)
Mathematics, College of Science & Engineer

Career
Graduate

Degree Designation
PHD - Doctor of Philosophy awarded by TCU

CIP Code
27.0101

MCOL-MM - Musicology

Overview

Program Code
MCOL-MM

Department(s)
Fine Arts, Music

Career
Graduate

Degree Designation
MM - Master of Music awarded by TCU

CIP Code
50.0905

MDMS-MS - Masters in Medical Science

Overview

Program Code
MDMS-MS

Department(s)
Medical School Acad Dept, Burnett School of Medicine

Career
Graduate

CIP Code
51.9999

MHSC-MHS - Health Science

Overview

Program Code
MHSC-MHS

Department(s)
Health & Human Sciences, Nurse Anesthesia

Career
Graduate

Degree Designation
MHS - Master of Health Science awarded by TCU

CIP Code
51.0000

MPAS-MMS - Physician Assistant/Associate Studies

Overview

Program Code
MPAS-MMS

Department(s)
Health & Human Sciences, Nursing

Career
Graduate

Degree Designation
MS - Master of Science awarded by TCU

CIP Code
51.3813

MUCO-DMA - Composition

Overview

Program Code
MUCO-DMA

Department(s)
Fine Arts, Music

Career
Graduate

Degree Designation
DMA - Doctor of Musical Arts awarded by TCU

CIP Code
50.0904

MUCO-MM - Composition

Overview

Program Code
MUCO-MM

Department(s)
Fine Arts, Music

Career
Graduate

Degree Designation
MM - Master of Music awarded by TCU

CIP Code
50.0904

MUED-MME - Music Education

Overview

Program Code
MUED-MME

Department(s)
Fine Arts, Music

Career
Graduate

Degree Designation
MME - Master of Music Education awarded by TCU

CIP Code
13.1312

MUTH-MM - Music Theory

Overview

Program Code
MUTH-MM

Department(s)
Fine Arts, Music

Career
Graduate

Degree Designation
MM - Master of Music awarded by TCU

CIP Code
50.0904

NAAC-DNAP - Anesthesiologist Assistant to DNAP

Overview

Program Code
NAAC-DNAP

Department(s)
Health & Human Sciences, Nurse
Anesthesia

Career
Graduate

Degree Designation
DNAP - Doctor of Nurse Anesthesia
Practice

CIP Code
51.3804

NAAC-DNPA - Nursing Practice Anesthesia

Overview

Program Code
NAAC-DNPA

Department(s)
Health & Human Sciences, Nurse
Anesthesia

Career
Graduate

Degree Designation
DNPA - Doctor of Nursing Practice
Anesthesia

CIP Code
51.3804

NADM-DNP - Nursing Administration

Overview

Program Code
NADM-DNP

Department(s)
Health & Human Sciences, Nursing

Career
Graduate

Degree Designation
DNP - Doctor of Nursing Practice
awarded by TCU

CIP Code
51.3802

NCNL-MSN - Clinical Nurse Leader

Overview

Program Code
NCNL-MSN

Department(s)
Health & Human Sciences, Nursing

Career
Graduate

Degree Designation
MSN - Master of Science in Nursing
awarded by TCU

CIP Code
51.3820

NCNP-DNP - Clinical Nurse Specialist - Pediatric

Overview

Program Code
NCNP-DNP

Department(s)
Health & Human Sciences, Nursing

Career
Graduate

Degree Designation
DNP - Doctor of Nursing Practice
awarded by TCU

CIP Code
51.3813

NDNA-DNAP - Nurse Anesthesia Practice

Overview

Program Code
NDNA-DNAP

Department(s)
Health & Human Sciences, Nurse
Anesthesia

Career
Graduate

Degree Designation
DNAP - Doctor of Nurse Anesthesia
Practice

CIP Code
51.3804

NDNA-DNP - Nurse Anesthesia

Overview

Program Code
NDNA-DNP

Department(s)
Health & Human Sciences, Nurse
Anesthesia

Career
Graduate

Degree Designation
DNP - Doctor of Nursing Practice
awarded by TCU

CIP Code
51.3804

NDNP-DNP - Advanced Practice (post masters)

Overview

Program Code
NDNP-DNP

Department(s)
Health & Human Sciences, Nursing

Career
Graduate

Degree Designation
DNP - Doctor of Nursing Practice
awarded by TCU

CIP Code
51.3818

NFNP-DNP - Family Nurse Practitioner

Overview

Program Code
NFNP-DNP

Department(s)
Health & Human Sciences, Nursing

Career
Graduate

Degree Designation
DNP - Doctor of Nursing Practice
awarded by TCU

CIP Code
51.3805

NPAC-DNP - Adult-Gerontology Acute Care Nurse Practitioner

Overview

Program Code NPAC-DNP	Department(s) Health & Human Sciences, Nursing
Career Graduate	Degree Designation DNP - Doctor of Nursing Practice awarded by TCU
CIP Code 51.3821	

NPHD-PHD - DNP to PhD Nursing Program

Overview

Program Code NPHD-PHD	Department(s) Health & Human Sciences, Nursing
Career Graduate	Degree Designation PHD - Doctor of Philosophy awarded by TCU
CIP Code 51.3808	

NPPM-DNP - Psychiatric-Mental Health Nurse Practitioner

Overview

Program Code NPPM-DNP	Department(s) Health & Human Sciences, Nursing
Career Graduate	Degree Designation DNP - Doctor of Nursing Practice awarded by TCU
CIP Code 51.3810	

NUED-MSN - Nursing Education

Overview

Program Code NUED-MSN	Department(s) Health & Human Sciences, Nursing
Career Graduate	Degree Designation MSN - Master of Science in Nursing awarded by TCU
CIP Code 51.3203	

NUEDGRCERT - Nursing Education Certificate

Overview

Program Code NUEDGRCERT	Department(s) Health & Human Sciences, Nursing
Career Graduate	Degree Designation CRT - Certification Program

CIP Code
51.3203

NURS-MSN - Nursing

Overview

Program Code NURS-MSN	Department(s) Health & Human Sciences, Nursing
Career Graduate	Degree Designation MSN - Master of Science in Nursing awarded by TCU
CIP Code 51.3801	

NUTR-MS - Nutrition

Overview

Program Code NUTR-MS	Department(s) Nutritional Sciences, College of Science & Engineer
Career Graduate	Degree Designation MS - Master of Science awarded by TCU
CIP Code 30.1901	

ORGN-DMA - Performance - Organ

Overview

Program Code ORGN-DMA	Department(s) Fine Arts, Music
Career Graduate	Degree Designation DMA - Doctor of Musical Arts awarded by TCU
CIP Code 50.0907	

ORGN-MM - Performance - Organ

Overview

Program Code ORGN-MM	Department(s) Fine Arts, Music
Career Graduate	Degree Designation MM - Master of Music awarded by TCU
CIP Code 50.0907	

OTHP-OTD - Occupational Therapy

Overview

Program Code OTHP-OTD	Department(s) Health & Human Sciences, Nursing
Career Graduate	Degree Designation OTD - Doctor of Occupational Therapy

CIP Code
51.2306

Career
Graduate

Degree Designation
MA - Master of Arts awarded by TCU

CIP Code
40.0801

PHAS-PHD - Physics with Astrophysics Option

Overview

Program Code
PHAS-PHD

Department(s)
Physics, College of Science & Engineer

Career
Graduate

Degree Designation
PHD - Doctor of Philosophy awarded by TCU

CIP Code
40.0202

PHYS-MS - Physics

Overview

Program Code
PHYS-MS

Department(s)
Physics, College of Science & Engineer

Career
Graduate

Degree Designation
MS - Master of Science awarded by TCU

CIP Code
40.0801

PHBI-PHD - Physics, Biophysics Option

Overview

Program Code
PHBI-PHD

Department(s)
Physics, College of Science & Engineer

Career
Graduate

Degree Designation
PHD - Doctor of Philosophy awarded by TCU

CIP Code
26.0203

PHYS-PHD - Physics

Overview

Program Code
PHYS-PHD

Department(s)
Physics, College of Science & Engineer

Career
Graduate

Degree Designation
PHD - Doctor of Philosophy awarded by TCU

CIP Code
40.0801

PHBU-PHD - Physics, Business Option

Overview

Program Code
PHBU-PHD

Department(s)
Physics, College of Science & Engineer

Career
Graduate

Degree Designation
PHD - Doctor of Philosophy awarded by TCU

CIP Code
40.0899

PIAN-DMA - Performance - Piano

Overview

Program Code
PIAN-DMA

Department(s)
Fine Arts, Music

Career
Graduate

Degree Designation
DMA - Doctor of Musical Arts awarded by TCU

CIP Code
50.0907

PHYA-PHD - Physics/Astrophysics

Overview

Program Code
PHYA-PHD

Department(s)
Physics, College of Science & Engineer

Career
Graduate

Degree Designation
PHD - Doctor of Philosophy awarded by TCU

CIP Code
40.0801

PIAN-MM - Performance - Piano

Overview

Program Code
PIAN-MM

Department(s)
Fine Arts, Music

Career
Graduate

Degree Designation
MM - Master of Music awarded by TCU

CIP Code
50.0907

PHYS-MA - Physics

Overview

Program Code
PHYS-MA

Department(s)
Physics, College of Science & Engineer

Overview

Program Code
PICO-MM

Department(s)
Fine Arts, Music

Career	Degree Designation
Graduate	MM - Master of Music awarded by TCU
CIP Code	
50.0907	

PIPE-DMA - Piano Pedagogy

Overview

Program Code	Department(s)
PIPE-DMA	Fine Arts, Music
Career	Degree Designation
Graduate	DMA - Doctor of Musical Arts awarded by TCU
CIP Code	
50.0907	

PIPE-MM - Piano Pedagogy

Overview

Program Code	Department(s)
PIPE-MM	Fine Arts, Music
Career	Degree Designation
Graduate	MM - Master of Music awarded by TCU
CIP Code	
50.0907	

PIPE-MME - Music Education-emphasis in Piano Pedagogy

Overview

Program Code	Department(s)
PIPE-MME	Fine Arts, Music
Career	Degree Designation
Graduate	MME - Master of Music Education awarded by TCU
CIP Code	
50.0907	

PMBA-MBA - Business Administration

Overview

Program Code	Department(s)
PMBA-MBA	Neeley School of Business, Business Non-Departmental Prog
Career	Degree Designation
Graduate	MBA - Master of Business Administration awarded by TCU
CIP Code	
52.0201	

PMBO-MBA - Business Administration

Overview

Program Code	Department(s)
PMBO-MBA	Neeley School of Business, Business Non-Departmental Prog
Career	Degree Designation
Graduate	MBA - Master of Business Administration awarded by TCU
CIP Code	
52.0201	

PSYC-MA - Psychology

Overview

Program Code	Department(s)
PSYC-MA	Psychology, College of Science & Engineer
Career	Degree Designation
Graduate	MA - Master of Arts awarded by TCU
CIP Code	
42.2704	

PSYC-MS - Experimental Psychology

Overview

Program Code	Department(s)
PSYC-MS	Psychology, College of Science & Engineer
Career	Degree Designation
Graduate	MS - Master of Science awarded by TCU
CIP Code	
42.2704	

PSYC-PHD - Experimental Psychology

Overview

Program Code	Department(s)
PSYC-PHD	Psychology, College of Science & Engineer
Career	Degree Designation
Graduate	PHD - Doctor of Philosophy awarded by TCU
CIP Code	
42.2704	

RHEC-PHD - Rhetoric and Composition

Overview

Program Code	Department(s)
RHEC-PHD	AddRan, English
Career	Degree Designation
Graduate	PHD - Doctor of Philosophy awarded by TCU
CIP Code	
23.1304	

SCMT-MS - Supply Chain Management

Overview

Program Code
SCMT-MS

Department(s)
Neeley School of Business, Info Systems
& Supply Chain

Career
Graduate

Degree Designation
MS - Master of Science awarded by TCU

CIP Code
30.7102

SOWA-MSW - Social Work

Overview

Program Code
SOWA-MSW

Department(s)
Health & Human Sciences, Social Work

Career
Graduate

Degree Designation
MSW - Master of Social Work awarded
at TCU

CIP Code
44.0701

SOWO-MSW - Social Work

Overview

Program Code
SOWO-MSW

Department(s)
Health & Human Sciences, Social Work

Career
Graduate

Degree Designation
MSW - Master of Social Work awarded
at TCU

CIP Code
44.0701

SPPA-MS - Speech-Language Pathology

Overview

Program Code
SPPA-MS

Department(s)
Comm Science & Disorders, Health &
Human Sciences

Career
Graduate

Degree Designation
MS - Master of Science awarded by TCU

CIP Code
51.0203

STAR-MFA - Studio Art

Overview

Program Code
STAR-MFA

Department(s)
School of Art, Fine Arts

Career
Graduate

Degree Designation
MFA - Master of Fine Arts awarded by
TCU

CIP Code
50.0702

STCO-MS - Strategic Communication

Overview

Program Code
STCO-MS

Department(s)
College of Communications, Strategic
Communication

Career
Graduate

Degree Designation
MS - Master of Science awarded by TCU

CIP Code
09.0900

STRI-DMA - Performance - String

Overview

Program Code
STRI-DMA

Department(s)
Fine Arts, Music

Career
Graduate

Degree Designation
DMA - Doctor of Musical Arts awarded
by TCU

CIP Code
50.0911

STRI-MM - Performance - String

Overview

Program Code
STRI-MM

Department(s)
Fine Arts, Music

Career
Graduate

Degree Designation
MM - Master of Music awarded by TCU

CIP Code
50.0911

SUBUCERT - Certificate in Sustainable Business

Overview

Program Code
SUBUCERT

Department(s)
Neeley School of Business, Info Systems
& Supply Chain

Career
Graduate

Degree Designation
CRT - Certification Program

SWBA-MSW - Social Work

Overview

Program Code
SWBA-MSW

Department(s)
Health & Human Sciences, Social Work

Career
Graduate

Degree Designation
MSW - Master of Social Work awarded
at TCU

CIP Code
44.0701

SWBR-MSW - Social Work

Overview

Program Code SWBR-MSW	Department(s) Health & Human Sciences, Social Work
Career Graduate	Degree Designation MSW - Master of Social Work awarded at TCU
CIP Code 44.0701	

CIP Code
50.0908

WIPR-DMA - Performance - Wind/Percussion

Overview

Program Code WIPR-DMA	Department(s) Fine Arts, Music
Career Graduate	Degree Designation DMA - Doctor of Musical Arts awarded by TCU
CIP Code 50.0903	

VOCA-DMA - Performance - Vocal

Overview

Program Code VOCA-DMA	Department(s) Fine Arts, Music
Career Graduate	Degree Designation DMA - Doctor of Musical Arts awarded by TCU
CIP Code 50.0908	

WIPR-MM - Performance - Wind/Percussion

Overview

Program Code WIPR-MM	Department(s) Fine Arts, Music
Career Graduate	Degree Designation MM - Master of Music awarded by TCU
CIP Code 50.0903	

VOCA-MM - Performance - Vocal

Overview

Program Code VOCA-MM	Department(s) Fine Arts, Music
Career Graduate	Degree Designation MM - Master of Music awarded by TCU
CIP Code 50.0908	

WOSTCERT - Women and Gender Studies Graduate Certificate

Overview

Program Code WOSTCERT	Department(s) AddRan, Women & Gender Studies
Career Graduate	Degree Designation CRT - Certification Program
CIP Code 05.0207	

VOPE-DMA - Voice Pedagogy

Overview

Program Code VOPE-DMA	Department(s) Fine Arts, Music
Career Graduate	Degree Designation DMA - Doctor of Musical Arts awarded by TCU
CIP Code 50.0908	

VOPE-MM - Voice Pedagogy

Overview

Program Code VOPE-MM	Department(s) Fine Arts, Music
Career Graduate	Degree Designation MM - Master of Music awarded by TCU

All Courses

ACCT50970 - Special Problems In Acct

Department(s)
Accounting

Career
Undergraduate

ACCT55153 - Financial Statement Analysis

Department(s)
Accounting

Long Description (Catalog Description)

3 hours. Prerequisite: Enrollment in the MAc program; or ACCT 30273 and credit for or concurrent enrollment in ACCT 40253; or instructor permission. The analysis and use of information contained in corporate financial statements by equity and credit analysts, management, and auditors, including an understanding of the limitations and inadequacies of published financial statements.

Career
Undergraduate

ACCT55200 - Business Intelligence and Accounting Analytics

Department(s)
Accounting

Long Description (Catalog Description)

Prerequisites: Enrollment in the MAc program; or ACCT 30273 and credit for or concurrent enrollment in ACCT 40253; or instructor permission. Business Intelligence & Accounting Analytics combines financial and operational data with mining tools to improve the timeliness and quality of inputs to decision processes. It encompasses both top-down (confirmatory or hypothesis driven) analysis using traditional statistical techniques and bottom-up (exploratory) analysis using database and machine learning techniques to discover regularities, relations, or local structure/patterns that are at first unknown. The topics and related methods discussed include information retrieval and enterprise reporting, classification, predictive modeling, clustering, association rules mining, and social network analysis. The application of these methods are illustrated using modern software tool via examples, homework assignments and group term projects.

Career
Undergraduate

ACCT55250 - Seminar in Current Assurance Topics

Department(s)
Accounting

Long Description (Catalog Description)

1.5 hours. Prerequisite: Enrollment in the MAc program; or ACCT 30273 and credit for or concurrent enrollment in ACCT 40253; or instructor permission. This course includes advanced problems and research in the application of auditing standards; internal control evaluations; audits of accounting information systems; and auditor's ethical, legal, and reporting obligations.

Career
Undergraduate

ACCT55253 - Business Combination and Advanced Topics

Department(s)
Accounting

Long Description (Catalog Description)

3 hours. Prerequisites: Enrollment in the MAc program; or ACCT 30273 and credit for or concurrent enrollment in ACCT 40253; or instructor permission. Coverage of financial reporting issues associated with combinations of business organizations, including consolidations, inter-company transactions, and re-measurement of foreign-currency-denominated financial statements. This course also includes deeper investigation of financial reporting topics covered in previous courses as well as topics beyond the scope of previous courses.

Career
Undergraduate

ACCT55303 - Taxation of Business Entities

Department(s)
Accounting

Long Description (Catalog Description)

3 hours. Prerequisite: Enrollment in the MAc program; or ACCT 30303; or instructor permission. Provides an overview of the tax laws related to corporations and flow-through entities.

Career
Undergraduate

ACCT55350 - Seminar in Current Tax Topics

Department(s)
Accounting

Long Description (Catalog Description)

1.5 hours. Prerequisite: Enrollment in the MAc program; or ACCT 30303 and credit for or concurrent enrollment in ACCT 55303; or instructor permission. Examines major features of US and international tax systems, and analyzes the tax proposals and policies that are likely to dominate debate in the next decade.

Career
Undergraduate

ACCT55410 - Prof Communication for Acctg

Department(s)
Accounting

Long Description (Catalog Description)

Prerequisites: Enrollment in the MAc program; or ACCT 30273 and credit for or concurrent enrollment in ACCT 40253; or instructor permission. The objectives of this course are to further develop the broad range of communication-related skills necessary for a successful professional career in accounting. Specific topics to be addressed include business writing, organizing and delivering persuasive presentations, communication styles, providing feedback, managing resistance, and working in a diverse environment.

Career
Undergraduate

ACCT55450 - Moral Reasoning in Accounting

Department(s)
Accounting

Long Description (Catalog Description)

1.5 credits. Prerequisites: Enrollment in the MAc program; or ACCT 30273 and credit for or concurrent enrollment in ACCT 40253; or permission of the instructor. Addresses moral reasoning and decision making in an accounting context. Tools for addressing ethical dilemmas are addressed from a personal and organizational framework. Case studies are used to develop moral reasoning skills.

Career
Undergraduate

ACCT55460 - Ethics for Accounting Professionals

Department(s)
Accounting

Long Description (Catalog Description)

1.5 credits. Prerequisites: Enrollment in the MAc program; or ACCT 30273 and credit for or concurrent enrollment in ACCT 40253; or permission of the instructor. This course is designed to further enhance students' ethical decision-making in relation to issues faced by accounting professionals. The course focuses on ethical reasoning and decision-making, integrity, objectivity, independence, professionalism and other core values of the accounting profession.

Career
Undergraduate

ACCT55550 - Seminar in Current Advisory Topics

Department(s)
Accounting

Long Description (Catalog Description)

1.5 hours. Prerequisite: Enrollment in the MAc program; or ACCT 30273 and credit for or concurrent enrollment in ACCT 40253; or instructor permission. This course examines current topics in the professional services of advisory and valuation. Specifically, we discuss valuation of business and the contributing factors to business valuation including market reactions, economic changes, and financial reporting requirements. Emphasis is placed in developing students' ability to synthesize information and effectively communicate decisions in writing.

Career
Undergraduate

ACCT60010 - Financial Reporting

Department(s)
Accounting

Long Description (Catalog Description)

1.5 credit hours. A study of the fundamental concepts of financial accounting and reporting by business entities in accordance with generally accepted accounting principles. The course approaches the material from the perspective of the financial statement user rather than the financial statement preparer. Therefore, emphasis is placed on the use and interpretation of information contained in business financial statements by managers, investors, and creditors.

Course Typically Offered	Career
Fall	Graduate

ACCT60011 - Accounting Fundamentals

Department(s)
Accounting

Long Description (Catalog Description)

This course introduces the concepts and terminology of accounting and financial reporting for modern business enterprises. This course will help students learn to analyze and interpret accounting information for use in making decisions about organizations. Students will learn to analyze the accounting reports to assess how well they are performing and to identify major strengths and weaknesses revealed by their financial reports. Students will also practice problem-solving, critical thinking, and communication skills that are necessary to use accounting information, to form conclusions about business activities, and to communicate these conclusions to others.

Career
Graduate

ACCT60020 - Accounting for Managerial Planning and Control

Department(s)
Accounting

Long Description (Catalog Description)

1.5 credit hours. Prerequisite: ACCT 60010. A study of the basic concepts, measures, techniques, and approaches of managerial accounting. The emphasis is on understanding and developing accounting and economic concepts for decision making within profit-making and not-for-profit organizations related to such topics as short-term and long-term planning, performance measurement, transfer pricing, and traditional and contemporary product costing systems. The application of the basic concepts and approaches to small and large-sized domestic and global organizations is emphasized. Where appropriate, contemporary managerial accounting issues are stressed.

Course Typically Offered	Career
Fall and Spring	Graduate

ACCT60100 - Cost & Profit Analytics

Department(s)
Accounting

Long Description (Catalog Description)

Prerequisites: ACCT 60011. This course allows students to explore how cost and profit accounting data are used to investigate past financial performance, forecast future financial performance, and deliver insights for decision making. Students gain an understanding of how financial data and non-financial data interact by applying analytical techniques to realistic data in a series of cases.

Career
Graduate

ACCT60110 - Accounting and Analytics

Department(s)
Accounting

Long Description (Catalog Description)

Prerequisites: Admitted to Master of Science in Business Analytics program. This course is designed to give you the foundations to read, understand, and analyze financial statements. You will also learn variety of analytical skills to identify and assess business risks within key transaction processing cycles fundamental to companies across industries. Effectively communicating with accounting

Professional will enhance your business decisions. Our goal is to have you **understand** the language of accounting and the logic of the accounting system in order to effectively use financial information.

ACCT60200 - Business Process and Risk

Department(s)

Accounting

Long Description (Catalog Description)

Prerequisites: ACCT 60100. This course addresses the emerging roles of accounting analytics in business and auditing settings. Students will learn a variety of analytical skills to identify and assess business and audit risks within key transaction processing cycles fundamental to companies across industries. Students will also learn to understand data within the context of accounting information systems to generate effective responses to mitigate risks exposures.

Career

Graduate

ACCT65013 - Financial Reporting and Analysis

Department(s)

Accounting

Long Description (Catalog Description)

3.0 credit hours. Prerequisites: Must be an EMBA candidate. A study of the fundamental concepts of financial accounting and reporting by business entities in accordance with generally accepted accounting principles. The course approaches the material from the perspective of the financial statement user rather than the financial statement preparer. Therefore, emphasis is placed on the use and interpretation of information contained in business financial statements by managers, investors, and creditors.

Career

Graduate

ACCT65023 - Accounting for Managerial Planning and Control

Department(s)

Accounting

Long Description (Catalog Description)

3.0 credit hours. Prerequisite: Must be an EMBA candidate. A study of the basic concepts, measures, techniques, and approaches of managerial accounting. The emphasis is on understanding and developing accounting and economic concepts for decision making within profit-making and not-for-profit organizations related to such topics as short-term and long-term planning, performance measurement, transfer pricing, and traditional and contemporary product costing systems. The application of the basic concepts and approaches to small and large-sized domestic and global organizations is emphasized. Where appropriate, contemporary managerial accounting issues are stressed.

Career

Graduate

ACCT70010 - Professional Accounting Internship

Department(s)

Accounting

Long Description (Catalog Description)

Prerequisites: Enrollment in the MAC Degree. A full-time internship with a public accounting firm, corporation, or governmental agency allowing the student to gain professional experience that will help integrate the theory and practice of accounting. Student may not enroll in this course if they received credit for ACCT 40010.

Career

Graduate

ACCT70013 - Advanced Financial Reporting

Department(s)

Accounting

Long Description (Catalog Description)

3.0 credit hours. Prerequisites: ACCT 60010. In-depth study of topics and skills in financial accounting and reporting. The emphasis is this course is on acquiring sufficient understanding of financial accounting and reporting issues to effectively use financial reports by organizations in valuation and credit analysis as encountered in ACCT 70153.

Career

Graduate

ACCT70020 - Strategic Cost Analysis

Department(s)

Accounting

Long Description (Catalog Description)

1.5 credit hours. Prerequisite: ACCT 60020 or Enrollment in MAC program. An examination of the costing systems used to assign costs to products, services, and customers, and how the information produced by the systems is used by managers in their operational and strategic decisions. Topics covered include costing system fundamentals, activity-based costing, standard costing and variance analysis, non-financial performance metrics, and the use of costing systems and cost analysis to inform strategic managerial decision-making.

Course Typically Offered

Spring

Career

Graduate

ACCT70050 - Seminar in Current Financial Reporting Topics

Department(s)

Accounting

Long Description (Catalog Description)

1.5 credits. Prerequisite: Enrollment in MAC program or instructor permission. In-depth study of current debates concerning financial reporting, including recent and pending SEC regulations, FASB standards, IASB standards, and other issues of current interest. Emphasis is on helping students gain a sophisticated understanding of current issues so as to be able to participate meaningfully in policy debates.

Course Typically Offered

Fall

Career

Graduate

ACCT70153 - Financial Statement Analysis

Department(s)

Accounting

Long Description (Catalog Description)

3 hours. Prerequisite: Enrollment in the MAc program; or ACCT 60010; or student must have ACCL-MBA, ACCP-MBA, or ACCE-MBA degree plan; or instructor permission. The analysis and use of information contained in corporate financial statements by equity and credit analysts, management, and auditors, including an understanding of the limitations and inadequacies of published financial statements.

Course Typically Offered
Spring

Career
Graduate

ACCT70220 - Advanced Accounting Information Systems

Department(s)
Accounting

Long Description (Catalog Description)

1.5 credit hours. Prerequisites: Enrollment in the MAc degree or department permission. In-dept study of advanced accounting information system concepts and applications with an emphasis on the integration of internal controls in business processes and advanced technology in accounting systems.

Career
Graduate

ACCT70250 - Seminar in Assurance Topics

Department(s)
Accounting

Long Description (Catalog Description)

1.5 credits. Prerequisites: Enrollment in MAc degree or department permission. This course includes advanced problems and research in the application of auditing standards; internal control evaluations; audits of accounting information systems; and auditor's ethical, legal, and reporting obligations.

Career
Graduate

ACCT70253 - Business Combinations and Advanced Topics

Department(s)
Accounting

Long Description (Catalog Description)

3 hours. Prerequisites: Enrollment in the MAc degree or departmental permission. Coverage of financial reporting issues associated with combinations of business organizations, including consolidations, inter-company transactions, and re-measurement of foreign-currency-denominated financial statements. This course also includes deeper investigation of financial reporting topics covered in previous courses as well as topics beyond the scope of previous courses.

Course Typically Offered
Fall and Spring

Career
Graduate

ACCT70260 - Accounting and Global Perspectives

Department(s)
Accounting

Long Description (Catalog Description)

1.5 credits. Prerequisites: Enrollment in the MAc degree program or permission of the department. This course focuses on developing future accounting and business leaders with a global mindset from a variety of perspectives. Topics include the

unique characteristics of the global trade environment, globalization of the economy, the role of culture in global business, and financial and regulatory implications for global business.

Career
Graduate

ACCT70263 - Communication, Analysis, and Persuasion in Accounting

Department(s)
Accounting

Long Description (Catalog Description)

3 hours. Prerequisite: Enrollment in the MAc degree program or permission of the department. This course integrates technical and diagnostic skills learned in other accounting courses with communication skills. Emphasis is placed on writing, presenting alternatives, gaining acceptance, and successful plan implementation in competitive situations.

Career
Graduate

ACCT70270 - Financial Reporting Research

Department(s)
Accounting

Long Description (Catalog Description)

1.5 hours. Prerequisite: Enrollment in MAc program or department permission. An introduction to research methods and applications as they are applied to addressing financial reporting and audit issues where there is no single clear correct answer using publicly available financial data, technical U.S. and international accounting and auditing standards and SEC regulations.

Course Typically Offered
Fall

Career
Graduate

ACCT70280 - Advanced Assurance Services

Department(s)
Accounting

Long Description (Catalog Description)

1.5 credits. Prerequisites: Enrollment in MAc degree or department permission. This course emphasizes student understanding of the various assurance services provided by professional services. Topics include examination of attestation and assurance services as well as consideration of the evidence and reporting requirements for each type of service.

Career
Graduate

ACCT70290 - Advanced Audit & Risk Assessment

Department(s)
Accounting

Long Description (Catalog Description)

1.50 credits. Prerequisites: Enrollment in MAc degree or department permission. Provides in-depth examination of risk assessment for performing audit and assurance services. Topics include engagement acceptance, planning, analytical procedures, and the identification of risk factors, as well as auditors' response to risks identified in the audit.

Career
Graduate

ACCT70303 - Taxation of Business Entities

Department(s)
Accounting

Long Description (Catalog Description)

3 hours. Prerequisite: Enrollment in MAc program or instructor permission. Provides an overview of the tax laws related to corporations and flow-through entities.

Course Typically Offered	Career
Fall	Graduate

ACCT70310 - Accounting for Income Taxes

Department(s)
Accounting

Long Description (Catalog Description)

1.5 hours. Prerequisites: Enrollment in the MAc degree or department permission. Examines the financial accounting and reporting of income taxes. Topics include the calculation of current and deferred income taxes, an overview of book-tax differences, and the presentation and disclosure of income taxes in financial statements.

Career
Graduate

ACCT70320 - Taxation of Flow-through Entities

Department(s)
Accounting

Long Description (Catalog Description)

1.5 credits. Prerequisites: Enrollment in the MAc Degree or department permission. Provides an in-dept study of the federal income taxation of flow-through entities, including partnerships and S corporations, and their owners. Topics include the tax consequences associated with a flow-through entity's formation, operations, distributions to owners, and liquidation.

Career
Graduate

ACCT70330 - Corporate Taxation

Department(s)
Accounting

Long Description (Catalog Description)

1.5 credits. Prerequisites: Enrollment in the MAc Degree or department permission. Provides an in-depth study of the federal income taxation of corporations and their shareholders, including the tax consequences associated with a corporation's formation, operations, distributions, possible reorganization, and liquidation.

Career
Graduate

ACCT70340 - Multi-Jurisdiction Tax

Department(s)
Accounting

Long Description (Catalog Description)

1.5 credits. Prerequisites: Enrollment in the MAc degree or department permission. Provides an in-depth analysis of special tax topics, with application of research techniques to the topics discussed. Topics may include state and local taxation, the U.S. taxation of multinational transactions, financial planning and wealth transfers, as well as topics that arise from tax legislation.

Career
Graduate

ACCT70350 - Seminar in Current Tax Topics

Department(s)
Accounting

Long Description (Catalog Description)

1.5 credits. Prerequisites: Enrollment in the MAc degree or department permission. Examines major features of US and international tax systems, and analyzes the tax proposals and policies that are likely to dominate debate in the next decade.

Career
Graduate

ACCT70370 - Tax Research

Department(s)
Accounting

Long Description (Catalog Description)

1.5 Credit hours. Prerequisite: Enrollment in the MAc Program or instructor permission. An introduction to research methods in taxation. Students learn to identify tax issues, formulate research questions, evaluate the relevant authorities, and communicate the research results.

Career
Graduate

ACCT70380 - Tax Research II

Department(s)
Accounting

Long Description (Catalog Description)

Prerequisites: ACCT 70370. This course builds upon the research skills developed in the first tax research course (ACCT 70370), as well as the tax knowledge students gain in their graduate tax courses. Advanced tax topics not specifically included in other courses is also discussed.

Career
Graduate

ACCT70400 - Business Law for Accounting Professionals

Department(s)
Accounting

Long Description (Catalog Description)

1.5 hours. Prerequisite: Enrollment in MAc degree or departmental permission. An overview of business law relevant to the practice of public accounting, including: contracts, business organizations, debtor-creditor relationships, government regulation of business, property, negligence, fraud, and the Uniform Commercial Code.

Course Typically Offered	Career
Spring	Graduate

ACCT70420 - Economic Foundations of Accounting

Department(s)
Accounting

Long Description (Catalog Description)

1.5 credit hours. Prerequisite: Enrollment in the MAc degree or department permission. This course helps students to explore and understand the economic environment in which accounting exists. We introduce and illustrate how theories from economics help to explain the existence of accounting, its role in organizations and in the global economy, and the behavior of markets, organizations, and individuals within the system.

Career
Graduate

Long Description (Catalog Description)

1.5 credits. Prerequisites: Enrollment in the MAc degree program or permission of the department. Addresses moral reasoning and decision making in an accounting context. Tools for addressing ethical dilemmas are addressed from a personal and organizational framework. Case studies are used to develop moral reasoning skills.

Career
Graduate

ACCT70460 - Ethics for Accounting Professionals

Department(s)
Accounting

Long Description (Catalog Description)

1.5 credit hours. Prerequisite: Enrollment in the MAc degree program or permission of the department. This course is designed to further enhance students' ethical decision-making in relation to issues faced by accounting professionals. The course focuses on ethical reasoning and decision-making, integrity, objectivity, independence, professionalism and other core values of the accounting profession.

Course Typically Offered
Fall

Career
Graduate

ACCT70430 - Analysis and Persuasion

Department(s)
Accounting

Long Description (Catalog Description)

This course integrates technical and diagnostic skills learned in other accounting courses with communication skills. Emphasis is placed on presenting alternatives, gaining acceptance, and successful implementation in competitive situations.

Career
Graduate

ACCT70433 - International Financial Reporting and Global Markets

Department(s)
Accounting

Long Description (Catalog Description)

3 credit hours. Prerequisite: Enrollment in the MAc degree or department permission. Study of international institutions, businesses, cultures, and financial reporting. Includes study-abroad component and business, government, and other institution site visits.

Career
Graduate

ACCT70510 - Valuation in Accounting Context I

Department(s)
Accounting

Long Description (Catalog Description)

1.5 credit hours. Prerequisites: Enrollment in the MAc degree program or department permission. Business valuation theory, approaches, and methodology and their application to account settings where valuation is needed such as in applying tax laws, financial reporting standards, and auditing standards.

Career
Graduate

ACCT70520 - Valuation in Accounting Context II

Department(s)
Accounting

Long Description (Catalog Description)

1.5 credit hours. Prerequisite: Enrollment in the MAc degree program or department permission. ACCT 70510 recommended but not required as preparation. Putting foundational business valuation concepts into practice. Coverage of more specific valuation applications common in financial reporting and other areas.

Career
Graduate

ACCT70440 - Accounting and Public Policy

Department(s)
Accounting

Long Description (Catalog Description)

1.5 credits. Prerequisites: Admitted to MAc program. An intensive study of accounting and public policy. Students travel to Washington D.C. Campus for a multi-day intensive study. Participants will gain understanding of the accounting profession's increasingly dynamic public affairs and public policy environment.

Career
Graduate

ACCT70450 - Moral Reasoning in Accounting

Department(s)
Accounting

ACCT70550 - Seminar in Current Advisory Topics in Accounting

Department(s)
Accounting

Long Description (Catalog Description)

1.5 credit hours. Prerequisites: Enrollment in the MAc Degree or department permission. This course examines current topics in the professional services of advisory and valuation. Specifically, we discuss valuation of business and the

contributing factors to business valuation including market reactions, economic changes, and financial reporting requirements. Emphasis is placed in developing students' ability to synthesize information and effectively communicate decisions in writing.

Career
Graduate

ACCT70560 - Mergers & Acquisitions Accounting

Department(s)
Accounting

Long Description (Catalog Description)

1.5 credits. Prerequisites: Enrollment in MAc or department permission. The course focuses on valuation within the context of mergers and acquisitions (for buyer and seller), accounting for transactions, developing tax efficient deals, appreciating the strategic goals of a merger or acquisition, and understanding the process involved in the deal.

Career
Graduate

ACCT70610 - Energy Accounting

Department(s)
Accounting

Long Description (Catalog Description)

1.5 credit hours. Prerequisites: ACCT 60010 or a Masters in Accounting student. This course focuses on accounting and reporting issues affecting the energy industry. The material covered includes a review of how accounting information impacts finance and operations from the local to the global level. Uniquely energy related topics include intangible development cost law, accounting for oil and gas exploration, reserve estimation, accounting for unproved property, accounting for development stages of wells, accounting for joint operations, and production and volume measurement. Capitalization and the impact of the depletion model on taxes, current and projected income, and cash flows are also covered. Other topics covered include environmental liabilities are discussed along with revenue accounting structures.

Career
Graduate

ACCT70970 - Special Problems in Accounting

Department(s)
Accounting

Long Description (Catalog Description)

Special Problems in Accounting.

Career
Graduate

ACCT71273 - Advanced Audit and Assurance

Department(s)
Accounting

Long Description (Catalog Description)

3 credit hours. Prerequisite: Enrollment in the MAc degree or department permission. Continuing study (beyond the undergraduate audit and assurance course) of current issues related to auditing, including topics such as risk

assessment, incorporation of internal audit's work into the audit plan, consideration of fraud in a financial statement audit, and other issues affecting audit practice.

Career
Graduate

ANES86001 - Anesthesiology

Department(s)
Burnett School of Medicine

Long Description (Catalog Description)

Anesthesiology; home elective, clinical

Career
Medical School

ANES86002 - Cardiothoracic Anesthesiology

Department(s)
Burnett School of Medicine

Long Description (Catalog Description)

Cardiothoracic Anesthesiology, home elective.

Career
Medical School

ANES86003 - Pediatric Anesthesiology

Department(s)
Burnett School of Medicine

Long Description (Catalog Description)

Pediatric Anesthesiology; 4 week, clinical home elective

Career
Medical School

ANES86004 - Pediatric Pain Management

Department(s)
Burnett School of Medicine

Long Description (Catalog Description)

Pediatric Pain Management, home elective, clinical.

Career
Medical School

ANES86005 - Clinical Pain Management

Department(s)
Medical School Acad Dept

Long Description (Catalog Description)

Students will participate in the care and outpatient management of patients experiencing pain in a wide range of conditions, including acute and chronic presentations of pain involving a spectrum that includes musculoskeletal, neuropathic, post-traumatic, and post-operative causes. Students will be exposed to pharmacologic and non-pharmacologic treatment strategies of pain management.

Career
Medical School

ANES86500 - Anesthesiology

Department(s)

Burnett School of Medicine

Long Description (Catalog Description)

Anesthesiology; clinical elective, AWAY rotation

Career

Medical School

ANES86501 - Sub Internship Anesthesiology

Department(s)

Burnett School of Medicine

Long Description (Catalog Description)

Sub Internship Anesthesiology; 4 week, away elective, clinical

Career

Medical School

ANES86502 - Advanced Anesthesiology

Department(s)

Burnett School of Medicine

Long Description (Catalog Description)

Advanced Anesthesiology; 4 weeks, clinical, away elective

Career

Medical School

ANES86503 - Obstetrical Anesthesiology

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Obstetrical Anesthesiology, 4 week clinical away elective.

Career

Medical School

ANES86504 - Inpatient Anesthesia

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Inpatient Anesthesia, 4 weeks, clinical, away elective

Career

Medical School

ANES86505 - Acting Internship Anesthesiology

Department(s)

Burnett School of Medicine

Long Description (Catalog Description)

Acting Internship Anesthesiology; clinical, 4 week, away elective

Career

Medical School

ANES86506 - Pediatric Anesthesiology

Department(s)

Burnett School of Medicine

Long Description (Catalog Description)

Pediatric Anesthesiology; clinical, 4 weeks, away elective

Career

Medical School

ANES86507 - Clerkship Anesthesiology & Critical Care

Department(s)

Burnett School of Medicine

Long Description (Catalog Description)

Clerkship Anesthesiology & Critical Care; clinical, 4 weeks, away

Career

Medical School

ANES86508 - Advanced Clerkship Anesthesiology

Department(s)

Burnett School of Medicine

Long Description (Catalog Description)

4 weeks, clinical away elective

Career

Medical School

ANES86510 - Perioperative Medicine

Department(s)

Burnett School of Medicine

Long Description (Catalog Description)

4 weeks, clinical away elective course

Career

Medical School

ANTH50623 - Advanced General Anthropology

Department(s)

Sociology and Anthropology

Long Description (Catalog Description)

An overview of the field, including archaeology, linguistics, ethnology, and physical anthropology. Description and analysis of the profession, its history, theoretical foci, intellectual leaders and current ethical dilemmas. For advanced undergraduates and graduate students with opportunities to pursue individual interests within the field.

Course Typically Offered

Rarely

Career

Undergraduate

ANTH50923 - Kinship and Social Organization

Department(s)

Sociology and Anthropology

Long Description (Catalog Description)

Prerequisite: ANTH 20623 or permission of instructor. Principles of descent, kinship terminology and formation of descent groups, including an examination of specific terminological systems in relation to other features of social organization; the adaptive dynamics of family, groups, kinship, and extra-familial associations in simple and complex societies.

Course Typically Offered
Rarely

Career
Undergraduate

ANTH60670 - Directed Readings or Research in Anthropology

Department(s)
Sociology and Anthropology

Career
Graduate

ARED60970 - Special Problems

Department(s)
School of Art

Long Description (Catalog Description)
Special Problems (1-21 hours.)

Course Typically Offered
Fall and Spring

Career
Graduate

Cross Listed Courses
ARST60970 Special Problems

ARHI60123 - American Art 1913 to the Present

Department(s)
School of Art

Long Description (Catalog Description)
American Art from 1913 to the present.

Course Typically Offered
Rarely

Career
Graduate

ARHI60133 - Art of the Aztecs

Department(s)
School of Art

Long Description (Catalog Description)
This seminar focuses on the art and architecture of the Aztec empire.

Career
Graduate

ARHI60143 - Gender in Mesoamerican Art

Department(s)
School of Art

Long Description (Catalog Description)
This seminar focuses on the issue of gender in ancient Mesoamerican art.

Career
Graduate

ARHI60153 - The Aztec, Maya, and Olmec: Ancient Mesoamerican Art

Department(s)
School of Art

Long Description (Catalog Description)

This course examines the art and architecture of the major cultures of Pre-Columbian Mesoamerica.

Course Typically Offered
Rarely

Career
Graduate

ARHI60163 - Maya Art and Architecture

Department(s)
School of Art

Long Description (Catalog Description)

This course is an in-depth study of the art and architecture of the ancient Maya.

Career
Graduate

ARHI60173 - Early Italian Renaissance Art

Department(s)
School of Art

Long Description (Catalog Description)
Early Italian Renaissance Art

Career
Graduate

ARHI60183 - High and Late Italian Renaissance Art

Department(s)
School of Art

Long Description (Catalog Description)
High and Late Italian Renaissance Art

Course Typically Offered
Every other fall

Career
Graduate

ARHI60193 - Northern Renaissance Painting: Van Eyck - Bruegel

Department(s)
School of Art

Long Description (Catalog Description)

Symbol and Reality: Renaissance art in northern Europe.

Course Typically Offered
Rarely

Career
Graduate

ARHI60200 - Fine Arts Graduate Transfer Credit

Department(s)
School of Art

Long Description (Catalog Description)

Fine Arts Graduate Transfer Credit

Career

Graduate

Cross Listed Courses

ARST60200 FA Graduate Transfer Credit

ARHI60203 - 17th Century Italian and Spanish Art

Department(s)

School of Art

Long Description (Catalog Description)

17th century Italian and Spanish art.

Course Typically Offered

Every other spring

Career

Graduate

ARHI60213 - Drawing as Artistic Invention

Department(s)

School of Art

Long Description (Catalog Description)

The history and technique of drawings from the 15th through 18th centuries. Emphasis on Leonardo, Raphael, Michelangelo, Elisabetta Sirani, Rubens, and Rembrandt.

Career

Graduate

ARHI60333 - Modern Art I: Romantic classicism to Impressionism

Department(s)

School of Art

Long Description (Catalog Description)

Art in the Age of Revolution. Addresses major movements and issues in European art from 1789 to the 1880s.

Course Typically Offered

Every other fall

Career

Graduate

ARHI60343 - Modern Art II: Post-Impressionism to Surrealism

Department(s)

School of Art

Long Description (Catalog Description)

Modernism in an Age of Change. Addresses major movements and issues in European art from the 1880s to the 1940s.

Course Typically Offered

Rarely

Career

Graduate

ARHI60363 - 17th Century Flemish-Dutch Painting

Department(s)

School of Art

Long Description (Catalog Description)

17th Century Flemish-Dutch Painting

Course Typically Offered

Rarely

Career

Graduate

ARHI60500 - Special Topics in Art History

Department(s)

School of Art

Long Description (Catalog Description)

Special Topics in Art History

Course Typically Offered

Fall and Spring

Career

Graduate

ARHI60603 - Art Since 1945

Department(s)

School of Art

Long Description (Catalog Description)

Art since 1945.

Course Typically Offered

Spring

Career

Graduate

ARHI60613 - Modern Architecture

Department(s)

School of Art

Long Description (Catalog Description)

Modern Architecture: 1750 to the present.

Course Typically Offered

Rarely

Career

Graduate

ARHI60623 - History of the Print

Department(s)

School of Art

Long Description (Catalog Description)

History of the Print

Course Typically Offered

Rarely

Career

Graduate

ARHI60823 - History of Photography

Department(s)

School of Art

Long Description (Catalog Description)

History of Photography

Course Typically Offered

Every other spring

Career

Graduate

ARHI70003 - Art Historical Methods, Theories and Issues

Department(s)

School of Art

Long Description (Catalog Description)

A seminar focusing on the historiography of art history and current methodologies and theories employed by the discipline. Topics include the origins of art history; research techniques employed to study the production and reception of the art object; the premises and results of contemporary modes of interpreting the art object, as well as current issues in the field.

Course Typically Offered
Spring

Career
Graduate

ARHI70013 - The Art Museum

Department(s)
School of Art

Long Description (Catalog Description)

A seminar which assess a broad range of historical and contemporary issues, practices, and concerns of art museums, and which examines more specifically the collections and philosophies of the Amon Carter Museum, the Kimbell Art Museum, and the Modern Art Museum of Fort Worth. The class includes numerous museum-site sessions.

Course Typically Offered
Fall

Career
Graduate

ARHI70023 - Approaches to the Art Object

Department(s)
School of Art

Long Description (Catalog Description)

A seminar on the physical characteristics of art works, focusing on the science/art of authenticating and identifying art works in terms of authorship and date. Information also on artistic techniques, condition, and conservation. The chronological emphasis of the course may vary, depending on the particular interests of the instructor.

Course Typically Offered
Spring

Career
Graduate

ARHI70100 - Museum Seminar

Department(s)
School of Art

Long Description (Catalog Description)

This seminar offers students the opportunity to study an historical topic in depth, within an art museum environment. The course's specific topic varies, but the course always centers on actual works of art. Therefore, the seminar will meet the majority of the time in an art museum and include the participation of museum professionals. (3-9 semester hours)

Course Typically Offered
Fall

Career
Graduate

ARHI70113 - Colonial Latin American Art

Department(s)
School of Art

Long Description (Catalog Description)

An in-depth study of the art and architecture of Colonial Latin America.

Career
Graduate

ARHI70300 - Special Topics Seminar

Department(s)
School of Art

Long Description (Catalog Description)

A seminar that offers the opportunity to study various significant topics in depth. (3-12 semester hours)

Course Typically Offered
Spring

Career
Graduate

ARHI70510 - Topics in Contemporary Art

Department(s)
School of Art

Long Description (Catalog Description)

This seminar will consider different topics in contemporary art history; may be repeated for up to 6 credit hours, as long as topics do not repeat

Career
Graduate

ARHI70983 - Internship

Department(s)
School of Art

Long Description (Catalog Description)

Prerequisite: completion of the first year of the graduate program in art history. Students must apply and interview for an internship. A semester-long internship in an art museum.

Course Typically Offered
Fall

Career
Graduate

ARHI70990 - Thesis

Department(s)
School of Art

Long Description (Catalog Description)

Prerequisite: Permission of a student's thesis advisor. May be repeated for up to 6 hours credit.

Course Typically Offered
Rarely

Career
Graduate

ARST60100 - Life Studies

Department(s)
School of Art

Long Description (Catalog Description)

Life Studies (may be taken for 1-21 hours.)

Course Typically Offered
Spring

Career
Graduate

ARST60120 - Graduate Critique

Department(s)
School of Art

Long Description (Catalog Description)

Graduate Critique. 3-12 hours.

Course Typically Offered
Fall and Spring

Career
Graduate

ARST60140 - Painting

Department(s)
School of Art

Long Description (Catalog Description)
Painting. 1-21 hours.

Course Typically Offered
Fall and Spring

Career
Graduate

ARST60160 - Printmaking (Intaglio)

Department(s)
School of Art

Long Description (Catalog Description)
Printmaking (Intaglio) 1-15 hours.

Career
Graduate

ARST60170 - Printmaking (Lithography)

Department(s)
School of Art

Long Description (Catalog Description)
Printmaking (Lithography) 1-15 hours.

Career
Graduate

ARST60180 - Printmaking (Screenprinting)

Department(s)
School of Art

Long Description (Catalog Description)
Printmaking (Screenprinting) 1-15 hours.

Career
Graduate

ARST60200 - Fine Arts Graduate Transfer Credit

Department(s)
School of Art

Long Description (Catalog Description)
Fine Arts Graduate Transfer Credit

Course Typically Offered
Administrative Use Only

Career
Graduate

Cross Listed Courses

ARHI60200 FA Graduate Transfer Credit

ARST60420 - Sculpture

Department(s)
School of Art

Long Description (Catalog Description)
Sculpture

Course Typically Offered
Fall and Spring

Career
Graduate

ARST60553 - Zoo Animal Enrichment

Department(s)
School of Art

Long Description (Catalog Description)

Prerequisites: Graduate in Biology, Environmental Sciences, Education or Studio Arts programs, or permission from the faculty. This team-taught course between Environmental Science and Studio Art. In this course students will explore the ecology and behavior of wild animals to provide insights into the types of stimuli they naturally encounter. These insights will then be used to develop and build objects and structures that will engage and enrich the lives of animals at the Fort Worth Zoo. Students will work in teams to study a specific species currently residing at the zoo and create objects and structures that will enhance their lives in captivity.

Career
Graduate

Cross Listed Courses

ENSC60553 Zoo Animal Enrichment

ARST60903 - Seminar in Art Criticism

Department(s)
School of Art

Long Description (Catalog Description)
Seminar in Art Criticism

Career
Graduate

ARST60913 - Seminar in Art Professions

Department(s)
School of Art

Long Description (Catalog Description)
Seminar in Art professions.

Career
Graduate

ARST60970 - Special Problems

Department(s)
School of Art

Long Description (Catalog Description)
Special Problems (1-21 hours.)

Course Typically Offered
Fall and Spring

Career
Graduate

Cross Listed Courses

ARED60970 Special Problems

ARST70991 - Thesis Exhibition

Department(s)
School of Art

Long Description (Catalog Description)

Prerequisite: Admission to candidacy.

Course Typically Offered

Fall and Spring

Career

Graduate

BIOL50103 - Terrestrial Ecosystems

Department(s)

Biology

Long Description (Catalog Description)

Three hours lecture per week. Prerequisite: BIOL 30403 or permission of instructor. Concepts, principles, and mechanisms of the function of terrestrial ecosystems, including ecophysiology of component species, nutrient cycling, energy flow, ecosystem stability and global ecology.

Course Typically Offered

Every other fall

Career

Undergraduate

BIOL50123 - Biostatistics

Department(s)

Biology

Long Description (Catalog Description)

Prerequisites: BIOL 30403 and 30603 or permission of instructor. Two hours lecture and two hours of computer lab per week. Students will gain knowledge and understanding of how statistical methods are applied to biological research. The course will emphasize hypothesis testing, study design, and the concepts, application, and interpretation of statistical results. Basic probability theory, parametric statistics, correlation, regression, analysis of variance, and non-parametric statistics will be introduced.

Course Typically Offered

Spring

Career

Undergraduate

BIOL50133 - Biochemistry I

Department(s)

Biology

Long Description (Catalog Description)

Prerequisite: CHEM 30133 and 40123 or permission of instructor. Three hours lecture per week. A general survey of structure and function of biologically important compounds with methods of analysis. (Crosslisted as BIOL/CHEM 50133.)

Course Typically Offered

Fall

Career

Undergraduate

Cross Listed Courses

CHEM50133 Biochemistry I

BIOL50143 - Biochemistry II

Department(s)

Biology

Long Description (Catalog Description)

Prerequisite: BIOL/CHEM 50133. Biosynthesis, replication of DNA, synthesis and processing of RNA and proteins, and special topics e.g. brain and muscle functions, hormones and signal transduction, cancer, development, etc. (Crosslisted as BIOL/CHEM 50143.)

Course Typically Offered

Spring

Career

Undergraduate

Cross Listed Courses

CHEM50143 Biochemistry II

BIOL50153 - Medicinal Chemistry

Department(s)

Biology

Long Description (Catalog Description)

Three hours lecture per week. Prerequisites: BIOL/CHEM 50143, or permission of instructor. Molecular mechanism of drug actions, and methods of drug design, discovery and development. (Crosslisted as BIOL/CHEM 50153.)

Course Typically Offered

Fall

Career

Undergraduate

Cross Listed Courses

CHEM50153 Medicinal Chemistry

BIOL50303 - Evolution

Department(s)

Biology

Long Description (Catalog Description)

Three hours lecture per week. Prerequisite: BIOL 10501, 10503 10511 and 10513. Concepts and principles of organic evolution. Topics include natural selection, adaptation, quantitative genetics, sexual selection, kin selection, life history characters, speciation, and phylogeny.

Course Typically Offered

Every other fall

Career

Undergraduate

BIOL50313 - Evolution, Disease, and Medicine

Department(s)

Biology

Long Description (Catalog Description)

Prerequisites: BIOL 30603 and 40123 with a C or better in each or permission of instructor. This course introduces the theory of evolution and its real-world applications to the practice of medicine. Concepts of survival and reproduction defining evolutionary fitness, co-evolution, competition, natural selection, bottleneck effects, adaptation and exaptation will be introduced and applied in the context of managing and treating infectious and non-infectious human and animal diseases. These concepts will be applied beyond individual-level medicine to population-level public health.

Career

Undergraduate

BIOL50401 - Neurobiology of Aging

Department(s)

Biology

Long Description (Catalog Description)

Prerequisites: permission of instructor. The current literature associated with the neurobiology of aging, modern research techniques and recent developments in neuroscience and aging research are discussed. This is a participation course in which advanced undergraduate and graduate students will present manuscripts, explain research hypotheses and methodologies and explain results. Open discussion of these papers will include faculty from Biology and Psychology. Topics presented will differ by semester. The course may be repeated three times (taken a maximum of four semesters in all.) (Crosslisted as BIOL/PSYC 50401.)

Course Typically Offered

Fall and Spring

Career

Undergraduate

Cross Listed Courses

PSYC50401 Neurobiology of Aging

BIOL50463 - Functional Neuroanatomy

Department(s)

Biology

Long Description (Catalog Description)

Prerequisite: Graduate or senior standing or permission of instructor. The fundamentals of functional neuroanatomy and neurophysiology with an emphasis on experimental and theoretical analysis of the basic brain behavior relationships. (Crosslisted as BIOL/PSYC 50463.)

Course Typically Offered

Every other fall

Career

Undergraduate

Cross Listed Courses

PSYC50463 Functional Neuroanatomy

BIOL50502 - Biochemistry Laboratory

Department(s)

Biology

Long Description (Catalog Description)

Two four-hour laboratory periods per week. Prerequisite: CHEM 50143 or concurrent registration. (Crosslisted as BIOL/CHEM 50502)

Course Typically Offered

Spring

Career

Undergraduate

Cross Listed Courses

CHEM50502 Biochemistry Lab

BIOL50703 - Ecology of Lakes and Streams

Department(s)

Biology

Long Description (Catalog Description)

Prerequisite: BIOL 30403 or permission of instructor. Two hours lecture and one laboratory period per week. Study of the physical, chemical and biological factors affecting the ecology of lakes, ponds and streams.

Course Typically Offered

Every other spring

Career

Undergraduate

BIOL50803 - Marine Biology of the Tropics

Department(s)

Biology

Long Description (Catalog Description)

Prerequisite: Six semester hours in Biology; travel costs are exclusive of tuition. This course provides an introduction to the marine animals, plants, and ecosystems of the New World tropics. Lecture topics will include tropical oceanography and ecosystems, evolutionary patterns in the tropics, island biogeography, and conservation of marine biodiversity. The field experience will expose students to coastal marine ecosystems (coral reefs, mangroves, beaches, and seagrass beds). Two hours lecture per week, one week of field work in the tropics.

Career

Undergraduate

BIOL50903 - Tropical Biology

Department(s)

Biology

Long Description (Catalog Description)

Two hours lecture per week, one week of field work in the tropics and a terminal project. Prerequisites: Six semester hours in Biology; travel costs are exclusive of tuition; permission of instructors. This course provides an introduction to the animals, plants, and ecosystems of the New World tropics. Lecture topics will include tropical climate and ecosystems, evolutionary patterns in the tropics, and conservation of biodiversity. The field experience will expose students to coastal ecosystems (coral reefs, mangroves, and seagrass beds) as well as tropical, lowland rainforest.

Course Typically Offered

Every other spring

Career

Undergraduate

BIOL50910 - Biology Seminar

Department(s)

Biology

Long Description (Catalog Description)

1. The primary goal is to acquaint the student with the preparation and presentation (oral and/or written) of scientific information from the biological literature. May be repeated for credit with different topics to a maximum of 3 times (one semester hour per topic). 2. Acquainting the student with the preparation and presentation (oral and/or written) of scientific information from the biological literature. May be repeated for credit with different topics to a maximum of 3 times. (One semester hour per topic.)

Course Typically Offered

All Sessions

Career

Undergraduate

BIOL60000 - The Teaching of Biology

Department(s)

Biology

Long Description (Catalog Description)

Three to six semester hours. Seminar in methods of teaching Biology and supervised classroom and laboratory teaching. Open to students who are Teaching Assistants or National Science Foundation Trainees.

Career

Graduate

BIOL60001 - Scientific Presentation

Department(s)

Biology

Long Description (Catalog Description)

The goal of this course is to acquaint the student with the organization, preparation and effective delivery of scientific seminars. ALL BIOLOGY GRADUATE STUDENTS ARE REQUIRED TO TAKE THIS COURSE.

Course Typically Offered

Spring

Career

Graduate

BIOL60100 - Graduate Seminar - Current Research in Biology

Department(s)

Biology

Long Description (Catalog Description)

This 0.5 credit hour seminar course will introduce biology graduate students to a wide range of research areas within the biological sciences, aid students in developing scientific communication skills, and provide student an opportunity to network with scientists from diverse fields in biology. This course may be repeated up to two, four and eight times by MA, MS, and PhD students, respectively. P/NC

Career

Graduate

BIOL60111 - Graduate Teaching in Biology

Department(s)

Biology

Long Description (Catalog Description)

Prerequisites: Graduate Standing. One semester hour. The purpose of this course is to provide pedagogical training to Biology graduate students. In this course, different educational theories and classroom issues will be discussed. Students will gain experience in classroom management, teaching styles, assessment, exam composition, and creating a syllabus.

Career

Graduate

BIOL60121 - Professional Development in Biology

Department(s)

Biology

Long Description (Catalog Description)

Prerequisites: Graduate Standing. One semester hour. The course focuses on building the professional skills necessary for graduate students to succeed, both at TCU and in their future careers. Topics covered include CV/resume preparation, professional communication and networking, conduct at scientific meetings, ethics, time management, and jobs in biology.

Career

Graduate

BIOL60123 - Electron Microscopy

Department(s)

Biology

Long Description (Catalog Description)

Prerequisites: BIOL 50133, 50143 or permission of instructor. Cell ultrastructure with special emphasis on preparative techniques useful in the study of functional morphology of cells.

Course Typically Offered

Contact Department For Details

Career

Graduate

BIOL60133 - Introduction to Scientific Communication

Department(s)

Biology

Long Description (Catalog Description)

This course introduces students to the fundamentals of oral and written scientific communication through the development and presentation of an oral seminar and written proposal over their research goals and objectives.

Career

Graduate

BIOL60153 - Conservation Genetics

Department(s)

Biology

Long Description (Catalog Description)

Prerequisites: BIOL 10504, 10514, 30403, and 30603 or permission of instructor. Genetics plays an important and diverse role in the preservation of biological diversity. This course consists of two one-hour lectures and one three-hour laboratory each week and covers genetic theory and methods that are utilized in modern conservation efforts. Laboratory exercises focus on 1) the practical aspects of DNA extraction methods, molecular markers, PCR, sequencing, and capillary electrophoresis, and 2) analyzing the resulting genetic data.

Career

Graduate

BIOL60163 - Avian Biology

Department(s)

Biology

Long Description (Catalog Description)

This course consists of two one-hour lectures and one three-hour laboratory each week. Lectures cover the evolution, anatomy and physiology, life histories, behaviors and conservation of birds. The laboratory portion of the course includes identifying birds with molecular methods and field trips to identify common species of Texas birds. Five Saturday morning field trips are required.

Career

Graduate

BIOL60173 - Mammalogy

Department(s)

Biology

Long Description (Catalog Description)

Prerequisites: Six semester hours in Biology. Two hours of lecture and two hours of laboratory per week. This course introduces graduate students to mammals. Lectures will examine the major topics of mammalian biologyk including the evolutionary history, classification, adaptations, ecology, and natural history of mammals. Field techniques for the study of mammalian biodiversity and abundance will also be covered in this course. Field trips will be required. (Crosslisted as BIOL/ENSC 60173.)

Career

Graduate

Cross Listed Courses

ENSC60173 Mammalogy

BIOL60220 - Skills and Techniques in Biology Seminar

Department(s)

Biology

Long Description (Catalog Description)

Prerequisites: Graduate Standing and permission of instructor. The primary goal of this course is to provide students with hands-on training relevant to various aspects of biological research. Topics to vary, but may include specific bench-top or field techniques, the use of specialized statistical programs or approaches, or advanced methods of scientific communication. May be taken for 1-3 credit hours, depending on the topic. May be repeated for credit up to a total of 6 credit hours.

Career

Graduate

BIOL60224 - Developmental Biology

Department(s)
Biology

Long Description (Catalog Description)

Three hours lecture and one lab period per week. Mechanisms of developmental biology. Molecular, genetic, cellular, and morphological processes behind development.

Career
Graduate

BIOL60243 - Advanced Immunology

Department(s)
Biology

Long Description (Catalog Description)

Three hours lecture per week. Prerequisite: BIOL 30303 20233, and 40253 or permission of instructor. Immunobiology and immunochemistry of the immune response, especially cell mediated reactions. Current literature, techniques and clinical applications.

Course Typically Offered	Career
Contact Department For Details	Graduate

BIOL60263 - Immunobiology of Disease

Department(s)
Biology

Long Description (Catalog Description)

Prerequisites: BIOL 30304 or BIOL 40254 or permission of the instructor. This lecture-based course features current research in Immunology that focuses on how manipulations of the innate or adaptive immune system can modulate disease states. This includes how microbes overcome immune defenses, failures in immune system function and how the immune system can be therapeutically modified to treat disease.

Career
Graduate

BIOL60320 - Graduate Research in Biology

Department(s)
Biology

Long Description (Catalog Description)

Prerequisites: Permission of instructor. May be taken for 1-6 credit hours per semester. A minimum of 9 hours of BIOL 60320 Graduate Research is required for the Ph.D.

Career
Graduate

BIOL60353 - Wildlife Ecology and Management

Department(s)
Biology

Long Description (Catalog Description)

Prerequisites: Six semester hours in Biology. Two hour lectures and a three hour laboratory each week. This discussion-oriented course introduces graduate students to the general principles of wildlife ecology and how those principles can be applied to wildlife management and conservation. The objectives of this course are 1) to provide an introduction to the major concepts of Wildlife Ecology and

Management and 2) to allow you to learn the application of the scientific method to ecological problems. Laboratory exercises are required. (Crosslisted as BIOL/ENSC 60353)

Career
Graduate

BIOL60403 - Medical Microbiology

Department(s)
Biology

Long Description (Catalog Description)

Prerequisite: Permission of instructor. This course focuses on advanced topics in medical microbiology including disease mechanisms of major human pathogens, the host response, and antibiotic development and resistance. Scientific approaches used to investigate these topics are emphasized. This course includes reading and discussion of the primary literature.

Career
Graduate

BIOL60603 - Virology

Department(s)
Biology

Long Description (Catalog Description)

Prerequisite: Six hours of biochemistry or permission of instructor. Fundamental properties of viruses and contribution of viral studies to molecular biology.

Course Typically Offered	Career
Spring	Graduate

BIOL60703 - Advanced Teaching in Biology

Department(s)
Biology

Long Description (Catalog Description)

Prerequisites: BIOL 60111 and permission of instruction. Three semester hours. The purpose of this course is to provide advanced pedagogical training to Biology graduate students. In this course, different educational theories and classroom issues will be discussed, practiced, and observed. Students will gain experience in classroom management, teaching styles, assessment, exam composition, and creating a syllabus.

Career
Graduate

BIOL60723 - Advanced Genetics

Department(s)
Biology

Long Description (Catalog Description)

Three hours lecture per week. Prerequisites: BIOL 30303, 40123, and 50133 or permission of instructor. Examination of research literature dealing with selected topics in genetics. Topics in molecular genetics are most common. May be repeated for credit one time with different topic.

Career
Graduate

BIOL60803 - Physiology

Department(s)
Biology

Long Description (Catalog Description)

Three hours of lecture per week. Basic functions of the major mammalian systems will be studied in terms of physical and chemical principles and system interactions.

Career
Graduate

BIOL60910 - Biology Seminar

Department(s)
Biology

Long Description (Catalog Description)

Prerequisite: BIOL 60001 or permission of instructor. The primary goal is to acquaint the student with areas of study in the biological sciences not covered in detail in other courses.

Course Typically Offered	Career
Fall and Spring	Graduate

BIOL70771 - Non-Thesis

Department(s)
Biology

Long Description (Catalog Description)

Selected when enrolling only for non-thesis examination or preparation for the examination.

Career
Graduate

BIOL70950 - Assigned Problems in Biology

Department(s)
Biology

Long Description (Catalog Description)

Limit 3 hours unless approved by graduate committee or department chair. Each of the assigned projects requires a minimum of 50 clock hours of field, laboratory or library work for each semester hour of credit.

Course Typically Offered	Career
Fall and Spring	Graduate

BIOL70980 - Thesis

Department(s)
Biology

Long Description (Catalog Description)

A minimum of 3 hours of BIOL 70980 Thesis is required.

Course Typically Offered	Career
Fall and Spring	Graduate

BIOL70990 - Thesis

Department(s)
Biology

Long Description (Catalog Description)

Prerequisite: BIOL 70980 and admission to candidacy. A minimum of 3 hours of BIOL 70990 Thesis is required.

Course Typically Offered	Career
Fall and Spring	Graduate

BIOL80703 - Teaching Practicum in Biology

Department(s)
Biology

Long Description (Catalog Description)

Prerequisites: BIOL 60703, admission to candidacy in Ph.D., and permission of departmental chair. Supervised curriculum development including but not limited to preparation and delivery of lectures, leading classroom discussions, and student assessment. This course is only offered P/NC. ALL BIOLOGY PH.D. STUDENTS ARE REQUIRED TO TAKE THIS COURSE.

Career
Graduate

BIOL90980 - Dissertation

Department(s)
Biology

Long Description (Catalog Description)

Prerequisites: Admission to Ph.D. candidacy and permission of instructor. A minimum of 6 hours of BIOL 90980 Dissertation is required.

Career
Graduate

BIOL90990 - Dissertation

Department(s)
Biology

Long Description (Catalog Description)

Prerequisites: Six hours of BIOL 90980 and permission of instructor. A minimum of 6 hours of BIOL 90990 Dissertation is required.

Career
Graduate

BRIT60003 - Introduction to Ministry Studies

Department(s)
Brite

Long Description (Catalog Description)

This course assists first year students in developing an understanding of the vocational and theological vision of the curriculum they are entering to prepare for ministerial leadership. The course initiates a process of integration of learning across the curriculum which is marked by increasing signs of competency in four areas: constructive theological analysis and capacities for articulating this analysis; knowledge and skills for engaging the social and religious diversity God created within the human family; knowledge and skills for effective, ethical, and wise ministerial leadership; and growing knowledge and skills for the work of advocacy for God's justice and love for all creation.

Career
Brite

BRIT60013 - Thinking Theologically in Context

Department(s)
Brite

Long Description (Catalog Description)

Prerequisites: completion of 27 semester hours. Theological engagement with a concrete issue of public concern, including reflection on theories of justice, and an emphasis on embodied practice.

Career
Brite

BRIT60023 - Cosmopolitan Leadership

Department(s)
Brite

Long Description (Catalog Description)

The course takes leadership and cosmopolitanism as its substantial guiding concepts. Leadership is central to almost all collective social activity and therefore has been a topic for a variety of issues that has received attention in empirical studies and theoretical works offering more or less well-grounded recipes for effective leadership. The ethics of leadership is the responsibilities of leaders to promote justice, equality, peace and the conditions necessary for people to live well in communities. In this course, we will explore that constitutes cosmopolitan leadership that embodies and lives out cosmopolitan values and responsibilities in a complex and uneven world.

Career
Brite

BRIT60200 - General Transfer Credit

Department(s)
Brite

Long Description (Catalog Description)

General Transfer Credit

Course Typically Offered	Career
Administrative Use Only	Brite

BRIT70003 - Cosmopolitan Leadership

Department(s)
Brite

Long Description (Catalog Description)

The course takes leadership and cosmopolitanism as its substantial guiding concepts. Leadership is central to almost all collective social activity and therefore has been a topic for a variety of issues that has received attention in empirical studies and theoretical works offering more or less well-grounded recipes for effective leadership. The ethics of leadership is the responsibilities of leaders to promote justice, equality, peace and the conditions necessary for people to live well in communities. The ultimate aim of ethical action may be called the common good of all, regardless one's gender, race/ethnicity, class, sexuality, citizenship, religion, etc. The idea of the common good of all is, however, in serious trouble today. The pursuit of the cosmopolitan common good in cosmopolitan leadership has not only social, political, economic, intellectual dimensions, but also religious one as well. Cosmopolitan leader that this course pursuits is a leader who embodies and lives out cosmopolitan values and responsibilities in a complex and uneven world. Treating people as an end rather than a means is one of hallmarks of cosmopolitan leadership, governed by the ethics of singularity.

Career
Brite

BRIT70970 - Special Topic:Brite Interdepartmental

Department(s)
Brite

Long Description (Catalog Description)

May be repeated for credit.

Career
Brite

BRIT75013 - Master of Theological Studies Colloquium:Advanced Theological Research and Writing

Department(s)
Brite

Long Description (Catalog Description)

Prerequisites: MTS students must be in next-to-last (or last) semester; other students with instructor's permission. Ensures that students have advanced skills in research, bibliographic documentation, and writing in different genres. Will lay a substantive foundation for the MTS final project.

Career
Brite

BRIT80003 - Cosmopolitan Leadership

Department(s)
Brite

Long Description (Catalog Description)

The course takes leadership and cosmopolitanism as its substantial guiding concepts. Leadership is central to almost all collective social activity and therefore has been a topic for a variety of issues that has received attention in empirical studies and theoretical works offering more or less well-grounded recipes for effective leadership. The ethics of leadership is the responsibilities of leaders to promote justice, equality, peace and the conditions necessary for people to live well in communities. The ultimate aim of ethical action may be called the common good of all, regardless one's gender, race/ethnicity, class, sexuality, citizenship, religion, etc. The idea of the common good of all is, however, in serious trouble today. The pursuit of the cosmopolitan common good in cosmopolitan leadership has not only social, political, economic, intellectual dimensions, but also religious one as well. Cosmopolitan leader that this course pursuits is a leader who embodies and lives out cosmopolitan values and responsibilities in a complex and uneven world. Treating people as an end rather than a means is one of hallmarks of cosmopolitan leadership, governed by the ethics of singularity.

Career
Brite

BRIT80023 - Cosmopolitan Leadership

Department(s)
Brite

Long Description (Catalog Description)

The course takes leadership and cosmopolitanism as its substantial guiding concepts. Leadership is central to almost all collective social activity and therefore has been a topic for a variety of issues that has received attention in empirical studies and theoretical works offering more or less well-grounded recipes for effective leadership. The ethics of leadership is the responsibilities of leaders to promote justice, equality, peace and the conditions necessary for people to live

well in communities. In this course, we will explore that constitutes cosmopolitan leadership that embodies and lives out cosmopolitan values and responsibilities in a complex and uneven world.

Career
Brite

BRIT80970 - Special Topic:Brite Interdepartmental

Department(s)
Brite

Long Description (Catalog Description)
May be repeated for credit.

Course Typically Offered	Career
Administrative Use Only	Brite

BRIT90003 - Graduate Colloquium on Feminist Methodology and Theory

Department(s)
Brite

Long Description (Catalog Description)
This is the required course in the Women's Studies Certificate program. It is open to Ph.D. and Th.M. students and others on a case-by-case basis. It aims to give graduate students from a variety of disciplines a thorough grounding in the basics of feminist theory and methodology since the early modern period.

Career
Brite

BRIT90970 - Special Topics:Brite Interdepartmental Course

Department(s)
Brite

Long Description (Catalog Description)
May be repeated for credit.

Career
Brite

BRIT95103 - Advanced Educational Research Seminar: Teaching and Learning in Higher Education

Department(s)
Brite

Long Description (Catalog Description)
This course is an opportunity to get an edge. Teaching is interesting, difficult, challenging, fun, exhilarating, meaningful, and most of all complex. Join Toni Craven (Brite Divinity School) and Sherrie Reynolds (School of Education) in a seminar exploring scholarship and research about adult learning and how we might teach based on contemporary models of learning.

Career
Brite

BRLB70001 - Dissertation or Thesis Research in Library

Department(s)
Brite

Long Description (Catalog Description)
Prerequisite: Special permission from the Office of the Dean or Office of the Associate Dean for Academic Affairs. Enables access to research in the Mary Coutts Burnett Library for Ph.D., Th.M. or D.Min. students working on doctoral dissertations or theses. (This course is only offered as P/NC.)

Career
Brite

BRLB80001 - Dissertation or Thesis Research in Library

Department(s)
Brite

Long Description (Catalog Description)
Prerequisite: Special permission from the Office of the Dean or Office of the Associate Dean for Academic Affairs. Enables access to research in the Mary Coutts Burnett Library for Ph.D., Th.M. or D.Min. students working on doctoral dissertations or theses. (This course is only offered as P/NC.)

Career
Brite

BRLB90001 - Dissertation or Thesis Research in Library

Department(s)
Brite

Long Description (Catalog Description)
Prerequisite: Special permission from the Office of the Dean or Office of the Associate Dean for Academic Affairs. Enables access to research in the Mary Coutts Burnett Library for Ph.D., Th.M. or D.Min. students working on doctoral dissertations or theses. (This course is only offered as P/NC.)

Career
Brite

BRLN60200 - General Transfer Credit

Department(s)
Brite

Long Description (Catalog Description)
General Transfer Credit

Career
Brite

BRLN70000 - Spanish Language in Theological Contexts

Department(s)
Brite

Long Description (Catalog Description)
Spanish Language in Theological Context (1-3 semester hours) may be repeated for credit under different topics for up to 6 credit hours..

Career
Brite

BRLN70970 - Special Topics in Theological Languages

Department(s)
Brite

Long Description (Catalog Description)

1-3 semester hours, may be repeated for credit under different topics for up to six credit hours.

Career
Brite

BRLN80970 - Special Topics in Theological Languages

Department(s)
Brite

Long Description (Catalog Description)

1-3 semester hours, may be repeated for credit under different topics for up to six credit hours.

Career
Brite

BRLN90000 - Theological Language

Department(s)
Brite

Long Description (Catalog Description)

Prerequisite: Special permission from the Office of the Dean or the office of the Assistant Dean of Academic Affairs and the Office of the Director of the Ph.D. program. This course is available on an audit basis only. All auditors are required to do all assignments related to the course. The course offers no academic credit but enables preparation for doctoral language exams. For part-time students, an audit fee will be associated with this course.

Career
Brite

BRLN90970 - Special Topics in Theological Languages

Department(s)
Brite

Long Description (Catalog Description)

1-3 semester hours, may be repeated for credit under different topics for up to six credit hours.

Career
Brite

BUSI50843 - The Leadership Challenge

Department(s)
Management

Long Description (Catalog Description)

3 hours. Prerequisites: Enrolled in the BNSF Neeley Leadership Program, and MANA 40213 with at least a grade of C. This course is designed to help students learn what it takes to successfully lead change efforts and plan and implement projects that promote the common good. As such, it will cover topics such as overcoming complacency, creating and communicating new direction, developing support for initiatives, communicating effectively about an initiative, and dealing with resistance, among others. Students in this course are expected to use what they've learned in prior leadership courses to lead a field-based project to a successful completion. Class sessions will help students relate their field experience to topic coverage in this course as well as to other courses in the Neeley Leadership Program.

Career
Graduate

Cross Listed Courses

BUSI40843 The Leadership Challenge

BUSI60050 - Global Environment of Business

Department(s)
Management

Long Description (Catalog Description)

1.5 credit hours. This course is designed to be an introduction to international business. As such, the student will be introduced to those strategic, managerial, organizational and/or legal implications of doing business overseas. In addition, the course will consider those international institutions and cultural differences that impact the conduct of the global firm.

Career
Graduate

BUSI60070 - Business Simulation

Department(s)
Marketing

Long Description (Catalog Description)

1.5 credit hours. This course helps students integrate concepts from the different business disciplines by involving them in a complex computer simulation of realistic business situations. Teams of students are required to make business decisions involving a diverse set of business functions and activities over a series of rounds in which conditions change. Through successive phases of the simulation, students must respond to the actions of competing company teams represented by their classmates and are exposed to the consequences of their previous decisions. The course, which is taught at the end of the required core courses, requires students to draw on the material from those courses in making their decisions. Student performance in the simulation is reflected in a balance scorecard of multiple metrics. At the end of the simulation, students present their rationales for their decisions.

Course Typically Offered
Summer

Career
Graduate

BUSI60090 - Data Ethics and Privacy

Department(s)
Accounting

Long Description (Catalog Description)

Prerequisites: Admitted to Masters of Science in Business Analytics program. 1.5 credit hours. Data Ethics and Privacy addresses the ethics of the collection, management, and use of data by business organizations. Frameworks are introduced for addressing the governance of data at the level of individuals and organizations. Case studies are used to develop analytical skills and provide context.

Career
Graduate

BUSI60200 - Business Intelligence & Analytics

Department(s)
Accounting

Long Description (Catalog Description)

Prerequisites: Graduate standing. The key objectives of this course are two-fold: (1) to provide you with a theoretical and practical understanding of core data mining and analysis concepts and techniques; and (2) to provide you with hands on experience in applying these techniques to practical real-world business problems using commercial data mining and analysis software. As an applied course, the emphasis will be less on the inner working of each method and more on when and how to use each technique and how to interpret the results.

Career
Graduate

BUSI60990 - Graduate Transfer Credit in Business

Department(s)
Neeley School of Business

Long Description (Catalog Description)
Graduate Transfer Credit in Business.

Career
Graduate

BUSI65103 - Personal Leadership Development Process

Department(s)
Management

Long Description (Catalog Description)

The Personal Leadership Development Process course is designed to provide systematic personal leadership development for the Executive MBA Program at the Neeley School of Business. It synthesizes leadership development across all aspects of the program to guide students through development of competencies identified in the Neeley EMBA Agile Strategic Leadership Competency Model. By the end of the course students will have developed competencies related to the EMBA Competency Model, including Leading Self, Leading through Thought, Leading Others, and Leading for Results, as well as key teamwork and communication skills needed for personal and leadership success.

Career
Graduate

BUSI66100 - Career Management and Professional Development

Department(s)
Management

Long Description (Catalog Description)

1.5 credit hours. Assesses and develops skills in the following areas: career management, intercultural dynamics, leadership, professional communication, and team building. Students must complete various assessments and attend feedback sessions, and complete the START workshop. Students must also complete several career management requirements and submit a career development plan for approval. Students enroll in this course on a pass/no credit basis.

Course Typically Offered
Fall

Career
Graduate

BUSI70173 - Introduction to Hedge Fund Strategies

Department(s)
Management

Long Description (Catalog Description)

Students will work in conjunction with a Texas-based asset manager to gain an understanding of hedge fund investment strategies. Students will use their critical thinking ability and knowledge of macroeconomics, security analysis, and portfolio management to formulate an analysis on the feasibility of an alternative investment portfolio. Such strategies may include long/short equity, relative value/capital structure arbitrage, event driven/merger arbitrage, and global macro trading. The result is an understanding of investment theory that goes beyond the conventional buy-and-hold method prevalent in undergraduate and graduate investment course study. At the end of the semester, the team's analysis might be presented to a professional audience.

Career
Graduate

BUSI70200 - Business Intelligence & Accounting Analytics

Department(s)
Accounting

Long Description (Catalog Description)

Business Intelligence & Accounting Analytics combines financial and operational data with mining tools to improve the timeliness and quality of inputs to decision processes. It encompasses both top-down (confirmatory or hypothesis driven) analysis using traditional statistical techniques and bottom-up (exploratory) analysis using database and machine learning techniques to discover regularities, relations, or local structure/patterns that are at first unknown. The topics and related methods discussed include information retrieval and enterprise reporting, classification, predictive modeling, clustering, association rules mining, and social network analysis. The application of these methods are illustrated using modern software tools via examples, homework assignments and group term projects.

Career
Graduate

BUSI70220 - Real Estate Valuation I

Department(s)
Management

Long Description (Catalog Description)

Theory, methods and principles of valuation; cost, market and income approaches to value; the appraisal process applied both to residential and commercial property.

Career
Graduate

BUSI70300 - Adv Innovations in Biz Tech

Department(s)
Management

Long Description (Catalog Description)

Prerequisites: Graduate standing. The course discusses the rapidly evolving landscape of business technology. Specifically, the course dives deep into the latest advancements and emerging trends in business technology.

Career
Graduate

BUSI70330 - Real Estate Valuation II

Department(s)
Management

Long Description (Catalog Description)

Prerequisites: BUSI 70220. Theory, methods and principles of valuation; cost, market and income approaches to value; the appraisal process applied both to residential and commercial property. During the eight week session, students will be required to complete an appraisal project.

Career
Graduate

BUSI70601 - Real Estate Property Law

Department(s)
Management

Long Description (Catalog Description)

This course will cover the basics of real estate law, particularly land ownership and transfer of title, as well as the legal issues involved with both.

Career
Graduate

BUSI70623 - Global Business Experience

Department(s)
Management

Long Description (Catalog Description)

Prerequisites: Mana 60050. This course focuses on the opportunities and challenges of doing business outside of the United States. More specifically, this course focuses on developing an understanding of the issues and opportunities related to business in a defined country or geography. In addition to classes at TCU, students will travel to the country or countries and interact with businesses including identifying the standards, practices, and structures of business as appropriate to the focus of the course. In so doing, the role of history, politics, culture, social norms, and legal environment will be explored. Opportunities, challenges and risks associated with doing business in an international setting will be identified.

Course Typically Offered	Career
Summer	Graduate

BUSI70700 - Energy in the 21st Century

Department(s)
Management

Long Description (Catalog Description)

This is an interdisciplinary, team taught course that provides a broad based overview of energy: its exploration and production, its controversies, its geopolitics and the process by which it is provided.

Career
Graduate

BUSI70710 - Energy Commodities

Department(s)
Management

Long Description (Catalog Description)

This course will focus on the commodity markets and how they affect the energy industry. We will gain an understanding of the differences between various markets (stock and commodity) while also learning the similarities. We will look at the instruments and uses of hedging in industry, and debate the pros and cons of doing so. We will have conversations on speculation, Black Swan events and current topics, and how they relate to price.

Career
Graduate

BUSI70713 - Energy in the 21st Century

Department(s)
Management

Long Description (Catalog Description)

This is an interdisciplinary, team taught course in four sections, that provides a broad based overview of energy: its exploration and production, its controversies, its geopolitics and the process by which it is provided.

Career
Graduate

BUSI70720 - Land Title Issues

Department(s)
Management

Long Description (Catalog Description)

The class will attempt to cover the basics of searching land title, with particular attention to rights of mineral owners, royalty owners, and surface owners.

Career
Graduate

BUSI70730 - Energy Current Events

Department(s)
Management

Long Description (Catalog Description)

This 8-week course explores the current issues facing companies in the energy sector such as capital, debt, cash flows, emissions and other regulatory compliance, the impact of mergers & acquisitions, domestic & global economics and policies, among other possibilities.

Career
Graduate

BUSI70740 - ESG Reporting & Assurance

Department(s)
Accounting

Long Description (Catalog Description)

The course is focused on providing a sound understanding of the range of standards and frameworks that exist for climate-related and other ESG disclosures. This interactive course includes mini-cases and casework on ESG data and disclosures and address the interconnections between financial reporting and ESG/sustainability reporting.

Career
Graduate

BUSI70970 - Special Problems

Department(s)
Management

Long Description (Catalog Description)

Prerequisites: Neeley graduate standing. Special Problems in Business.

Career
Graduate

BUSI72460 - Healthcare Markets

Department(s)
Management

Long Description (Catalog Description)

1.5 credit hours. This course explores the unique features and characteristics of healthcare markets, whether and how the economics of healthcare markets diverges from traditional economic theory, and the specific challenges and opportunities thus presented. Reimbursement and revenue cycle models in various healthcare sectors are discussed, with specific consideration of the implications of the revenue model on strategy, operations, and management.

Career
Graduate

BUSI75970 - Special Problems in Business

Department(s)
Management

Long Description (Catalog Description)

Special Problems in Business. Prerequisite: Must be an EMBA candidate.

Career
Graduate

BUSI75974 - Managing in a Global Business Environment

Department(s)
Management

Long Description (Catalog Description)

4 hours credit. Prerequisite: Must be an EMBA candidate. This course is the study and experience of managing in a global business environment. The course provides background learning in preparation for a study abroad opportunity that includes visits to companies (multinational and local), institutions (financial, educational, political), and cultural sites. Pre-trip classes provide the students an understanding of the risks, opportunities, and challenges of doing business across borders and the impact of differences in legal, political, cultural, social and institution frameworks in different countries. An opportunity analysis is completed and presented in the post-trip class period.

Career
Graduate

BUSI77702 - International Internship

Department(s)
Management

Long Description (Catalog Description)

Prerequisite: Enrollment in the MIM program. This is an international internship that exposes students to cross-country variations in business practices, cultures, work environments, regulatory settings, and other aspects of international business. Students are immersed in a work environment different from that of their native country. MIM students from TCU will intern in Mexican companies while MIM students from UDLA will intern in U.S. companies.

Career
Graduate

CHDV50433 - Trauma & Relationships

Department(s)
Psychology

Long Description (Catalog Description)

Prerequisite: Junior standing. This course is the first of a two-part series of multidisciplinary courses which examine children who have experienced complex developmental trauma, including outcomes, assessments, and interventions through a study of peer-reviewed articles and evidence-based interventions, including Trust-Based Relational Intervention (TBRI). TBRI is an attachment based, trauma-informed intervention designed to meet the complex needs of children through connecting, empowering, and correcting. Emphasis in this course will be attachment theory and the development of healthy relationships. Completing this course is recommended to work at The Hope Connection 2.0 therapeutic camp. (Crosslisted as CHDV/PSYC 50433.)

Course Typically Offered
Fall

Career
Undergraduate

Cross Listed Courses

PSYC50433 Trauma & Relationships

CHDV50443 - Trauma & Behavior

Department(s)
Psychology

Long Description (Catalog Description)

Prerequisites: CHDV/PSYC 50433 and junior standing. This course is the second of a two-part series of multidisciplinary courses which examine children who have experienced complex developmental trauma. Emphasis in Trauma and Behavior is on understanding the effects of trauma on the body, brain, and behavior, as well as demonstrating trauma-informed intervention strategies and skills. Completing this course is recommended to work at The Hope Connection 2.0 therapeutic camp. (Crosslisted as CHDV/PSYC 50443.)

Course Typically Offered
Spring

Career
Undergraduate

Cross Listed Courses

PSYC50443 Trauma & Behavior

CHDV50533 - Case Studies in Child Development

Department(s)
Psychology

Long Description (Catalog Description)

Prerequisite: Junior standing. This course is designed to present an integrated and comprehensive overview of numerous issues in child development as well as treatments/solutions for those issues. This diverse array of developmental problems will be presented in a series of case-studies by professors from several departments as well as by community professionals who specialize in children's issues. This course is a requirement for the Child Development Minor as well as an elective course in Psychology. (Crosslisted as CHDV/PSYC 50533.)

Course Typically Offered

Fall and Spring

Career

Undergraduate

Cross Listed Courses

PSYC50533 Case Studies in Child Dev

CHDV50933 - TBRI Intensive

Department(s)

Psychology

Long Description (Catalog Description)

Prerequisites: CHDV 50433 and 50443. This course is designed to be an intensive study in putting Trust-Based Relational Intervention (TBRI) into practice within a professional setting. Upon successful completion of the course (80% or above) students will earn the title and status of TBRI Practitioner.

Career

Undergraduate

CHDV60263 - Child Development Internship I

Department(s)

Psychology

Long Description (Catalog Description)

Prerequisites: Graduate standing in the Developmental Trauma Master's Program. This course provides opportunities to work with children through internship positions. Service environments will provide experiential learning through which students will utilize their knowledge of child development and developmental trauma. Students can obtain their own positions (e.g., foster care and adoption agencies, residential treatment centers, child life specialist practicums/internships) or can take part in internships facilitated by the instructor (e.g., therapeutic summer camps). Students spend at least 96 hours at their internship site. Further, students attend regularly scheduled meetings to discuss their experience with peers and faculty and learn about working in helping professions.

Career

Graduate

CHDV60273 - Child Development Internship II

Department(s)

Psychology

Long Description (Catalog Description)

Prerequisites: Graduate standing in the Developmental Trauma Master's Program and CHDV 60263 Child Life Internship I. This course provides advanced opportunities to work with children through internship positions. Service environments will provide experiential learning through which the student will utilize their knowledge of child development and developmental trauma. Students can obtain their own positions (e.g., foster care and adoption agencies, residential treatment centers, child life specialist practicums/internships) or can take part in internships facilitated by the instructor (e.g., therapeutic summer camps). Students spend at least 96 hours at their internship site. Further, students attend regularly scheduled meetings to discuss their experiences with peers and faculty and learn about working in helping professions.

Career

Graduate

CHDV60903 - Developmental Trauma Capstone Course

Department(s)

Psychology

Long Description (Catalog Description)

This course is the capstone course for the Master of Science in Developmental Trauma program. Students complete a treatise and several professional development activities under the advisement of a faculty member in the program. (Crosslisted as CHDV/PSYC 60903)

Career

Graduate

Cross Listed Courses

PSYC60903 Dev Trauma Capstone

CHEM50001 - Laboratory Safety, Ethics & Professional Skills

Department(s)

Chemistry and Biochemistry

Long Description (Catalog Description)

This course deals with the safe handling of chemicals, the inventory and safe disposal of chemicals, safe handling of radioactive materials and lasers as well as details of federal, state and city regulations that apply to safety in academic and industrial laboratories. Ethics in the chemistry and the use of databases and industry-specific software will also be discussed. (This course is only offered P/NC.)

Course Typically Offered

Fall

Career

Undergraduate

CHEM50111 - Laboratory Glassblowing

Department(s)

Chemistry and Biochemistry

Long Description (Catalog Description)

One 4-hour laboratory period per week. An introduction to the preparation of laboratory research equipment constructed of sodium and borosilicate glass.

Course Typically Offered

Contact Department For Details

Career

Undergraduate

CHEM50120 - Teaching of Chemistry

Department(s)

Chemistry and Biochemistry

Long Description (Catalog Description)

Prerequisite: Permission of instructor. Members of this class act as Chemistry laboratory assistants. Techniques of laboratory instruction are illustrated and the importance of laboratory safety is stressed. 0.5-3 semester hours.

Course Typically Offered

Fall and Spring

Career

Undergraduate

CHEM50133 - Biochemistry I

Department(s)

Chemistry and Biochemistry

Long Description (Catalog Description)

Prerequisite: CHEM 30133 and 40123 or permission of instructor. Three hours lecture per week. A general survey of structure and function of biologically important compounds with methods of analysis. (Crosslisted as BIOL/CHEM 50133.)

Course Typically Offered

Fall

Career

Undergraduate

Cross Listed Courses
BIOL50133 Biochemistry I

CHEM50143 - Biochemistry II

Department(s)

Chemistry and Biochemistry

Long Description (Catalog Description)

Prerequisite: BIOL/CHEM 50133. Biosynthesis, replication of DNA, synthesis and processing of RNA and proteins, and special topics e.g. brain and muscle functions, hormones and signal transduction, cancer, development, etc. (Crosslisted as BIOL/CHEM 50143.)

Course Typically Offered

Spring

Career

Undergraduate

Cross Listed Courses

BIOL50143 Biochemistry II

CHEM50153 - Medicinal Chemistry

Department(s)

Chemistry and Biochemistry

Long Description (Catalog Description)

Three hours lecture per week. Prerequisites: BIOL/CHEM 50143, or permission of instructor. Molecular mechanism of drug actions, and methods of drug design, discovery and development. (Crosslisted as BIOL/CHEM 50153.)

Course Typically Offered

Fall

Career

Undergraduate

Cross Listed Courses

BIOL50153 Medicinal Chemistry

CHEM50162 - Advanced Inorganic Chemistry Laboratory

Department(s)

Chemistry and Biochemistry

Long Description (Catalog Description)

One hour lecture and one 4-hour laboratory per week. Prerequisite: CHEM 50163 or concurrent registration. The laboratory emphasizes the synthesis, characterization and transformations of inorganic species.

Course Typically Offered

Fall

Career

Undergraduate

CHEM50163 - Advanced Inorganic Chemistry

Department(s)

Chemistry and Biochemistry

Long Description (Catalog Description)

Three hours lecture per week. Prerequisite: CHEM 40123 or permission of instructor. A survey of topics in modern inorganic chemistry with emphasis on synthesis, bonding and the mechanisms of reactions.

Course Typically Offered

Fall

Career

Undergraduate

CHEM50182 - Biophysical Chemistry Laboratory

Department(s)

Chemistry and Biochemistry

Long Description (Catalog Description)

Two 4-hour laboratory periods per week. Prerequisite: Prior or concurrent registration in CHEM 50183. Physical chemical principles applied to biochemical systems.

Course Typically Offered

Contact Department For Details

Career

Undergraduate

CHEM50183 - Biophysical Chemistry

Department(s)

Chemistry and Biochemistry

Long Description (Catalog Description)

Prerequisite: CHEM 40123, prior or concurrent registration in CHEM 50133 or permission of instructor. Biological systems are discussed from the viewpoint of physical chemical theories and methods.

Course Typically Offered

Contact Department For Details

Career

Undergraduate

CHEM50223 - Advanced Organic Chemistry

Department(s)

Chemistry and Biochemistry

Long Description (Catalog Description)

Three hours lecture per week. Prerequisite: CHEM 30143, 30133 or permission of instructor. A detailed study of stereochemistry, important organic reactions and mechanisms, organic syntheses and fundamentals of synthetic design.

Course Typically Offered

Fall

Career

Undergraduate

CHEM50230 - Special Problems in Chemistry

Department(s)

Chemistry and Biochemistry

Long Description (Catalog Description)

Advanced work in biochemistry, inorganic, organic and physical chemistry to be determined by the previous preparation and interests of the individual student.

Course Typically Offered

All Sessions

Career

Undergraduate

CHEM50242 - How Chemists Win Wars

Department(s)

Chemistry and Biochemistry

Long Description (Catalog Description)

Prerequisites: CHEM 30123. This course will focus on the role that chemistry has played in historical times of conflict. The scientists who made the decisions and the personal and professional conflicts they faced will be presented. Student presentations and daily class discussions will be a significant component of the course grade.

Career

Undergraduate

CHEM50263 - Physical-Organic Chemistry

Department(s)

Chemistry and Biochemistry

Long Description (Catalog Description)

Three hours lecture per week. Prerequisite: CHEM 30133 and prior or concurrent registration in CHEM 40123. An introduction to modern structural theory and reaction mechanism. Includes a discussion of physical methods.

Course Typically Offered

Contact Department For Details

Career

Undergraduate

CHEM50273 - Inorganic Reactions

Department(s)

Chemistry and Biochemistry

Long Description (Catalog Description)

Three hours lecture per week. Prerequisite: CHEM 50163 or permission of the instructor. An advanced study of the preparative and derivative chemistry of important classes of transition metal and main group element compounds.

Course Typically Offered

Contact Department For Details

Career

Undergraduate

CHEM50282 - Advanced Physical Chemistry

Department(s)

Chemistry and Biochemistry

Long Description (Catalog Description)

Prerequisites: CHEM 40133. An introduction to Statistical Thermodynamics, Transport Phenomena and Physical Chemistry of Surfaces. Continuation of Chemistry 40123-40133.

Course Typically Offered

Spring

Career

Undergraduate

CHEM50290 - Chemical Thermodynamics

Department(s)

Chemistry and Biochemistry

Long Description (Catalog Description)

Prerequisite: CHEM 40133 or permission of instructor. Application of thermodynamics to the study of chemical reactions and phase transitions.

Course Typically Offered

Spring

Career

Undergraduate

CHEM50502 - Biochemistry Laboratory

Department(s)

Chemistry and Biochemistry

Long Description (Catalog Description)

Two four-hour laboratory periods per week. Prerequisite: CHEM 50143 or concurrent registration. (Crosslisted as BIOL/CHEM 50502)

Course Typically Offered

Spring

Career

Undergraduate

Cross Listed Courses

BIOL50502 Biochemistry Lab

CHEM50763 - Experimental Methods in Biochemistry and Biophysics

Department(s)

Chemistry and Biochemistry

Long Description (Catalog Description)

Prerequisite: Permission of instructor. This course will introduce students to experimental techniques developed and used to investigate biological systems. It will discuss modern techniques used in the biomedical sciences, drug discovery and other biophysical and biochemical fields. The course includes lectures, demonstrations, and hands-on exercises in the TCU Biophysics Laboratory and on instrumentation at the Center for Commercialization of Fluorescence Technologies (CCFT) at the UNT Health Sciences Center campus. (Crosslisted as CHEM/PHYS 50763.)

Course Typically Offered

Spring

Career

Undergraduate

Cross Listed Courses

PHYS50763 Exp Methods Biochem Biophys

CHEM50783 - Environmental Chemistry

Department(s)

Chemistry and Biochemistry

Long Description (Catalog Description)

Prerequisites: CHEM 10123 and 10122 or 10125 or 20123 or permission of instructor. Three hours lecture per week. Chemistry of water, soil, energy, and air as related to environmental problems. Subjects include: nutrients and eutrophication, fluorocarbons, sulfur and nitrogen oxides, Eh-pH relationship, natural carbonate reactions, and cation exchange phenomena. (Crosslisted as CHEM/ENSC/GEOL 50783.)

Course Typically Offered

Every other spring

Career

Undergraduate

Cross Listed Courses

ENSC50783 Environmental Chemistry, GEOL50783 Environmental Chemistry

CHEM60110 - Seminar

Department(s)

Chemistry and Biochemistry

Long Description (Catalog Description)

Chemistry seminar. (This course is only offered P/NC.)

Course Typically Offered

Fall and Spring

Career

Graduate

CHEM60120 - Special Topics in Inorganic Chemistry

Department(s)

Chemistry and Biochemistry

Long Description (Catalog Description)

Prerequisite: CHEM 50163 or permission of instructor. Significant advances in inorganic chemistry with emphasis upon material taken from recent literature. The subject matter will be fitted to the needs and interests of the class.

Course Typically Offered

Contact Department For Details

Career

Graduate

CHEM60123 - Chemistry of Heterocyclic Compounds

Department(s)

Chemistry and Biochemistry

Long Description (Catalog Description)

Prerequisite: CHEM 50223 or equivalent. The synthesis and reactions of the principle heterocyclic systems, including some related natural products.

Career

Graduate

CHEM60130 - Special Topics in Biochemistry

Department(s)

Chemistry and Biochemistry

Long Description (Catalog Description)

Prerequisite: CHEM 50143. Specialized aspects and new developments in the field.

Career

Graduate

CHEM60140 - Special Topics in Organic Chemistry

Department(s)

Chemistry and Biochemistry

Long Description (Catalog Description)

Prerequisite: CHEM 50223 or equivalent. Recent advances in theoretical and synthetic organic chemistry. Highly specialized areas of organic chemistry may be taken up according to the needs of the class.

Course Typically Offered

Contact Department For Details

Career

Graduate

CHEM60150 - Special Topics in Physical Chemistry

Department(s)

Chemistry and Biochemistry

Long Description (Catalog Description)

Prerequisite: Permission of instructor. Topics of current interest in physical chemistry. The subject matter will be selected to meet the needs and interests of the class.

Course Typically Offered

Contact Department For Details

Career

Graduate

CHEM60240 - Graduate Research in Inorganic Chemistry

Department(s)

Chemistry and Biochemistry

Long Description (Catalog Description)

Graduate research in inorganic chemistry.

Course Typically Offered

Fall and Spring

Career

Graduate

CHEM60260 - Graduate Research in Organic Chemistry

Department(s)

Chemistry and Biochemistry

Long Description (Catalog Description)

Graduate research in organic chemistry.

Course Typically Offered

Fall and Spring

Career

Graduate

CHEM60270 - Graduate Research in Physical Chemistry

Department(s)

Chemistry and Biochemistry

Long Description (Catalog Description)

Graduate research in physical chemistry.

Course Typically Offered

Fall and Spring

Career

Graduate

CHEM60280 - Graduate Research in Biochemistry

Department(s)

Chemistry and Biochemistry

Long Description (Catalog Description)

Graduate research in biochemistry.

Course Typically Offered

Fall and Spring

Career

Graduate

CHEM70980 - Thesis

Department(s)

Chemistry and Biochemistry

Long Description (Catalog Description)

A minimum of 3 hours of CHEM 70980 Thesis is required.

Course Typically Offered

Contact Department For Details

Career

Graduate

CHEM70990 - Thesis

Department(s)

Chemistry and Biochemistry

Long Description (Catalog Description)

Prerequisites: CHEM 70980 and admission to candidacy. A minimum of 3 hours of CHEM 70990 Thesis is required.

Course Typically Offered

Contact Department For Details

Career

Graduate

CHEM90000 - Postdoctoral Research

Department(s)

Chemistry and Biochemistry

Long Description (Catalog Description)

Postdoctoral Research.

Course Typically Offered
Contact Department For Details

Career
Graduate

CHEM90980 - Dissertation

Department(s)
Chemistry and Biochemistry

Long Description (Catalog Description)
Prerequisite: Permission department chair. A minimum of 6 hours of CHEM 90980 Dissertation is recommended.

Course Typically Offered
Contact Department For Details

Career
Graduate

CHEM90990 - Dissertation

Department(s)
Chemistry and Biochemistry

Long Description (Catalog Description)
Prerequisite: CHEM 90980 and admission to candidacy. A minimum of 6 hours of CHEM 90990 Dissertation is recommended.

Course Typically Offered
Contact Department For Details

Career
Graduate

CHET60013 - Introduction to Theological Ethics

Department(s)
THET

Long Description (Catalog Description)
This course will survey the major methodological questions of theological ethics, its thematic subdivisions, and the schools of thought and individual authors who have shaped the discussion of ethical questions within the theological world.

Career
Brite

CHET60200 - General Transfer Credit

Department(s)
THET

Long Description (Catalog Description)
General Transfer Credit

Career
Brite

CHET65013 - History of Christian Ethics

Department(s)
THET

Long Description (Catalog Description)
Prerequisites: CHET 60013, CHTH 60003 or equivalent. An examination of some of the major themes within the history of Christian ethical thought and an introduction to some of the key theologians who addressed those themes from the beginnings of the Church through the 19th century.

Career
Brite

CHET65073 - Feminist Theology and Ethics

Department(s)
THET

Long Description (Catalog Description)
Prerequisite: CHET 60003, CHET 60023 or equivalent. Seminar examining the models of God, human nature, Christ, ethics, and spirituality offered by women of diverse backgrounds and perspectives.

Career
Brite

CHET70803 - Philosophical Background of Christian Ethics

Department(s)
THET

Long Description (Catalog Description)
An examination of issues in philosophical ethics, both historical and contemporary, with a view toward understanding their implications for Christian ethics.

Career
Brite

CHET70970 - Special Topics in Christian Ethics

Department(s)
THET

Long Description (Catalog Description)
May be repeated for credit under different topics. (1-3 semester hours)

Career
Brite

CHET75033 - Seminar: Contemporary Issues in Theological Ethics

Department(s)
THET

Long Description (Catalog Description)
Prerequisite: CHET 60013, CHET 65013, or equivalent. A critical examination of a contemporary social or political issue in light of theological, ethical and empirical insights. Representative topics: Relationships between Church and State, Human Sexuality, Medical Ethics. (May be repeated for credit under different topics for up to 9 credit hours.)

Career
Brite

CHET75043 - Seminar: Biblical Ethics

Department(s)
THET

Long Description (Catalog Description)
Prerequisite: CHET 60013, CHET 65013 or equivalent. A critical examination of the theological and ethical content of selected units of Biblical material, such as the creation stories in Genesis, the Ten Commandments, the prophets, the Sermon on the Mount, a Gospel or a New Testament epistle. (May be repeated for credit under different topics for up to 9 credit hours.)

Career
Brite

CHET75053 - Seminar: Major Figures in Christian Ethics

Department(s)
THET

Long Description (Catalog Description)

Prerequisite: CHET 60013, CHET 65013 or equivalent. A critical examination of the theology and ethics of major figures in Christian thought, such as Augustine, Luther, Calvin, Wesley, H.R. Niebuhr, Reinhold Niebuhr, Barth or Bonhoeffer. (May be repeated for credit under different topics for up to 9 credit hours.)

Career
Brite

CHET75063 - Seminar: Contemporary Themes in Theological Ethics

Department(s)
THET

Long Description (Catalog Description)

Prerequisite: CHET 60013, 65013 or equivalent. A critical examination of a current methodological issue in theological ethics, such as context vs. principles, liberation, love and justice. (May be repeated for credit under different topics for up to 9 credit hours.)

Career
Brite

CHET75901 - M.T.S. Final Exercise

Department(s)
THET

Long Description (Catalog Description)

Prerequisites: Admittance to the M.T.S. degree program. An independent research study course, taken in the final semester in program, that integrates material covered in earlier coursework, and produces a final paper, normally 20-30 pages in length.

Career
Brite

CHET75903 - M.T.S. Final Exercise

Department(s)
THET

Long Description (Catalog Description)

Prerequisite: Admittance to the M.T.S. degree program. An independent research study course, taken in the final semester in program, that integrates material covered in earlier coursework and produces a final paper, normally 20-30 pages in length.

Career
Brite

CHET80753 - Seminar: Contemporary Themes in Theological Ethics

Department(s)
THET

Long Description (Catalog Description)

Prerequisites: Admittance to the D.Min. program. A critical examination of a current methodological issue in theological ethics, such as context vs. principles, liberation, love and justice. (May be repeated for credit under different topics for up to 9 credit hours.)

Career
Brite

CHET80803 - Philosophical Background of Christian Ethics

Department(s)
THET

Long Description (Catalog Description)

Prerequisites: Admittance to the D.Min. program. An examination of issues in philosophical ethics, both historical and contemporary, with a view toward understanding their implications for Christian ethics.

Career
Brite

CHET80970 - Special Topics in Christian Ethics

Department(s)
THET

Long Description (Catalog Description)

Prerequisites: Admittance to the D.Min. program. May be repeated for credit under different topics. (1-3 semester hours.)

Career
Brite

CHET85033 - Seminar: Contemporary Issues in Theological Ethics

Department(s)
THET

Long Description (Catalog Description)

Prerequisites: Admittance to the D.Min. program. A critical examination of a contemporary social or political issue in light of theological, ethical and empirical insights. Representative topics: Relationships between Church and State, Human Sexuality, Medical Ethics. (May be repeated for credit under different topics for up to 9 credit hours.)

Career
Brite

CHET85043 - Seminar: Biblical Ethics

Department(s)
THET

Long Description (Catalog Description)

Prerequisites: Admittance to the D.Min. program. A critical examination of the theological and ethical content of selected units of Biblical material, such as the creation stories in Genesis, the Ten Commandments, the prophets, the Sermon on the Mount, a Gospel or a New Testament epistle. (May be repeated for credit under different topics for up to 9 credit hours.)

Career
Brite

CHET85053 - Seminar: Major Figures in Christian Ethics

Department(s)
THET

Long Description (Catalog Description)

Prerequisites: Admittance to the D.Min. program. A critical examination of the theology and ethics of major figures in Christian thought, such as Augustine, Luther, Calvin, Wesley, H.R. Niebuhr, Reinhold Niebuhr, Barth or Bonhoeffer. (May be repeated for credit under different topics for up to 9 credit hours.)

Career
Brite

CHET85063 - Contemporary Themes in Theological Ethics

Department(s)
THET

Long Description (Catalog Description)

Prerequisites: Admittance to the D.Min. program. An issue related to Christian theology and the Hebrew Bible, Literature of Early Judaism, or New Testament will be selected. (May be repeated for credit under different topics for up to 9 credit hours).

Career
Brite

CHET85073 - Feminist Theology and Ethics

Department(s)
THET

Long Description (Catalog Description)

Prerequisites: Admittance to the D.Min. program. Seminar examining the models of God, human nature, Christ, ethics, and spirituality offered by women of diverse backgrounds and perspectives.

Career
Brite

CHET90803 - Philosophical Background of Christian Ethics

Department(s)
THET

Long Description (Catalog Description)

Prerequisites: Admittance to the Th.M. or Ph.D. program. An examination of issues in philosophical ethics, both historical and contemporary, with a view toward understanding their implications for Christian ethics.

Career
Brite

CHET90970 - Special Topics in Christian Ethics

Department(s)
THET

Long Description (Catalog Description)

Prerequisites: Admittance to the Th.M. or Ph.D. program. May be repeated for credit under different topics. (1-3 semester hours.)

Career
Brite

CHET94013 - Independent Research Study and Thesis

Department(s)
THET

Long Description (Catalog Description)

Prerequisites: Admittance to the Th.M. program and completion of required academic seminars. Independent research study and writing of the Master of Theology thesis.

Career
Brite

CHET95033 - Seminar: Contemporary Issues in Theological Ethics

Department(s)
THET

Long Description (Catalog Description)

Prerequisites: Admittance to the Th.M. or Ph.D. program. A critical examination of a contemporary social or political issue in light of theological, ethical and empirical insights. Representative topics: Relationships between Church and State, Human Sexuality, Medical Ethics. (May be repeated for credit under different topics for up to 9 credit hours.)

Career
Brite

CHET95043 - Seminar: Biblical Ethics

Department(s)
THET

Long Description (Catalog Description)

Prerequisites: Admittance to the Th.M. or Ph.D. program. A critical examination of the theological and ethical content of selected units of Biblical material, such as the creation stories in Genesis, the Ten Commandments, the prophets, the Sermon on the Mount, a Gospel or a New Testament epistle. (May be repeated for credit under different topics for up to 9 credit hours.)

Career
Brite

CHET95053 - Seminar: Major Figures in Christian Ethics

Department(s)
THET

Long Description (Catalog Description)

Prerequisites: Admittance to the Th.M. or Ph.D. program. A critical examination of the theology and ethics of major figures in Christian thought, such as Augustine, Luther, Calvin, Wesley, H.R. Niebuhr, Reinhold Niebuhr, Barth or Bonhoeffer. (May be repeated for credit under different topics for up to 9 credit hours.)

Career
Brite

CHET95063 - Seminar: Contemporary Themes in Theological Ethics

Department(s)
THET

Long Description (Catalog Description)

Prerequisites: Admittance to the Th.M. or Ph.D. program. A critical examination of a current methodological issue in theological ethics, such as context vs. principles, liberation, love and justice. (May be repeated for credit under different topics for up to 9 credit hours.)

Career
Brite

CHET95073 - Feminist Theology and Ethics

Department(s)
THET

Long Description (Catalog Description)

Prerequisites: Admittance to the Th.M. or Ph.D. program. Seminar examining the models of God, human nature, Christ, ethics, and spirituality offered by women of diverse backgrounds and perspectives.

Career
Brite

CHET95103 - Issues in Ethics

Department(s)
THET

Long Description (Catalog Description)

Prerequisite: Admittance to the Th.M. or Ph.D. program or special permission from the Office of the Associate Dean for Academic Affairs. An issue related to ethics and the Hebrew Bible, Literature of Early Judaism, or New Testament will be selected. This course may be repeated for credit up to 9 hours.

Career
Brite

CHHI60033 - History of Christianity: Turning Points

Department(s)
Brite

Long Description (Catalog Description)

A survey of the history of Christianity, focusing on pivotal developments in the Early, Medieval, Reformation, and Modern periods.

Career
Brite

CHHI60200 - General Transfer Credit

Department(s)
CHHI

Long Description (Catalog Description)

General Transfer Credit

Career
Brite

CHHI70013 - History of Christianities in the United States

Department(s)
CHHI

Long Description (Catalog Description)

Christianities in the United States from the 17th century to the present.

Career
Brite

CHHI70023 - The Church in the Midst of Pluralism: Theology and Context

Department(s)
CHHI

Long Description (Catalog Description)

Examination of selected issues in the historical, cultural, socio-economic, and religious realities of certain racial-ethnic Christian groups (e.g. African, African-American, Asian, and Latina/o) in and/or outside the United States. (May be repeated for credit under different topics for up to 9 credit hours.)

Career
Brite

CHHI70113 - Christian Church (Disciples of Christ)

Department(s)
CHHI

Long Description (Catalog Description)

History and thought of the Christian Church (Disciples of Christ).

Career
Brite

CHHI70133 - Baptist History

Department(s)
CHHI

Long Description (Catalog Description)

This course involves a study of Baptist life and thought from the seventeenth century to the present. Some attention will be given to Baptists in England and Europe, but the major emphasis will fall upon Baptists in the United States.

Career
Brite

CHHI70134 - History and Doctrine of the United Methodist Church

Department(s)
CHHI

Long Description (Catalog Description)

Prerequisite: either CHHI 60033 History of Christianity: Turning Points or CHTH 60003 Intro to Christian Theology. Origin and development of the United Methodist Church and its doctrine. Required of United Methodist students for ordination.

Career
Brite

CHHI70203 - Unity and Diversity in the Early Church

Department(s)
CHHI

Long Description (Catalog Description)

Impulses toward unity and diversity of religious expression in early Christianity, especially the issues of orthodoxy, heresy and schism.

Career
Brite

CHHI70223 - Crises in 18th Century Christianity

Department(s)
CHHI

Long Description (Catalog Description)

Study of the pressures for and attempts at reconstruction in Christian thought and practice, with emphasis on such topics as faith and reason, pietism, and critical biblical scholarship.

Career
Brite

CHHI70253 - The Reformation Era and Its Aftermath

Department(s)
CHHI

Long Description (Catalog Description)

A study of the causes, nature and consequences of the reformation in the 16th and 17th centuries.

Career
Brite

CHHI70293 - Issues in American Religious Life and Thought

Department(s)
CHHI

Long Description (Catalog Description)

Treatment of a significant topic in the history of American Christianity, e.g., Puritanism, the Transcendentalist movement, the Fundamentalist-Modernist conflict. (May be repeated for credit under different topics for up to 9 credit hours.)

Career
Brite

CHHI70343 - Christianity in the 19th Century

Department(s)
CHHI

Long Description (Catalog Description)

Study of key issues and developments in the life and thought of Christianity in the century of social and intellectual ferment.

Career
Brite

CHHI70504 - The U.S. Borderlands: Theology and Context

Department(s)
CHHI

Long Description (Catalog Description)

Prerequisite: CHHI 70023 or equivalent. An immersion course that will take the student from the classroom to the Borderlands along the Texas/Mexico border. The focus will be on the historical, socio-economic, ethical, and racial issues that impact daily life in this region.

Career
Brite

CHHI70513 - The Church in Central America

Department(s)
CHHI

Long Description (Catalog Description)

A travel-study course that will take students to Costa Rica and to study at the Universidad Biblica de San Jose.

Career
Brite

CHHI70533 - The Black Religious Experience in America

Department(s)
CHHI

Long Description (Catalog Description)

An overview treatment of the subject of race and its role in American religious history.

Career
Brite

CHHI70543 - Women in North American Religion

Department(s)
CHHI

Long Description (Catalog Description)

An examination of the role of women in the U.S. religious landscape. The focus will be from an historical and gender perspective, with a particular focus on Latina and other racial/ethnic women.

Career
Brite

CHHI70553 - Women and Heresy in the Medieval Church

Department(s)
CHHI

Long Description (Catalog Description)

An examination of how gender played a key role in the heresy trials that took place in medieval Europe.

Career
Brite

CHHI70633 - The History of Preaching

Department(s)
CHHI

Long Description (Catalog Description)

A study of the public proclamation of the faith from earliest times to the present. Attention to modes of exegesis and rhetoric. Assessment of the pulpit's influence in various periods. See HOML 70633.

Career
Brite

CHHI70950 - Special Topics in Global Concerns

Department(s)
CHHI

Long Description (Catalog Description)

May be repeated for credit under different topics. (1-3 semester hours)

Career
Brite

CHHI70970 - Special Topics in Church History

Department(s)
CHHI

Long Description (Catalog Description)

May be repeated for credit under different topics. (1-3 semester hours)

Career
Brite

CHHI75013 - Seminar in Christian Thought

Department(s)
CHHI

Long Description (Catalog Description)

Prerequisites: CHHI 60013, 60023 or equivalent. Intensive study of some pivotal figure or theme in the history of Christian thought. Representative topics: Augustine, Aquinas, Luther, Edwards, Schleiermacher; "views of Jesus," "the essence of Christianity." (May be repeated for credit under different topics for up to 9 credit hours.)

Career
Brite

CHHI75023 - Seminar in the History of New Testament Research

Department(s)
CHHI

Long Description (Catalog Description)

Prerequisites: one 60000-level course in NETE and one 60000-level course in CHHI or equivalent. An examination of selected major periods, issues, trends and scholars in the history of New Testament research from the Enlightenment to the present. See NETE 75113.

Career
Brite

CHHI75033 - Seminar in History and Hermeneutics

Department(s)
CHHI

Long Description (Catalog Description)

Prerequisite: CHHI 60013 or CHHI 60023 or equivalent. Intensive study of some issues relating to the theory and methodology of church history as a theological discipline, e.g., historiography, theology of history, theory of interpretation, phenomenology of tradition. (May be repeated for credit under different topics for up to 9 credit hours.)

Career
Brite

CHHI75901 - M.T.S. Final Exercise

Department(s)
Brite

Long Description (Catalog Description)

Prerequisites: Admittance to the M.T.S. degree program. An independent research study course, taken in the final semester in program, that integrates material covered in earlier coursework, and produces a final paper, normally 20-30 pages in length.

Career
Brite

CHHI75903 - M.T.S. Final Exercise

Department(s)
Brite

Long Description (Catalog Description)

Prerequisite: Admittance to the M.T.S. degree program. An independent research study course, taken in the final semester in program, that integrates material covered in earlier coursework and produces a final paper, normally 20-30 pages in length.

Career
Brite

CHHI80113 - Christian Church (Disciples of Christ)

Department(s)
CHHI

Long Description (Catalog Description)

History and thought of the Christian Church (Disciples of Christ).

Career
Brite

CHHI80133 - Baptist History

Department(s)
CHHI

Long Description (Catalog Description)

This course involves a study of Baptist life and thought from the 17th century to the present. Some attention will be given to Baptists in England and Europe, but the major emphasis will fall upon Baptists in the United States.

Career
Brite

CHHI80134 - History and Doctrine of the United Methodist Church

Department(s)
CHHI

Long Description (Catalog Description)

Origin and development of the United Methodist Church and its doctrine.
Required of United Methodist students for ordination.

Career
Brite

CHHI80203 - Unity and Diversity in the Early Church

Department(s)
CHHI

Long Description (Catalog Description)

Impulses toward unity and diversity of religious expression in early Christianity, especially the issues of orthodoxy, heresy and schism.

Career
Brite

CHHI80223 - Crises in 18th Century Christianity

Department(s)
CHHI

Long Description (Catalog Description)

Study of the pressures for and attempts at reconstruction in Christian thought and practice, with emphasis on such topics as faith and reason, pietism, and critical biblical scholarship.

Career
Brite

CHHI80253 - The Reformation Era and Its Aftermath

Department(s)
CHHI

Long Description (Catalog Description)

A study of the causes, nature and consequences of the reformation in the 16th and 17th centuries.

Career
Brite

CHHI80293 - Issues in American Religious Life and Thought

Department(s)
CHHI

Long Description (Catalog Description)

Treatment of a significant topic in the history of American Christianity, e.g., Puritanism, the Transcendentalist movement, the Fundamentalist-Modernist conflict. (May be repeated for credit under different topics for up to 9 credit hours.)

Career
Brite

CHHI80343 - Christianity in the 19th Century

Department(s)
CHHI

Long Description (Catalog Description)

Study of key issues and developments in the life and thought of Christianity in the century of social and intellectual ferment.

Career
Brite

CHHI80504 - The U.S. Borderlands

Department(s)
CHHI

Long Description (Catalog Description)

An immersion course that will take the student from the classroom to the Borderlands along the Texas/Mexico border. The focus will be on the historical, socio-economic, ethical, and racial issues that impact daily life in this region.

Career
Brite

CHHI80513 - The Church in Central America

Department(s)
CHHI

Long Description (Catalog Description)

A travel-study course that will take students to Costa Rica and to study at the Universidad Biblica de San Jose.

Career
Brite

CHHI80533 - The Black Religious Experience in America

Department(s)
CHHI

Long Description (Catalog Description)

An overview treatment of the subject of race and its role in American religious history.

Career
Brite

CHHI80543 - Women in North American Religion

Department(s)
CHHI

Long Description (Catalog Description)

An examination of the role of women in the U.S. religious landscape. The focus will be from an historical and gender perspective, with a particular focus on Latina and other racial/ethnic women.

Career

Brite

CHHI80553 - Women and Heresy in the Medieval Church

Department(s)

CHHI

Long Description (Catalog Description)

An examination of how gender played a key role in the heresy trials that took place in medieval Europe.

Career

Brite

CHHI80633 - The History of Preaching

Department(s)

CHHI

Long Description (Catalog Description)

A study of the public proclamation of the faith from earliest times to the present. Attention to modes of exegesis and rhetoric. Assessment of the pulpit's influence in various periods.

Career

Brite

CHHI80970 - Special Topics in Church History

Department(s)

CHHI

Long Description (Catalog Description)

May be repeated for credit under different topics. (1-3 semester hours)

Career

Brite

CHHI85013 - Seminar in Christian Thought

Department(s)

CHHI

Long Description (Catalog Description)

Intensive study of some pivotal figure or theme in the history of Christian thought. Representative topics: Augustine, Aquinas, Luther, Edwards, Schleiermacher; "views of Jesus," "the essence of Christianity." (May be repeated for credit under different topics for up to 9 credit hours.)

Career

Brite

CHHI85023 - Seminar in the History of New Testament Research

Department(s)

CHHI

Long Description (Catalog Description)

An examination of selected major periods, issues, trends and scholars in the history of New Testament research from the Enlightenment to the present. See NETE 85113.

Career

Brite

CHHI85033 - Seminar in History and Hermeneutics

Department(s)

CHHI

Long Description (Catalog Description)

Intensive study of some issues relating to the theory and methodology of church history as a theological discipline, e.g., historiography, theology of history, theory of interpretation, phenomenology of tradition. (May be repeated for credit under different topics for up to 9 credit hours.)

Career

Brite

CHHI90203 - Unity and Diversity in the Early Church

Department(s)

CHHI

Long Description (Catalog Description)

Impulses toward unity and diversity of religious expression in early Christianity, especially the issues of orthodoxy, heresy and schism.

Career

Brite

CHHI90223 - Crises in 18th Century Christianity

Department(s)

CHHI

Long Description (Catalog Description)

Study of the pressures for and attempts at reconstruction in Christian thought and practice, with emphasis on such topics as faith and reason, pietism, and critical biblical scholarship.

Career

Brite

CHHI90253 - The Reformation Era and Its Aftermath

Department(s)

CHHI

Long Description (Catalog Description)

Study of the causes, nature and consequences of the reformation in the 17th and 17th centuries.

Career

Brite

CHHI90293 - Issues in American Religious Life and Thought

Department(s)
CHHI

Long Description (Catalog Description)

Treatment of a significant topic in the history of American Christianity, e.g., Puritanism, the Transcendentalist movement, the Fundamentalist-Modernist conflict. (May be repeated for credit under different topics for up to 9 credit hours.)

Career
Brite

CHHI90343 - Christianity in the 19th Century

Department(s)
CHHI

Long Description (Catalog Description)

Study of key issues and developments in the life and thought of Christianity in the century of social and intellectual ferment.

Career
Brite

CHHI90504 - The U.S. Borderlands

Department(s)
CHHI

Long Description (Catalog Description)

An immersion course that will take the student from the classroom to the Borderlands along the Texas/Mexico border. The focus will be on the historical, socio-economic, ethical, and racial issues that impact daily life in this region.

Career
Brite

CHHI90513 - The Church in Central America

Department(s)
CHHI

Long Description (Catalog Description)

A travel-study course that will take students to Costa Rica and to study at the Universidad Bíblica de San Jose.

Career
Brite

CHHI90533 - The Black Religious Experience in America

Department(s)
CHHI

Long Description (Catalog Description)

An overview treatment of the subject of race and its role in American religious history.

Career
Brite

CHHI90543 - Women in North American Religion

Department(s)
CHHI

Long Description (Catalog Description)

An examination of the role of women in the U.S. religious landscape. The focus will be from an historical and gender perspective, with a particular focus on Latina and other racial/ethnic women.

Career
Brite

CHHI90553 - Women and Heresy in the Medieval Church

Department(s)
CHHI

Long Description (Catalog Description)

An examination of how gender played a key role in the heresy trials that took place in medieval Europe.

Career
Brite

CHHI90633 - The History of Preaching

Department(s)
CHHI

Long Description (Catalog Description)

A study of the public proclamation of the faith from earliest times to the present. Attention to modes of exegesis and rhetoric. Assessment of the pulpit's influence in various periods.

Career
Brite

CHHI90970 - Special Topics in Church History

Department(s)
CHHI

Long Description (Catalog Description)

May be repeated for credit under different topics. (1-3 semester hours).

Career
Brite

CHHI94013 - Independent Research Study and Thesis

Department(s)
CHHI

Long Description (Catalog Description)

Prerequisites: Admittance to the Th.M. program and completion of required academic seminars. Independent research study and writing of the Master of Theology thesis.

Career
Brite

CHHI95013 - Seminar in Christian Thought

Department(s)
CHHI

Long Description (Catalog Description)

Intensive study of some pivotal figure or theme in the history of Christian thought. Representative topics: Augustine, Aquinas, Luther, Edwards, Schleiermacher; "views of Jesus," "the essence of Christianity." (May be repeated for credit under different topics for up to 9 credit hours.)

Career
Brite

CHHI95023 - Seminar in the History of New Testament Research

Department(s)
CHHI

Long Description (Catalog Description)

An examination of selected major periods, issues, trends and scholars in the history of New Testament research from the Enlightenment to the present. See NETE 95113.

Career
Brite

CHHI95033 - Seminar in History and Hermeneutics

Department(s)
CHHI

Long Description (Catalog Description)

Intensive study of some issues relating to the theory and methodology of church history as a theological discipline, e.g., historiography, theology of history, theory of interpretation, phenomenology of tradition. (May be repeated for credit under different topics for up to 9 credit hours.)

Career
Brite

CHHI95103 - Issues in Church History

Department(s)
CHHI

Long Description (Catalog Description)

Prerequisite: Admittance to the Th.M. or Ph.D. program or special permission from the Office of the Associate Dean for Academic Affairs. An issue related to the history of the church's understanding of the Hebrew Bible, Literature of Early Judaism, or New Testament will be selected. (May be repeated for credit under different topics for up to 9 hours.)

Career
Brite

CHTH60003 - Introduction to Christian Theology

Department(s)
Brite

Long Description (Catalog Description)

An exploration of issues and doctrines that animate Christian life. Topics include the sources and goals of theology, as well as basic questions about major doctrines. Discussions, lectures, and course assignments identify and critically engage both patterns of faith and practice that persists over time, and theological priorities from specific cultural and historical contexts.

Career
Brite

CHTH60200 - General Transfer Credit

Department(s)
Brite

Long Description (Catalog Description)
General Transfer Credit

Career
Brite

CHTH60313 - Theologies of Militarization

Department(s)
Brite

Long Description (Catalog Description)

A critical examination of the phenomenon of militarization and the various ways that Christian communities understand the use of national power. Seminar participants will explore frameworks for constructing theologies that publicly address the effects of militarization on topics such as politics, economics, education, gender, and race.

Career
Brite

CHTH65003 - Introduction to Christian Theology II

Department(s)
Brite

Long Description (Catalog Description)

Masters prerequisite: CHTH 60003 or equivalent. An introduction to theological methods and language and to the central teachings of the Christian faith. Attention is given to both doctrinal development and major contemporary theologians and theological movements. Covers the doctrines of Christology, Pneumatology, Theological Anthropology, Ecclesiology, and Eschatology.

Career
Brite

CHTH65033 - Black Theologies

Department(s)
Brite

Long Description (Catalog Description)

Masters prerequisite: CHET 60013, CHTH 60003, or equivalent. This course will review the historical development of the Black Theology movement. Through a close reading of early texts of the movement and a review of the social context within which it arose, the seminar participants will be invited to a full engagement with this theological tradition. It will be our purpose to identify not only the discrete contours of the movement, but also to identify its place in late twentieth century theological discourse.

Career

Brite

CHTH70013 - Postcolonial Theologies

Department(s)

Brite

Long Description (Catalog Description)

This course is to explore the intellectual and historical background of postcolonial discourse and to examine the ways in which theologians address issues of postcolonialism and the theological issues in their thinking. By the end of this course, the students will normally understand different approaches to issues of postcolonialism, be able to investigate conceptions of theological issues in postcolonialism, and understand how religion and its theological discourse are implicated in geopolitical and cultural strategies of postcolonialism.

Career

Brite

CHTH70023 - Cosmopolitan Theology

Department(s)

Brite

Long Description (Catalog Description)

Cosmopolitan discourse has recently reemerged, especially in the areas of political and social philosophies, which seeks global justice and solidarities in an era of neo-empire, globalization, and identity politics. This course takes cosmopolitan ethos primarily from Greek philosophy, St. Paul, Immanuel Kant, Hannah Arendt, and Jacques Derrida as significant theological, philosophical grounds for global justice and human rights, and planetary hospitality and solidarity. This course thoroughly examines significant issues in cosmopolitan discourse such as its philosophical and theological grounds, major characteristics, various types and views, theopolitical implication and application, justice, hospitality, neighbor-love, and solidarity.

Career

Brite

CHTH70033 - Derrida: Philosophical and Theological Issues

Department(s)

Brite

Long Description (Catalog Description)

Jacques Derrida (1930-2004) was one of the few thinkers, in the latter half of the twentieth century, who profoundly and radically transformed our understanding of writing, reading, con/texts and textuality. The scope of Derrida's thinking is incomprehensible. As a person of prayers and tears, Derrida was a prominent philosopher-theologian/theologian-philosopher who never kept his political and ethical passion separate from the uninterrupted theological, philosophical reflections. Derrida audaciously fought against all form of apartheid and exclusion, wherever they took place; and passionately and consistently spoke out for justice, compassion, and hospitality. This course examines several theopolitical issues in Derrida's thinking such as deconstruction, justice, religion, hospitality, cosmopolitanism, and forgiveness.

Career

Brite

CHTH70043 - Feminism and Theology

Department(s)

Brite

Long Description (Catalog Description)

Feminist theological discourse emerged in the 1960s as an aspect of Second Wave feminism, bringing gender issues to the attention of Christian communities and theological education. This course will give attention to the major themes and intersections of how feminism has addressed the institutions of the Christian religion and re/constructed theological discourses and practices in more egalitarian and just ways.

Career

Brite

CHTH70053 - Love: Philosophical-Theological Issues

Department(s)

Brite

Long Description (Catalog Description)

Love in various forms is as old as humankind. However, love has never been as socially, politically, existentially, philosophically, and theologically decisive as it is in contemporary societies. Love becomes significant sources of the creative human power, and of the meaning of life. The increasing significance of love in various sectors of human life is a crucial theme for philosophical and theological reflections and for theorizations of contemporary societies. In this course, we will explore philosophical and theological approaches to love as discourse and practice.

Career

Brite

CHTH70113 - Survey of Christian Theology from Baptist Perspective

Department(s)

THET

Long Description (Catalog Description)

An exploration of Christian theology with special reference to the faith statements, confessions, and contemporary writings of Baptist traditions.

Career

Brite

CHTH70213 - Spiritual Themes in Literature

Department(s)

THET

Long Description (Catalog Description)

An investigation of spiritual themes in the literary works of such writers as C.S. Lewis, Nikos Kazantzakis or others. (May be repeated for credit under different topics for up to 9 credit hours.) See SPIR 70213.

Career

Brite

CHTH70253 - Postmodernism and Theology

Department(s)

Brite

Long Description (Catalog Description)

Postmodernism has been exerting considerable influence upon contemporary theology. The questions that this course will address are: How do we tell the Christian story in a postmodern, pluralistic world? How do we theologically address the postmodern world? How do we do postmodern theology? This course is for students to explore the philosophical and intellectual background of

postmodernism, to articulate a critical perspective on postmodernism, and to examine the ways in which theologians address issues of postmodernism and the theological issues in their thinking.

Career
Brite

CHTH70970 - Special Topics in Christian Thought

Department(s)
Brite

Long Description (Catalog Description)
May be repeated for credit under different topics. (1-3 semester hours)

Career
Brite

CHTH75023 - Christian Thought and Western Philosophy

Department(s)
THET

Long Description (Catalog Description)
Prerequisite: one 60000-level CHTH course or the equivalent. An introduction to the philosophy of religion by way of a survey of the main types of thought which have had a vital influence on Christian thought.

Career
Brite

CHTH75043 - Systematic Theology

Department(s)
THET

Long Description (Catalog Description)
Prerequisites: one 60000-level Christian Theology course or equivalent. The constructive interpretation of theology; the dynamics of Christian faith and the basic unity of its theological affirmations.

Career
Brite

CHTH75053 - Main Themes in the History of Christian Doctrine

Department(s)
THET

Long Description (Catalog Description)
Prerequisite: one 60000-level Christian Theology or Church History course or the equivalent. An examination of the key issues in the development of Christian doctrine: Trinity, Christology, Sin and Grace, Sacraments, Justification and Sanctification, Encounter with the Modern World.

Career
Brite

CHTH75063 - Major Issues in Contemporary Theology

Department(s)
THET

Long Description (Catalog Description)
Prerequisite: one 60000-level Christian Theology course or the equivalent. Current movements, areas of controversy and fresh thinking in the life and thought of the church.

Career
Brite

CHTH75093 - Major Figures in Christian Theology

Department(s)
THET

Long Description (Catalog Description)
Prerequisite: one 60000-level Christian Theology course or the equivalent. A systematic study of a major Christian theologian, such as Augustine, Calvin, Kierkegaard, Barth, Tillich, or the Niebuhrs. (May be repeated for credit under different topics for up to 9 credit hours.)

Career
Brite

CHTH75113 - Theology and Preaching

Department(s)
Brite

Long Description (Catalog Description)
Prerequisites: HOML 65003 and CHTH 60003 or equivalent. This course examines both the theology of preaching and theology for preaching by engaging selected theologians and their sermons. Students will prepare, preach, and reflect upon the theology in sermons. Offered as CHTH 75113 and HOML 75023.

Career
Brite

Cross Listed Courses
HOML75023 Theology & Preaching

CHTH75901 - M.T.S. Final Exercise

Department(s)
Brite

Long Description (Catalog Description)
Prerequisites: Admittance to the M.T.S. degree program. An independent research study course, taken in the final semester in program, that integrates material covered in earlier coursework, and produces a final paper, normally 20-30 pages in length.

Career
Brite

CHTH75903 - M.T.S. Final Exercise

Department(s)
Brite

Long Description (Catalog Description)

Prerequisite: Admittance to the M.T.S. degree program. An independent research study course, taken in the final semester in program, that integrates material covered in earlier coursework and produces a final paper, normally 20-30 pages in length.

Career

Brite

CHTH80013 - Postcolonial Theologies

Department(s)

Brite

Long Description (Catalog Description)

This course is to explore the intellectual and historical background of postcolonial discourse and to examine the ways in which theologians address issues of postcolonialism and the theological issues in their thinking. By the end of this course, the students will normally understand different approaches to issues of postcolonialism, be able to investigate conceptions of theological issues in postcolonialism, and understand how religion and its theological discourse are implicated in geopolitical and cultural strategies of postcolonialism.

Career

Brite

CHTH80023 - Cosmopolitan Theology

Department(s)

Brite

Long Description (Catalog Description)

Cosmopolitan discourse has recently reemerged, especially in the areas of political and social philosophies, which seeks global justice and solidarities in an era of neo-empire, globalization, and identity politics. This course takes cosmopolitan ethos primarily from Greek philosophy, St. Paul, Immanuel Kant, Hannah Arendt, and Jacques Derrida as significant theological, philosophical grounds for global justice and human rights, and planetary hospitality and solidarity. This course thoroughly examines significant issues in cosmopolitan discourse such as its philosophical and theological grounds, major characteristics, various types and views, theopolitical implication and application, justice, hospitality, neighbor-love, and solidarity.

Career

Brite

CHTH80033 - Derrida and Theopolitical Issues

Department(s)

Brite

Long Description (Catalog Description)

Jacques Derrida (1930-2004) was one of the few thinkers, in the latter half of the twentieth century, who profoundly and radically transformed our understanding of writing, reading, con/texts and textuality. The scope of Derrida's thinking is incomprehensible. As a person of prayers and tears, Derrida was a prominent philosopher-theologian/theologian-philosopher who never kept his political and ethical passion separate from the uninterrupted theological, philosophical reflections. Derrida audaciously fought against all form of apartheid and exclusion, wherever they took place; and passionately and consistently spoke out for justice, compassion, and hospitality. This course examines several theopolitical issues in Derrida's thinking such as deconstruction, justice, religion, hospitality, cosmopolitanism, and forgiveness.

Career

Brite

CHTH80043 - Feminism and Theology

Department(s)

Brite

Long Description (Catalog Description)

Prerequisite: Admittance to the D.Min. Program

Feminist theological discourse emerged in the 1960s as an aspect of Second Wave feminism, bringing gender issues to the attention of Christian communities and theological education. This course will give attention to the major themes and intersections of how feminism has addressed the institutions of the Christian religion and re/constructed theological discourses and practices in more egalitarian and just ways.

Career

Brite

CHTH80053 - Love: Philosophical-Theological Issues

Department(s)

Brite

Long Description (Catalog Description)

Love in various forms is as old as humankind. However, love has never been as socially, politically, existentially, philosophically, and theologically decisive as it is in contemporary societies. Love becomes significant sources of the creative human power, and of the meaning of life. The increasing significance of love in various sectors of human life is a crucial theme for philosophical and theological reflections and for theorizations of contemporary societies. In this course, we will explore philosophical and theological approaches to love as discourse and practice.

Career

Brite

CHTH80113 - Survey of Christian Theology from Baptist Perspectives

Department(s)

Brite

Long Description (Catalog Description)

Prerequisites: Admittance to the D.Min. program. An exploration of Christian theology with special reference to the faith statements, confessions, and contemporary writings of Baptist traditions.

Career

Brite

CHTH80213 - Spiritual Themes in Literature

Department(s)

Brite

Long Description (Catalog Description)

Prerequisites: Admittance to the D.Min. program. An investigation of spiritual themes in the literary works of such writers as C.S. Lewis, Nikos Kazantzakis or others. (May be repeated for credit under different topics for up to 9 credit hours.) See SPIR 70213.

Career

Brite

CHTH80253 - Postmodernism and Theology

Department(s)
Brite

Long Description (Catalog Description)

Prerequisites: Admittance to the D.Min. program. Postmodernism has been exerting considerable influence upon contemporary theology. The questions that this course will address are: How do we tell the Christian story in a postmodern, pluralistic world? How do we theologically address the postmodern world? How do we do postmodern theology? This course is for students to explore the philosophical and intellectual background of postmodernism, to articulate a critical perspective on postmodernism, and to examine the ways in which theologians address issues of postmodernism and the theological issues in their thinking.

Career
Brite

CHTH80313 - Theologies of Militarization

Department(s)
Brite

Long Description (Catalog Description)

Prerequisite: Admittance to the D. Min. program. A critical examination of the phenomenon of militarization and the various ways that Christian communities understand the use of national power. Seminar participants will explore frameworks for constructing theologies that publicly address the effects of militarization on topics such as politics, economics, education, gender, and race.

Career
Brite

CHTH80970 - Special Topics in Christian Thought

Department(s)
THET

Long Description (Catalog Description)

Prerequisites: Admittance to the D.Min. program. May be repeated for credit under different topics (1-3 semester hours)

Career
Brite

CHTH85023 - Christian Thought and Western Philosophy

Department(s)
Brite

Long Description (Catalog Description)

Prerequisites: Admittance to the D.Min. program. An introduction to the philosophy of religion by way of a survey of the main types of thought which have had a vital influence on Christian thought.

Career
Brite

CHTH85033 - Black Theologies

Department(s)
Brite

Long Description (Catalog Description)

Prerequisites: Admittance to the D.Min. program. This course will review the historical development of the Black Theology movement. Through a close reading of early texts of the movement and a review of the social context within which it arose, the seminar participants will be invited to a full engagement with this theological tradition. It will be our purpose to identify not only the discrete contours of the movement, but also to identify its place in late twentieth century theological discourse.

Career
Brite

CHTH85043 - Systematic Theology

Department(s)
Brite

Long Description (Catalog Description)

Prerequisites: Admittance to the D.Min. program. The constructive interpretation of theology; the dynamics of Christian faith and the basic unity of its theological affirmations.

Career
Brite

CHTH85053 - Main Themes in the History of Christian Doctrine

Department(s)
Brite

Long Description (Catalog Description)

Prerequisites: Admittance to the D.Min. program. An examination of the key issues in the development of Christian doctrine: Trinity, Christology, Sin and Grace, Sacraments, Justification and Sanctification, Encounter with the Modern World.

Career
Brite

CHTH85063 - Major Issues in Contemporary Theology

Department(s)
Brite

Long Description (Catalog Description)

Prerequisites: Admittance to the D.Min. program. Current movements, areas of controversy and fresh thinking in the life and thought of the church.

Career
Brite

CHTH85093 - Major Figures in Christian Theology

Department(s)
Brite

Long Description (Catalog Description)

Prerequisites: Admittance to the D.Min. program. A systematic study of a major Christian theologian, such as Augustine, Calvin, Kierkegaard, Barth, Tillich, or the Niebuhrs. (May be repeated for credit under different topics for up to 9 credit hours.)

Career
Brite

CHTH85113 - Theology and Preaching

Department(s)

Brite

Long Description (Catalog Description)

Prerequisite: Admittance to the D.Min. program. This course examines both the theology of preaching and theology for preaching by engaging selected theologians and their sermons. Students will prepare, preach, and reflect upon the theology in sermons. Offered as CHTH 85113 and HOML 85023.

Career

Brite

Cross Listed Courses

HOML85023 Theology & Preaching

CHTH90013 - Postcolonial Theologies

Department(s)

Brite

Long Description (Catalog Description)

This course is to explore the intellectual and historical background of postcolonial discourse and to examine the ways in which theologians address issues of postcolonialism and the theological issues in their thinking. By the end of this course, the students will normally understand different approaches to issues of postcolonialism, be able to investigate conceptions of theological issues in postcolonialism, and understand how religion and its theological discourse are implicated in geopolitical and cultural strategies of postcolonialism.

Career

Brite

CHTH90023 - Cosmopolitan Theology

Department(s)

Brite

Long Description (Catalog Description)

Cosmopolitan discourse has recently reemerged, especially in the areas of political and social philosophies, which seeks global justice and solidarities in an era of neo-empire, globalization, and identity politics. This course takes cosmopolitan ethos primarily from Greek philosophy, St. Paul, Immanuel Kant, Hannah Arendt, and Jacques Derrida as significant theological, philosophical grounds for global justice and human rights, and planetary hospitality and solidarity. This course thoroughly examines significant issues in cosmopolitan discourse such as its philosophical and theological grounds, major characteristics, various types and views, geopolitical implication and application, justice, hospitality, neighbor-love, and solidarity.

Career

Brite

CHTH90033 - Derrida and Theopolitical Issues

Department(s)

Brite

Long Description (Catalog Description)

Jacques Derrida (1930-2004) was one of the few thinkers, in the latter half of the twentieth century, who profoundly and radically transformed our understanding of writing, reading, con/texts and textuality. The scope of Derrida's thinking is incomprehensible. As a person of prayers and tears, Derrida was a prominent philosopher-theologian/theologian-philosopher who never kept his political and ethical passion separate from the uninterrupted theological, philosophical reflections. Derrida audaciously fought against all form of apartheid and exclusion, wherever they took place; and passionately and consistently spoke out for justice,

compassion, and hospitality. This course examines several theopolitical issues in Derrida's thinking such as deconstruction, justice, religion, hospitality, cosmopolitanism, and forgiveness.

Career

Brite

CHTH90043 - Feminism and Theology

Department(s)

Brite

Long Description (Catalog Description)

Prerequisites: Admittance to the Th.M. or Ph.D. Program

Feminist theological discourse emerged in the 1960s as an aspect of Second Wave feminism, bringing gender issues to the attention of Christian communities and theological education. This course will give attention to the major themes and intersections of how feminism has addressed the institutions of the Christian religion and re/constructed theological discourses and practices in more egalitarian and just ways.

Career

Brite

CHTH90053 - Love: Philosophical-Theological Issues

Department(s)

Brite

Long Description (Catalog Description)

Love in various forms is as old as humankind. However, love has never been as socially, politically, existentially, philosophically, and theologically decisive as it is in contemporary societies. Love becomes significant sources of the creative human power, and of the meaning of life. The increasing significance of love in various sectors of human life is a crucial theme for philosophical and theological reflections and for theorizations of contemporary societies. In this course, we will explore philosophical and theological approaches to love as discourse and practice.

Career

Brite

CHTH90113 - Survey of Christian Theology from Baptist Perspectives

Department(s)

Brite

Long Description (Catalog Description)

Prerequisites: Admittance to the Th.M. or Ph.D. program. An exploration of Christian theology with special reference to the faith statements, confessions, and contemporary writings of Baptist traditions.

Career

Brite

CHTH90213 - Spiritual Themes in Literature

Department(s)

Brite

Long Description (Catalog Description)

Prerequisites: Admittance to the Th.M. or Ph.D. program. An investigation of spiritual themes in the literary works of such writers as C.S. Lewis, Nikos Kazantzakis or others. (May be repeated for credit under different topics for up to 9 credit hours.) See SPIR 70213.

Career
Brite

CHTH90253 - Postmodernism and Theology

Department(s)
Brite

Long Description (Catalog Description)

Prerequisites: Admittance to the Th.M. or Ph.D. program. Postmodernism has been exerting considerable influence upon contemporary theology. The questions that this course will address are: How do we tell the Christian story in a postmodern, pluralistic world? How do we theologically address the postmodern world? How do we do postmodern theology? This course is for students to explore the philosophical and intellectual background of postmodernism, to articulate a critical perspective on postmodernism, and to examine the ways in which theologians address issues of postmodernism and the theological issues in their thinking.

Career
Brite

CHTH90313 - Theologies of Militarization

Department(s)
Brite

Long Description (Catalog Description)

Admittance to the Th.M. or Ph.D. program or special permission from the Office of the Assistant Dean of Academic Affairs. A critical examination of the phenomenon of militarization and the various ways that Christian communities understand the use of national power. Seminar participants will explore frameworks for constructing theologies that publicly address the effects of militarization on topics such as politics, economics, education, gender, and race.

Career
Brite

CHTH90970 - Special Topics in Christian Thought

Department(s)
Brite

Long Description (Catalog Description)

Prerequisites: Admittance to the Th.M. or Ph.D. program. May be repeated for credit under different topics (1-3 semester hours)

Career
Brite

CHTH94013 - Independent Research Study and Thesis

Department(s)
Brite

Long Description (Catalog Description)

Prerequisites: Admittance to the Th.M. program and completion of required academic seminars. Independent research study and writing of the Master of Theology thesis.

Career
Brite

CHTH95023 - Christian Thought and Western Philosophy

Department(s)
Brite

Long Description (Catalog Description)

Prerequisites: Admittance to the Th.M. or Ph.D. program. An introduction to the philosophy of religion by way of a survey of the main types of thought which have had a vital influence on Christian thought.

Career
Brite

CHTH95033 - Black Theologies

Department(s)
Brite

Long Description (Catalog Description)

Prerequisites: Admittance to the Th.M. or Ph.D. program. This course will review the historical development of the Black Theology movement. Through a close reading of early texts of the movement and a review of the social context within which it arose, the seminar participants will be invited to a full engagement with this theological tradition. It will be our purpose to identify not only the discrete contours of the movement, but also to identify its place in late twentieth century theological discourse.

Career
Brite

CHTH95043 - Systematic Theology

Department(s)
Brite

Long Description (Catalog Description)

Prerequisites: Admittance to the Th.M. or Ph.D. program. The constructive interpretation of theology; the dynamics of Christian faith and the basic unity of its theological affirmations.

Career
Brite

CHTH95053 - Main Themes in the History of Christian Doctrine

Department(s)
Brite

Long Description (Catalog Description)

Prerequisites: Admittance to the Th.M. or Ph.D. program. An examination of the key issues in the development of Christian doctrine: Trinity, Christology, Sin and Grace, Sacraments, Justification and Sanctification, Encounter with the Modern World.

Career
Brite

CHTH95063 - Major Issues in Contemporary Theology

Department(s)
Brite

Long Description (Catalog Description)

Prerequisites: Admittance to the Th.M. or Ph.D. program. Current movements, areas of controversy and fresh thinking in the life and thought of the church.

Career

Brite

CHTH95093 - Major Figures in Christian Theology

Department(s)

Brite

Long Description (Catalog Description)

Prerequisites: Admittance to the Th.M. or Ph.D. program. A systematic study of a major Christian theologian, such as Augustine, Calvin, Kierkegaard, Barth, Tillich, or the Niebuhrs. (May be repeated for credit under different topics for up to 9 credit hours.)

Career

Brite

CHTH95103 - Issues in Theology

Department(s)

THET

Long Description (Catalog Description)

Prerequisite: Admittance to the Th.M. or Ph.D. program or special permission from the Office of the Associate Dean for Academic Affairs. An issue related to Christian theology and the Hebrew Bible, Literature of Early Judaism, or New Testament will be selected. (May be repeated for credit under different topics for up to 9 credit hours.)

Career

Brite

CHTH95113 - Theology and Preaching

Department(s)

Brite

Long Description (Catalog Description)

Prerequisites: Admittance to the Th.M. or Ph.D. program. This course examines both the theology of preaching and theology for preaching by engaging selected theologians and their sermons. Students will prepare, preach, and reflect upon the theology in sermons. See also HOML 75023.

Career

Brite

COMM50243 - The "Dark Side" of Interpersonal Communication

Department(s)

Communication Studies

Long Description (Catalog Description)

Prerequisites: COMM 20113. This advanced seminar is designed to provide an introduction to the various messages and message strategies that fall within the purview of the dark side of interpersonal communication. Students will examine a variety of interpersonal communication behaviors that problematize that is considered ethical, moral, and/or functional in healthy relationships, including jealousy, envy, revenge, conversational dilemmas, fatal attractions, deception, infidelity, and abuse, among others.

Course Typically Offered

Summer

Career

Undergraduate

COMM50970 - Special Problems in Communication Studies

Department(s)

Communication Studies

Long Description (Catalog Description)

Prerequisite: Senior or graduate standing. Specialized work in student's area of concentration. 1-6 semester hours, 3 hours maximum per semester.

Course Typically Offered

Rarely

Career

Undergraduate

COMM60113 - Interpersonal Communication

Department(s)

Communication Studies

Long Description (Catalog Description)

Prerequisites: Communication Studies graduate student status or by permission of the instructor. Review of advanced theoretical constructs and recent research related to interpersonal communication. Comprehension, critical evaluation and applications will be stressed.

Career

Graduate

COMM60123 - Communication Education

Department(s)

Communication Studies

Long Description (Catalog Description)

Prerequisites: Communication Studies graduate student status or by permission of the instructor. Review and analysis of communication theory and research in instructional settings.

Career

Graduate

COMM60143 - Communication and Social Influence

Department(s)

Communication Studies

Long Description (Catalog Description)

Prerequisites: Communication Studies graduate student status or by permission of the instructor. Explores issues of influence, compliance and resistance in interpersonal relationships from a social science perspective. Influence reciprocity and consequences to relationships are examined as effects of everyday social interaction.

Career

Graduate

COMM60153 - Topics in Communication

Department(s)

Communication Studies

Long Description (Catalog Description)

Prerequisites: Communication Studies graduate student status or by permission of the instructor. Examines communication in the context of various contemporary social issues. Course topics may vary. Course may be repeated for credit for up to 9 hours.

Career

Graduate

COMM60163 - Organizational Communication

Department(s)

Communication Studies

Long Description (Catalog Description)

Prerequisites: Communication Studies graduate student status or by permission of the instructor. Addresses advanced concepts, issues and research methodologies applicable to communication processes in contemporary organizations.

Career

Graduate

COMM60173 - Communication Research Methods

Department(s)

Communication Studies

Long Description (Catalog Description)

Prerequisites: Communication Studies graduate student status or by permission of the instructor. Introduction to philosophy of graduate research; study of inferential and descriptive analysis, as well as correlational and experimental methodology and design.

Career

Graduate

COMM60183 - Communication Theory

Department(s)

Communication Studies

Long Description (Catalog Description)

Prerequisites: Communication Studies graduate student status or by permission of the instructor. Examination and evaluation of social, psychological and linguistic theory applied to human communication behavior.

Career

Graduate

COMM60193 - Advanced Research Methods in Communication Studies

Department(s)

Communication Studies

Long Description (Catalog Description)

Prerequisites: Communication Studies graduate student status or by permission of the instructor. Application of communication principles to organizational practice and/or research projects.

Career

Graduate

COMM60203 - Family Communication

Department(s)

Communication Studies

Long Description (Catalog Description)

Prerequisites: Communication Studies graduate student status or by permission of the instructor. Examines current theoretical perspectives, concepts, and research methodologies applicable to communication processes in families.

Career

Graduate

COMM60213 - Social Networking Sites and Personal Relationships

Department(s)

Communication Studies

Long Description (Catalog Description)

Prerequisites: Communication Studies graduate student status or by permission of the instructor. Explores theory and research related to interpersonal uses of communication technology. Students will critically examine research and theory on both early and recent forms of mediated interpersonal communication.

Career

Graduate

COMM60223 - Comm & Coping

Department(s)

Communication Studies

Long Description (Catalog Description)

Prerequisites: Communication Studies graduate student status or by permission of the instructor. Examines interdisciplinary theories, concepts, and research methodologies relevant to communication in the context of coping and resilience.

Career

Graduate

COMM60293 - Communication and Social Cognition

Department(s)

Communication Studies

Long Description (Catalog Description)

Prerequisites: Communication Studies graduate student status or by permission of the instructor. Reviews theory and research related to the interaction between cognitive processes such as attention, perception and memory and the processing of verbal and nonverbal messages.

Career

Graduate

COMM60970 - Directed Study in Communication Studies

Department(s)

Communication Studies

Long Description (Catalog Description)

Prerequisites: Communication Studies graduate student status or by permission of the instructor. Opportunity for individual work in a specialized area of concentration within the Communication Studies discipline.

Career
Graduate

COMM70970 - Research Problems

Department(s)
Communication Studies

Long Description (Catalog Description)

Advanced research on special problems in Communication Studies. Content will vary according to the needs and interests of students and faculty.

Career
Graduate

COMM70980 - Thesis

Department(s)
Communication Studies

Long Description (Catalog Description)

Prerequisite: Permission of chair.

Career
Graduate

COMM70990 - Thesis

Department(s)
Communication Studies

Long Description (Catalog Description)

Thesis

Career
Graduate

COSC50133 - Formal Languages

Department(s)
Computer Science

Long Description (Catalog Description)

Prerequisites: COSC 40603. Languages and grammars which can be characterized in formal terms, for the purpose of constructing models for artificial (computer) languages. Topics will include finite automata, push down automata, Turing machines, solvable and unsolvable problems, etc.

Course Typically Offered	Career
Rarely	Undergraduate

COSC50970 - Special Topics in Computer Science

Department(s)
Computer Science

Long Description (Catalog Description)

Prerequisite: Permission of instructor. (1-6 semester hours).

Course Typically Offered	Career
Contact Department For Details	Undergraduate

COSD50300 - Clinical Practicum in Speech-Language Pathology II

Department(s)
Comm Science & Disorders

Long Description (Catalog Description)

Prerequisite: COSD 40300 with a grade of C or higher, senior standing, and a cumulative TCU GPA of 3.0 or higher, and a cumulative 3.00 GPA or higher in COSD course, MATH 10043, one physical science course, one social/behavioral science course and biological sciences. Student must be recommended for enrollment by COSD faculty. A minimum of one semester required for undergraduate students. Supervised clinical experience in management of the most common speech and language disorders.

Course Typically Offered	Career
Fall and Spring	Undergraduate

COSD50323 - Interaction Skills for Health Professionals

Department(s)
Comm Science & Disorders

Long Description (Catalog Description)

Prerequisite: Senior or graduate standing. A combination of critical thinking, counseling, and leadership skills designed to prepare students to effectively communicate and work with clinical populations and their families. Appropriate strategies and techniques are explored with practical application experiences included.

Course Typically Offered	Career
Summer	Undergraduate

COSD50342 - Advanced Aural Rehabilitation

Department(s)
Comm Science & Disorders

Long Description (Catalog Description)

Prerequisite: Senior standing and COSD 30343 and 30363, both with a grade of C or higher, or graduate standing, or permission of instructor. Theories of assessment and intervention in identification and aural rehabilitation of hearing-impaired and deaf children and adults. Includes methods of evaluation and training in the areas of audition, amplification, speech, language, speech-reading, assistive listening devices, cochlear implants, and communication modes and strategies.

Course Typically Offered	Career
Fall	Undergraduate

COSD50350 - Clinical Practicum in Audiology

Department(s)
Comm Science & Disorders

Long Description (Catalog Description)

Prerequisites: COSD 30343 and COSD 30363, all with a grade of C or higher, junior standing, a cumulative TCU GPA of 3.0 or higher, and a cumulative 3.0 or higher GPA in COSD courses, MATH 10043, and one physical science course, one social/behavioral science course and biological sciences, and permission of instructor. Supervised clinical experiences in basic audiological testing techniques involving assessments and evaluation of the hearing function. 1-3 semester hours.

Course Typically Offered	Career
Fall and Spring	Undergraduate

COSD50363 - Seminar on Stuttering

Department(s)
Comm Science & Disorders

Long Description (Catalog Description)

Prerequisite: Senior (with permission of instructor) or graduate standing. A study of fluency development and breakdown in children and adults. Descriptions and development of speech fluency, onset and development of stuttering, characteristics of stuttering and people who stutter and theories of stuttering are reviewed.

Course Typically Offered	Career
Spring	Undergraduate

COSD50382 - Voice and Resonance

Department(s)
Comm Science & Disorders

Long Description (Catalog Description)

Prerequisite: Graduate standing. A study of theories, classification systems and etiologies, with emphasis on respiration, phonation, resonance and articulation factors as they relate to disorders of voice, resonance and compensatory articulation.

Course Typically Offered	Career
Fall	Undergraduate

COSD50413 - Advanced Speech Sound Disorders

Department(s)
Comm Science & Disorders

Long Description (Catalog Description)

Prerequisite: Graduate standing. A study of theories, diagnostic materials, etiologies, and intervention models with emphasis on the phonological productions of children with highly unintelligible speech, childhood apraxia or speech, and mild-moderate articulation errors.

Course Typically Offered	Career
Fall	Undergraduate

COSD50840 - Study Abroad:South America

Department(s)
Comm Science & Disorders

Long Description (Catalog Description)

Prerequisites: Permission of instructor(s) and meeting criteria established by the TCU Center for International Studies. This course is an international interprofessional education experience focused on communication, culture, and healthcare. Graduate and undergraduate students will experience the language and culture of South America while developing familiarity with the role of health professionals in medical and educational settings serving individuals across the lifespan. Students will engage in a number of classroom-based and hands-on learning activities related to health care, visit academic universities training health professionals, and experience practice sites serving the local and regional populations.

Course Typically Offered	Career
Study Abroad Course	Undergraduate

COSD50850 - China: Global Perspectives on Communication Health

Department(s)
Comm Science & Disorders

Long Description (Catalog Description)

Prerequisite: COSD 10303. This course will enhance students' global perspectives about communication health in a culture strikingly different from the US. Specifically, students will increase their understanding of the nature and treatment of communication disorders in China. Students will be exposed to the unique delivery of speech language pathology services in a country where there are very few established degree granting programs in a country of 1.33 billion people (Liu, 2014).

Course Typically Offered	Career
Study Abroad Course	Undergraduate

COSD50860 - COSD Study Abroad - Scotland, England, and Ireland

Department(s)
Comm Science & Disorders

Long Description (Catalog Description)

Prerequisite: COSD 10303. The course will look at the practice of Speech-Language Pathology in Ireland, Scotland and Great Britain. Students will visit numerous sites throughout these countries and compare/contrast the practices at these facilities to the United States. Additionally, cultural and semantic differences will be observed and discussed.

Course Typically Offered	Career
Study Abroad Course	Undergraduate

COSD50870 - COSD Study Abroad - Australia

Department(s)
Comm Science & Disorders

Long Description (Catalog Description)

Prerequisites: permission of instructor(s) and meeting criteria, established by the TCU Center for International Studies. The purpose of this course is to increase students' knowledge of and skills in evidence-based clinical practice (EBP) in the field of speech-language pathology. Course content includes background learning in preparation for study abroad followed by travel to Sydney, Australia and Christchurch and Wellington, New Zealand. Students will visit universities and a variety of practice sites conducting and implementing EBP with children and adults with communication disorders. Students must meet the criteria established by the TCU Center for International Studies as well as departmental requirements.

Course Typically Offered	Career
Study Abroad Course	Undergraduate

COSD50970 - Directed Studies in Communication Disorders

Department(s)
Comm Science & Disorders

Long Description (Catalog Description)

Prerequisites: Senior or graduate standing; permission of instructor. Directed study focusing on specialized topic in communication sciences and disorders. (1-6 semester hours.)

Course Typically Offered	Career
Summer	Undergraduate

COSD55343 - American Sign Language I

Department(s)
Comm Science & Disorders

Long Description (Catalog Description)

Prerequisite: Basic Sign Language or permission of the instructor. Study of American Sign Language (ASL) including advanced study of grammatical structure and signing technique. Introduction to deaf culture associated with the use of ASL. Students will learn and demonstrate receptive and expressive signing skills through advanced experiential learning exercises.

Course Typically Offered	Career
Fall	Graduate

Cross Listed Courses

COSD30383 American Sign Language I

COSD55353 - American Sign Language II

Department(s)
Comm Science & Disorders

Long Description (Catalog Description)

Prerequisite: COSD 50343 with a grade of C or higher, or permission of the instructor. This course is a continuation of the ASL I COSD 50353 with emphasis on advanced study of deaf cultural aspects and syntactic structure of ASL. This course utilizes extensive sign productions and requires the demonstration of mastery of expressive and receptive ASL signing skills.

Career
Graduate

COSD55423 - Diagnostics

Department(s)
Comm Science & Disorders

Long Description (Catalog Description)

Prerequisites: Graduate standing in Deaf & Hard of Hearing Studies and consent of instructor. Study and administration of assessments used to determine appropriate educational needs and levels of children and adults who are deaf and hard of hearing. Course material includes study and application of formal and informal assessment approaches, and translation of assessment results to recommendations for instructional strategies for those with hearing impairments.

Career
Graduate

COSD60223 - Clinical Lab in Teaching DHH Students I

Department(s)
Comm Science & Disorders

Long Description (Catalog Description)

Prerequisite: COSD 50373 and 60213, both with a grade of C or higher, or permission of instructor. Observation and supervised clinical teaching of DHH children and adults in an individual setting.

Course Typically Offered	Career
Fall and Spring	Graduate

COSD60253 - Clinical Lab 2 in Teaching DHH Students

Department(s)
Comm Science & Disorders

Long Description (Catalog Description)

Prerequisite: COSD 60223 with a grade of C or higher. Students must be recommended for enrollment by COSD faculty. Observation and supervised clinical teaching of DHH students.

Career
Graduate

COSD60263 - Advanced Language Development for DHH

Department(s)
Comm Science & Disorders

Long Description (Catalog Description)

Prerequisite: COSD 60233 with a grade of C or higher, or permission of instructor. Advanced study of language principles and language usage for intermediate and advanced levels with the deaf and hard of hearing.

Course Typically Offered	Career
Fall	Graduate

Cross Listed Courses

COSD40323 Adv Language Dev for DHH

COSD60276 - Field Practicum in DHH

Department(s)
Comm Science & Disorders

Long Description (Catalog Description)

Prerequisite: COSD 60223 & 60253 with a grade of C or higher. Students must be recommended for enrollment by COSD faculty. Observation and supervised clinical teaching of DHH students.

Course Typically Offered	Career
Fall and Spring	Graduate

COSD60300 - Practicum in Speech-Language Pathology

Department(s)
Comm Science & Disorders

Long Description (Catalog Description)

Prerequisites: Graduate standing in speech-language pathology and permission of instructor. Advanced clinical practice and evaluation of speech and language disorders. One semester hour required for each semester a student performs clinical practice up to six hours.

Career
Graduate

COSD60311 - Orofacial Pathologies

Department(s)
Comm Science & Disorders

Long Description (Catalog Description)

Prerequisites: Enrollment in the Graduate COSD program and successful completion of all previous courses with a grade of C or better. This course focuses on the pathology of the structure and function of the speech mechanism as related to cleft palate and other orofacial anomalies. Students will develop knowledge and skills in the diagnosis and treatment of communication and feeding impairments resulting from craniofacial anomalies. The course covers topics including anatomy and physiology, genetic influences on craniofacial development, speech resonance disorders, and surgical and behavioral interventions. Emphasis is placed on evidence-based practice and ethical considerations in clinical management for patients across the lifespan.

Career
Graduate

COSD60321 - Augmentative and Alternative Communication

Department(s)
Comm Science & Disorders

Long Description (Catalog Description)

Prerequisites: Enrollment in the Graduate COSD program and successful completion of all previous courses with a grade of C or better. This course includes a study of the use of augmentative and alternative communication (AAC) technology for individuals with complex communication needs, both for language development and language loss. Students will explore AAC systems ranging from no-tech to high-tech options, considering the cognitive, motor, sensory, and perceptual abilities required to use these systems. The course prepares students to assess, select, and implement AAC interventions for individuals across the lifespan in various clinical settings, emphasizing interprofessional collaboration and client-centered care.

Career
Graduate

COSD60322 - Advanced Counseling in Communication Sciences and Disorders

Department(s)
Comm Science & Disorders

Long Description (Catalog Description)

Prerequisites: Completion of academic and clinical coursework in 1st year of SLP Master's degree program. This course teaches a framework for engaging in counseling with special populations and their families, with a focus on the communicatively impaired. Appropriate counseling strategies and tools are explored with practical application experiences included. Multicultural implications for counseling are also considered.

Career
Graduate

COSD60343 - Advanced Language Disorders in Children

Department(s)
Comm Science & Disorders

Long Description (Catalog Description)

Prerequisites: Graduate standing in speech pathology and permission of instructor. Principles in the assessment and treatment of language disorders in infants, preschoolers, school-aged and adolescents.

Career
Graduate

COSD60363 - Orofacial Pathologies/AAC

Department(s)
Comm Science & Disorders

Long Description (Catalog Description)

Prerequisite: COSD 30303 or permission of instructor. This two-part course includes study of the pathology of structure and function of the speech mechanism as related to cleft palate followed by a study of the use of augmentative and alternative technology for individuals with severe communication disorders.

Career
Graduate

COSD60383 - Advanced Study of Language and Language Development

Department(s)
Comm Science & Disorders

Long Description (Catalog Description)

Intensive study and analysis of language in normal children at various developmental levels.

Career
Graduate

COSD60390 - Seminar on Communication Disorders

Department(s)
Comm Science & Disorders

Long Description (Catalog Description)

In depth study of a communication disorder. Seminar content may vary and may include such topics as dysphagia, organic disorders in children, assessment and treatment of voice disorders, and assessment and treatment of articulation disorders. Three hour maximum per semester.

Career
Graduate

COSD60392 - Professional Issues in Communication Sciences and Disorders

Department(s)
Comm Science & Disorders

Long Description (Catalog Description)

Prerequisites: Enrollment in Graduate COSD program. This course is designed to provide graduate students with information about professional ethics, to review regulations and requirements for professional practice, and to provide an overview of healthcare insurance and medical coding/billing requirements.

Career
Graduate

COSD60413 - Adult Neurolinguistic Disorders

Department(s)
Comm Science & Disorders

Long Description (Catalog Description)

This course will assist students to understand the structure and function of central and peripheral nervous systems in relation to normal and disordered language and cognition.

Career
Graduate

COSD60423 - Dysphagia

Department(s)
Comm Science & Disorders

Long Description (Catalog Description)

This course will assist students in learning the theoretical and clinical bases for the differential diagnosis of neurologically based communication disorders in adults and assessment and treatment of dysphagia in adults and children. Case studies, videotaped analyses, and/or clinic stimulation exercises will be used in class and/or a required lab to facilitate application of knowledge to clinical practice.

Career
Graduate

COSD60433 - Motor Speech Disorders

Department(s)
Comm Science & Disorders

Long Description (Catalog Description)

Prerequisites: COSD 60423 with a grade of C or higher or consent of instructor. This course will assist students in learning the theoretical and clinical bases for the assessment and treatment of neurologically motor based communication disorders in adults. Case studies, videotaped analyses, and/or clinic stimulation exercises will be used in class to facilitate application of knowledge to clinical practice. Supporting

Career
Graduate

COSD60443 - Culturally Responsive Practices and Social Justice in Speech-Language Pathology

Department(s)
Comm Science & Disorders

Long Description (Catalog Description)

Prerequisites: Graduate standing in speech-language pathology and consent of instructor. Study of multicultural considerations for children and adults with communication disorders. Topics will include socio-cultural influences on speech and language development, educational considerations, non-biased assessment, and cultural and linguistic considerations in treatment planning. Issues of dialect, languages other than English, and bilingualism will be discussed.

Career
Graduate

COSD60453 - Speech, Language, and Cognition in Bilinguals

Department(s)
Comm Science & Disorders

Long Description (Catalog Description)

Prerequisites: Graduate standing in speech-language pathology or consent of instructor. Study of research related to cross-linguistic and multilingual speech and language development, neurolinguistics, psycholinguistics, and sociolinguistics. Includes current practices in the assessment and treatment of communication impairments in non-English speaking and bilingual adults and children.

Career
Graduate

COSD60463 - Early Intervention

Department(s)
Comm Science & Disorders

Long Description (Catalog Description)

Prerequisite: Graduate standing in speech-language pathology and consent of instructor. This course focuses on theoretical and practical preparation for the diagnosis and treatment of primary and secondary speech and language delays and disorders in infants and toddlers. The course will address markers of language delay/disorder in pre-verbal infants and early language learners, principals of intervention for families with an emphasis on Routines Based Intervention, and cost-benefit analyses of early intervention with language-disordered populations. Students will understand federal and state legislation related to the early intervention service provision and coordination.

Career
Graduate

COSD60970 - Directed Studies in Communication Disorders

Department(s)
Comm Science & Disorders

Long Description (Catalog Description)

Prerequisites: Permission of instructor. Advanced study of specialized topic in communication sciences and disorders.

Career
Graduate

COSD70313 - Assessment and Treatment of Stuttering

Department(s)
Comm Science & Disorders

Long Description (Catalog Description)

Prerequisites: COSD 50363; senior or graduate standing. A study of the assessment and treatment of stuttering in preschool, school-aged, and adults who stutter. Assessment issues including behavioral and attitudinal analyses are reviewed. Differential treatment is discussed in terms of current therapies.

Career
Graduate

COSD70323 - Research in Communication Sciences and Disorders

Department(s)
Comm Science & Disorders

Long Description (Catalog Description)

A review of research design and evaluation in communication sciences and disorders. Emphasis on improved skills in both consuming and producing research in the fields of speech science, speech-language pathology and audiology.

Career
Graduate

COSD70980 - Thesis

Department(s)

Comm Science & Disorders

Long Description (Catalog Description)

Thesis

Career

Graduate

COSD70990 - Thesis

Department(s)

Comm Science & Disorders

Long Description (Catalog Description)

Thesis

Career

Graduate

CRES60003 - Graduate Introduction to Comparative Race and Ethnic Studies

Department(s)

Comparative Race and Ethnic St

Long Description (Catalog Description)

Prerequisites: Admission to the CRES Graduate Certificate. This course aims to give students a broad, general understanding of the multifaceted field that has come to be known as Comparative Race and Ethnic Studies in the United States. Critical Race Theory serves as a central theoretical framework for students to understand the concepts of race and ethnicity, their intersections with other concepts such as gender, and their manifestations in society. The course traces the historical trajectory of the field from its founding to the current manifestations.

Career

Graduate

CRES70001 - Portfolio

Department(s)

Comparative Race and Ethnic St

Long Description (Catalog Description)

Prerequisites: Completion of CRES 60003 and two CRES electives. This culminating course in the CRES Graduate Certificate aims to prepare students to complete a CRES capstone portfolio representing the student's work through the Graduate Certificate's course of study. The portfolio will demonstrate both the development of student learning as well as showcase items that are products of the student's learning in the CRES Graduate Certificate. The portfolio will be judged by a CRES core faculty committee.

Career

Graduate

CRJU61113 - Introduction to Online Learning and Critical Thought

Department(s)

Criminology & Criminal Justice

Long Description (Catalog Description)

This introductory course orients students with the online environment and presents critical issues in criminal justice and criminology that serve as the basis for the online program. Students will learn practical as well as theoretical matters

by navigating and interacting within the online environment, conduct in-depth literature reviews, learn program expectations, and analyze current empirical research that is fundamental to the discipline.

Career

Graduate

CRJU61123 - Criminal Justice Systems

Department(s)

Criminology & Criminal Justice

Long Description (Catalog Description)

An in-depth analysis of police, courts, and corrections highlights crucial issues affecting crime and policy. A holistic view is stressed, where students are expected to identify these issues, integrate independent research, and suggest crime control policies and strategies using empirical and theoretical support.

Career

Graduate

CRJU61133 - Advanced Social Science Research Methodology

Department(s)

Criminology & Criminal Justice

Long Description (Catalog Description)

Research methodologies and design in the social sciences are examined using three approaches: qualitative, quantitative, and mixed. Each methodology will begin with philosophical and theoretical assumptions before students engage in hands-on empirical research. Writing and presentation of methodologies tailored to each student's thesis will be heavily emphasized.

Career

Graduate

CRJU61143 - Social Science Statistics and Probability

Department(s)

Criminology & Criminal Justice

Long Description (Catalog Description)

This course gives students a fundamental understanding of statistics and probability in the social sciences. Students will learn and apply theoretical statistical models to calculate simple and more complex statistical models. This understanding will be used as a basis to run different tests of significance related to inferential statistics.

Career

Graduate

CRJU61183 - Advanced Criminological Theory

Department(s)

Criminology & Criminal Justice

Long Description (Catalog Description)

This course gives students in-depth understandings of criminological theories that serve as the basis for criminological research and scholarship. A variety of theoretical paradigms will be examined, critiqued, and applied towards empirical research. Each major theory will be analyzed, from its historic roots to its contemporary application in empirical research.

Career

Graduate

CRJU61193 - Applied Research and Policy 1

Department(s)

Criminology & Criminal Justice

Long Description (Catalog Description)

This course focuses on applied criminological concepts and theories to real-world problems. Students will deconstruct complex problems related to the criminal justice system, particularly policies and strategies dealing with prisons, prisoner reentry, and crime prevention.

Career

Graduate

CRJU61253 - Policing

Department(s)

Criminology & Criminal Justice

Long Description (Catalog Description)

This course takes an in-depth and comparative analysis of policing in the United States. Key issues and strategies in contemporary policing will be contextualized historically and internationally. The police subculture, in particular, will be discussed in detail and used to analyze key reforms which lead up to contemporary strategies such as broken windows and community policing.

Career

Graduate

CRJU61263 - Courts, Law, and Legal Procedure

Department(s)

Criminology & Criminal Justice

Long Description (Catalog Description)

This course deconstructs and analyzes the American legal system. Students will learn legal procedure, reasoning, and functions of the courts, laws and legal actors. Moreover, students will examine a range of court cases that highlight critical issues. Landmark U.S. Supreme Court cases, in particular, will be used as models in order to understand advanced legal reasoning, legal theory, and the decision-making process.

Career

Graduate

CRJU61273 - Corrections and Reentry

Department(s)

Criminology & Criminal Justice

Long Description (Catalog Description)

This course takes a critical look at the correctional system in the United States and how prisoners re-enter society. A historic look at the development of corrections and punishment is framed within the context of legal and political frameworks, paying particular attention to crime control policies and their ramifications. Students will assess current prison conditions and critical reentry issues, including parole, reentry services, and societal conditions.

Career

Graduate

CRJU61283 - Research Writing

Department(s)

Criminology & Criminal Justice

Long Description (Catalog Description)

This course is designed to help familiarize students with the publication process in the social sciences. Students will learn the components of research, the writing process, and procedures with publication. The purpose of the course is to produce a publishable manuscript.

Career

Graduate

CRJU61293 - White-Collar Crime

Department(s)

Criminology & Criminal Justice

Long Description (Catalog Description)

This course examines white-collar crime using a theoretical and practical approach. Difficulties defining, identifying, and enforcing white-collar crimes will be emphasized by drawing from empirical research. The law and society theoretical framework will be used to examine societal perceptions and responses to white-collar criminals, paying particular attention towards systemic treatment of race and class in the American criminal justice and legal systems as well as society.

Career

Graduate

CRJU61303 - Critical Issues in Law Enforcement

Department(s)

Criminology & Criminal Justice

Long Description (Catalog Description)

Prerequisites: Acceptance to graduate program or certificate program. This graduate-level policing seminar explores controversial issues in policing ranging from police misconduct to community-police relations. The course will be contextualized in contemporary research. Students will explore the underlying reasons and root causes of policing issues to inform policies, training, and practices. In addition, future directions in policing and policing policy will be explored.

Career

Graduate

CRJU61313 - Law Enforcement Management and Leadership

Department(s)

Criminology & Criminal Justice

Long Description (Catalog Description)

Prerequisites: Acceptance to graduate program or certificate program. This graduate-level policing seminar explores management and leadership issues in policing. The course will be contextualized in criminal justice management and leadership research. Various leadership issues that affect police operations will be explored, ranging from organizational communication to organizational change.

Career

Graduate

CRJU61323 - Legal Issues in Law Enforcement Management

Department(s)

Criminology & Criminal Justice

Long Description (Catalog Description)

Prerequisites: Acceptance to graduate program or certificate program. This graduate-level policing seminar explores legal issues in policing. This course will be contextualized in criminological and legal research. Various legal issues that affect police operations will be explored, ranging from use of force to issues of searches and seizures. Different legal topics will be explored weekly. Legal nuances will be discussed in depth, including specific state and federal statutes, as well as in the context of larger Constitutional frameworks, such as privacy and equal protection.

Career

Graduate

CRJU61333 - Law Enforcement Policy and Practice

Department(s)

Criminology & Criminal Justice

Long Description (Catalog Description)

Prerequisites: Acceptance to graduate program or certificate program. This graduate-level policing course applies course material learned in various courses and applies them to police policies and practice. The course will be contextualized in contemporary research. Students will tailor their policies with their home department/agency and present their own policy-related issues for the class discussion. Students will incorporate the criminological research as well as published data on crime, crime prevention, and police.

Career

Graduate

CRJU61393 - Applied Research and Policy 2

Department(s)

Criminology & Criminal Justice

Long Description (Catalog Description)

This course focuses on applied criminological concepts, theories, and research to real-world problems focused on the theme of an area of the instructor's expertise. Students will dissect complex and controversial issues in a timely criminal justice topic, focusing specifically on crime prevention and policy.

Career

Graduate

CRJU70980 - Thesis

Department(s)

Criminology & Criminal Justice

Long Description (Catalog Description)

This course is designed for independent thesis writing in consultation with the student's faculty advisor. Credits may be spread throughout the program to facilitate the thesis writing process.

Career

Graduate

CRJU70990 - Thesis

Department(s)

Criminology & Criminal Justice

Long Description (Catalog Description)

This course is designed for independent thesis writing in consultation with the student's faculty advisor. Credits may be spread throughout the program to facilitate the thesis writing process.

Career

Graduate

CRWT55103 - Creative Nonfiction Workshop I

Department(s)

English

Long Description (Catalog Description)

Prerequisites: CRWT 10203 or CRWT 20103. A creative nonfiction writing class for students with some experience in creative writing. In this course, students will get experience writing memoir, personal essays, autobiography, oral history, and in other nonfiction genres. The course may also include reading of major nonfiction writers from the Renaissance to the present. Student cannot receive credit for CRWT 55103 and CRWT/ENGL/WRIT 30233.

Course Typically Offered

Contact Department For Details

Career

Undergraduate

CRWT55133 - Creative Nonfiction Workshop II

Department(s)

English

Long Description (Catalog Description)

Prerequisites: ENGL/WRIT/CRWT 10203, ENGL/WRIT/CRWT 20103 or ENGL/WRIT/CRWT 20133 . A creative nonfiction writing class for students with some experience in creative writing, this a craft/workshop course intended for advanced writers who have a committed interest in creative non-fiction (such as personal essay, literary journalism, travel writing, science writing, memoir, and other non-fiction genres) and are comfortable writing longer works of prose. As a workshop, students will work cooperatively to share and improve each others' work during the semester. Student cannot receive credit for CRWT 55133 and ENGL/WRIT/CRWT 40133.

Course Typically Offered

Contact Department For Details

Career

Undergraduate

Cross Listed Courses

CRWT40133 Creative Nonfiction Wrkshop II

CRWT55143 - Studies in Creative Writing

Department(s)

English

Long Description (Catalog Description)

Prerequisites: CRWT 10203, CRWT 20103, or CRWT 20133. Prior to enrollment, students are also strongly encouraged to take an upper-division creative writing course. Studies in Creative Writing is an intensive creative writing workshop open to students (graduate and advanced undergraduates) who have a strong background in literature and imaginative writing. Depending on the semester and the selected genre, this course will pay special attention to invention, point-of-view, voice, form, and genre-appropriate theory. Student cannot receive credit for CRWT 55143 and ENGL 50233.

Course Typically Offered

Contact Department For Details

Career

Undergraduate

Cross Listed Courses

ENGL50233 Studies in Creative Writing

CRWT55153 - Fiction Writing Workshop I

Department(s)

English

Long Description (Catalog Description)

Prerequisites: ENGL/WRIT/CRWT 10203 or ENGL/WRIT/CRWT 20103 or ENGL/WRIT/CRWT 20133. A fiction writing class for students with some experience in creative writing. Student cannot receive credit for CRWT 55153 and CRWT 30343.

Career

Undergraduate

Cross Listed Courses

CRWT30343 Fiction Writing Workshop I

CRWT55163 - Fiction Writing Workshop II

Department(s)

English

Long Description (Catalog Description)

Prerequisites: ENGL/WRIT/CRWT 10203 or ENGL/WRIT/CRWT 20103. An advanced fiction-writing workshop, focusing on the growth of students' own work. Prior to enrollment, students are also strongly encouraged to take ENGL/WRIT 30343 (Fiction Writing Workshop I). Student cannot receive credit for CRWT 55163 and ENGL/WRIT/CRWT 40203.

Course Typically Offered

Contact Department For Details

Career

Undergraduate

CRWT55173 - Poetry Writing Workshop II

Department(s)

English

Long Description (Catalog Description)

Prerequisites: ENGL/WRIT/CRWT 10203 or ENGL/WRIT/CRWT 20103. An advanced poetry-writing workshop, focusing on the growth of students' own work. Prior to enrollment, students are also strongly encouraged to take ENGL/WRIT/CRWT 30353 (Poetry Writing Workshop I). Student cannot receive credit for CRWT 55173 and ENGL/WRIT/CRWT 40213.

Course Typically Offered

Contact Department For Details

Career

Undergraduate

CRWT55213 - Drama Writing Workshop I

Department(s)

English

Long Description (Catalog Description)

Prerequisites: ENGL/WRIT/CRWT 10203 or ENGL/WRIT/CRWT 20103 or ENGL/WRIT/CRWT 20133. A dramatic writing workshop, focusing on the growth of students' own work in playwriting and/or screenwriting. Student cannot receive credit for CRWT 55213 and CRWT 30373.

Career

Undergraduate

Cross Listed Courses

CRWT30373 Drama Writing Workshop I

CRWT55213 - Drama Writing Workshop I

Department(s)

English

Long Description (Catalog Description)

Prerequisites: ENGLWRIT/CRWT 10203, ENGL/WRIT/CRWT 20103 or ENGL/WRIT/CRWT 20133. A dramatic writing workshop, focusing on the growth of students' own work in playwriting and/or screenwriting. Student cannot receive credit for CRWT 55213 and CRWT 30373.

Career

Undergraduate

CRWT55223 - Drama Writing Workshop II

Department(s)

English

Long Description (Catalog Description)

Prerequisites: ENGL/WRIT/CRWT 10203, ENGL/WRIT/CRWT 20103 or ENGL/WRIT/CRWT 20133. An advanced dramatic writing workshop, focusing on the growth of students' own work in playwriting and/or screenwriting. Prior to enrollment, students are strongly encouraged to take another 30000-level course in creative writing. Student cannot receive credit for CRWT 55223 and CRWT 40223.

Career

Undergraduate

Cross Listed Courses

CRWT40223 Drama Writing Workshop II

CRWT55273 - Poetry Writing Workshop I

Department(s)

English

Long Description (Catalog Description)

Prerequisites: ENGL/WRIT/CRWT 10203 or ENGL/WRIT/CRWT 20103 or ENGL/WRIT/CRWT 20133. A poetry writing class for students with some experience in creative writing. Student cannot receive credit for CRWT 55273 and CRWT 30353.

Course Typically Offered

Spring

Career

Undergraduate

Cross Listed Courses

CRWT30353 Poetry Writing Workshop I

CRWT55273 - Poetry Workshop I

Department(s)

English

Long Description (Catalog Description)

Prerequisites: ENGL/WRIT/CRWT 10203, ENGLWRIT/CRWT 20103 or ENGL/WRIT/CRWT 20133. A poetry writing class for students with some experience in creative writing. Student cannot receive credit for CRWT 55273 and CRWT 30353.

Career

Undergraduate

CRWT55313 - Drama Writing Workshop II

Department(s)

English

Long Description (Catalog Description)

Prerequisites: CRWT 10203 or 20103. An advanced dramatic writing workshop, focusing on the growth of students' own work in playwriting and/or screenwriting. Prior to enrollment, students are strongly encouraged to take another 30000-level course in creative writing. Student cannot receive credit for CRWT 55313 and CRWT 40223.

Course Typically Offered

Contact Department For Details

Career

Undergraduate

CRWT55363 - Digital Creative Writing

Department(s)

English

Long Description (Catalog Description)

Prerequisites: ENGL/WRIT/CRWT 10203 or ENGL/WRIT/CRWT 20103 or ENGL/WRIT/CRWT 20133. Explores the composition of creative work using digital technologies - collage, graphic narratives, multimedia poetry/fiction, and creative short animations. Course emphasizes concepts in creative writing, multimedia, and authorship in digital environments. Students design and compose a variety of multimedia products incorporating typography, image, and other modes. Student cannot receive credit for CRWT 55363 and CRWT 30363.

Career

Undergraduate

Cross Listed Courses

CRWT30363 Digital Creative Writing

CRWT55703 - Advanced Multi-Genre Workshop

Department(s)

English

Long Description (Catalog Description)

Prerequisites: CRWT 10203, or CRWT 20103, or CRWT 20133, plus the prior completion of a 30000-or 40000-level Creative Writing Workshop with a grade of at least B-. The Advanced Multi-Genre Workshop is a craft/workshop course in writing poems, fiction, and creative non-fiction. This class is intended for students who are dedicated to creative writing, who have a strong background in creative writing and sustained experience workshoping. This class is repeatable for credit. Student cannot receive credit for CRWT 55703 and CRWT 40703.

Career

Undergraduate

Cross Listed Courses

CRWT40703 Advanced Multi-Genre Workshop

CRWT55973 - Directed Study in Creative Writing

Department(s)

English

Long Description (Catalog Description)

Prerequisites: ENGL 10803, ENGL 20803, and at least one 10000-or 20000-level ENGL/WRIT/CRWT course. Directed Study in Creative Writing.

Career

Undergraduate

CRWT55973 - Directed Study in Creative Writing

Department(s)

English

Long Description (Catalog Description)

Prerequisites: ENGL 10803, 20803, and at least one 10000- or 20000-level ENGL/WRIT/CRWT course. Directed Study in Creative Writing.

Career

Undergraduate

DERM86001 - Dermatology

Department(s)

Burnett School of Medicine

Long Description (Catalog Description)

Dermatology; home elective, clinical

Career

Medical School

DERM86500 - Dermatology

Department(s)

Burnett School of Medicine

Long Description (Catalog Description)

Dermatology; clinical, 4 weeks, away elective

Career

Medical School

DERM86501 - Outpatient Dermatology

Department(s)

Burnett School of Medicine

Long Description (Catalog Description)

Outpatient Dermatology; clinical, 4 weeks, away elective

Career

Medical School

DOMI60200 - General Transfer Credit

Department(s)

Brite

Long Description (Catalog Description)

General Transfer Credit

Career

Brite

DOMI80010 - Research Methods and Writing Seminar

Department(s)

Brite

Long Description (Catalog Description)

Prerequisites: The course is required of all students in the Revised DMin Program that starts Fall 24. The course equips DMin students with the skills necessary to engage in original research and to compose a doctoral level project or thesis. The course will be offered in different terms by different Brite Divinity School faculty members.

Career
Brite

DOMI80013 - Theological Reflection for Ministry and Its Tasks

Department(s)
Brite

Long Description (Catalog Description)

Prerequisites: Acceptance to the D.Min. program. This common core D.Min. course examines developments in a particular area of theological study and their impact on Christian ministry.

Career
Brite

DOMI80023 - Directed/Independent Study

Department(s)
Brite

Long Description (Catalog Description)

Prerequisite: Admittance to the D.Min. Program. May be repeated under different topics for up to twelve credit hours.

Career
Brite

DOMI80033 - Pastoral Identity

Department(s)
Brite

Long Description (Catalog Description)

This course assists students in developing a better understanding of their past-present-future Pastoral Identity within the broader context of their life and ministry.

Career
Brite

DOMI80043 - The Pastor in Context of Ministry

Department(s)
Brite

Long Description (Catalog Description)

This course assists students in enhancing their understanding of their social location as minister and how social and economic issues affect the experiences of believers within Christian communities.

Career
Brite

DOMI80053 - Transforming Practices: Spirituality, Leadership, and Justice

Department(s)
Brite

Long Description (Catalog Description)

This is the foundational seminar for Brite's Doctor of Ministry Program. The course will introduce students to Brite's ethos and to the core concepts of the program: spirituality, leadership, and justice. Students will explore models for integrating theology and practice, and for doing research and writing in ministry and theology.

Career
Brite

DOMI80063 - Methods and Models for Research and Project Development

Department(s)
Brite

Long Description (Catalog Description)

This course is one of three courses required in the Doctor of Ministry program. In this course, students will explore various methods and models for doing research and writing about theological reflection on ministry. This course provides the opportunity to develop a plan for formulating and completing the ministry project. Since the intent of the course is to assist with the development of a research proposal for the Doctor of Ministry project, the course is most helpful to participants after they have taken at least 1/3 of their course work.

Career
Brite

DOMI80073 - The Theological Disciplines and the Practice of Ministry

Department(s)
Brite

Long Description (Catalog Description)

Prerequisites: The course is required of all students in the Revised DMin Program that starts Fall 24. The course considers the practice of ministry in light of and in dialogue with advances in any particular academic theological discipline (e.g. Bible, Church History, Ethics, etc.). The course will be offered in different terms by different Brite Divinity School faculty members.

Career
Brite

DOMI80913 - Doctoral Project

Department(s)
Brite

Long Description (Catalog Description)

Prerequisite: Admittance to the D.Min. program and completion of 24 hours of course work. Implementation, writing, and oral defense of D.Min. project.

Career
Brite

DOMI80916 - Doctoral Project/Thesis Seminar

Department(s)
Brite

Long Description (Catalog Description)

Prerequisite: Admittance to the D.Min program and completion of 27 hours of course work. The design, writing, and oral defense of the DMin project/thesis.

Career

Brite

DOMI85010 - Project/Thesis Development Seminar

Department(s)

Brite

Long Description (Catalog Description)

Prerequisites: The course is required of all students in the Revised DMin Program that starts Fall 24. The course assists DMin students in developing a doctoral level project or thesis. The course will be offered in different terms by different Brite Divinity School faculty members.

Career

Brite

ECON50453 - Macroeconomic Studies

Department(s)

Economics

Long Description (Catalog Description)

Prerequisites: A 'C' or better in ECON 30233 or graduate standing in business. Analysis of current macroeconomic issues in theory and policy. Topics may include economic growth, fluctuations in business activity, investment behavior, consumption functions, macroeconomic planning, and the policy formulation process.

Course Typically Offered

Rarely

Career

Undergraduate

EDAD60103 - Administrators, Schools and Districts

Department(s)

Educ Leadership and Higher Ed

Long Description (Catalog Description)

Prerequisite: Must be admitted to Graduate Education. Relationships between different organizational patterns and administrative practices will be explored as well as the role of authority and decision making structures. Required of all majors in Educational Administration.

Course Typically Offered

Spring

Career

Graduate

EDAD60113 - Administrators and Teachers

Department(s)

Educ Leadership and Higher Ed

Long Description (Catalog Description)

Prerequisites: Admitted to Graduate Education. It will include concepts and issues derived from leadership, supervision, and law.

Course Typically Offered

Fall and Summer

Career

Graduate

EDAD60123 - Administrators, Parents and Children

Department(s)

Educ Leadership and Higher Ed

Long Description (Catalog Description)

Prerequisite: Admitted to Graduate Education. Foci will include community relations, communication, creating orderly, productive learning environments, and law.

Course Typically Offered

Fall and Summer

Career

Graduate

EDAD60133 - Trends and Issues in Educational Administration

Department(s)

Educ Leadership and Higher Ed

Long Description (Catalog Description)

Prerequisite: Must be admitted to Graduate Education. The course will normally be taught collaboratively with practicing administrators.

Career

Graduate

EDAD60143 - Administrative Life

Department(s)

Educ Leadership and Higher Ed

Long Description (Catalog Description)

Prerequisite: Must be admitted to Graduate Education. This course is normally taken concurrently with EDAD 70200 Internship in Educational Administration. The course synthesizes prior course work, integrates new experiences from the Internship, and considers the alternatives each individual confronts in developing an administrative life, the jobs, technical and ethical demands, stresses and satisfactions.

Career

Graduate

EDAD70001 - Doctoral Pro-Seminar

Department(s)

Educ Leadership and Higher Ed

Long Description (Catalog Description)

This course may be taken twice for a total of 2 semester hours.

Career

Graduate

EDAD70003 - Foundational Readings in Educational Administration

Department(s)

Educ Leadership and Higher Ed

Long Description (Catalog Description)

Prerequisite: Admitted to Graduate Education. This course will examine the professional and intellectual history of educational administration.

Course Typically Offered

Summer

Career

Graduate

EDAD70013 - Legal and Social Environment of Education

Department(s)
Educ Leadership and Higher Ed

Long Description (Catalog Description)
Prerequisite: Must be admitted to Graduate Education. Educational institutions operate within an environment that requires relationships with families, employees, and other private and public institutions. The primary focus of this course will be state and federal laws that regulate these relationships, with attention paid as well to social and political forces that influence the enforcement of laws.

Course Typically Offered	Career
Fall	Graduate

implementation, and evaluation of educational policy in educational systems, and the role that policy plays at the federal, state, and local levels specific to school finance. The leader's/administrator's role in creating/sponsoring, utilizing and adapting policy will be of core concern. The course will also focus on the political processes associated with school finance in terms of school funding, resource allocation, and the role of school finance equity in promoting or hindering school efforts at leveraging improved outcomes.

Course Typically Offered	Career
Spring	Graduate

EDAD70053 - Applied Research: Economics of Education

Department(s)
Educ Leadership and Higher Ed

Long Description (Catalog Description)
Admission to the Ed.D. Program or permission of the instructor. Empirical research on topics in education is frequently conducted using methods particular to the discipline of economics. Given the complex nature of the education process, it is not surprising that studies examining the same issue often reach different, often contradictory, conclusions. This course will systematically examine literature related to the economics of education.

Career
Graduate

EDAD70063 - Data-Informed Decision-Making

Department(s)
Educ Leadership and Higher Ed

Long Description (Catalog Description)
Prerequisites: Admission to the Graduate School at TCU and the College of Education Ed.D. program, or permission of the instructor. This course will explore various aspects of educational data use from a leadership perspective. Practitioner texts and peer-reviewed scholarship will be used to inform dialogue and class activities and assignments. The course will equip students with practical tools to address aspects of sustainable and effective data use in the now, and will engage students in academic dialogues that help them address data-related issues still on the educational horizon.

Career
Graduate

EDAD70073 - Capstone/Dissertation Seminar

Department(s)
Educ Leadership and Higher Ed

Long Description (Catalog Description)
Prerequisites: Must be admitted to Graduate Education. PhD students must have completed at least 45 hours of doctoral coursework, and should have completed comprehensive exams successfully by the time they take the course. EdD students registered for this course must have completed at least 18 hours of doctoral coursework. This course (for PhD students) or sequence of courses (for EdD students) is aimed at ensuring that students are fully prepared to begin work on the capstone project or dissertation and are able to demonstrate a range of skills and abilities, including an ability to frame a capstone project or dissertation; undertake an appropriate literature review; make decisions regarding design and implementation of the project or study, and, in other respects, complete the qualifying process.

Course Typically Offered	Career
All Sessions	Graduate

EDAD70023 - Theory and Management of Education Systems

Department(s)
Educ Leadership and Higher Ed

Long Description (Catalog Description)
Prerequisite: Must be admitted to Graduate Education. High achieving districts are led by administrators that focus on academic programs, set attainable goals, continuously assess the curriculum, evaluate staff and teachers, and assess student achievement. This course will highlight the importance of instructional leadership and of developing effective evaluation processes as well as professional development opportunities.

Course Typically Offered	Career
Spring	Graduate

EDAD70033 - Ethics & Equity-Oriented Leadership

Department(s)
Educ Leadership and Higher Ed

Long Description (Catalog Description)
Prerequisite: Admission to a graduate program within the College of Education or admission to a graduate program outside of the College of Education and permission of the instructor. This course emphasizes enduring educational problems and fundamental philosophical issues, concepts that feature centrally in educational discourse, ethical standards and dilemmas, and conceptual analysis as a means for clarifying decisions regarding educational policy and practice. The course also attends to the intersection of ethical decision-making in educational contexts and various conceptions and applications of equity (e.g., equity initiatives, but also equity as it is centered or decentered within decision-making around a range of school district functions, from resource allocation to testing/student placement, to a range of student and school outcomes, to human resource functions).

Course Typically Offered	Career
Fall	Graduate

EDAD70043 - Educational Policy and School Finance

Department(s)
Educ Leadership and Higher Ed

Long Description (Catalog Description)
Prerequisite: Admission to a graduate program within the College of Education or admission to a graduate program outside of the College of Education and permission of the instructor. This course investigates the formation,

EDAD70200 - Internship in Educational Administration

Department(s)

Educ Leadership and Higher Ed

Long Description (Catalog Description)

Prerequisite: Must be admitted to Graduate Education. Planned program of leadership responsibilities in an educational institution or agency, commensurate with the student's graduate program, certification objectives, and employment goals. Emphasis on research application in a field-based setting. Responsibilities and projects are under the direction of the academic advisor and on-site supervisor.

Course Typically Offered

All Sessions

Career

Graduate

Cross Listed Courses

EDHE70203 Internship

EDAD80206 - Internship

Department(s)

Educ Leadership and Higher Ed

Long Description (Catalog Description)

Prerequisite: Must be admitted to Graduate Education. A semester-long internship providing leadership experiences in an educational or corporate setting commensurate with the student's doctoral program. This course can be repeated three times for a total of 18 semester hours.

Course Typically Offered

All Sessions

Career

Graduate

EDAD90770 - Capstone Project

Department(s)

Educ Leadership and Higher Ed

Long Description (Catalog Description)

Prerequisites: Completion of all Ed.D. coursework, including EDAD 70073, Capstone Doctoral Seminar and approval of doctoral advisory committee. Students will propose and execute an approved capstone project, submit the written documentation and publicly present the capstone project as directed by their doctoral advisory committee. The capstone project replaces the traditional dissertation. A minimum of 9 credit hours are required; more hours may be taken when necessary.

Course Typically Offered

All Sessions

Career

Graduate

EDCS50001 - Colloquium Curriculum Studies

Department(s)

Counseling, Societal Chng, Inq

Long Description (Catalog Description)

Prerequisites: Admission into graduate studies or permission of instructor. Each semester, the colloquium addresses a different contemporary problem significant to curriculum studies. Through readings, discussions, and presentations of scholarly activities; student will explore the semester's theme, further their knowledge of curriculum studies, and develop academic talents within a community of scholars. Non-Curriculum Studies students may join the colloquium with permission of instructor.

Career

Undergraduate

EDCS70011 - Colloquium in Curriculum Studies

Department(s)

Counseling, Societal Chng, Inq

Long Description (Catalog Description)

The Colloquium in the Profession of Curriculum Studies is designed as an introduction to the practical and theoretical issues of the field for all first semester graduate students. Class sessions may include presentations made by faculty or students; lectures by guest speakers; round table on specific educational issues; attendance at professional conferences; or informational meetings.

Career

Graduate

EDCS70973 - Teaching Diversity

Department(s)

Counseling, Societal Chng, Inq

Long Description (Catalog Description)

Prerequisites: EDCS 70963. In Teaching Diversity, doctoral students join Curriculum Studies faculty for co-teaching and teaching under faculty supervision the course EDUC 50003: Diversity in American Education. Course work includes course design, lectures, facilitation, student interaction, and assessment. Time requirements will include preparation before class, scheduled class periods and events, and follow-up responsibilities after class.

Career

Graduate

EDEC50143 - Early Childhood Curriculum

Department(s)

DTLS

Long Description (Catalog Description)

Prerequisite: Admission to the Teacher Education Program. The study of basic principles underlying curriculum construction and instructional practices in early childhood and primary education.

Course Typically Offered

Spring

Career

Undergraduate

EDEC55123 - Learner-Centered Teaching: Families

Department(s)

DTLS

Long Description (Catalog Description)

Prerequisite: Admission to the Teacher Education Program and an Accelerated Masters program. Provides a foundation for key theory, policy, and research trends informing family-school partnership practices and programming across the general and special education contexts. Also students will learn communication skills and associated practices for building relationships with family members within their broader scope of practice. Students will be exposed to varieties of family forms through didactic, interpersonal, and community/practical experiences

Career

Undergraduate

Cross Listed Courses

EDEC41123 Learner-Centrd Teach:Families

EDEC55313 - Educational Assessment

Department(s)
DTLS

Long Description (Catalog Description)

Prerequisite: Admission to the Teacher Education Program and an Accelerated Masters program. This course examines assessment and evaluation methods, strategies, and procedures within the classroom context. Both formal and informal methods of gathering educational information and monitoring children's progress will be integral parts of this course. Students learn how to develop appropriate assessment and interpret assessment information for educational program planning. Students also learn how to make modifications and accommodations for testing students who are English language learners and students with disabilities.

Career
Undergraduate

Cross Listed Courses

EDUC60313 Educational Assessment, EDUC55313 Educational Assessment

EDEC55663 - Motivating and Managing Students in the Classroom

Department(s)
DTLS

Long Description (Catalog Description)

Prerequisite: Admission to the Teacher Education Program and Accelerated Masters program. This course covers content related to: designing effective classroom environments to support appropriate student behavior and prevent challenging behavior and designing individualized plans for students who require more intensive behavioral support.

Career
Undergraduate

Cross Listed Courses

EDSP55663 Motvtng/Mana Stdnt Class

EDEC60133 - Play and Creativity

Department(s)
DTLS

Long Description (Catalog Description)

Research-based methods for creating experiences and environments for young children that support playful and creative learning opportunities. Current research and issues around appropriate practices with young children will be included.

Course Typically Offered	Career
Fall	Graduate

EDEC60173 - Practicum in Early Childhood Education

Department(s)
DTLS

Long Description (Catalog Description)

All-day observation and supervised teaching for a period of six weeks in the public schools. Accompanying regularly scheduled class meetings on the campus for the entire semester for the purpose of developing competencies and professional growth.

Course Typically Offered	Career
Fall	Graduate

EDEC60223 - The Young Child

Department(s)
DTLS

Long Description (Catalog Description)

Prerequisite: Admitted to Graduate Education. Study of research on behavior of young children and application to planned learning experiences.

Course Typically Offered	Career
Spring	Graduate

EDEL60043 - Seminar in Elementary School Science

Department(s)
DTLS

Long Description (Catalog Description)

Advanced study of current issues in science education and of curricula, materials, and techniques utilized in the effective teaching of elementary school science.

Career
Graduate

EDEL60813 - Infant/Toddler Development and Intervention

Department(s)
DTLS

Long Description (Catalog Description)

Prerequisite: Admitted to Graduate Education. Examines: the overall development of the infant and toddler from birth to three years; specialized services and early intervention; assessment strategies; collaboration skills; biomedical ethics and issues; care and collaboration of the medically fragile; methods and strategies to support and set up developmentally appropriate learning environments; federal rules and regulations of Part C under IDEA.

Course Typically Offered	Career
Spring	Graduate

EDGU50223 - Helping Relationships

Department(s)
Counseling, Societal Chng, Inq

Long Description (Catalog Description)

Prerequisite: Admission into counseling program or developmental trauma program. Examination and practice of specific skills and processes essential to the development of helping relationships. Emphasis is placed on the development of interpersonal skills and professional ethics necessary to counseling.

Course Typically Offered	Career
Fall and Spring	Undergraduate

EDGU50323 - Small Group Counseling

Department(s)
Counseling, Societal Chng, Inq

Long Description (Catalog Description)

Prerequisite: Admission into counseling program or developmental trauma program. Study of the group as an interactional system, including: group process, group roles, guidelines for group selection and guidance, techniques for facilitating interaction, strategies for building credibility in groups, and the impact of life styles on group needs.

Course Typically Offered

Summer

Career

Undergraduate

EDGU60003 - Counseling Diverse Populations

Department(s)

Counseling, Societal Chng, Inq

Long Description (Catalog Description)

Prerequisite: Admission to the Counseling program. A theoretical and skill development course for counselors to strengthen multicultural sensitivity, awareness, knowledge and skills. This class is designed to effectively prepare students for working in a diverse society by supporting appreciation of difference, acknowledging strengths and similarities among people, and learning to think and act ethically when delivering mental health services and advocating for clients.

Career

Graduate

EDGU60113 - DSM: Diagnosis and Treatment

Department(s)

Counseling, Societal Chng, Inq

Long Description (Catalog Description)

Overview of DSM disorders, their prevention and treatment.

Career

Graduate

EDGU60133 - Addictions Counseling

Department(s)

Counseling, Societal Chng, Inq

Long Description (Catalog Description)

Principles and practices of drug and addiction education and abuse prevention with special application to the functions of counselors. Students will learn about the impact of addictive substances on the brain, co-occurring disorders, models of addiction, levels of treatment, assessments used to identify substance abuse, and evidence-based practices in the field of addictions counseling. Students will also learn about the assessment and treatment of behavioral/process addictions, with specific attention paid to the similarities and differences between substance and process addictions. Three credits.

Career

Graduate

EDGU60143 - Counseling Interventions

Department(s)

Counseling, Societal Chng, Inq

Long Description (Catalog Description)

Prerequisite: EDGU 50223. Examination of techniques, strategies and methods of counseling; strategies to deal with resistant clients and acting out children; approaches to parent and professional consultation; crisis intervention issues and resources, and ethical and legal issues in the practice of counseling.

Course Typically Offered

Summer

Career

Graduate

EDGU60153 - Introduction to Play Therapy

Department(s)

Counseling, Societal Chng, Inq

Long Description (Catalog Description)

Prerequisites: Enrollment in Counseling Program, Child Development, or master's program in elementary or special education. Academic and experiential study of the basic principles, history, and theories of play therapy, developmentally appropriate interventions for children, and the utilization of play to facilitate children's self-exploration, self-expression, self-understanding, and personal growth.

Career

Graduate

EDGU60163 - Abnormal Human Development

Department(s)

Counseling, Societal Chng, Inq

Long Description (Catalog Description)

Diagnosis, assessment, and treatment of adults with consideration for biological, interactional, and systemic forces that contribute to or enhance treatment of mental disorders.

Career

Graduate

EDGU60213 - Introduction to Marriage and Family Therapy

Department(s)

Counseling, Societal Chng, Inq

Long Description (Catalog Description)

Prerequisite: Admitted to Graduate Education. Examination of systems theory and the varying theoretical constructs, including strategic, structural, experiential, brief, and communication approaches.

Career

Graduate

EDGU60223 - Advanced Counseling Skills and Ethics

Department(s)

Counseling, Societal Chng, Inq

Long Description (Catalog Description)

Prerequisites: Admission to EDGU, EDMH, or EDSA graduate program AND completion of EDGU 50223. This course further examines counselor ethics, including records management, an overview of business/family law and professional practice, the study of current LPC rules, and other topics of counselor practice such as business and family law practice, CPS reporting, and suicidal ideation procedures. This course is also designed to provide supervised experiences and critiques of recorded practice for the development of counselor presence and individual counseling techniques. Opportunities will be provided to discuss, observe, and demonstrate effective counseling behaviors in an effort to prepare students for practice.

Career

Graduate

EDGU60233 - Career Development and Information

Department(s)

Counseling, Societal Chng, Inq

Long Description (Catalog Description)

Orientation to life planning and the world of work; theoretical models of career choice; examination of career information and resources and systems of career information utilization.

Course Typically Offered

Spring

Career

Graduate

EDGU60313 - Motivating and Managing Students

Department(s)

Counseling, Societal Chng, Inq

Long Description (Catalog Description)

Prerequisites: Admission into counseling program. Provide basic motivational and management procedures, which are applicable to a number of different educational environments. Emphasis is placed on the management of environments, instruction, and children behaviors, especially children with challenging behaviors.

Course Typically Offered

Fall and Spring

Career

Graduate

EDGU60323 - Assessment in Counseling

Department(s)

Counseling, Societal Chng, Inq

Long Description (Catalog Description)

The purpose of this course is to help counselors become better consumers of psychological and educational instruments designed to measure and assess those characteristics/factors necessary to assist clients in achieving optimal development. This course will instruct counseling students in the development, administration, scoring and interpretation of assessment measures.

Career

Graduate

EDGU60383 - Counseling Theories and Techniques

Department(s)

Counseling, Societal Chng, Inq

Long Description (Catalog Description)

Prerequisite: Must be admitted to Graduate Education. Orientation to established theories of counseling by examining and evaluating each theory's philosophical background, goals, and techniques and conceptualizing cases based on one's theoretical approach; consider issues in crisis counseling; and discuss ethical issues as they apply to hypothetical cases.

Course Typically Offered

Fall

Career

Graduate

EDGU60403 - Theories of Student Development

Department(s)

Counseling, Societal Chng, Inq

Long Description (Catalog Description)

Prerequisites: Admission into counseling program. This course explores the cognitive, affective, social, and moral development of young adulthood with a special emphasis on developmental and contextual risks and resiliencies that affect best practices in higher education.

Course Typically Offered

Spring

Career

Graduate

Cross Listed Courses

EDHE60403 Theories of Student Developmnt

EDGU60613 - Guidance and Counseling Programs

Department(s)

Counseling, Societal Chng, Inq

Long Description (Catalog Description)

Prerequisite: Admission to the counseling program. Focus the development and implementation of school guidance programs, the services essential for effectiveness, coordination of pupil services with other elements of the educational program, strategies to build community resources and relationships, and program evaluation needs.

Course Typically Offered

Fall

Career

Graduate

EDGU70003 - Advanced Human Systems

Department(s)

Counseling, Societal Chng, Inq

Long Description (Catalog Description)

Prerequisite: EDGU 60213 or permission of the instructor. Study of theories using metaphors of systems, pattern, and context to describe human behavior and relationships, particularly the ideas of Gregory Bateson and other systems/cybernetics thinkers. Emphasis is on interrelationships between mind, body, environment, and social aspects of behavior as they related to family and school systems.

Career

Graduate

EDGU70013 - Language Systems

Department(s)

Counseling, Societal Chng, Inq

Long Description (Catalog Description)

Prerequisite: EDGU 60213 or permission of instructor. A close examination of solution-focused, narrative, collaborative, reflecting team, and other postmodern approaches to counseling, locating these practices of counseling within cultural, philosophical, and scientific domains. Used notions about the relational nature of language as a means to critique and further develop language-based systems approaches in therapeutic practice.

Career

Graduate

EDGU70023 - Teaching Helping Relationships

Department(s)

Counseling, Societal Chng, Inq

Long Description (Catalog Description)

Prerequisites: Admission to the Counseling and Counselor Education program and permission of instructor. Development of theory and practice regarding skill and process training with beginning counselors. Emphasis is on didactic strategies, as the course includes teaching and mentoring. This course will be taught conjointly with EDGU 50223.

Career
Graduate

EDGU70033 - Orientation and Ethical Practice in Clinical Mental Health Counseling

Department(s)

Counseling, Societal Chng, Inq

Long Description (Catalog Description)

Prerequisites: Admission to clinical mental health counseling (EDMH) or permission of instructor. This course provides an overview of the field of clinical mental health counseling. Topics include: professional roles and functions, specialties, employment trends, preparation standards, credentialing, professional organizations, ethical standards, and legal aspects of practice nationally and statewide.

Course Typically Offered

Contact Department For Details

Career

Graduate

EDGU70043 - Philosophical Underpinnings of Psychotherapy

Department(s)

Counseling, Societal Chng, Inq

Long Description (Catalog Description)

Prerequisites: Admission to the Counseling and Counselor Education program and permission of instructor. Philosophical examination of psychotherapy, including classic and more recent models. Examination of theories and models of psychotherapy including the relationship among ontology, theories, models, and concepts.

Career

Graduate

EDGU70073 - Introduction to Dissertation

Department(s)

Education

Long Description (Catalog Description)

Prerequisites: 9 hours of graduate-level research courses and approval of doctoral advisor. This course is an in-depth study of the fundamental concepts and tools of research applied to counseling problems. Each student will prepare a detailed dissertation outline and present a mock-dissertation proposal presentation,

Career

Graduate

EDGU70103 - Practicum

Department(s)

Counseling, Societal Chng, Inq

Long Description (Catalog Description)

Prerequisites: EDGU 60223. This course involves the supervised application of counseling and guidance approaches and techniques focusing on: students videotape transcriptions and case studies, legal and ethical issues, and certification and licensure. A minimum of 160 hours is required of onsite experience with a minimum of 40 hours in direct client contact.

Course Typically Offered

Fall and Spring

Career

Graduate

EDGU70143 - Teaching Practices in Counselor Education

Department(s)

Counseling, Societal Chng, Inq

Long Description (Catalog Description)

Prerequisite: Admission to the Counseling and Counselor Education program and permission of instructor. Development of theory and practice regarding training beginning counselors in the techniques, strategies, and methods of counseling.

Career

Graduate

EDGU70223 - Supervision in Counseling

Department(s)

Counseling, Societal Chng, Inq

Long Description (Catalog Description)

Prerequisite: Permission from instructor. Provide supervision of counselors-in-training under the supervision of supervising professor in class, schools, or agencies; examination of helper-helpee relationships through audiotape, videotape, observation, and in-class performance; the development of personal theory and strategies based on established theories and best practices of supervision in counseling.

Course Typically Offered

Contact Department For Details

Career

Graduate

EDGU70233 - International Practices of Counseling

Department(s)

Counseling, Societal Chng, Inq

Long Description (Catalog Description)

Prerequisites: Graduate status and permission from instructor. This course involves a cultural immersion experience designed to provide students with an understanding of the role culture plays in the practice of counseling, with a focus on counseling in another country. Students will participate in a faculty-led trip abroad, short term (not semester). Emphasis will be placed on personal reflection regarding multiculturalism in counseling and examination of how mental health service delivery in that country relates to clinical practices in the United States, as well as in relation to the larger global community.

Career

Graduate

EDGU70303 - Internship

Department(s)

Counseling, Societal Chng, Inq

Long Description (Catalog Description)

Prerequisites: EDGU 70103. Internship is designed to meet the CACREP accreditation standards and is based on seminar-style class discussion, the presentation and discussion of cases, clinical group supervision principles, and didactic instruction. The course requires students to complete a supervised counseling internship of 300 clock hours, with a minimum of 120 hours per semester of direct counseling service with clients, which is to be fulfilled in an academic semester. Students should consider selecting internship sites that offer opportunities to engage in both individual counseling and group work. The internship provides an opportunity for the student to perform, under clinical supervision, a variety of professional counseling activities that a regularly employed staff member in the setting would be expected to perform. (3 credit hours - may be repeated for total of 6 credit hours)

Career
Graduate

EDGU70323 - Advanced Group Leadership

Department(s)

Counseling, Societal Chng, Inq

Long Description (Catalog Description)

Application of advanced methods in group leadership integrating current theoretical knowledge with parallel experiences in intervention and techniques. Use of creative processes to facilitate group exploration in small group dynamics class for counselor trainees.

Course Typically Offered

Contact Department For Details

Career

Graduate

EDGU70383 - Advanced Study in Counseling Theories and Techniques

Department(s)

Counseling, Societal Chng, Inq

Long Description (Catalog Description)

Prerequisites: Prior course in counseling theories and techniques and permission of the instructor. This class explores the original and current writings and applications of major theorists and theories in individual counseling.

Career

Graduate

EDGU70393 - Advocacy & Leadership in a Diverse Society

Department(s)

Education

Long Description (Catalog Description)

Prerequisites: Admission to Counseling & Counselor Education doctoral program or permission from the instructor. This course aims to provide students with the knowledge, skills, and qualities to succeed as leaders and advocates throughout their careers. The seminar is designed to challenge students to reflect on what they want to accomplish in their own careers and offers a behind-the-scenes look at becoming a culturally responsive leader and effective advocate in a diverse society.

Career

Graduate

EDGU70403 - Advanced Practicum in Counseling

Department(s)

Education

Long Description (Catalog Description)

Prerequisites: Admission to Counseling & Counselor Education doctoral program or permission from the instructor. Advanced Practicum includes 40 clock hours of supervised clinical work at the TCU/FWISD Counseling Clinic where students engage in counseling activities with individuals, families, couples, and/or groups, with attention to broadening and refining advanced counseling skills. This course will assess doctoral students' clinical skills to ensure preparedness for the doctoral counseling internship.

Career

Graduate

EDGU70503 - Doctoral Internship in Counseling-Clinical

Department(s)

Education

Long Description (Catalog Description)

Prerequisites: EDGU 70023, 70223, and 70323. The Doctoral Internship in Counseling (Clinical) focuses on doctoral students' clinical practice and is designed to meet CACREP accreditation standards which require 300 hours of supervised clinical experience providing counseling to clients and supervision of master's students in clinical settings.

Career

Graduate

EDGU70603 - Doctoral Internship in Counseling-NonClinical

Department(s)

Education

Long Description (Catalog Description)

Prerequisites: EDGU 70023, 70143, 70393, and one or more graduate-level research courses. Requires permission of faculty advisor and agreement with mentoring faculty/off-campus supervisor. This semester of Doctoral Internship in Counseling (Non-clinical) is designed to meet the CACREP accreditation standards and provide supervised experiences in teaching, research and scholarship, or leadership and advocacy. The Doctoral Internship requires 300 hours of supervised work, weekly class meetings, and individual meetings with approved supervisor. Prior to enrollment, a faculty advisor and student will co-develop an internship plan with activities necessary to comprehensive preparation as a counselor educator and relevant to the student's specific career goals.

Career

Graduate

EDGU70793 - Strength-Based Theories:Assessment, Research, and Practice

Department(s)

Counseling, Societal Chng, Inq

Long Description (Catalog Description)

Prerequisites: Acceptance into doctoral program and/or permission from the instructor. This class focuses the learner on the historical and current knowledge regarding strengths-based assessment, research, and practice from different disciplines and how these are and can be applied to current practice and program developments.

Career

Graduate

EDGU70970 - Special Topics in Guidance and Counseling

Department(s)

Counseling, Societal Chng, Inq

Long Description (Catalog Description)

Focus on topics of interest to guidance counselors in schools and/or colleges and universities. Such topics might include sexual abuse, violence in dating and marriage, building resiliency in youth, family therapy, or other issues being raised by students, researchers, and/or society

Course Typically Offered

Contact Department For Details

Career

Graduate

EDGU71103 - Field Experience in Student Affairs

Department(s)

Counseling, Societal Chng, Inq

Long Description (Catalog Description)

The field experience takes place in an approved student affairs setting under the supervision of the field experience coordinator (counseling faculty) and a qualified site supervisor. A minimum of 150 hours of work in the field and participation in a field experience seminar are required. This onsite training provides students with the opportunity to apply their counseling knowledge and develop an understanding of the relationship between theory and practice in the context of student affairs.

Career

Graduate

EDHE60013 - Leadership: Theory and Practice

Department(s)

Educ Leadership and Higher Ed

Long Description (Catalog Description)

Prerequisites: Admission to a TCU College of Education Graduate Program. If not admitted to a graduate program in the College of Education, students must obtain permission of the Associate Dean for Graduate Studies in the College of Education and of the instructor prior to enrolling. Note: This course is designed to develop educational leaders. It is strongly advisable that students have a keen interest in leadership and in particular, an interest in pursuing the principal ship or other significant role as an educational leader. This course will serve to develop insight into what constitutes an effective leader and the distinctions between management and leadership. Participants will explore the major aspects of leadership and school organizations. Opportunities to read about and interact with exceptional leaders will increase understanding of those personal qualities and the professional skill set required to mobilize people and move organizations through times of stability and change.

Career

Graduate

Cross Listed Courses

EDLE60013 Leadership:Theory & Practice

EDHE60023 - Seminar: Trends in Teaching, Learning, and Leadership

Department(s)

Educ Leadership and Higher Ed

Long Description (Catalog Description)

Prerequisites: Admission to a TCU College of Education Graduate Program. If not admitted to a graduate program in the College of Education, students must obtain permission of the Associate Dean for Graduate Studies in the College of Education and of the instructor prior to enrolling. A series of classes that explore a contemporary issue and/or trend in teaching, learning, and educational leadership and the scholars who have contributed to our current understanding of the selected topic. Each class in the seminar series will explore particular issues related to the topic, (e.g. historical underpinnings, researchers and writers, and contemporary expressions and issues.) Specific offerings will target critical current themes such as: information literacy in the role of contemporary education, the cognitive neuroscience of learning, and the like and will be listed as, for example,

EDLE 70023: The evolving role of technologies in the PK12 classroom-- what it means for students, teachers, and leaders. Course may be repeated for credit once with a different topic/emphasis.

Career

Graduate

Cross Listed Courses

EDLE60023 Seminar:Teach, Learn, Ldshp

EDHE60133 - Legal Issues in Higher Education

Department(s)

Educ Leadership and Higher Ed

Long Description (Catalog Description)

Prerequisites: Graduate status. This course will introduce some of the most pressing legal issues that confront colleges and universities and will acquaint students with how institutions handle them. The course will address a variety of topics but will focus on issues such as academic freedom and tenure; the authority of schools to discipline students for academic and behavioral misconduct; student privacy and well-being; affirmative action and other attempts to create a diverse student body; sexual harassment; sponsored research; and intellectual property issues in higher education.

Career

Graduate

EDHE60403 - Theories of Student Development

Department(s)

Educ Leadership and Higher Ed

Long Description (Catalog Description)

Prerequisites: Admission into counseling program. This course explores the cognitive, affective, social, and moral development of young adulthood with a special emphasis on developmental and contextual risks and resiliencies that affect best practices in higher education.

Career

Graduate

Cross Listed Courses

EDGU60403 Theories of Student Developmnt

EDHE60423 - Introduction to Student Affairs

Department(s)

Educ Leadership and Higher Ed

Long Description (Catalog Description)

Prerequisite: Admission into higher education program. This course involves the study of the history and philosophy of student development programs; standards of practice; organization, management, and leadership theories; ethical standards and principles; and management of programs and services.

Course Typically Offered

Fall

Career

Graduate

EDHE61093 - Diversity in American Higher Education

Department(s)

Education

Long Description (Catalog Description)

Prerequisites: Admission into the TCU College of Education higher education graduate program. Emphasis is on the interaction between social identities and institutional, societal, governmental, and personal influences and how these impact participation and retention of students, faculty, and staff. This course invites students to examine how social identities are created and the existence of these in relation to societal power structures. By examining power structures, students will gain a better understanding of how these are replicated within the higher education systems and the effect these have had on minoritized/marginalized populations. Students will deepen their understanding of and develop their leadership on historical and contemporary topics related to inclusion, justice, power, and privilege in higher education settings. Students will assess frameworks and theories that seek to promote equity and justice in education.

Career

Graduate

EDHE61183 - Special Topics in Higher Education

Department(s)

Educ Leadership and Higher Ed

Long Description (Catalog Description)

Prerequisites: Admission to the graduate school. Admission to the graduate school. A series of seminar classes that explore topics of interest in higher education. Through these topics, students will be introduced to key issues affecting higher education and its various constituents and stakeholders. Topics will vary. May be repeated for credit.

Career

Graduate

EDHE62053 - Small Group Dynamics for Higher Education Administrators

Department(s)

Education

Long Description (Catalog Description)

Prerequisites: Admission to the M.Ed. in Higher Education Leadership Program. This course focuses on the communication behavior of individuals within group structures. Didactic and experiential techniques are used to explore the stages of group development, decision-making techniques, group problems and problem solving, resolution skills, norms, structures, leadership, authority, membership, ethics, cultural sensitivity, and the intra- and inter-personal dynamics within small groups. Special attention is given to the scientific discipline dedicated to the study of groups, including relevant social theories and empirical data resulting from scientific research.

Career

Graduate

EDHE62373 - Helping Relationships for Higher Education Administrators

Department(s)

Education

Long Description (Catalog Description)

Prerequisites: Admission to the M.Ed. in Higher Education Leadership Program. This course is committed to the examination and practice of the counseling skills needed by higher education administrators for their work with students in mentoring, advising, and supervising capacities. Students will receive a general orientation to the major counseling theories. Students will learn more about themselves in relation to others while also learning beginning counseling techniques. There is a strong emphasis on skills development including: listening,

interviewing, non-verbal rapport building, and relationship management. This course will equip students with basic skills to develop and maintain helping relationships.

Career

Graduate

EDHE69163 - Diverse Students in Minority-Serving Institutions

Department(s)

Education

Long Description (Catalog Description)

Prerequisites: Admission to the graduate school. Effective educational administrators must have an in-dept understanding of the diverse institutional types represented in American higher education. This course is designed to provide an overview of Minority-Serving institutions, particularly including Tribal Colleges and Universities, Hispanic Serving Institutions, Historically Black Colleges and Universities, and Asian American and Pacific Islander Serving Institutions. Leadership practices within each institutional type are addressed.

Career

Graduate

EDHE69223 - Advocacy and Activism in Higher Education

Department(s)

Education

Long Description (Catalog Description)

Prerequisites: Admission into the TCU College of Education higher education graduate program. In this course, students will be provided an overview of various social and political movements that have impacted higher education throughout the 20th and early 21st centuries. Through academic articles, essays, books, news media, television, and film, students will study various movements (e.g., Civil Rights Movement, Chicano Movement, Ethnic Studies Movement) and be challenged to think critically about how advocacy and activism intersect with higher education policies, practices, and structures. Intersectionality, solidarity, resistance, power (e.g., social, political, economic), and minoritization will be examined throughout the course. Going beyond simply naming and critiquing issues, students will engage in an act of advocacy and/or activism on campus or in the community. Through individual and collaborative assignments, self-reflection, various activities, and respectful dialogue and inquiry, students will gain practice identifying systemic issues in higher education, working with stakeholders, anticipating resistance, formulating messaging, and advocating for specific solutions.

Career

Graduate

EDHE70113 - Academic Leadership and Governance in Higher Education

Department(s)

Educ Leadership and Higher Ed

Long Description (Catalog Description)

This is a doctoral level course focusing on reading, classroom discussion, individual analysis, and writing to gather a full understanding of the academic enterprise in higher education. The centrality of the academic enterprise demands effective administration of academic programs to assure quality and effectiveness. The academic functions are wide ranging dealing with student issues, faculty concerns, admissions, diversity, curriculum, and resource development. This course will offer

Gain depth analysis of these and other core academic function in higher education. **Emphasis** will be placed on the evolution and contemporary understanding of educational practice in the academy and likely future challenges.

EDHE70123 - College President

Department(s)

Educ Leadership and Higher Ed

Long Description (Catalog Description)

This course is designed to provide greater understanding of the leadership role of college and university presidents and the issues associated with the office of the presidency at the various types of American Institutions. The purpose/objective of this course is to help students become familiar with all aspects of the college and university presidency and how the leadership role has changed throughout history and the reasons for the change. In addition, the course will cover a broad range of the current issues facing higher education and the intricacies of leadership in higher education.

Career

Graduate

EDHE70133 - History and Philosophy of Higher Education

Department(s)

Educ Leadership and Higher Ed

Long Description (Catalog Description)

Higher education in the United States has been shaped and influenced by a variety of historical forces. American higher education needs to be examined through the lenses of varied historical and philosophical perspectives that provide a better understanding of the contemporary context and the nature of its future development. In addition, this course analyzes the role higher education has played in the development of American society, and might offer insights to administrators, instructional staff, or others responsible for higher education.

Career

Graduate

EDHE70143 - Advanced Student Development Theory: Impact of College on Students

Department(s)

Educ Leadership and Higher Ed

Long Description (Catalog Description)

Prerequisite: Admitted to Graduate Education. This is a graduate level course designed to show the effect of college on student intellectual, moral, and academic growth. It will also study impacts on career and other quality of life issues. Various subsets of the student population as well as the impact of institutional type will be examined. In examining college impact, this course will present classic theories and perspectives as well as current and emerging research. The course content is broad and touches on several topics related to college students.

Career

Graduate

EDHE70153 - Organizational Behavior in Education Contexts

Department(s)

Educ Leadership and Higher Ed

Long Description (Catalog Description)

Prerequisite: Admitted to Graduate Education. This is a doctoral level lecture, discussion and interactivity course. Through lectures, visiting presenters, student presentations, projects and readings, students will understand organizations in educational contexts and how culture affects the leadership, management and student experience.

Career

Graduate

EDHE70163 - The Small College

Department(s)

Educ Leadership and Higher Ed

Long Description (Catalog Description)

This is doctoral level program that focuses on the small college in its many forms. The small private college will be stressed. Emphasis will be on understanding the role of the small college plays in the diverse landscape of higher education

Career

Graduate

EDHE70203 - Internship in Educational Administration

Department(s)

Educ Leadership and Higher Ed

Long Description (Catalog Description)

Prerequisite: Must be admitted to Graduate Education. Planned program of leadership responsibilities in an educational institution or agency, commensurate with the student's graduate program, certification objectives, and employment goals. Emphasis on research application in a field-based setting. Responsibilities and projects are under the direction of the academic advisor and on-site supervisor.

Career

Graduate

Cross Listed Courses

EDAD70200 Internship

EDHE70223 - Intercollegiate Athletics in Higher Education

Department(s)

Educ Leadership and Higher Ed

Long Description (Catalog Description)

Intercollegiate athletics plays a significant role on American college campuses. The course will focus on the history of college athletics, governance, NCAA compliance rules and regulations, operations, finances, strategic planning, and critical issues and future trends that impact college sport. The course will also examine issues related to student athlete welfare with a focus on Women student athletes and student athletes of color. Finally legal issues affecting higher education will be studied and the effect on intercollegiate athletics management.

Career

Graduate

EDHE70233 - Comparative Higher Education

Department(s)

Educ Leadership and Higher Ed

Long Description (Catalog Description)

Prerequisites: Admission to Graduate School; Higher education has become a global industry. Effective leadership will require an understanding of the impact of educational policies and practices worldwide. This course will have a study abroad option as part of the course of study. While the course will focus on higher education worldwide, it will focus on the country or region that will be visited. This course has a required study abroad component.

Career
Graduate

EDHE70253 - Assessment and Accreditation in Post-Secondary Education

Department(s)
Educ Leadership and Higher Ed

Long Description (Catalog Description)

This course focuses on issues related to assessment of learning and program evaluation in colleges and universities. With increasingly difficult, diverse, and complex decision-making circumstances, it is essential that those in higher education examine assessment methodologies and how these approaches may be best used to improve and enhance learning for students in post-secondary education. Colleges and universities must use solid and meaningful evidence for planning curriculum, evaluating and assessing program results, and improving practices based on evaluation data.

Career
Graduate

EDHE70263 - Finance in Higher Education

Department(s)
Educ Leadership and Higher Ed

Long Description (Catalog Description)

Prerequisites: Admission to the Higher Ed doctoral program or permission of the instructor. This is a graduate level course designed to show the complexity of finance in higher education. The course will focus on the economics and finance of higher education. The perspective of the course will be from the point of view of senior administrators who would typically have responsibility for finance or some financial functions in an institution but would not be a senior financial officer, i.e. dean, provost, etc. The plan of this course is to develop new understandings of the nature of higher education finance by exploring financial challenges, what can be done to negotiate them, and how financial decisions impact educational quality, equity, accountability, and sustainability. The course will explore topics of financial policy, government support of higher education, financial aid, and economics of higher education, human capital theory, and privatization in higher education.

Career
Graduate

EDHE70543 - Campuses and Capitols

Department(s)
Educ Leadership and Higher Ed

Long Description (Catalog Description)

Prerequisites: Graduate standing and permission of instructor. This three-hour course explores the complicated connections between legislative bodies and the college or university campus. Keeping up with the issues, advocating for students and knowing the policies can be a full time job. This course is designed to introduce students to the process of legislating, advocating and responding to new educational policy. Also, the course will introduce students to fundamental questions regarding higher education public policy-the nature and purpose(s) of

higher education, the capacity to communicate that purpose(s) to legislators to impact legislation and the leadership skills to establish campus policies that relate to public policy.

Career
Graduate

EDHE70633 - Challenges in Higher Education: Student Affairs

Department(s)
Educ Leadership and Higher Ed

Long Description (Catalog Description)

Prerequisites: Graduate standing. This course is designed to determine, investigate and suggest solutions to serious challenges in higher education. The course will focus on disputed issues such as diversity, ethics, finances, student learning, accountability, and student achievement. Effective handling of disputed issues will create an environment more likely to be favorable to student growth, both intellectual and personal, and degree completion as well as meet the imperatives of institutional mission.

Career
Graduate

EDHE78213 - Human Resource Management in Higher Education

Department(s)
Educ Leadership and Higher Ed

Long Description (Catalog Description)

Prerequisites: Students must first be admitted to a doctoral program in educational leadership before enrolling in the course. Students will understand the role of human resource management in postsecondary education. The functions of recruitment; selection; compensation; retention and motivation; professional development; employee performance; and appraisal will be covered.

Career
Graduate

EDLE60013 - Leadership: Theory and Practice

Department(s)
Educ Leadership and Higher Ed

Long Description (Catalog Description)

Prerequisites: Admission to a TCU College of Education Graduate Program. If not admitted to a graduate program in the College of Education, students must obtain permission of the Associate Dean for Graduate Studies in the College of Education and of the instructor prior to enrolling. Note: This course is designed to develop educational leaders. It is strongly advisable that students have a keen interest in leadership and in particular, an interest in pursuing the principal ship or other significant role as an educational leader. This course will serve to develop insight into what constitutes an effective leader and the distinctions between management and leadership. Participants will explore the major aspects of leadership and school organizations. Opportunities to read about and interact with exceptional leaders will increase understanding of those personal qualities and the professional skill set required to mobilize people and move organizations through times of stability and change.

Career
Graduate

Cross Listed Courses
EDHE60013 Leadership:Theory & Practice

EDLE60023 - Seminar: Trends in Teaching, Learning, and Leadership

Department(s)

Educ Leadership and Higher Ed

Long Description (Catalog Description)

Prerequisites: Admission to a TCU College of Education Graduate Program. If not admitted to a graduate program in the College of Education, students must obtain permission of the Associate Dean for Graduate Studies in the College of Education and of the instructor prior to enrolling. A series of classes that explore a contemporary issue and/or trend in teaching, learning, and educational leadership and the scholars who have contributed to our current understanding of the selected topic. Each class in the seminar series will explore particular issues related to the topic, (e.g. historical underpinnings, researchers and writers, and contemporary expressions and issues.) Specific offerings will target critical current themes such as: information literacy in the role of contemporary education, the cognitive neuroscience of learning, and the like and will be listed as, for example, EDLE 70023: The evolving role of technologies in the PK12 classroom-- what it means for students, teachers, and leaders. Course may be repeated for credit once with a different topic/emphasis.

Career

Graduate

Cross Listed Courses

EDHE60023 Seminar: Teach, Learn, Ldshp

EDLE60033 - Community Engagement and Culturally Responsive Practice

Department(s)

Educ Leadership and Higher Ed

Long Description (Catalog Description)

Prerequisites: Admission to a TCU College of Education Graduate Program. If not admitted to a graduate program in the College of Education, student must obtain permission of the Associate Dean for Graduate Studies in the College of Education and of the instructor prior to enrolling. This course is recommended for all students who desire to be an education or community leader. It will enable leaders to interface with a variety of community members and organizations. Moreover, this course will address working with classrooms, schools, and the broader community in ways that align with culturally responsive practice. Schools exist as part of the very heartbeat of a community, interfacing with not only the students and families whom they serve, but virtually all other critical agencies and entities on a daily basis: businesses & business organizations, neighborhood associations, community organizations, charitable foundations, child service providers, city/ governmental and public service/safety organization, and faith-based organizations. The increasing and evolving complexities imposed by economic need and social challenges/demands make the cohesive planning and collaboration of school and community leaders one of the 21st Century imperatives.

Career

Graduate

EDLE60043 - Instructional Leadership: Curriculum, Instruction, & Assessment

Department(s)

Educ Leadership and Higher Ed

Long Description (Catalog Description)

Prerequisite: Admission to a graduate program within the College of Education or admission to a graduate program outside of the College of Education and permission of the instructor. This course focuses on theories of learning derived from philosophy, psychology, cognitive neuroscience, and educational research to inform the relationship of school curricula, pedagogy/instruction, and assessment

practices. Students explore facets of instructional leadership as they intersect with curriculum, instruction, and assessment, and how students will be expected to enact instructional leadership in concert with models for teacher and principal assessment and evaluation.

Career

Graduate

EDLE60053 - Instructional Leadership: Supervision, Coaching, & Evaluation

Department(s)

Educ Leadership and Higher Ed

Long Description (Catalog Description)

Prerequisite: Admission to a graduate program within the College of Education or admission to a graduate program outside of the College of Education and permission of the instructor. This course engages students in the study and practice of instructional leadership as embodied in approaches to supervision, coaching, and evaluation (both formal and informal), and how these concepts connect to the complex relationships among teacher growth and development, professional development, and school and instructional improvement.

Career

Graduate

EDLE60063 - Law and Ethics in Educational Leadership

Department(s)

Educ Leadership and Higher Ed

Long Description (Catalog Description)

Prerequisites: Admission to a TCU College of Education Graduate Program. If not admitted to a grade program in the College of Education, students must obtain permission of the Associate Dean for Graduate Studies in the College of Education and of the instructor prior to enrolling. Prior to enrolling in this or Tier II courses, students must have completed 15 hours of Tier I courses. This course will explore various aspects of legal and ethical demands and impacts on educational systems, primarily from a school-level leadership perspective. We will focus on establishing a foundational understanding of legal and ethical standards and decision-making processes in the context of issues involving the application of these understandings, primarily in school-level leadership actions.

Career

Graduate

EDLE60073 - Education Policy Studies

Department(s)

Educ Leadership and Higher Ed

Long Description (Catalog Description)

Prerequisites: Admission to a TCU College of Education Graduate Program. If not admitted to a grade program in the College of Education, students must obtain permission of the Associate Dean for Graduate Studies in the College of Education and of the instructor prior to enrolling. Prior to enrolling in this or Tier II courses, students must have completed 15 hours of Tier I courses. This course is designed to enable graduate professional students contemplating or engaged in careers in the education sector to explore concepts, theories, and perspectives in educational policy for use in educational practice. This course will explore various aspects of local, state, and federal policymaking as it pertains to K-16 education. Students will gain practical and theoretical understanding of the policy process from identifying political actors and stakeholders through agenda setting, policy implementation, and analysis.

Career
Graduate

EDLE60083 - Data Use for Educational Leaders

Department(s)

Educ Leadership and Higher Ed

Long Description (Catalog Description)

Prerequisites: Admission to a TCU College of Education Graduate Program. If not admitted to a grade program in the College of Education, students must obtain permission of the Associate Dean for Graduate Studies in the College of Education and of the instructor prior to enrolling. Prior to enrolling in this or Tier II courses, students must have completed 15 hours of Tier I courses.

Career
Graduate

EDLE60093 - Principal Practicum in Educational Leadership

Department(s)

Educ Leadership and Higher Ed

Long Description (Catalog Description)

Prerequisites: Must be admitted to the College of Education Graduate Program in Educational Administration; have completed/credit for at least 24 hours of educational leadership coursework; and have arranged for a local certified administrator to serve as their site mentor. The administrative practicum is a two-semester (fall-spring) opportunity for the graduate student to apply skills and knowledge learned in the classroom and in other professional experiences to real world, field-based tasks under the guidance of a practicing onsite administrator and a TCU supervisor. The student will spend at least 160 clock hours engaged in the sheltered practice of administration under the guidance of certified onsite administrator performing collaboratively agreed upon tasks outlined in the practicum proposal and tied to the nine principal competencies of the state of Texas. (This course is only offered as P/NC.)

Course Typically Offered

Fall and Spring

Career

Graduate

EDLE70043 - School and Community Contexts

Department(s)

Educ Leadership and Higher Ed

Long Description (Catalog Description)

Prerequisites: Admission to a graduate program within the College of Education or admission to a graduate program outside of the College of Education and permission of the instructor. In this course, students will identify sociopolitical structures that influence public education specifically as those structures relate to race, gender, class, and other aspects of diversity and understand the interconnectedness of how public policies (including housing, social welfare, and education policy) shape cities and communities, education institutions, and the lives and opportunities of students and families.

Career
Graduate

EDLE70053 - Cultural Foundations in Educational Leadership

Department(s)

Educ Leadership and Higher Ed

Long Description (Catalog Description)

Prerequisites: Admission to a graduate program within the College of Education or admission to a graduate program outside of the College of Education and permission of the instructor. This course provides students with the theoretical foundation through which a critical analysis of the relationship between culture and educational leadership can occur. Through this examination, students will study policy, governance, and instructional issues relating to the education of a diverse student population. An equity focused change process using data as a basis for education reform is another key element of this course.

Career

Graduate

EDLE70083 - Issues and Trends in the Superintendency

Department(s)

Educ Leadership and Higher Ed

Long Description (Catalog Description)

Prerequisites: Admission to the superintendent certification program (separate from or in conjunction with a degree program in Educational Leadership), admission to a doctoral program (PhD or EdD) in educational leadership, or written permission of the instructor and of the Chair of the Department of Educational Leadership and Higher Education, College of Education. Due to the nature and focus of the course, it is strongly recommended students be currently serving in a responsible leadership role and/or have significant leadership experience. Permission of the instructor is required if status is otherwise, even for graduate students who have been admitted to the doctoral program in Educational Leadership. School systems are among the most complex of all organizations demanding highly skilled and exceptionally well-prepared dynamic leadership in a rapidly changing world. This course is required for all students who desire to pursue Texas Superintendent Certification and is recommended for all students who plan to work in key leadership roles in PK-12 central administration. The course will examine the role of the superintendent and senior level leadership in light of all aspects of schools and school systems including: organizational theory, climate and culture, change management, board governance, leadership & ethical considerations, instructional programs & practices, law and policy, finance and facilities, human capital development, communication & media relations and community involvement.

Career

Graduate

EDLE70090 - Superintendent Practice in Educational Leadership

Department(s)

Educ Leadership and Higher Ed

Long Description (Catalog Description)

Prerequisites: Be admitted to the College of Education Graduate Program in Educational Leadership; hold a valid Principal certificate (or the equivalent issued by another state), and have permission of instructor; have successfully completed EDLE 70083 or be concurrently enrolled in EDLE 70083 at the time of initial enrollment in EDLE 70093. The superintendent practicum is an intensive opportunity for the graduate student seeking certification as a superintendent to apply skills and knowledge learned in the classroom and in other professional experiences to real world, field-based tasks under the guidance of a practicing on-site administrator and a TCU supervisor. Students electing 3 credit hours must complete 80 clock hours of sheltered practice in the sheltered practice of district-level school leadership under the guidance of a certified on-site administrator performing collaboratively agreed upon tasks outlined in the practicum proposal and tied to the ten competencies outlined for superintendents by the state of Texas. Students electing 6 credit hours must complete 160 clock hours. Students may enroll in two concurrent semesters (3 credit hours per semester) or may opt for a summer-long intensive program (6 credit hours for the

summer session). Any student seeking superintendent certification must complete the full practicum (160 clock hours), whether the student elects to do so in two consecutive semesters (3 credit hours per semester) or one summer-long, 6-credit hour experience.

Career
Graduate

EDMS50023 - Effective Teaching and Classroom Implementation

Department(s)
DTLS

Long Description (Catalog Description)

Prerequisite: Admission to the Teacher Education Program; co-requisite: EDMS 41151, EDSE 41151, or EDUC 60980. As a part of the effective teacher model, this course will focus on instructional design and implementation, motivation of students to promote and enhance learning in the classroom; management issues pertinent to student behavior and learning outcomes; and preparation of a variety of formal and informal assessment strategies. (Offered as EDMS, EDSE or EDUC credit.)

Course Typically Offered	Career
All Sessions	Undergraduate

Cross Listed Courses

EDSE50023 Eff Teach/Implementation, EDUC50023 Eff Teach/Implementation

EDMS50173 - Development of Written Communication

Department(s)
DTLS

Long Description (Catalog Description)

Prerequisites: Admission to the Teacher Education Program. This course is a study of the developmental process of written communication as it relates to literacy development in upper elementary, middle school and high school students. This course will present methods of increasing students' written communication skills.

Course Typically Offered	Career
Spring	Undergraduate

Cross Listed Courses

EDSE50173 Developmnt of Writtn Communica

EDMS50443 - Methods for Teaching Middle School Mathematics I

Department(s)
DTLS

Long Description (Catalog Description)

Prerequisites: Admission to the Teacher Education Program and corequisite: EDMS 41151 or EDUC 60980. Using the guidelines set forth by the national Council of Teachers of Mathematics and the State of Texas for mathematics instruction, the students will develop pedagogical content knowledge for teaching middle school mathematics. The content (number and operations, algebra) will be explored from an inquiry perspective to build a conceptual understanding of the mathematics. Students will also be exposed to best practices which promote the process standards (problem solving, reasoning and proof, communication, connections, and representations) through class investigations and discussions, readings, and field placements. The process of developing units and lessons as well as assessment techniques for evaluating students' progress and teacher practice will be integrated into the coursework.

Course Typically Offered
Spring

Career
Undergraduate

EDMS50453 - Methods for Teaching Middle School Mathematics II

Department(s)
DTLS

Long Description (Catalog Description)

Prerequisites: Admission to Teacher Education Program, and corequisite: EDMS 41151 or EDUC 60980. Using the guidelines set forth by the national Council of Teachers of Mathematics and the State of Texas for mathematics instruction, the students will develop pedagogical content knowledge for teaching middle school mathematics. The content (geometry, measurement, and data analysis and probability) will be explored from an inquiry perspective to build a conceptual understanding of the mathematics. Students will also be exposed to best practices which promote the process standards (problem solving, reasoning and proof, communication, connections, and representations) through class investigations and discussions, readings, and field placements. The process of developing units and lessons as well as assessment techniques for evaluating students' progress and teacher practice will be integrated into the coursework.

Career
Undergraduate

EDMS50463 - Methods for Teaching Middle School Social Studies

Department(s)
DTLS

Long Description (Catalog Description)

Prerequisites: Admission to the Teacher Education Program, and corequisite: EDSE 41151 or EDUC 60980. This course will use the Texas Essential Knowledge and Skills (TEKS) and the National Council of Teachers of Social Studies as a framework to help students examine content, methodology, skills, and materials used to teach social studies to adolescents in middle grades. Students will engage in hands-on investigation, class discussions, readings and field placements with emphasis on developmentally appropriate practices in social studies instruction. Procedures for planning, implementing, and reflecting on social studies instruction will be used in schools settings.

Career
Undergraduate

EDMS50553 - Methods for Teaching Middle School Science

Department(s)
DTLS

Long Description (Catalog Description)

Prerequisites: Admission to the Teacher Education Program, corequisite: EDMS 41151 or EDUC 60980. Using guidelines set forth by the National Research Council, the American Association for the Advancement of Science and the State of Texas, the students will develop pedagogical content knowledge for teaching middle science. Students will explore various aspects of the science teacher profession such as designing lessons/labs, aligning lessons to TEKS and frameworks, assessing student work, constructing assessment tools, classroom management techniques and best practices in teaching science. Peer-teaching and peer-evaluation will be used to help students identify their strengths and weaknesses to help them prepare for the teaching profession.

Course Typically Offered	Career
Spring	Undergraduate

EDMS51103 - Assessment

Department(s)
DTLS

Long Description (Catalog Description)

Prerequisites: Admission to the Teacher Education Program, EDMS 30123, EDMS 30113, EDMS 30603, EDMS 40213, and Content Area Methods course(s), and co-requisite EDMS 41151. This course provides students with a foundation for understanding the basic concepts and procedures of educational assessment and evaluation as they pertain to teaching in the middle/secondary classroom and informing instruction. Both formal and informal methods of gathering educational information and monitoring learners' progress will be integral parts of this course. Students will learn how to develop appropriate assessments; interpret assessment information for educational program planning; provide timely, high-quality feedback; respond flexibly to promote learning for all learners, including second language learners and students with disabilities; and communicate assessment information to parents and other professionals. (Offered as EDMS or EDUC credit.)

Course Typically Offered	Career
Fall	Undergraduate

Cross Listed Courses

EDSE51103 Assessment, EDMS55313 Assessment

EDMS55313 - Assessment

Department(s)
DTLS

Long Description (Catalog Description)

Prerequisites: Admission to the Teacher Education Program, EDMS 30123, EDMS 30113, EDMS 30603, EDMS 40213, and Content Area Methods course(s), and co-requisite EDMS 41151. This course provides students with a foundation for understanding the basic concepts and procedures of educational assessment and evaluation as they pertain to teaching in the middle/secondary classroom and informing instruction. Both formal and informal methods of gathering educational information and monitoring learners' progress will be integral parts of this course. Students will learn how to develop appropriate assessments; interpret assessment information for educational program planning; provide timely, high-quality feedback; respond flexibly to promote learning for all learners, including second language learners and students with disabilities; and communicate assessment information to parents and other professionals. (Offered as EDMS or EDUC credit.)

Career
Undergraduate

Cross Listed Courses

EDMS51103 Assessment, EDSE51103 Assessment

EDMT50123 - Teaching Geometry and Measurement

Department(s)
DTLS

Long Description (Catalog Description)

Prerequisites: Admission to the MEd in Mathematics Education Program. Using the guidelines set forth by the National Council of Teachers of Mathematics and the State of Texas for mathematics instruction, students will develop pedagogical content knowledge for teaching geometry and measurement. The content will be explored from an inquiry perspective to expand upon students' conceptual understanding of the mathematics. Through class investigations and discussions, readings, and assignments, students will be exposed to best practices which promote the process standards (problem solving, reasoning and proof, communication, connections, and representations.) By gaining expertise with

respect to the development of children's thinking in geometry and measurement and instructional and assessment practices that contribute to this development, students will be prepared to serve as teacher-leaders.

Career
Graduate

EDMT50133 - Teaching Data Analysis and Probability

Department(s)
DTLS

Long Description (Catalog Description)

Prerequisite: Admission to the MEd in Mathematics Education Program. Using the guidelines set forth by the National Council of Teachers of Mathematics and the State of Texas for mathematics instruction, students will develop pedagogical content knowledge for teaching data analysis and probability. The content will be explored from an inquiry perspective to expand upon students' conceptual understanding of the mathematics. Through class investigations and discussions, readings, and assignments, students will be exposed to best practices which promote the process standards (problem solving, reasoning and proof, communication, connections, and representations.) By gaining expertise with respect to the development of children's thinking in data analysis and probability and instructional and assessment practices that contribute to this development, students will be prepared to serve as teacher-leaders.

Career
Graduate

EDMT60103 - Teaching Number and Operations

Department(s)
DTLS

Long Description (Catalog Description)

Prerequisites: Admission to the MEd in Mathematics Education Program or written permission of the Dean. Using the guidelines set forth by the National Council of Teachers of Mathematics and the State of Texas for mathematics instruction, students will develop pedagogical content knowledge for teaching number and operations. The content will be explored from an inquiry perspective to expand upon students' conceptual understanding of the mathematics. Through class investigations and discussions, readings, and assignments, students will be exposed to best practices which promote the process standards (problem solving, reasoning and proof, communication, connections, and representations.) By gaining expertise with respect to the development of children's thinking about number and operations and instructional and assessment practices that contribute to this development, students will be prepared to serve as teacher-leaders.

Career
Graduate

EDMT60113 - Teaching Algebraic Thinking

Department(s)
DTLS

Long Description (Catalog Description)

Prerequisites: Admission to the MEd in Mathematics Education Program or written permission of the Dean. Using the guidelines set forth by the National Council of Teachers of Mathematics and the State of Texas for mathematics instruction, students will develop pedagogical content knowledge for teaching algebraic thinking. The content will be explored from an inquiry perspective to expand upon students' conceptual understanding of the mathematics. Through class investigations and discussions, readings, and assignments, students will be exposed to best practices which promote the process standards (problem solving,

reasoning and proof, communication, connections, and representations.) By gaining expertise with respect to the development of children's algebraic thinking and instructional and assessment practices that contribute to this development, students will be prepared to serve as teacher-leaders.

Career
Graduate

EDMT60143 - Teaching and Learning Mathematics with Technology

Department(s)
DTLS

Long Description (Catalog Description)

Prerequisite: Admission to the M.Ed. in Mathematics Education Program or written permission of the Dean. Using the guidelines set forth by the National Council of Teachers of Mathematics and the State of Texas for mathematics instruction, students will develop technological pedagogical content knowledge for teaching and learning mathematics. The content will be explored from an inquiry perspective through the use of technologies commonly found in K-12 mathematics classrooms (e.g., calculators, graphing calculators, dynamic geometric software, and statistical software) to expand upon students' conceptual understanding of mathematics. Through class investigations and discussions, readings, and assignments, students will be exposed to best practices which promote the process standards (problem solving, reasoning and proof, communication, connections, and representations). By gaining expertise with respect to the development of children's mathematical thinking and instructional and assessment practices using technologies that contribute to this development, students will be prepared to serve as teacher-leaders.

Career
Graduate

EDMT60153 - Fostering Discourse in the Mathematics Classroom

Department(s)
DTLS

Long Description (Catalog Description)

Prerequisite: Admission to the M.Ed. in Mathematics Education Program or written permission of the Dean. Using the guidelines set forth by the National Council of Teachers of Mathematics and the State of Texas for mathematics instruction, students will develop strategies for fostering discourse in the mathematics classroom. The content will be explored from an inquiry perspective through the use and analysis of strategies that foster discourse to expand upon students' conceptual understanding of mathematics. Through class investigations and discussions, readings, and assignments, students will be exposed to best practices which promote the process standards (problem solving, reasoning and proof, communication, connections, and representations). By gaining expertise with respect to the development of children's mathematical thinking and instructional and assessment practices using discourse that contribute to this development, students will be prepared to serve as teacher-leaders.

Career
Graduate

EDMT60513 - Practicum in Mathematics Education

Department(s)
DTLS

Long Description (Catalog Description)

Prerequisite: Admission to the M.Ed. in Mathematics Education Program or written permission of the Dean. Practical experience in a mathematics educational setting designed to sensitize the student to the challenges of transforming theory into practice.

Career
Graduate

EDMT70980 - Thesis in Mathematics Education

Department(s)
DTLS

Long Description (Catalog Description)

Prerequisites: Advancement to candidacy. Three hours of EDMT 70980 is required.

Career
Graduate

EDMT70990 - Thesis in Mathematics Education

Department(s)
DTLS

Long Description (Catalog Description)

Prerequisites: Advancement to candidacy and EDMT 70980. Three hours of EDMT 70990 is required.

Career
Graduate

EDSC60033 - Academic Language Development in Science

Department(s)
DTLS

Long Description (Catalog Description)

Prerequisite: Admitted to Graduate Education. Drawing from current research on inquiry-based science instruction and academic language development for English language learners, the focus of this course is on linking conceptual growth in science with language and literacy. It is designed for students who want to increase their understanding of the role of academic language in developing conceptual knowledge in science and to have firsthand experiences in developing language.

Career
Graduate

EDSC60053 - Internship in informal Settings

Department(s)
DTLS

Long Description (Catalog Description)

Prerequisite: Admitted to Graduate Education. Supervised educational endeavor in partnership with an informal science education site which emphasizes the unique science experiences found in informal science education sites such as zoos, museums, nature centers, and rescue centers.

Career
Graduate

EDSC60333 - Theory and Pedagogy of Science Instruction

Department(s)
DTLS

Long Description (Catalog Description)

This course considers the application of theories of teaching to the learning of science in school classrooms. As such, it utilizes a confluence of theory and evidence about how people learn science and how environments are best constructed to promote learning. This course examines current theories of science teaching in light of their assumptions and related empirical evidence.

Course Typically Offered	Career
Fall	Graduate

EDSC60810 - Seminar: Special Topics in Science Education

Department(s)
DTLS

Long Description (Catalog Description)

May be repeated for up to 13 hours

Course Typically Offered	Career
Contact Department For Details	Graduate

EDSC70011 - Colloquium in the Profession of Science Education

Department(s)
DTLS

Long Description (Catalog Description)

Prerequisite: Admitted to Graduate Education. The Colloquium in the Profession of Science Education is a one-hour course designed as an introduction to practical and theoretical issues of the profession as well as an induction into the practice of science education research as is designed for all graduate students. Class sessions may take the form of presentations made by faculty or students; lectures by guest speakers; roundtable on specific education issues; attendance at professional conferences; or information meetings. Students are required to take EDUC 70011 each fall during their program of study.

Course Typically Offered	Career
Fall and Spring	Graduate

EDSC70033 - Scientific Inquiry and the Nature of Science

Department(s)
DTLS

Long Description (Catalog Description)

The Nature of Science is a hybrid arena consisting of aspects of the philosophy, history and sociology of science along with elements of the psychology of scientific observations all targeting the complete understanding of how science actually functions. This course is designed for individuals who are interested in learning more about the methods and goals of science, the role of scientists and the place of science in society science and how philosophical issues can and should be reflected in science teaching and learning. We will read and discuss selections from the works of major philosophers of science and commentaries on science education from a philosophical perspective. Throughout this course we will explore the content of the nature of science and use that knowledge as a guide in improving science instruction and developing philosophically appropriate science curricula.

Course Typically Offered
Fall

Career
Graduate

EDSC70043 - Science and Science Education in the Global Community

Department(s)
DTLS

Long Description (Catalog Description)

Science and Science Education in a Global Community will address different cultural, geographical, philosophical, and epistemological perspectives on educational reform. The history of ideas of science education as it has evolved in different contexts will be explored, along with the theories of educational change/reform and practical implications, which accompany varying perspectives.

Course Typically Offered	Career
Contact Department For Details	Graduate

EDSC70053 - History and Philosophy of Science

Department(s)
DTLS

Long Description (Catalog Description)

Prerequisite: Admission into a graduate program at TCU. Those interested in the philosophy of science may consider enrolling in this class. Philosophy of science examines questions and issues arising from the methods and results of science; questions and issues that are not themselves answerable by scientific methods. This course focuses on the nature of explanation in the sciences and the reason that scientific claims enjoy a special epistemic status. As a seminar course, the main class format will be discussion and debates over the nature of explanation, problems with accounts of explanation, competing criteria for good explanation, and difference between scientific explanation and other types of explanation.

Career
Graduate

EDSC70073 - Learning Progression in Science Education

Department(s)
DTLS

Long Description (Catalog Description)

This course introduces doctoral students to the learning progressions in science education. It constitutes of readings, reflections, assignments and activities that fosters students thinking of learning progressions and critiquing this area of expertise in science education.

Career
Graduate

EDSC70980 - Thesis

Department(s)
DTLS

Long Description (Catalog Description)

Prerequisite: Admission to Candidacy.

Career
Graduate

EDSC70990 - Thesis

Department(s)
DTLS

Long Description (Catalog Description)
Prerequisite: EDSC 70980. Thesis

Career
Graduate

EDSE50023 - Effective Teaching and Classroom Implementation

Department(s)
DTLS

Long Description (Catalog Description)
Prerequisite: Admission to the Teacher Education Program; co-requisite: EDMS 41151, EDSE 41151, or EDUC 60980. As a part of the effective teacher model, this course will focus on instructional design and implementation, motivation of students to promote and enhance learning in the classroom; management issues pertinent to student behavior and learning outcomes; and preparation of a variety of formal and informal assessment strategies. (Offered as EDMS, EDSE or EDUC credit.)

Course Typically Offered	Career
All Sessions	Undergraduate

Cross Listed Courses
EDMS50023 Eff Teach/Implementation, EDUC50023 Eff Teach/Implementation

EDSE50173 - Development of Written Communication

Department(s)
DTLS

Long Description (Catalog Description)
Prerequisites: Admission to the Teacher Education Program. This course is a study of the developmental process of written communication as it relates to literacy development in upper elementary, middle school and high school students. This course will present methods of increasing students' written communication skills.

Course Typically Offered	Career
Spring	Undergraduate

Cross Listed Courses
EDMS50173 Developmnt of Writtn Communica

EDSE50213 - Teaching in Bilingual Classrooms

Department(s)
DTLS

Long Description (Catalog Description)
Prerequisites: Admission to the Teacher Education Program. Methods and strategies in teaching the bilingual child; including English as a second language and Spanish as a first language. Observation and participation in bilingual classes required.

Career
Undergraduate

EDSE50443 - Methods for Teaching Secondary School Mathematics I

Department(s)
DTLS

Long Description (Catalog Description)
Prerequisites: Admission to the Teacher Education Program; Corequisite: EDSE 41151 or EDUC 60980. Using the guidelines set forth by the national Council of Teachers of mathematics and the State of Texas for mathematics instruction, the students will develop pedagogical content knowledge for teaching secondary mathematics. The content (number and operations, algebra) will be explored from an inquiry perspective to build a conceptual understanding of the mathematics. Students will also be exposed to best practices which promote the process standards (problem solving, reasoning and proof, communication, connections, and representations) through class investigations and discussions, readings, and field placements. The process of developing units and lessons as well as assessment techniques for evaluating students' progress and teacher practice will be integrated into the coursework.

Career
Undergraduate

EDSE50453 - Methods for Teaching Secondary Mathematics II

Department(s)
DTLS

Long Description (Catalog Description)
Prerequisites: Admission to the Teacher Education Program, and corequisite: EDSE 41151 or EDUC 60980. Using the guidelines set forth by the National Council of Teachers of Mathematics and the State of Texas for mathematics instruction, the students will develop pedagogical content knowledge for teaching secondary mathematics. The content (geometry, measurement, and data analysis and probability) will be explored from an inquiry perspective to build a conceptual understanding of the mathematics. Students will also be exposed to best practices which promote the process standards (problem solving, reasoning, and proof, communication, connections, and representations) through class investigations and discussions, readings, and field placements. The process of developing units and lessons as well as assessment techniques for evaluating students' progress and teacher practice will be integrated into the coursework.

Career
Undergraduate

EDSE50463 - Methods for Teaching Secondary Social Studies

Department(s)
DTLS

Long Description (Catalog Description)
Prerequisites: Admission to the Teacher Education Program and corequisite: EDSE 41151 EDUC 60980. This course will use the Texas Essential Knowledge and Skills (TEKS) and the national Council of Teachers of Social Studies as a framework to help students examine content methodology, skills, and materials used to teach social studies to adolescents in secondary grades. Students will engage in hands-on investigation, class discussion, readings and field placements with emphasis on developmentally appropriate practices in social studies instruction. Procedures for planning, implementing, and reflecting on social studies instruction will be used in school settings.

Career
Undergraduate

EDSE50553 - Methods for Teaching Secondary Science

Department(s)
DTLS

Long Description (Catalog Description)

Prerequisites: Admission to the Teacher Education Program, corequisite: EDSE 41151 or EDUC 60980. Using guidelines set forth by the National Research Council, the American Association for the Advancement of Science and the State of Texas, the students will develop pedagogical content knowledge for teaching secondary science. Students will explore various aspects of the science teacher profession such as designing lessons/labs, aligning lessons to TEKS and frameworks, assessing student work, constructing assessment tools, classroom management techniques and best practices in teaching science. Peer-teaching and peer-evaluation will be used to help students identify their strengths and weaknesses to help them prepare for the teaching professions.

Course Typically Offered	Career
Spring	Undergraduate

EDSE51103 - Assessment

Department(s)
DTLS

Long Description (Catalog Description)

Prerequisites: Admission to the Teacher Education Program, EDMS 30123, EDMS 30113, EDMS 30603, EDMS 40213, and Content Area Methods course(s), and co-requisite EDMS 41151. This course provides students with a foundation for understanding the basic concepts and procedures of educational assessment and evaluation as they pertain to teaching in the middle/secondary classroom and informing instruction. Both formal and informal methods of gathering educational information and monitoring learners' progress will be integral parts of this course. Students will learn how to develop appropriate assessments; interpret assessment information for educational program planning; provide timely, high-quality feedback; respond flexibly to promote learning for all learners, including second language learners and students with disabilities; and communicate assessment information to parents and other professionals. (Offered as EDMS or EDUC credit.)

Course Typically Offered	Career
Fall	Undergraduate

Cross Listed Courses
EDMS51103 Assessment, EDMS55313 Assessment

EDSE60073 - Seminar in Mathematics Education

Department(s)
DTLS

Long Description (Catalog Description)

The primary purpose of this course is to help you learn how to teach mathematics in secondary and middle school classrooms. We will learn the appropriate content and pedagogy for the 8-12 students. The course will be based on the available research in how all people learn mathematics. Heavy emphasis is placed on a variety of strategies including cooperative learning, technology, manipulatives, and cultural influences in mathematics education. Participants in the course are required to explore the research on effective practices.

Career
Graduate

EDSP50013 - Literacy Methods in Special Education

Department(s)
DTLS

Long Description (Catalog Description)

Prerequisite: Admission to a graduate program in the College of Education or permission from instructor. This course addresses research-based assessment and instructional methods in the area of literacy for students at-risk for failure and students receiving special education services.

Course Typically Offered	Career
Spring	Undergraduate

EDSP50273 - Technology for Diverse Learners

Department(s)
Counseling, Societal Chng, Inq

Long Description (Catalog Description)

Prerequisites: Admission to an undergraduate or graduate education program or permission of the instructor. Examines uses of technology that can meet the differing educational needs of all students, including culturally and linguistically diverse learners and those who have disabilities. Addresses Universal Design for Learning, Culturally Responsive Teaching, assistive technology, and accessible educational materials.

Career
Undergraduate

Cross Listed Courses
EDUC50273 Technolgy for Diverse Learners

EDSP55663 - Motivating and Managing Students in the Classroom

Department(s)
DTLS

Long Description (Catalog Description)

Prerequisite: Admission to the Teacher Education Program and Accelerated Masters program. This course covers content related to: designing effective classroom environments to support appropriate student behavior and prevent challenging behavior and designing individualized plans for students who require more intensive behavioral support.

Career
Undergraduate

Cross Listed Courses
EDEC55663 Motvtng/Mana Stdnt Class

EDSP58003 - Methods for Students with Mathematics Learning Differences

Department(s)
DTLS

Long Description (Catalog Description)

Prerequisites: Admission into College of Education. This course is designed to provide students with research-based, effective methods and strategies for assessing, teaching, and monitoring the mathematical performance of students with high-incidence disabilities and/or learning difficulties. This course follows the principles and standards for school mathematics set forth by the national Council of Teachers of Mathematics. It introduces research-based principles of mathematics instruction including explicit and systematic instruction, student practice opportunities, visual representations of mathematical ideas, and

instructional scaffolding. It aims to prepare special education teachers to adequately facilitate skill acquisition, maintenance, retention, and generalization of students with mathematics learning difficulties.

Career

Undergraduate

EDSP60233 - Understanding Exceptional Children and Youth At-Risk

Department(s)

DTLS

Long Description (Catalog Description)

Prerequisite: Admitted to Graduate Education. Examination of the diverse characteristics of children and youth with learning and behavior problems and the impact of these characteristics on social and academic development.

Course Typically Offered

Fall

Career

Graduate

EDSP60313 - Critical Issues in Special Education

Department(s)

DTLS

Long Description (Catalog Description)

Prerequisite: Admission to a graduate program in the College of Education or permission from instructor. This course addresses critical and sometimes controversial issues in the field of special education.

Course Typically Offered

Fall

Career

Graduate

EDSP60323 - Internship in Special Education

Department(s)

DTLS

Long Description (Catalog Description)

Field experience under direct supervision of a certified special education teacher in public or private school setting. Minimum of 200 clock hours required.

Course Typically Offered

Contact Department For Details

Career

Graduate

EDSP60333 - Academic Achievement and Evaluation

Department(s)

DTLS

Long Description (Catalog Description)

Prerequisites: Successful completion of EDSP 30603 Study of the Exceptional Student or equivalent and acceptance into the TCU graduate school of education. This course focuses on individual achievement as measured through classroom-based evaluations and individualized achievement tests. The course includes instruction and clinical experience in the administration and interpretation of individual standardized achievement tests. Students will gain knowledge in selecting, administering, and interpreting standardized tests for individuals referred for special education services. Students will make relevant connections between standardization, validity, reliability, and the individual student. Students will also learn how to locate curriculum-based measures, administer these measures, and interpret results in order to plan instructional interventions for students who are referred to special education.

Career

Graduate

EDSP60433 - Planning and Instruction in Academically Diverse Classrooms

Department(s)

DTLS

Long Description (Catalog Description)

Prerequisites: Students accepted to the Special Education MEd program or those given instructor permission may enroll. A review of current research and practices concerning shared responsibility among regular and special educators that facilitates the success for all students within the least restrictive environment.

Career

Graduate

EDSP60453 - Practicum in Educational Testing

Department(s)

DTLS

Long Description (Catalog Description)

Prerequisite: Permission of course instructor. Administration and interpretation of evaluative instruments in education and/or guidance settings.

Career

Graduate

EDSP60513 - Practicum in Special Education

Department(s)

DTLS

Long Description (Catalog Description)

Prerequisites: Students must be in the Special Education 4/1 or Special Education Traditional M.Ed. Program or obtain permission from the instructor.

Career

Graduate

EDSP60533 - Culturally Responsive and Language Based Assessment

Department(s)

DTLS

Long Description (Catalog Description)

Prerequisites: Successful completion of EDSP 30603 Study of the Exceptional Student or equivalent and acceptance into the TCU graduate school of education. This course offers students the opportunity to explore assessment, instructional, and behavioral strategies for culturally and linguistically diverse learners. Course content will center on the importance of culture in student performance and student assessment and will cover topics related to the reduction of test bias and the use of culturally responsive instructional strategies. Graduate students will assess K-12 students, determine English language proficiency, and use these data along with other classroom-based information and products to make decisions about special education placement. Graduate students also will develop appropriate modifications and accommodations based on individual student's English language proficiency.

Career

Graduate

EDSP60723 - Cognitive Assessment and Adaptive Behavior

Department(s)
DTLS

Long Description (Catalog Description)

Prerequisites: Successful completion of EDSP 30603 Study of the Exceptional Student or equivalent and acceptance into the TCU graduate school of education. This course is a detailed exercise in individual intellectual and socio-emotional assessment, and includes instruction and clinical experience in the administration and interpretation of individual standardized intelligence test and behavior rating scales. Students will gain knowledge in selecting and administering standardized test, and interpreting standardized test results for individuals referred for special education services. Graduate students will make relevant connections between standardization, validity, reliability, and the K-12 student.

Career
Graduate

EDSP70003 - Single Subject Research Design

Department(s)
DTLS

Long Description (Catalog Description)

Prerequisite: Admission to a graduate program in the College of Education or permission from instructor and EDUC 70953 or similar foundational research course. This course addresses how to critically read and thoughtfully conduct single subject research designs in applied settings.

Career
Graduate

EDUC50003 - Diversity in American Education

Department(s)
Counseling, Societal Chng, Inq

Long Description (Catalog Description)

This course will equip educators with the necessary skills for multiethnic school environments. It focuses on developing an awareness of how education is connected to wider structures of social, cultural, economic life and encourages not only critical examination, but also discussion of alternatives to the present reality.

Course Typically Offered	Career
All Sessions	Undergraduate

EDUC50023 - Effective Teaching and Classroom Implementation

Department(s)
DTLS

Long Description (Catalog Description)

Prerequisite: Admission to the Teacher Education Program; co-requisite: EDMS 41151, EDSE 41151, or EDUC 60980. As a part of the effective teacher model, this course will focus on instructional design and implementation, motivation of students to promote and enhance learning in the classroom; management issues pertinent to student behavior and learning outcomes; and preparation of a variety of formal and informal assessment strategies. (Offered as EDMS, EDSE or EDUC credit.)

Course Typically Offered	Career
Fall and Spring	Undergraduate

Cross Listed Courses
EDMS50023 Eff Teach/Implementation, EDSE50023 Eff Teach/Implementation

EDUC50043 - Seminar in Children's Literature

Department(s)
DTLS

Long Description (Catalog Description)

Prerequisite: Admission to Teacher Education Program. Advanced study of literature for children with special attention to principles of selection and use in the elementary school curriculum.

Career
Undergraduate

EDUC50043 - Experiential Learning Across the Content Areas

Department(s)
DTLS

Long Description (Catalog Description)

Experiential Learning Across the Content Areas is a comprehensive overview and introduction to the various approaches educators, parents, and other stakeholders who work with youth can use to create connections between their learning environments, the content areas, and the broader places in which they reside. This course will address the benefits of experiential place-based education to the individual, the community, and society, including intellectual development, social and emotional learning, student engagement, and critical thinking.

Career
Undergraduate

Cross Listed Courses
EDUC50053 Exper Learn Across Cont Areas

EDUC50053 - Experiential Learning Across the Content Areas

Department(s)
DTLS

Long Description (Catalog Description)

Experiential Learning Across the Content Areas is a comprehensive overview and introduction to the various approaches educators, parents, and other stakeholders who work with youth can use to create connections between their learning environments, the content areas, and the broader places in which they reside. This course will address the benefits of experiential place-based education to the individual, the community, and society, including intellectual development, social and emotional learning, student engagement, and critical thinking.

Career
Undergraduate

Cross Listed Courses
EDUC50043 Exper Learn Across Cont Areas

EDUC50063 - Seminar in Teaching Gifted and Talented Children

Department(s)
DTLS

Long Description (Catalog Description)

Prerequisites: Admission to the Teacher Education Program. Advanced study of methods to identify, assess and teach exceptionally capable students. Major emphasis is on developing skills and teaching methods. Other aspects cover guidance counseling process, social/emotional needs, working with parents, and model school-district programs.

Career
Undergraduate

EDUC50113 - Ecology of School Success: Practicum 1

Department(s)
Education

Long Description (Catalog Description)

The purpose of this course is to train university students to implement learning science principles and form developmental relationships in order to strengthen academic competencies and to increase opportunity for school success among K-12 students in educational settings. University students will facilitate ongoing small tutoring groups for K-12 students. Students in the course will also examine challenges faced in educational settings and the impact that student success has on economic, ecological and social structures in society.

Career
Undergraduate

EDUC50153 - Literature for Adolescents

Department(s)
Education

Long Description (Catalog Description)

This course provides an overview of young adult literature (YAL), while also exploring issues related to the use of YAL in the middle/secondary English classroom. The course provides students with opportunities to study the critical and pedagogical theories that inform the study of adolescent literature.

Course Typically Offered	Career
Fall	Undergraduate

EDUC50203 - Programs in Bilingual Education

Department(s)
DTLS

Long Description (Catalog Description)

Prerequisites: Admission to the Teacher Education. The rationale for bilingual-bicultural education including a survey of current programs. Includes lab experiences in public school classes.

Course Typically Offered	Career
Contact Department For Details	Undergraduate

EDUC50213 - Seminar in Bilingual Education

Department(s)
DTLS

Long Description (Catalog Description)

Prerequisites: Admission to the Teacher Education Program. Methods and strategies in teaching the bilingual child; including English as a second language and Spanish as a first language. Observation and participation in bilingual classes required.

Course Typically Offered	Career
Contact Department For Details	Undergraduate

EDUC50223 - Practicum in Reading and TESOL

Department(s)
DTLS

Long Description (Catalog Description)

Prerequisite: Admission to the Teacher Education Program. This class provides opportunities to prepare lessons and teach in various TESOL and bilingual classroom contexts with cooperating teachers. Students will read about best practices for biliteracy development and have a chance to put this learning to practice, all with the goal of taking the on-going feedback and self reflection/assessment to grow as a teacher. The practicum requires candidates to work with emergent bilinguals over the span of the university semester.

Course Typically Offered	Career
Fall	Undergraduate

EDUC50263 - Digital Communication and Collaboration in Education

Department(s)
DTLS

Long Description (Catalog Description)

Prerequisites: EDMS/SE/UC 30113, Digital Literacy, Learning, and Citizenship in Education and admission to the Graduate Education Program or instructor permission. Educational applications of digital tools to support 21st century skills such as communication, collaboration, critical thinking, and creativity. Students will develop skills in locating organizing, analyzing, evaluating, designing and communicating digital information. Students will also learn fundamentals of data management and web development. In addition, they will consider ethical and societal issues related to digital communication and collaboration in education.

Career
Undergraduate

EDUC50273 - Technology for Diverse Learners

Department(s)
Education

Long Description (Catalog Description)

Prerequisites: Admission to an undergraduate or graduate education program or permission of the instructor. Examines uses of technology that can meet the differing educational needs of all students, including culturally and linguistically diverse learners and those who have disabilities. Addresses Universal Design for Learning, Culturally Responsive Teaching, assistive technology, and accessible educational materials.

Career
Undergraduate

Cross Listed Courses
EDSP50273 Technolgy for Diverse Learners

EDUC50503 - Foundations of Language Acquisition

Department(s)
DTLS

Long Description (Catalog Description)

Course includes overview of language concepts, language learning research and theories, socio-cultural context for language development and program types. An overview of historic and current trends, policies and social issues affecting the education of linguistic minorities and assessment procedures appropriate to second-language learners are introduced.

Course Typically Offered	Career
Fall	Undergraduate

EDUC50513 - TESOL Methods and Assessment

Department(s)
DTLS

Long Description (Catalog Description)

Prerequisites: Admission to the Teacher Education Program. Curricular and instructional principles and practices to meet the academic development needs of first and second language learners in the classroom. Emphasis on strategies for providing content-area instruction and establishing learner-centered environments within various ESL settings. Texas requirements for second language learners are addressed. (Offered as EDEL or EDSE credit.)

Course Typically Offered
Fall and Spring

Career
Undergraduate

EDUC50643 - Reading in the Secondary School

Department(s)
DTLS

Long Description (Catalog Description)

Prerequisites: Admission to the Teacher Education Program. Materials and methods for developing reading skills of the secondary school student in the various curriculum areas.

Career
Undergraduate

EDUC50663 - Motivating and Managing Students in the Classroom

Department(s)
DTLS

Long Description (Catalog Description)

Prerequisite: Admission to the Teacher Education Program. Research-based methods for creating positive classroom and school climates, organizing and managing classrooms, improving instruction, dealing with classroom discipline problems, and developing prosocial behaviors in children and youth.

Career
Undergraduate

EDUC50870 - Directed Study in Education

Department(s)
DTLS

Long Description (Catalog Description)

Prerequisites: Admission to the Teacher Education Program. Study of specialized topics in Education.

Course Typically Offered
Contact Department For Details

Career
Undergraduate

EDUC50970 - Special Problems in Education

Department(s)
Education

Long Description (Catalog Description)

Study of specialized topics in Education.

Course Typically Offered
Contact Department For Details

Career
Undergraduate

EDUC50990 - International Experiences in Education

Department(s)
DTLS

Long Description (Catalog Description)

Prerequisites: Meet admission requirements set forth by TCU Study Abroad. Permission of adviser and professor of record. The objective of the course is to gain first-hand knowledge of varying approaches to education. This course provides the opportunity to learn about unique educational practices in an international setting. Students will have opportunities to learn about, observe, and/or participate in educational facilities which focus on early childhood, middle childhood, and/or adolescence. This course may be taken for up to six hours credit.

Course Typically Offered
Study Abroad Course

Career
Undergraduate

EDUC55003 - Diversity in American Education

Department(s)
DTLS

Long Description (Catalog Description)

Prerequisites: Admission to the College of Education as an Accelerated Masters student. This course will equip educators with the necessary skills for multiethnic school environments. It focuses on developing an awareness of how education is connected to wider structures of social, cultural, economic life and encourages not only critical examination, but also discussion of alternatives to the present reality.

Career
Undergraduate

EDUC55113 - Schools, Curriculum, and Society

Department(s)
DTLS

Long Description (Catalog Description)

Prerequisites: Admission to the College of Education as an Accelerated Masters student. This course explores the foundations of educational thought and practice through the works of influential thinkers from diverse philosophical, historical, geographical, intersectional, language, and cultural contexts. Students learn through lectures, readings, discussion and collaborative assignments. This course meets requirement for the Citizenship and Social Values and Writing Emphasis, and Women and Gender Studies designations.

Career
Undergraduate

EDUC55133 - Reading Instruction Grades 3-6

Department(s)
Education

Long Description (Catalog Description)

Prerequisites: Admission to the Teacher Education Program, an Accelerated Masters program, and concurrent enrollment in Senior I courses. In this 3-credit hour course, emphasis is given to the guidance of students as they progress through the continuum of literacy abilities in phonics, decoding, vocabulary and comprehension in grades 3-6. Introduces recent research, philosophies of instruction, curriculum development, literature, and assessments that can be used to improve students' reading and abilities.

Career
Undergraduate

EDUC55293 - Curriculum Workshop

Department(s)
DTLS

Long Description (Catalog Description)

Prerequisite: At least one year's teaching experience, approval of instructor, and Admission to Graduate Education. Provides for development of curriculum materials and strategies for specific subject areas; application of curriculum theory to school and classroom situations.

Career

Undergraduate

Cross Listed Courses

EDUC60293 Curriculum Workshop

Cross Listed Courses

EDUC60980 Adv Clinical Teaching

EDUC60013 - Curriculum Theory

Department(s)

Counseling, Societal Chng, Inq

Long Description (Catalog Description)

Addresses general principles and practices of curriculum development and curriculum change; organizational patterns for developing curriculum and implementing change.

Career

Graduate

EDUC55313 - Educational Assessment

Department(s)
DTLS

Long Description (Catalog Description)

Prerequisite: Admission to the Teacher Education Program and an Accelerated Masters program. This course examines assessment and evaluation methods, strategies, and procedures within the classroom context. Both formal and informal methods of gathering educational information and monitoring children's progress will be integral parts of this course. Students learn how to develop appropriate assessment and interpret assessment information for educational program planning. Students also learn how to make modifications and accommodations for testing students who are English language learners and students with disabilities.

Career

Undergraduate

Cross Listed Courses

EDUC60313 Educational Assessment, EDEC55313 Educational Assessment

EDUC60023 - Analyzing Professional Literature and Writing Professionally

Department(s)
DTLS

Long Description (Catalog Description)

Prerequisites: Early Childhood through sixth grade (EC-6) majors admitted to the 4/1 program or permission from instructor. The purpose of this course is to prepare students to conduct their own graduate research by providing instruction and guided practice in the areas of analyzing and writing research reports and other professional documents.

Career

Graduate

EDUC60043 - Action Research

Department(s)
Counseling, Societal Chng, Inq

Long Description (Catalog Description)

Prerequisite: EDUC 70953 Action research is designed to bring about change in a locale such as a classroom, work site, or institution. This course is designed for students who want to study the theoretical and practical aspects of action research. A unique feature of action research is that the researcher is often simultaneously a participant in the study resulting in some significant differences from other types of quantitative research. Students will read various examples of action research and design an action research study.

Career

Graduate

EDUC55980 - Advanced Clinical Teaching

Department(s)
DTLS

Long Description (Catalog Description)

Supervised experience which emphasizes the application of theories of curriculum and instruction in a field-based setting. Options include the introduction of innovative teaching practices into a school or other educational setting or research focused on instructional practices. Graduate students in Education who possess a bachelor's degree with a non-education major and who have completed the specified course work may choose to apply the internship for certification purposes with the approval of the department. (1-6 semester hours with no more than 6 semester hours applied to the Master's degree)

Career

Undergraduate

EDUC60053 - Advanced Study of Literacy Instruction

Department(s)
DTLS

Long Description (Catalog Description)

Analyzes recent research, philosophies of instruction, curriculum development, literature, and assessments that can be used to improve students' reading, writing, and language abilities.

Career

Graduate

EDUC60063 - Seminar in Elementary School Mathematics

Department(s)
DTLS

Long Description (Catalog Description)

Advanced study of modern curricula, strategies and techniques utilized in teaching and upgrading mathematics instruction in the elementary school.

Career
Graduate

EDUC60073 - Seminar in Elementary School Social Studies

Department(s)
DTLS

Long Description (Catalog Description)

Advanced study of curricula, strategies, and techniques utilized in teaching and upgrading social studies instruction in the elementary school.

Career
Graduate

EDUC60083 - Seminar in Language and Literacy

Department(s)
DTLS

Long Description (Catalog Description)

This course is a series of seminar classes that explore pedagogical topics within literacy learning and teaching in K-12 education, with particular attention to teacher research. A seminar with a different thematic topic may be taken for a total of 6 hours.

Career
Graduate

EDUC60120 - The Role of the In-service Teacher in Preservice Teacher Education

Department(s)
DTLS

Long Description (Catalog Description)

Study of the role of the Cooperating Teacher in a teacher education conference. Includes clinical supervision, mastery learning, observation skills, conferencing skills and program design.

Career
Graduate

EDUC60143 - Theories of Human Development

Department(s)
Counseling, Societal Chng, Inq

Long Description (Catalog Description)

Prerequisites: Admission to College of Education. Selected theories of human behavioral, social, and emotional development.

Course Typically Offered	Career
Fall and Summer	Graduate

EDUC60153 - Seminar in Promoting Literacy in the Subject Areas

Department(s)
DTLS

Long Description (Catalog Description)

Instructional strategies include ways to integrate reading, writing, and study strategies.

Career
Graduate

EDUC60163 - Science of Adult Learning

Department(s)
Education

Long Description (Catalog Description)

Prerequisites: Graduate admission to the COE, admission to the graduate Certificate in Health Professions Education, or permission of instructor. This advanced educational psychology course focuses on three broad domains within adult learning: (1) Cognitive Factors, (2) Noncognitive Factors, and (3) Conceptual Change. Our study within each domain will be organized around a central text or series of readings, supplemented by close examination of recent and influential journal articles.

Career
Graduate

EDUC60203 - Curriculum and Instruction

Department(s)
Counseling, Societal Chng, Inq

Long Description (Catalog Description)

Prerequisites: Admission into a College of Education graduate program. Examination of relationships between curriculum theories and instructional practices in educational settings; investigation of principles relating to instructional design and implementation; exploration of historical and contemporary trends in curriculum and instruction.

Career
Graduate

EDUC60213 - Psychology of Thinking and Learning

Department(s)
Counseling, Societal Chng, Inq

Long Description (Catalog Description)

Prerequisite: Previous coursework in either educational or developmental psychology or permission of instructor, and admission to Graduate Education. This course focuses on using learning theories and theoretical concepts that are an integral part of teaching and educational practices. Students will gain insights and skills for applying psychological principles to solve authentic problems drawn from personal experiences in education and from case studies and other course readings.

Course Typically Offered	Career
Fall and Summer	Graduate

EDUC60253 - Historical and Philosophical Foundations of Education

Department(s)

Counseling, Societal Chng, Inq

Long Description (Catalog Description)

Philosophic positions and the implications of these viewpoints on one's approach to and resolution of educational issues and questions will be examined.

Course Typically Offered

Fall and Spring

Career

Graduate

EDUC60263 - Applied Teaching, Learning and Technology

Department(s)

Counseling, Societal Chng, Inq

Long Description (Catalog Description)

Prerequisites: Admission to the Teacher Education Program. An examination of using educational technology for teaching, learning and professional productivity. Focuses on use of current and emerging technologies for teaching, assessment, research, communication, and collaboration in educational settings. Addresses topics such as finding and evaluating technology resources, designing print and multimedia products, collecting and analyzing data using technology, planning for technology-integrated instruction, and understanding issues and ethical practices related to technology use. Students will design a technology-integrated lesson plans for a school setting. Includes a field component TBA.

Course Typically Offered

Summer

Career

Graduate

EDUC60293 - Curriculum Workshop

Department(s)

DTLS

Long Description (Catalog Description)

Prerequisite: At least one year's teaching experience, approval of instructor, and Admission to Graduate Education. Provides for development of curriculum materials and strategies for specific subject areas; application of curriculum theory to school and classroom situations.

Career

Graduate

Cross Listed Courses

EDUC55293 Curriculum Workshop

EDUC60313 - Educational Assessment

Department(s)

DTLS

Long Description (Catalog Description)

Prerequisite: Admission to the Teacher Education Program and an Accelerated Masters program. This course examines assessment and evaluation methods, strategies, and procedures within the classroom context. Both formal and informal methods of gathering educational information and monitoring children's progress will be integral parts of this course. Students learn how to develop appropriate assessment and interpret assessment information for educational program planning. Students also learn how to make modifications and accommodations for testing students who are English language learners and students with disabilities.

Course Typically Offered

All Sessions

Career

Graduate

Cross Listed Courses

EDUC55313 Educational Assessment, EDEC55313 Educational Assessment

EDUC60413 - Foundations of Literacy

Department(s)

DTLS

Long Description (Catalog Description)

The study of the theoretical bases for literacy instruction. Research from linguistics, cognitive psychology, and sociology will be studied as related to recommendations for practices in literacy instruction.

Career

Graduate

EDUC60513 - Practicum in Education

Department(s)

DTLS

Long Description (Catalog Description)

Practical experiences in an educational setting designed to sensitize the student to the challenges of transforming theory into practice. This course may be repeated for credit.

Course Typically Offered

All Sessions

Career

Graduate

EDUC60613 - Analysis of Literacy Progress

Department(s)

DTLS

Long Description (Catalog Description)

Theory and techniques for using a variety of assessment strategies related to literacy development. Discussion and practice will be based on the interpretation of elementary and secondary students' performance on a variety of literacy tasks.

Course Typically Offered

Spring

Career

Graduate

EDUC60810 - Seminar in Educational Research

Department(s)

Counseling, Societal Chng, Inq

Long Description (Catalog Description)

May be repeated up to 13 hours.

Course Typically Offered

Fall and Spring

Career

Graduate

EDUC60823 - Educational Program Evaluation & Research

Department(s)

Counseling, Societal Chng, Inq

Long Description (Catalog Description)

This is an introductory graduate-level course in program evaluation and research methods. The evaluation of programs, curriculum projects, accreditation standards, and personnel appraisal are explored using different approaches. Other topics include purpose, qualitative and quantitative inquiry designs and data-collecting methods, analysis of data, sampling techniques, communication of

results, and reliability and validity. Particular emphasis is placed on case study for the purpose of planning, conducting and writing the evaluation for presentation to stakeholders.

Course Typically Offered
Spring

Career
Graduate

EDUC60833 - Curriculum History in the United States

Department(s)

Counseling, Societal Chng, Inq

Long Description (Catalog Description)

This is graduate level course, which explores how curriculum is defined, debated, and applied to classrooms in the United States and the world. Furthermore, students will examine the various philosophical, cultural, sociological, political, and economic variables that affect issues of curriculum and the lived experience of schools. The research component of this course is intended for each student to explore an issue related to curriculum that is of interest to their further study and professional practice. It is important to note that this course is intended to be a threaded exposure to curriculum history, curriculum theory, and application to contemporary schools and will therefore require diligent attention to the texts and classroom conversation. It is hoped that you, as a learner, will engage with the concepts and questions raised by this course in thoughtful and critical ways that may or may not be resolved by the end of the semester. EDUC 60843: Contemporary Curriculum Theorizing is a companion course to EDUC 60833

Career
Graduate

EDUC60843 - Contemporary Curriculum Theory

Department(s)

Counseling, Societal Chng, Inq

Long Description (Catalog Description)

Contemporary Curriculum Theory explores the curriculum studies field through key readings that shape(d) and chronicle the development of the field as in interdisciplinary intellectual diaspora. The course start with the Reconceptualization in the 1970s that transformed understandings of curriculum, considers Turns to the cultural and intellectual influences on the field (e.g. hermeneutic, postmodern, interpretive, narrative, critical turns), and attends to emerging approaches to curriculum. Because Curriculum Studies is an interdisciplinary field, the course is open to masters and doctoral students across the academy. EDUC 60833: Curriculum History in the United States is a companion course to EDUC 60843.

Career
Graduate

EDUC60953 - Research Literacy and Communication

Department(s)

Counseling, Societal Chng, Inq

Long Description (Catalog Description)

Prerequisites: Graduate standing in the College of Education; Graduate students for other departments/colleges with instructor permission. Students will develop skills in research literacy and communication. Literacy skills include developing strong questions to guide inquiry, finding and evaluating different sources of information, crediting sources of information, and communicating to a professionally relevant public audience about research one has read and evaluated

for trustworthiness. As a core component to research literacy, students will gain broad, conceptual understanding of qualitative and quantitative approaches to educational research.

Career
Graduate

EDUC60980 - Advanced Clinical Teaching

Department(s)

DTLS

Long Description (Catalog Description)

Supervised experience which emphasizes the application of theories of curriculum and instruction in a field-based setting. Options include the introduction of innovative teaching practices into a school or other educational setting or research focused on instructional practices. Graduate students in Education who possess a bachelor's degree with a non-education major and who have completed the specified course work may choose to apply the internship for certification purposes with the approval of the department. (1-6 semester hours with no more than 6 semester hours applied to the Master's degree)

Course Typically Offered

All Sessions

Career

Graduate

Cross Listed Courses

EDUC55980 Adv Clinical Teaching

EDUC70813 - Curriculum Studies Seminar

Department(s)

Counseling, Societal Chng, Inq

Long Description (Catalog Description)

Prerequisite: Must be admitted to Graduate Education. A series of seminars that explore issues in curriculum studies and the scholars who contribute to current understanding of the topic. Each seminar in the series explores particular issues, such as: postcolonial theory, cultural studies, neoliberalism, Noddings and care, race and education. Postmodern/structuralism feminist theory, and the like. Specific offerings will be listed as, EDUC 60813: postcolonial theory, for example. May be repeated for credit.

Course Typically Offered

Fall and Spring

Career

Graduate

EDUC70823 - Inquiry Seminar

Department(s)

Counseling, Societal Chng, Inq

Long Description (Catalog Description)

A series of seminar classes that explore issues in inquiry and research, their context and connections with learning and education and the scholars who have contributed to our current understanding. Each class in the series explores a different topic, theorist, or school of thoughts. Specific offerings will be listed as, for example, EDUC 70823: Ethnographies, EDUC 70823: Photovoice, EDCS 60813: Film and Documentary as Method. May be repeated for credit.

Career

Graduate

EDUC70870 - Advanced Directed Study in Education

Department(s)

DTLS

Long Description (Catalog Description)

Prerequisite: Admitted to Graduate Education. Advanced research on specialized topics in Education.

Course Typically Offered

All Sessions

Career

Graduate

EDUC70903 - Treatise**Department(s)**

DTLS

Long Description (Catalog Description)

Students complete a paper under the advisement of a faculty member in the department.

Course Typically Offered

Fall and Spring

Career

Graduate

EDUC70923 - Introduction to Applied Qualitative Methods**Department(s)**

Educ Leadership and Higher Ed

Long Description (Catalog Description)

Prerequisites: Be admitted to the College of Education Graduate Program in Educational Leadership or other TCU graduate program; have completed Research in Education (EDUC 70953) or the equivalent with a grade of B- or better. This course provides an introduction to qualitative methods used in educational research and by educational practitioners in leadership roles. The course assumes basic knowledge of educational research methods in general, and is intended to provide an overview of and in-depth experience with particular techniques related to research design, data collection, and data analysis commonly associated with qualitative research. The purpose of this course is to introduce graduate students to particular methods and practices related to qualitative inquiry so that they may be able to apply these methods and techniques in their own research and in their respective work contexts.

Career

Graduate

EDUC70943 - Apprenticeship in Teaching**Department(s)**

DTLS

Long Description (Catalog Description)

Prerequisites: Permission of advisor and agreement with mentoring faculty. Students apprentice with faculty in the teaching of undergraduate and master-level courses. Apprenticing will include course design, lectures, facilitation, student interaction, and assessment as arranged with the mentoring professor. Time requirements will include preparation before class, scheduled class periods and events, and follow-up responsibilities after class.

Course Typically Offered

Fall and Spring

Career

Graduate

EDUC70953 - Research in Education**Department(s)**

Counseling, Societal Chng, Inq

Long Description (Catalog Description)

Students are expected to gain an appreciation of the complexities of the research process, ways of conducting research, and a sense of the power and constraints of the various perspectives within which educational questions are pursued.

Course Typically Offered

All Sessions

Career

Graduate

EDUC70960 - Apprenticeship in Research**Department(s)**

Counseling, Societal Chng, Inq

Long Description (Catalog Description)

Prerequisites: EDUC 70953, or permission of the instructor. Students engage in authentic research by apprenticing with one or more faculty members who have vigorous research agendas. A minimum of three hours of apprenticeship is required of all Curriculum Studies students. Course structure, requirements, readings, schedule, and grading criteria will be determined by mentoring faculty as relevant to research project.

Career

Graduate

EDUC70963 - Qualitative Inquiry**Department(s)**

Counseling, Societal Chng, Inq

Long Description (Catalog Description)

Prerequisite: EDUC 70953 or permission of the instructor. This course theoretically and practically explores qualitative inquiry as interpretive, constructivist, and naturalistic forms of research. The course will focus on understanding the philosophical assumptions and historical context of qualitative inquiry, and students will work on research projects throughout the semester in order to learn and practice research design, IRB proposal writing, data collection, data management, data analysis, and writing for research presentations and professional publication. Course assignments will assist students in developing the skills and talents necessary for qualitative researchers. The ethics of qualitative inquiry and the ways it attends to the positionality of researchers, research participants, and researcher-participant relationships will also be explored.

Course Typically Offered

Fall

Career

Graduate

EDUC70970 - Special Problems in Education**Department(s)**

DTLS

Long Description (Catalog Description)

Prerequisite: Approval of advisor and instructor in course.

Course Typically Offered

All Sessions

Career

Graduate

EDUC70973 - Advanced Qualitative Inquiry**Department(s)**

Counseling, Societal Chng, Inq

Long Description (Catalog Description)

Prerequisite: EDUC 70963, Qualitative Inquiry. Students further develop the theoretical and practical skills and talents necessary for qualitative researchers by working on individual research projects. Students should enter the course with a developed research proposal so they can focus on data collection, analysis and writing. The course explores various forms of qualitative inquiry, which may include narrative inquiry, phenomenology, grounded theory, life history, and other forms, as well as the ethics of qualitative inquiry.

Course Typically Offered

All Sessions

Career

Graduate

EDUC70980 - Thesis

Department(s)

Counseling, Societal Chng, Inq

Long Description (Catalog Description)

Prerequisite: Admission to Candidacy.

Course Typically Offered

All Sessions

Career

Graduate

EDUC70983 - Introduction to Quantitative Research

Department(s)

Counseling, Societal Chng, Inq

Long Description (Catalog Description)

Prerequisite: Admission to a graduate program in the College of Education or permission from instructor and EDUC 70953 or similar foundational research course. This courses addresses how to critically read and thoughtfully conduct quantitative research in applied settings.

Career

Graduate

EDUC70990 - Thesis

Department(s)

Counseling, Societal Chng, Inq

Long Description (Catalog Description)

Thesis

Course Typically Offered

All Sessions

Career

Graduate

EDUC71813 - Curriculum Studies Seminar (WGST)

Department(s)

Counseling, Societal Chng, Inq

Long Description (Catalog Description)

Prerequisites: Must be admitted to Graduate Education. A series of seminars that explore issues in curriculum studies with interdisciplinary attention to women, gender, and sexuality studies (WGST). Each seminar in the series explores particular issues, such as: feminist theory & methodology, queer theory, Noddings & care, new material feminism, etc. Specific offerings will be listed as, EDUC 72813: Curriculum Studies Seminar (WGST): Feminist Theory & Methodology, for example. This course may be taken for Education and WGST graduate credit. May be repeated for credit.

Career

Graduate

Cross Listed Courses

WGST71813 Curriculum Studies (WGST)

EDUC72813 - Curriculum Studies Seminar (CRES)

Department(s)

Counseling, Societal Chng, Inq

Long Description (Catalog Description)

Prerequisites: Must be admitted to Graduate Education. A series of seminars that explore issues in curriculum studies with interdisciplinary attention to comparative race and ethnic studies (CRES). Each seminar in the series explores particular issues, such as: postcolonial theory, cultural studies, race and education. Specific offerings will be listed as, EDUC 72813: Curriculum Studies Seminar (CRES): Race & Education, for example. This course may be taken for Education and CRES graduate credit. May be repeated for credit.

Career

Graduate

EDUC73813 - Curriculum Studies Seminar (WGST-CRES)

Department(s)

Counseling, Societal Chng, Inq

Long Description (Catalog Description)

Prerequisites: Must be admitted to Graduate Education. A series of seminars that explore issues in curriculum studies with interdisciplinary attention to women, gender, and sexuality studies (WGST) and comparative race and ethnic studies (CRES). Each seminar in the series explores particular issues, such as: intersectionality, neoliberalism, endarkened feminism. Specific offerings will be listed as, EDUC 73813: Curriculum Studies Seminar (WGST-CRES): Neoliberalism, for example. This course may be taken for Education, WGST, and CRES graduate credit. May be repeated for credit.

Career

Graduate

EDUC90980 - Dissertation

Department(s)

Counseling, Societal Chng, Inq

Long Description (Catalog Description)

Dissertation. A maximum of six hours may be taken.

Course Typically Offered

All Sessions

Career

Graduate

EDUC90990 - Dissertation

Department(s)

Counseling, Societal Chng, Inq

Long Description (Catalog Description)

Dissertation. May be taken for a total of six semester hours.

Course Typically Offered

All Sessions

Career

Graduate

EMER81202 - LIC Clinical Emergency Medicine

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Students on the Emergency Medicine Longitudinal Integrated Clerkship will learn to care for undifferentiated and critically ill patients in local emergency departments. They will perform history and physicals, procedures, and generate differential diagnoses and plans under the supervision of an emergency medicine physician. During this clerkship, students will learn essential concepts in patient triage, acute resuscitation, outpatient vs. inpatient management, health care disparity and non-compliance. Additionally, the student will begin to develop a framework to make decisions based on limited information, which can lead to

life-saving interventions in acutely ill patients. Students also will learn about common procedures encountered in the emergency department to include airway interventions, intravenous access, wound management, and effective interpersonal and inter-professional communication skills.

Career
Medical School

EMER86001 - EM Trauma and Procedures

Department(s)
Medical School Acad Dept

Long Description (Catalog Description)
EM Trauma and Procedures, home elective, clinical

Career
Medical School

EMER86002 - Emergency Medicine

Department(s)
Medical School Acad Dept

Long Description (Catalog Description)
Emergency Medicine; home elective, clinical

Career
Medical School

EMER86003 - Emergency Medicine Services

Department(s)
Medical School Acad Dept

Long Description (Catalog Description)
Emergency Medicine Services; 4 weeks, clinical, home elective

Career
Medical School

EMER86004 - Emergency Medicine Ultrasound

Department(s)
Medical School Acad Dept

Long Description (Catalog Description)
Emergency Medicine Ultrasound; 4 weeks, clinical, home elective

Career
Medical School

EMER86005 - Ultrasound and Toxicology

Department(s)
Medical School Acad Dept

Long Description (Catalog Description)
Ultrasound & Toxicology, home elective, 4 weeks, clinical

Career
Medical School

EMER86007 - Street Medicine

Department(s)
Medical School Acad Dept

Long Description (Catalog Description)
Street Medicine, 4 week clinical home elective

Career
Medical School

EMER86500 - Emergency Medicine

Department(s)
Medical School Acad Dept

Long Description (Catalog Description)
Emergency Medicine; clinical elective, AWAY rotation

Career
Medical School

EMER86501 - Sub-Internship in Emergency Medicine

Department(s)
Medical School Acad Dept

Long Description (Catalog Description)
Sub-Internship in Emergency Medicine; clinical elective, AWAY rotation

Career
Medical School

EMER86502 - Emergency Medicine Point of Care Ultrasound

Department(s)
Medical School Acad Dept

Long Description (Catalog Description)
Emergency Medicine Point of Care Ultrasound, 4 weeks, clinical, away elective

Career
Medical School

EMER86503 - Research Topics Emergency Medicine

Department(s)
Medical School Acad Dept

Long Description (Catalog Description)
Research Topics Emergency Medicine; 4 weeks, non-clinical, away elective

Career
Medical School

EMER86504 - Acting Internship Emergency Medicine

Department(s)
Medical School Acad Dept

Long Description (Catalog Description)
Acting Internship Emergency Medicine; clinical, 4 weeks, away elective

Career
Medical School

EMER86505 - Clerkship Emergency Medicine

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Clerkship Emergency Medicine; clinical, 4 weeks, away elective

Career

Medical School

Long Description (Catalog Description)

Prerequisites: ENGL 10803, ENGL 20803, and at least one 10000- or 20000-level ENGL/WRIT/CRWT course. A course for teachers of English combining theories of composition with practical pedagogy and classroom strategies for the teaching of writing. Not applicable toward degree requirements for the Ph.D. in English.

Course Typically Offered

Contact Department For Details

Career

Undergraduate

EMER86506 - Advanced Emergency Medicine

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Advanced Emergency Medicine, away, clinical, 4 weeks

Career

Medical School

ENGL50253 - Classical Rhetoric

Department(s)

English

Long Description (Catalog Description)

Prerequisite: Junior or senior standing, permission of instructor. This course examines the emergence of rhetoric in Antiquity and traces the impact of classical rhetoric up to the Middle Ages. A substantial amount of the course is devoted to learning about the relationship between oral and written discourse, the impact of literacy, and the adaptability of systems of communication to technology and society. The implications of such phenomena are examined in different periods in an effort to develop an historical perspective about the relationship between cognition and expression within cultural conditions. Student cannot receive credit for WRIT 55273 and ENGL 50253.

Course Typically Offered

Contact Department For Details

Career

Undergraduate

Cross Listed Courses

WRIT55273 Classical Rhetoric

ENGL50133 - Seminar in Literature and History

Department(s)

English

Long Description (Catalog Description)

Prerequisites: Junior standing with a minimum of 9 hours in literature, history, and/or political science, or graduate standing in English or History. Interdisciplinary study of society, culture, or politics through the literature and history of a given era (variable topic). Open to graduate students and to advanced undergraduate students. Students will receive instruction from both an English professor and a History professor in content (literary works, historical studies, primary documents in periodicals or archives) and discipline-specific research methods.

Course Typically Offered

Rarely

Career

Undergraduate

Cross Listed Courses

HIST50133 Seminar in Literature&History

ENGL50973 - Directed Study in English

Department(s)

English

Long Description (Catalog Description)

Prerequisites: ENGL 10803, ENGL 20803, and at least one 10000- or 20000-level ENGL/WRIT/CRWT course. Directed Study in English. Student cannot receive credit for ENGL 55973 and ENGL 50973.

Course Typically Offered

Administrative Use Only

Career

Undergraduate

Cross Listed Courses

ENGL55973 Directed Study In Engl

ENGL50233 - Studies in Creative Writing

Department(s)

English

Long Description (Catalog Description)

Prerequisites: CRWT 10203, CRWT 20103, or CRWT 20133. Prior to enrollment, students are also strongly encouraged to take an upper-division creative writing course. Studies in Creative Writing is an intensive creative writing workshop open to students (graduate and advanced undergraduates) who have a strong background in literature and imaginative writing. Depending on the semester and the selected genre, this course will pay special attention to invention, point-of-view, voice, form, and genre-appropriate theory. Student cannot receive credit for CRWT 55143 and ENGL 50233.

Course Typically Offered

Contact Department For Details

Career

Undergraduate

Cross Listed Courses

CRWT55143 Studies in Creative Writing

ENGL55103 - Chaucer

Department(s)

English

Long Description (Catalog Description)

Prerequisites: ENGL 10803, ENGL 20803, and at least one 10000- or 20000-level ENGL/WRIT/CRWT course. An intensive study of Chaucer's major poetry, especially The Canterbury Tales and Troilus and Criseyde, in Middle English. Emphasis is on Chaucer as inheritor and innovator of medieval ideas about God, social order, gender, authorship, and the morality of reading and the function of poetry. Some prior experience with early literature is expected. Student cannot receive credit for ENGL 55103 and ENGL 40403.

Career

Undergraduate

Cross Listed Courses

ENGL40403 Chaucer

ENGL50243 - Teaching Writing

Department(s)

English

ENGL55113 - British Literature to 1800

Department(s)
English

Long Description (Catalog Description)

Prerequisites: ENGL 10803, ENGL 20803, and at least 10000- or 20000-level ENGL/WRIT/CRWT course. An introductory investigation into the peculiar aesthetic problems involved in reading and interpreting literary language. Particular attention is given to the tensions between literature, readers, and cultural contexts. Both traditional and contemporary approaches are examined. Readings range from folk tales to literary classics to recent writing in the philosophy of language. Student cannot receive credit for ENGL 55113 and 30113.

Course Typically Offered	Career
Contact Department For Details	Undergraduate

ENGL55123 - Literary Criticism

Department(s)
English

Long Description (Catalog Description)

Prerequisites: ENGL 10803, ENGL 20803, and at least one 10000- or 20000-level ENGL/WRIT/CRWT course. An historical study of major developments in the theory of literature since Plato. The first half of the course surveys representatives of the most important positions; the second half surveys how these positions remain influential in 20th century thought. Student cannot receive credit for ENGL 55123 and ENGL 40123.

Course Typically Offered	Career
Contact Department For Details	Undergraduate

Cross Listed Courses
ENGL40123 Literary Criticism

ENGL55133 - Introduction to Literary Theory

Department(s)
English

Long Description (Catalog Description)

Prerequisites: ENGL 10803, ENGL 20803, and at least one 10000- or 20000-level ENGL/WRIT/CRWT course. An introductory investigation into the peculiar aesthetic problems involved in reading and interpreting literary language. Particular attention is given to the tensions among literature, readers, and cultural contexts. Both traditional and contemporary approaches are examined. Readings range from folk tales to literary classics to recent writing in the philosophy of language. Students cannot receive credit for ENGL 55133 and ENGL 30103.

Career
Undergraduate

Cross Listed Courses
ENGL30103 Intro to Literary Theory

ENGL55143 - History of the Language

Department(s)
English

Long Description (Catalog Description)

Prerequisites: ENGL 10803, ENGL 20803, and at least one 10000- or 20000-level ENGL/WRIT/CRWT course. The study of the origins and development of Modern English. Student cannot receive credit for ENGL 55143 and ENGL 40323.

Career
Undergraduate

Cross Listed Courses
ENGL40323 History of The Language

ENGL55153 - Prose and Poetry of the English Renaissance

Department(s)
English

Long Description (Catalog Description)

The prose writers and poets of 16th and 17th century England in relation to the cultural circumstances influencing and being influenced by their works. Topics may include the prospect and enactment of censorship; the centrality of the patronage system; courts and courtiers; changing views of monarchy and obedience; religious controversy; issues of gender, ethnicity and class; literature and science; pseudo-nonfictional strategies; adaptations of the bible, history, and mythology; and early book production and circulation. Student cannot receive credit for ENGL 55153 and ENGL 60423.

Course Typically Offered	Career
Contact Department For Details	Undergraduate

Cross Listed Courses
ENGL60423 Prose&Poetry Of Eng Rena

ENGL55163 - Milton and his Contemporaries

Department(s)
English

Long Description (Catalog Description)

Prerequisites: ENGL 10803, ENGL 20803, and at least one 10000- or 20000-level ENGL/WRIT/CRWT course. This course examines major literary texts written during and immediately after the English Revolution of 1640-1660 with a focus on the poetry and prose of John Milton and his major contemporaries. Topics include Protestant and Catholic poetics, poetry and theology, literary responses to political upheaval and the rise of the new empirical sciences, the status of epic poetry in modern society, and the literary consequences of changes in the structure of family life and gender. Student cannot receive credit for ENGL 55163 and ENGL 40473.

Career
Undergraduate

Cross Listed Courses
ENGL40473 Milton and his Contemporaries

ENGL55173 - Shakespeare and Marlowe

Department(s)
English

Long Description (Catalog Description)

Prerequisites: ENGL 10803, ENGL 20803, and at least one 10000- or 20000-level ENGL/WRIT/CRWT course. Comparative study of several plays each by Shakespeare and Marlowe, placing their work in historical and social contexts. Reading includes historical documents and literary theory. Student cannot receive credit for ENGL 55173 and ENGL 40483.

Career
Undergraduate

Cross Listed Courses
ENGL40483 Shakespeare & Marlowe

ENGL55183 - Literature Pedagogy

Department(s)
English

Long Description (Catalog Description)

This course introduces graduate students to the history and theory of teaching literature and prepares them to teach in the undergraduate classroom. Student cannot receive credit for ENGL 55183 and ENGL 60803.

Course Typically Offered	Career
Contact Department For Details	Undergraduate

Cross Listed Courses
ENGL60803 Literature Pedagogy

ENGL55193 - Authorship in American Literary Culture

Department(s)
English

Long Description (Catalog Description)

This course examines both shifting conceptions of authorship (e.g., writer versus author) and issues associated with authorial practices in American literary culture. Topics may include individual authors' careers and questions about how conditions in different time periods (e.g., the rise/fall of magazine culture or changes in the public's reading habits) have shaped literary careers. Students may repeat this course, which could utilize diverse organizing principles in differing offerings (e.g., popular culture authorship versus high art; American authorship as seen in critical theory; factors promoting the shift from amateur activity to professionalization). Student cannot receive credit for ENGL 55193 and ENGL 70593.

Course Typically Offered	Career
Contact Department For Details	Undergraduate

Cross Listed Courses
ENGL70593 American Literary Authorship

ENGL55203 - Postcolonial Literature

Department(s)
English

Long Description (Catalog Description)

Seminar in the cultural politics of countries formerly colonized by Great Britain. Topics vary: recent offerings have focused on India, Ireland, South Africa, Kenya, and Zimbabwe. Student cannot receive credit for ENGL 55203 and 80463.

Course Typically Offered	Career
Contact Department For Details	Undergraduate

Cross Listed Courses
ENGL80463 Postcolonial Literature

ENGL55213 - Seminar in American Literature since 1900

Department(s)
English

Long Description (Catalog Description)

Seminar in American literature since 1900. Student cannot receive credit for ENGL 55213 and 80513.

Course Typically Offered	Career
Contact Department For Details	Undergraduate

Cross Listed Courses
ENGL80513 Sem: Amer Lit After 1900

ENGL55223 - Rhetoric and Literature

Department(s)
English

Long Description (Catalog Description)

The applications and implications of rhetorical criticism for the study of literature. Student cannot receive credit for ENGL 55223 and ENGL 70713.

Course Typically Offered	Career
Contact Department For Details	Undergraduate

Cross Listed Courses
ENGL70713 Rhetoric & Literature

ENGL55233 - Seminar in British Literature of the Victorian Period

Department(s)
English

Long Description (Catalog Description)

Variable emphasis each semester. (Past offerings have included The Brownings' Circle.) Student cannot receive credit for ENGL 55223 and ENGL 80453.

Course Typically Offered	Career
Contact Department For Details	Undergraduate

Cross Listed Courses
ENGL80453 Brit Lit Victorian Per

ENGL55243 - Seminar in British Literature of the Eighteenth Century

Department(s)
English

Long Description (Catalog Description)

Seminar in British literature of the eighteenth century. Student cannot receive credit for ENGL 55243 and ENGL 80433.

Career
Undergraduate

Cross Listed Courses
ENGL80433 Sem Lit of the 18th Century

ENGL55273 - British Literature since 1800

Department(s)
English

Long Description (Catalog Description)

Prerequisites: ENGL 10803, 20803, and at least one 10000- or 20000-level ENGL/WRIT/CRWT course. Two period surveys, the first of medieval and early modern literature, and the second of nineteenth- and twentieth-century literature. Both courses will consider literary antecedents, the conventions of various genres, the cultural circumstances of composition, and interpretive strategies. Students may take both courses or either course. The English Department recommends that ENGL 30113 and 30123 be taken consecutively. Students cannot receive credit for ENGL 55273 and ENGL 30123.

Course Typically Offered	Career
Contact Department For Details	Undergraduate

ENGL55283 - British Literature: The Bloomsbury Group

Department(s)
English

Long Description (Catalog Description)

Prerequisites: ENGL 10803, 20803, and at least one 10000- or 20000-level ENGL/WRIT/CRWT course. A close scrutiny of early 20th century British literature and criticism written by and about the intellectual circle called the Bloomsbury Group. Writers and artists may include Virginia and Leonard Woolf, E.M. Forster, Lytton Strachey, Roger Fry, Duncan Grant, Vanessa and Clive Bell, and Desmond MacCarthy. Emphasis will be given to the writers' engagement with, contributions to, and/or repudiation of Modernism, Empire, sexual norms, and class consciousness. Student cannot receive credit for ENGL 55283 and ENGL 30463

Course Typically Offered	Career
Contact Department For Details	Undergraduate

ENGL55303 - Research Seminar in British Literature

Department(s)
English

Long Description (Catalog Description)

Prerequisites: English majors or minors only; students must have junior or senior standing and must have completed one 30000-level ENGL or WRIT course. Introduces English majors and minors to a sustained, long-format research project over the course of the semester. Students will discuss and examine the practical and professional aspects of the English major while attempting to synthesize and integrate their various learning experiences in British literature and writing. Student cannot receive credit for ENGL 55303 and ENGL 38013.

Course Typically Offered	Career
Contact Department For Details	Undergraduate

ENGL55313 - The Roaring Twenties

Department(s)
English

Long Description (Catalog Description)

Prerequisites: ENGL 10803, 20803, and at least one 10000- or 20000-level ENGL/WRIT/CRWT course. A study of major American authors emerging in the Twenties, the cultural context for their art, and the influences of their achievements. Student cannot receive credit for ENGL 55313 and ENGL 30503.

Career
Undergraduate

ENGL55323 - Medieval and Early Modern Women Writers

Department(s)
English

Long Description (Catalog Description)

Prerequisites: ENGL 10803, ENGL 20803 and at least one 10000- or 20000-level ENGL/WRIT/CRWT course. A study of one or more female authors writing in the medieval or early modern periods in Britain, with attention to the development of beliefs about women's roles and characters and the ways these beliefs were accepted, challenged, or discredited. Genres, authors, and approaches may vary by section. Student cannot receive credit for ENGL 55323 and ENGL 30633.

Course Typically Offered	Career
Contact Department For Details	Undergraduate

ENGL55333 - Shakespeare

Department(s)
English

Long Description (Catalog Description)

Prerequisites: ENGL 10803, 20803, and at least one 10000- or 20000-level ENGL/WRIT course. An intensive study of Shakespeare's major works. Emphasis will be on developing interpretive strategies for understanding Shakespeare's aesthetic achievement within larger literary and historical contexts. Topics may include attention to how Shakespeare's works were written, performed, and published as ways of understanding their significance to both early modern and contemporary culture. Student cannot receive credit for ENGL 55333 and ENGL 40493.

Course Typically Offered	Career
Contact Department For Details	Undergraduate

ENGL55343 - Studies in Early American Literature

Department(s)
English

Long Description (Catalog Description)

Prerequisites: ENGL 10803, 20803, and one 20000-level ENGL/WRIT course. Concentrated study of American literature before 1830. Topics, genres, authors, and approaches will vary by semester. May be taken more than once for credit under different sub-headings. Student cannot receive credit for ENGL 55343 and ENGL 40543.

Course Typically Offered	Career
Contact Department For Details	Undergraduate

ENGL55353 - U.S. Multi-Ethnic Literature

Department(s)
English

Long Description (Catalog Description)

Prerequisites: ENGL 10803, 20803, and at least one 10000- or 20000-level ENGL/WRIT/CRWT course. An analysis of the fiction, poetry, drama and essays by major ethnic writers from the United States. From a comparative angle, this course will explore the historical, social, cultural and racial contexts that shape the literature. Several critical approaches will be taken to show interrelationships among writers. Student cannot receive credit for ENGL 55353 and ENGL 30693.

Career
Undergraduate

ENGL55363 - Transnational American Literature

Department(s)
English

Long Description (Catalog Description)

Prerequisites: ENGL 10803, ENGL 20803, and at least one 10000- or 20000-level ENG/WRIT/CRWT course. Exploration of American literature from a transnational perspective. Topics vary by semester. May be taken only once for credit. Student cannot receive credit for ENGL 55363 and ENGL 40663.

Career
Undergraduate

Cross Listed Courses
ENGL40663 Transnational American Lit

ENGL55373 - Studies in 20th Century American Literature

Department(s)
English

Long Description (Catalog Description)

Prerequisites: ENGL 10803, ENGL 20803, and at least one 10000- or 20000-level ENGL/WRIT/CRWT course. Concentrated study of American literature, 1900 to the present. Topics, genres, authors, and approaches will vary by semester. May be taken more than once for credit under different sub-headings. Student cannot receive credit for ENGL 55373 and ENGL 40683.

Career

Undergraduate

Cross Listed Courses

ENGL40683 Studies in 20th Cent Amer Lit

ENGL55383 - The Victorian Novel

Department(s)
English

Long Description (Catalog Description)

Prerequisites: ENGL 10803, ENGL 20803, and at least one 10000- or 20000-level ENGL/WRIT course. This course examines the genre of the Victorian novel, asking why it emerges in this period to challenge the preeminence of poetry, why realism becomes its dominant style, and how particular novelists respond to the substantial changes occurring in British society, including industrialization political reform, and changing relations between the sexes and classes. Student cannot receive credit for ENGL 55383 and ENGL 30453.

Course Typically Offered

Contact Department For Details

Career

Undergraduate

ENGL55393 - Satire

Department(s)
English

Long Description (Catalog Description)

Prerequisites: ENGL 10803, 20803, and at least one 10000- or 20000-level ENGL/WRIT/CRWT course. Examines the nature and uses of satire, concentrating on the variety of satiric forms. Readings will include prose fiction, essays, and poetry written by European and American satirists. Student cannot receive credit for ENGL 55393 and ENGL 30733.

Course Typically Offered

Contact Department For Details

Career

Undergraduate

ENGL55403 - Women Poets and Poetic Tradition

Department(s)
English

Long Description (Catalog Description)

Prerequisites: ENGL 10803, 20803, and at least one 10000- or 20000-level ENGL/WRIT/CRTW course. A survey of British, American and Anglophone women poets from the 16th century to the present. Emphasis will be given to women writers' engagement with, contribution to, and rewriting of poetic tradition; to the social and historical conditions affecting women's poetic production; and to the relation between poetry, poetics, and theories of gender. Student cannot receive credit for ENGL 55403 and ENGL 30493.

Career

Undergraduate

ENGL55413 - Studies in Medieval Literature and Culture

Department(s)
English

Long Description (Catalog Description)

Prerequisite: ENGL 10803, ENGL 20803, and at least one 10000- or 20000-level ENGL/WRIT/CRWT course. Concentrated study of Medieval literature and culture, 500-1500. Topics, genres, authors, and approaches will vary by semester. May be taken more than once for credit under different subheadings. Student cannot receive credit for ENGL 55413 and ENGL 30413.

Course Typically Offered

Contact Department For Details

Career

Undergraduate

Cross Listed Courses

ENGL30413 Studies in Medieval Literature

ENGL55423 - American Literature to 1865

Department(s)
English

Long Description (Catalog Description)

Prerequisites: ENGL 10803, ENGL 20803, and at least one 10000- or 20000-level ENGL/WRIT/CRWT course. The first of two period surveys in American Literature, this one spanning from the Colonial times through the Civil War. This course considers literary antecedents, the conventions of various genres, the cultural circumstances of composition, and interpretive strategies. Students may take both courses or either course. Student cannot receive credit for ENGL 55423 and ENGL 30133.

Career

Undergraduate

Cross Listed Courses

ENGL30133 American Lit To 1865

ENGL55433 - Wilde Years: Oscar Wilde and the 1890s

Department(s)
English

Long Description (Catalog Description)

Prerequisites: ENGL 10803, ENGL 20803, and at least one 10000- or 20000-level ENGL/WRIT/CRWT course. This course examines the writings of Oscar Wilde and his contemporaries to explore how literature constructs and reflects gender, sexuality, and social debates. Particular attention will be given to diverse sexualities represented by New Woman writers, new theories of sexual inversion developed in the 1890s and Oscar Wilde's trials and imprisonment on the grounds of indecency with another man. Student cannot receive credit for ENGL 55433 and ENGL 30473.

Course Typically Offered

Contact Department For Details

Career

Undergraduate

Cross Listed Courses

ENGL30473 Wilde Years Oscar Wilde1890s

ENGL55443 - African American Literature

Department(s)
English

Long Description (Catalog Description)

Prerequisites: ENGL 10803, ENGL 20803, and at least one additional 10000- or 20000-level ENGL/WRIT/CRWT course. An analysis of the fiction, poetry, drama and/or essays written by African Americans, with texts potentially drawn from the slave era through post-civil rights, exploring chronologically the historical, social, cultural and racial contexts which shape the literature. Student cannot receive credit for ENGL 55443 and ENGL 30573.

Course Typically Offered

Contact Department For Details

Career

Undergraduate

Cross Listed Courses

ENGL30573 African American Literature

ENGL55453 - King Arthur in Literature and Legend

Department(s)

English

Long Description (Catalog Description)

Prerequisites: ENGL 10803 , ENGL 20803 , and at least one 10000- or 20000-level ENGL/WRIT/CRWT course. Surveys the growth of the Arthurian tradition from legend and medieval literature into the 19th and 20th centuries, with special attention to Malory, Tennyson, Twain, and Bradley. Student cannot receive credit for ENGL 55453 and ENGL 30673.

Course Typically Offered

Contact Department For Details

Career

Undergraduate

Cross Listed Courses

ENGL30673 King Arthur:Lit & Legend

ENGL55463 - Transnational Arabs: the Middle East and North Africa in Diaspora

Department(s)

English

Long Description (Catalog Description)

Prerequisites: ENGL 10803, 20803 and at least one ENGL/ WRIT/CRWT class. This course examines the political and social histories of Middle Eastern and North African diasporic communities, paying close attention to how they address creativity and concerns about cultural preservation and assimilation. Class discussion will be grounded in critical race theory & constructivist approaches to literature and culture. Student cannot receive credit for ENGL 55463 and ENGL 30883.

Course Typically Offered

Contact Department For Details

Career

Undergraduate

Cross Listed Courses

ENGL30883 MidEast Diaspora Lit

ENGL55473 - Research Seminar in American Literature

Department(s)

English

Long Description (Catalog Description)

Prerequisites: English majors or minors only; students must have junior or senior standing and must have completed one 30000-level ENGL/ WRIT/CRWT course. Introduces English majors and minors to a sustained, long-format research project over the course of the semester. Students will discuss and examine the practical and professional aspects of the English major while attempting to synthesize and

integrate their various learning experiences in American literature and writing.

This course is not repeatable for credit. Student cannot receive credit for ENGL 55473 and ENGL 38023.

Career

Undergraduate

Cross Listed Courses

ENGL38023 Research Sem in Amer Lit

ENGL55483 - Victorian Women Writers

Department(s)

English

Long Description (Catalog Description)

An intensive examination of Victorian women poets, novelists, and prose writers in the context of historical conditions and feminist theory. Student cannot receive credit for ENGL 55483 and ENGL 70483.

Course Typically Offered

Contact Department For Details

Career

Undergraduate

Cross Listed Courses

ENGL70483 Victorian Women Writers

ENGL55493 - Digital Approaches to Textual Problems

Department(s)

English

Long Description (Catalog Description)

Students will explore the methods and theories that underlie big data in the humanities. Students will examine how we can better ask and answer research questions in rhetoric, culture, and literature through the use of digital tools such as R and/or Python. Students will work independently and collaboratively to perform humanities research using these tools. Through a series of close reading, distant reading, writing, and programming assignments, students will also examine issues of race, class, gender, and sexuality. Students will learn to think critically about the uses and limitations of digital methods and theories. Student cannot receive credit for ENGL 55493 and ENGL 30873.

Career

Undergraduate

Cross Listed Courses

ENGL30873 Digital Textual Problems

ENGL55503 - Studies in Nineteenth-Century American Literature

Department(s)

English

Long Description (Catalog Description)

Prerequisites: ENGL 10803, ENGL 20803, and one 20000-level ENGL/WRIT/ CRWT course. Concentrated study of American literature, 1800-1899. Topics, genres, authors, and approaches will vary by semester. May be taken more than once for credit under different sub-headings. Student cannot receive credit for ENGL 55503 and ENGL 40553.

Course Typically Offered

Contact Department For Details

Career

Undergraduate

ENGL55513 - Introduction to Modern Critical Theory

Department(s)
English

Long Description (Catalog Description)

A seminar on major authors and issues in contemporary critical theory. Student cannot receive credit for ENGL 55113 and ENGL 60123.

Career

Undergraduate

Cross Listed Courses

ENGL60123 Intro Mod Criticl Theory

ENGL55523 - Archival Scholarship

Department(s)
English

Long Description (Catalog Description)

Prerequisite: Admission to a TCU graduate program. Study of theories and promising practices for doing effective archival research; critical reading of influential examples from archival scholarship; use of traditional and digital archives; practice developing archival projects; examination of issues associated with archives and archival research today. Student cannot receive credit for ENGL 55523 and ENGL 60133.

Career

Undergraduate

Cross Listed Courses

ENGL60133 Archival Scholarship

ENGL55533 - Literature of Latinx Diaspora

Department(s)
English

Long Description (Catalog Description)

Examination of significant works of literature in multiple genres by U.S. Latinx authors. Particular emphasis will be put on a comparative approach, exploring the literature of Puerto Rican, Cuban, Chicana/o, Mexican, Dominican, and/or Nicaraguan Americans. Texts vary by semester. Student cannot receive credit for ENGL 55533 and ENGL 80533.

Course Typically Offered

Contact Department For Details

Career

Undergraduate

Cross Listed Courses

ENGL80533 Lit of Latinx Diaspora

ENGL55543 - Renaissance Drama Exclusive of Shakespeare

Department(s)
English

Long Description (Catalog Description)

The study of the works of major Elizabethan and Jacobean playwrights. Student cannot receive credit for ENGL 55543 and ENGL 60433.

Career

Undergraduate

Cross Listed Courses

ENGL60433 Renais Drama Exc Shakesp

ENGL55553 - American Novel I

Department(s)
English

Long Description (Catalog Description)

The American novel from its beginnings to 1890. Topics examined include the Gothic and sentimental novelists (Brown, Rowson), the early national novel (Cooper), the Romantics (Hawthorne, Melville), Realism and the Realists (Twain, James, Howells), and the early Naturalists (Norris). Student cannot receive credit for ENGL 55553 and ENGL 70503.

Career

Undergraduate

Cross Listed Courses

ENGL70503 American Novel I

ENGL55563 - Toni Morrison

Department(s)
English

Long Description (Catalog Description)

Prerequisites: ENGL 10803, ENGL 20803, and at least one 10000- or 20000-level ENGL/WRIT/CRWT course. An intensive study of the works of Toni Morrison. Attention will also be given to the cultural contexts (historical and contemporary) that structure the worlds of Morrison's fiction and influence the reception of her work. Student cannot receive credit for ENGL 55563 and ENGL 40533.

Career

Undergraduate

Cross Listed Courses

ENGL40533 Toni Morrison

ENGL55573 - U.S. Women's Writing I

Department(s)
English

Long Description (Catalog Description)

A study of American women's writings from the colonial period through 1865, with attention to the ways the literature reflects, responds to, and shapes perceptions of women's roles, identities, and opportunities at various historical moments. Topics, authors, genres, and approaches may vary by semester. Student cannot receive credit for ENGL 55573 and ENGL 40513.

Career

Undergraduate

ENGL55583 - Seminar in Contemporary African-American Literature

Department(s)
English

Long Description (Catalog Description)

This seminar provides graduate students with the opportunity to research and present theoretical approaches to representative contemporary fiction by African-Americans. Continuities will be established between theories shaped by the Black Arts Movement of the sixties and those shaped by post-modernist thinking. Representative writers may include Alice Walker, Toni Cade Bambara, Charles Johnson, Toni Morrison and Ernest Gaines. Student cannot receive credit for ENGL 55583 and ENGL 80583.

Course Typically Offered

Contact Department For Details

Career

Undergraduate

Cross Listed Courses

ENGL80583 Contemp African-Amer Lit

ENGL55593 - The Long Novel

Department(s)

English

Long Description (Catalog Description)

Prerequisites: ENGL 10803, 20803, and at least one 10000- or 20000-level ENGL/WRIT/CRWT course. An intensive study of the pleasures and difficulties of long novels, which represent a unique genre of literature. Each semester focuses on three or four novels generally regarded as works of tremendous influence, but which may be too involved for study in survey courses. The novels will be selected from different periods, cultures, and languages. Student cannot receive credit for ENGL 55593 and ENGL 40743.

Career

Undergraduate

ENGL55633 - Love, Sex, and Power in Renaissance England

Department(s)

English

Long Description (Catalog Description)

Prerequisites: ENGL 10803, ENGL 20803, and at least one additional 10000- or 20000-level ENGL/WRIT/CRWT course. An advanced course on the subject of romantic love, gender relations, and sexuality in literature of the English Renaissance. This course examines the political, cultural, and aesthetic contexts of love and sex that shaped representations of desire in some of the Renaissance's most enduring works, including drama and poetry by Shakespeare and others. Student cannot receive credit for ENGL 55633 and ENGL 40633.

Course Typically Offered

Contact Department For Details

Career

Undergraduate

Cross Listed Courses

ENGL40633 Love,Sex,Power in Ren England

ENGL55713 - Mexican American Culture

Department(s)

English

Long Description (Catalog Description)

Prerequisites: ENGL 20803. The course examines expressive culture that reflects and shapes the way people think, behave, and give their lives meaning. The expressive culture includes history, literature, and lore considered as resources for people to address their needs and circumstances, especially in relation to social positions, gender, self-identification, politics, and ethics. Other topics include U.S. Mexico relations, social conflict, resistance movements, religion, and cultural poetics. Student cannot receive credit for ENGL 55713 and ENGL 30713.

Course Typically Offered

Contact Department For Details

Career

Undergraduate

Cross Listed Courses

ANTH30333 Mexican American Culture, ENGL30713 Mexican American Culture

ENGL55723 - Contemporary Latinx Literature

Department(s)

English

Long Description (Catalog Description)

Prerequisites: ENGL 10803, ENGL 20803 and at least one 10000- or 20000-level ENGL/WRIT/CRWT course. Study of literary works in English on various genres by U.S. authors of Puerto Rican, Mexican, Nicaraguan, Cuban, Dominican, and/or Chicano/a backgrounds. Historical emphasis will be limited to the twentieth and twenty-first centuries. Topics of analysis include race, gender, class, nationality, migration, immigration, and urban studies. Student cannot receive credit for ENGL 55723 and ENGL 30703.

Career

Undergraduate

Cross Listed Courses

ENGL30703 Contemporary Latinx Literature

ENGL55733 - Children's Literature

Department(s)

English

Long Description (Catalog Description)

Prerequisites: ENGL 10803, ENGL 20803, and at least one 10000- or 20000-level ENGL/WRIT/CRWT course. A study of the history and criticism of children's literature, with an emphasis on Anglophone works from the last 200 years. Student cannot receive credit for ENGL 55733 and ENGL 40733.

Course Typically Offered

Contact Department For Details

Career

Undergraduate

Cross Listed Courses

ENGL40733 Children's Literature

ENGL55743 - Urban Experiences and American Literature

Department(s)

English

Long Description (Catalog Description)

Prerequisites: ENGL 10803, ENGL 20803, and at least one 10000- or 20000- level ENGL/WRIT/CRWT course. An examination of depictions of cities in American literature, with attention to the ways urban experiences shape Americans' lives, social interactions, and identities. The historical period under inquiry may vary by semester. Student cannot receive credit for ENGL 55743 and ENGL 30163.

Career

Undergraduate

Cross Listed Courses

ENGL30163 Urban Experiences & Am Lit

ENGL55753 - Law and Literature

Department(s)

English

Long Description (Catalog Description)

Prerequisites: ENGL 10803, ENGL 20803, and at least one other 10000- or 20000-level ENGL/WRIT/CRWT course. This course will explore the parallel interests and debates of literary and legal discourse. Subtopics and time period may vary by semester. Student cannot receive credit for ENGL 55753 and ENGL 30823.

Career

Undergraduate

Cross Listed Courses

ENGL30823 Law and Literature

ENGL55763 - Race and Gender in American Literature

Department(s)
English

Long Description (Catalog Description)

Examination of race and gender in American literature in relation to recent developments in fields such as women's studies, gender studies, critical race studies, Native American studies, and/or African American studies. Themes will vary by semester. Student cannot receive credit for ENGL 55763 and 80523.

Career
Undergraduate

Cross Listed Courses
ENGL80523 Race & Gender in Amer Lit

ENGL55773 - Literature of the Middle East and North Africa

Department(s)
English

Long Description (Catalog Description)

Prerequisites: ENGL 10803 and ENGL 20803 and at least one ENGL/WRIT/CRWT class. This class examines literature from across the Middle East and North Africa, addressing a wide range of topics such as dissent and conformity, religious and secular identity, sex and gender, conflict and reconciliation, etc. Discussions will be grounded in critical race theory & cultural, constructivist approaches to literature. Student cannot receive credit for ENGL 55773 and ENGL 30863.

Career
Undergraduate

Cross Listed Courses
ENGL30863 Lit of Mid East & N. Africa

ENGL55783 - American Non-Fiction Prose

Department(s)
English

Long Description (Catalog Description)

Major documents of non-fiction prose in American literature. Student cannot receive credit for ENGL 55783 and ENGL 70573.

Career
Undergraduate

Cross Listed Courses
ENGL70573 American Non-Fiction Prose

ENGL55793 - American Literature in a Global Context

Department(s)
English

Long Description (Catalog Description)

This course engages in comparative, cross-cultural study of American literature in a global context. Affirming the field's increasing commitment to extending the scope of American literatures beyond U.S. national borders, readings and student research will explore a range of texts using one or more of these frameworks: hemispheric, trans-Atlantic, border-crossing, inter-American. Students may repeat this course based on differing thematic and organizational approaches being used for the content of particular offerings. Student cannot receive credit for ENGL 55793 and ENGL 70583.

Career
Undergraduate

Cross Listed Courses
ENGL70583 Amer Lit in Global Context

ENGL55793 - Seminar in Composition

Department(s)
English

Long Description (Catalog Description)

A study of issues in composition research, practice, or theory. Topics may vary. Student cannot receive credit for WRIT 55793 and ENGL 80723.

Career
Undergraduate

Cross Listed Courses
ENGL80723 Seminar in Composition

ENGL55813 - American Literature since 1865

Department(s)
English

Long Description (Catalog Description)

Prerequisites: ENGL 10803, ENGL 20803, and at least one 10000- or 20000-level ENGL/WRIT/CRWT course. The second of two period surveys in American Literature, this one spanning from after the Civil War to the present. This course considers literary antecedents, the conventions of various genres, the cultural circumstances of composition, and interpretive strategies. The English Department recommends that ENGL 30133 and 30143 be taken consecutively. Student cannot receive credit for ENGL 55813 and ENGL 30143.

Career
Undergraduate

Cross Listed Courses
ENGL30143 American Lit Since 1865

ENGL55823 - American Fiction, 1960 to the Present

Department(s)
English

Long Description (Catalog Description)

Prerequisites: ENGL 10803 , ENGL 20803 , and at least one 10000- or 20000-level ENGL/WRIT/CRWT course. A study in the development of American fiction from 1960 to the present. Explores the relationship between literature and the concerns of contemporary society. Examines current trends and topics in American fiction and introduces students to recent literary analysis and critical debates. Student cannot receive credit for ENGL 55823 and ENGL 30593.

Career
Undergraduate

Cross Listed Courses
ENGL30593 American Fiction, 1960

ENGL55833 - Australian Literature

Department(s)
English

Long Description (Catalog Description)

Prerequisites: ENGL 10803, ENGL 20803, and at least one 10000- or 20000-level ENGL/WRIT/CRWT course. This course examines a wide variety of Australian literature written between European colonization in 1788 and the present. Student cannot receive credit for ENGL 55833 and ENGL 30843.

Career

Undergraduate

Cross Listed Courses

ENGL30843 Australian Literature

ENGL55843 - Research Seminar in Global Literature

Department(s)

English

Long Description (Catalog Description)

Prerequisites: English majors or minors only; students must have junior or senior standing and must have completed one 30000-level ENGL/WRIT/CRWT course. Introduces English majors and minors to a sustained, long-format research project over the course of the semester. Students will discuss and examine the practical and professional aspects of the English major while attempting to synthesize and integrate their various learning experiences in global and diasporic literatures and writing. This course is not repeatable for credit. Student cannot receive credit for ENGL 55843 and ENGL 38033.

Career

Undergraduate

Cross Listed Courses

ENGL38033 Research Sem in Global Lit

ENGL55853 - Seminar in Shakespeare

Department(s)

English

Long Description (Catalog Description)

Seminar in Shakespeare. Student cannot receive credit for ENGL 55853 and ENGL 80413.

Career

Undergraduate

Cross Listed Courses

ENGL80413 Seminar in Shakespeare

ENGL55973 - Directed Study in English

Department(s)

English

Long Description (Catalog Description)

Prerequisites: ENGL 10803, ENGL 20803, and at least one 10000- or 20000-level ENGL/WRIT/CRWT course. Directed Study in English. Student cannot receive credit for ENGL 55973 and ENGL 50973.

Course Typically Offered

Contact Department For Details

Career

Undergraduate

Cross Listed Courses

ENGL50973 Directed Study In Engl

ENGL60103 - Bibliography and Methods of Research

Department(s)

English

Long Description (Catalog Description)

History, materials and techniques of manuscript and book production; bibliographical description; use of libraries and bibliographical tools, introduction to textual analysis; thesis and dissertation problems and procedures.

Career

Graduate

ENGL60123 - Introduction to Modern Critical Theory

Department(s)

English

Long Description (Catalog Description)

A seminar on major authors and issues in contemporary critical theory. Student cannot receive credit for ENGL 55113 and ENGL 60123.

Career

Graduate

Cross Listed Courses

ENGL55513 Intro Mod Criticl Theory

ENGL60133 - Archival Scholarship

Department(s)

English

Long Description (Catalog Description)

Prerequisite: Admission to a TCU graduate program. Study of theories and promising practices for doing effective archival research; critical reading of influential examples from archival scholarship; use of traditional and digital archives; practice developing archival projects; examination of issues associated with archives and archival research today. Student cannot receive credit for ENGL 55523 and ENGL 60133.

Career

Graduate

Cross Listed Courses

ENGL55523 Archival Scholarship

ENGL60143 - Methods in American Studies

Department(s)

English

Long Description (Catalog Description)

This course will survey a range of ways American studies has defined itself and enacted its methods, including through major scholarship, addresses by leaders in the field, and pedagogical interventions such as anthologies, institutes, and major conferences. Students' projects will invite them to situate their own work self-reflexively and productively in dialogue with these field-making activities.

Career

Graduate

ENGL60203 - Writing for the Professions

Department(s)
English

Long Description (Catalog Description)

A workshop for the student who wishes to learn how to write in a specific academic discipline or in a profession. Student cannot receive credit for WRIT 55773 and ENGL 60203.

Career
Graduate

Cross Listed Courses
WRIT55773 Writing for Professions

ENGL60303 - Seminar in Medieval Studies

Department(s)
English

Long Description (Catalog Description)

An Introduction to Medieval literature through the study of Old and Middle English. Key writings will include Beowulf, and texts by Chaucer and the Pearl Poet.

Career
Graduate

ENGL60413 - Chaucer

Department(s)
English

Long Description (Catalog Description)

Chaucer's language and poems with emphasis on The Canterbury Tales as a work of art and as a reflection of the age.

Career
Graduate

ENGL60423 - Prose and Poetry of the English Renaissance

Department(s)
English

Long Description (Catalog Description)

The prose writers and poets of 16th and 17th century England in relation to the cultural circumstances influencing and being influenced by their works. Topics may include the prospect and enactment of censorship; the centrality of the patronage system; courts and courtiers; changing views of monarchy and obedience; religious controversy; issues of gender, ethnicity and class; literature and science; pseudo-nonfictional strategies; adaptations of the bible, history, and mythology; and early book production and circulation. Student cannot receive credit for ENGL 55153 and ENGL 60423.

Career
Graduate

Cross Listed Courses
ENGL55153 Prose&Poetry Of Eng Rena

ENGL60433 - Renaissance Drama Exclusive of Shakespeare

Department(s)
English

Long Description (Catalog Description)

The study of the works of major Elizabethan and Jacobean playwrights. Student cannot receive credit for ENGL 55543 and ENGL 60433.

Career
Graduate

Cross Listed Courses
ENGL55543 Renais Drama Exc Shakesp

ENGL60443 - Seventeenth Century Poetry

Department(s)
English

Long Description (Catalog Description)

Study of the works of major seventeenth century poets including Donne and Marvell.

Career
Graduate

ENGL60453 - The Long Eighteenth Century

Department(s)
English

Long Description (Catalog Description)

British literature of multiple genres (poetry, prose, drama, novel, memoir, diary, broadsheets and ballads) from 1660 to 1830. Themes vary by semester.

Career
Graduate

ENGL60473 - British Novel I

Department(s)
English

Long Description (Catalog Description)

Major fiction to the early nineteenth (1832) century.

Career
Graduate

ENGL60503 - Early American Literature

Department(s)
English

Long Description (Catalog Description)

American literature from first settlement through 1800, including the Puritan writers (Winthrop, Mather, etc.), the shapers of the American Republic (Paine, Jefferson, Franklin, the Federalist writers, etc.), and early writers of the New Nation (Brown, Dwight, Freneau, Rowson, etc.).

Career
Graduate

ENGL60513 - Teaching College Composition

Department(s)
English

Long Description (Catalog Description)

Designed to support graduate instructors' teaching of English. Students in the course will explore theories and methods of syllabus construction, teaching, assigning, and grading student writing.

Career
Graduate

ENGL60703 - Introduction to Composition Studies

Department(s)
English

Long Description (Catalog Description)

A survey of the major contemporary theoretical statements about composing and the teaching of composition. Student cannot receive credit for WRIT 55353 and ENGL 60703.

Career
Graduate

Cross Listed Courses

WRIT55353 Intro to Composition Studies

ENGL60713 - Modern Rhetoric

Department(s)
English

Long Description (Catalog Description)

Major theories of rhetoric and important rhetoricians of the twentieth century. Student cannot receive credit for WRIT 55303 and 60713.

Career
Graduate

Cross Listed Courses

WRIT55303 Modern Rhetoric

ENGL60723 - Research Practices in Composition and Rhetoric

Department(s)
English

Long Description (Catalog Description)

History, practices, and methodological concerns; use of archives and information systems; publishing and disciplinary conventions; assessment; fieldwork; ethics, thesis and dissertation problems and procedures. Student cannot receive credit for WRIT 55313 and ENGL 60723.

Career
Graduate

Cross Listed Courses

WRIT55313 Res Practices:Comp&Rhetoric

ENGL60733 - Language and Theory

Department(s)
English

Long Description (Catalog Description)

A study of the major authors and theories about language and its relationship to culture and technology from antiquity to the present day.

Career
Graduate

Cross Listed Courses

WRIT55763 Language and Theory

ENGL60803 - Literature Pedagogy

Department(s)
English

Long Description (Catalog Description)

This course introduces graduate students to the history and theory of teaching literature and prepares them to teach in the undergraduate classroom. Student cannot receive credit for ENGL 55183 and ENGL 60803.

Career
Graduate

Cross Listed Courses

ENGL55183 Literature Pedagogy

ENGL70403 - British Novel II

Department(s)
English

Long Description (Catalog Description)

Major fiction from the early nineteenth to the early twentieth century.

Career
Graduate

ENGL70413 - Romantic Poetry and Prose

Department(s)
English

Long Description (Catalog Description)

The study of works by Wordsworth, Coleridge, Byron, Shelley, Keats and others.

Career
Graduate

ENGL70423 - Victorian Poetry and Prose

Department(s)
English

Long Description (Catalog Description)

The study of major works and authors, including Arnold, Browning and Tennyson.

Career
Graduate

ENGL70433 - Modern British Novel

Department(s)
English

Long Description (Catalog Description)

The study of major fiction of the twentieth century.

Career
Graduate

ENGL70443 - Modern British Poetry

Department(s)
English

Long Description (Catalog Description)

Study of twentieth century British poets.

Career
Graduate

ENGL70453 - Modern British Drama

Department(s)
English

Long Description (Catalog Description)
The study of important plays and playwrights of the twentieth century.

Career
Graduate

ENGL70463 - Modern British Literature

Department(s)
English

Long Description (Catalog Description)
Survey of major trends and writers in British literature since 1900.

Career
Graduate

ENGL70473 - Twentieth Century Irish Writers

Department(s)
English

Long Description (Catalog Description)
Study of important Irish works, with emphasis on Yeats, Joyce and Synge.

Career
Graduate

ENGL70483 - Victorian Women Writers

Department(s)
English

Long Description (Catalog Description)
An intensive examination of Victorian women poets, novelists, and prose writers in the context of historical conditions and feminist theory. Student cannot receive credit for ENGL 55483 and ENGL 70483.

Career
Graduate

Cross Listed Courses
ENGL55483 Victorian Women Writers

ENGL70493 - Nineteenth Century Studies in British Literature

Department(s)
English

Long Description (Catalog Description)
Selected topics in nineteenth-century British literature (variable emphasis each semester). Past offerings have included the Medieval Revival and Nineteenth-Century Literature and Rhetoric.

Career
Graduate

ENGL70503 - American Novel I

Department(s)
English

Long Description (Catalog Description)
The American novel from its beginnings to 1890. Topics examined include the Gothic and sentimental novelists (Brown, Rowson), the early national novel (Cooper), the Romantics (Hawthorne, Melville), Realism and the Realists (Twain, James, Howells), and the early Naturalists (Norris). Student cannot receive credit for ENGL 55553 and ENGL 70503.

Career
Graduate

Cross Listed Courses
ENGL55553 American Novel I

ENGL70513 - American Novel II

Department(s)
English

Long Description (Catalog Description)
The development of the American novel from 1890 to the start of World War II.

Career
Graduate

ENGL70523 - American Novel III

Department(s)
English

Long Description (Catalog Description)
The development of the American novel from 1940 to the present.

Career
Graduate

ENGL70533 - The American Short Story

Department(s)
English

Long Description (Catalog Description)
A study of short fiction in American literature.

Career
Graduate

ENGL70543 - American Poetry I

Department(s)
English

Long Description (Catalog Description)
The development of American poetry from the beginnings to 1900.

Career
Graduate

ENGL70553 - American Poetry II

Department(s)
English

Long Description (Catalog Description)

Major poets and works of the twentieth century.

Career

Graduate

ENGL70563 - American Stagings: Culture, Theatre, Performance

Department(s)

English

Long Description (Catalog Description)

Dramas from U.S. literature will be read alongside other documents and literary texts in order to foreground the genre's relation to culture, historical, and social contexts. Attention will be given to related cultural phenomena and theoretical concepts, such as the history of U.S. theatre, theatricality in other venues, or performance theory.

Career

Graduate

ENGL70573 - American Non-Fiction Prose

Department(s)

English

Long Description (Catalog Description)

Major documents of non-fiction prose in American literature. Student cannot receive credit for ENGL 55783 and ENGL 70573.

Career

Graduate

Cross Listed Courses

ENGL55783 American Non-Fiction Prose

ENGL70583 - American Literature in a Global Context

Department(s)

English

Long Description (Catalog Description)

This course engages in comparative, cross-cultural study of American literature in a global context. Affirming the field's increasing commitment to extending the scope of American literatures beyond U.S. national borders, readings and student research will explore a range of texts using one or more of these frameworks: hemispheric, trans-Atlantic, border-crossing, inter-American. Students may repeat this course based on differing thematic and organizational approaches being used for the content of particular offerings. Student cannot receive credit for ENGL 55793 and ENGL 70583.

Career

Graduate

Cross Listed Courses

ENGL55793 Amer Lit in Global Context

ENGL70593 - Authorship in American Literary Culture

Department(s)

English

Long Description (Catalog Description)

This course examines both shifting conceptions of authorship (e.g., writer versus author) and issues associated with authorial practices in American literary culture. Topics may include individual authors' careers and questions about how conditions in different time periods (e.g., the rise/fall of magazine culture or changes in the public's reading habits) have shaped literary careers. Students may repeat this course, which could utilize diverse organizing principles in differing offerings (e.g., popular culture authorship versus high art; American authorship as seen in critical theory; factors promoting the shift from amateur activity to professionalization). Student cannot receive credit for ENGL 55193 and ENGL 70593.

Career

Graduate

Cross Listed Courses

ENGL55193 American Literary Authorship

ENGL70603 - Digital Approaches to Textual Problems

Department(s)

English

Long Description (Catalog Description)

In this class, students will explore the methods and theories that underlie the move toward 'big data' in the humanities. Students will examine how we can better understand research questions in rhetoric, culture, and conceptual issues (such as gender and sexuality) through the use of computational tools. Through a series of close-reading, writing, and programming assignments, students will not only learn how to utilize digital methods, but also how to think critically about these methods. Students will gain a working familiarity with the tools and scholarly conventions prominent in the digital humanities.

Career

Graduate

ENGL70703 - History of Rhetoric

Department(s)

English

Long Description (Catalog Description)

A study of the major authors and issues in the history of rhetoric from antiquity to the present day. Student cannot receive credit for WRIT 55363 and ENGL 70703.

Career

Graduate

Cross Listed Courses

WRIT55363 History of Rhetoric

ENGL70713 - Rhetoric and Literature

Department(s)

English

Long Description (Catalog Description)

The applications and implications of rhetorical criticism for the study of literature. Student cannot receive credit for ENGL 55223 and ENGL 70713.

Career

Graduate

Cross Listed Courses

ENGL55223 Rhetoric & Literature

ENGL70723 - Rhetoric and Criticism

Department(s)
English

Long Description (Catalog Description)

A study of classical and modern rhetorical theory, with emphasis on the uses of rhetoric in the study of modern communication.

Career
Graduate

ENGL70733 - Image Studies and Multimodal Rhetorics

Department(s)
English

Long Description (Catalog Description)

A study of various non-discursive modes used to make meaning with emphasis on the rhetorical use of multisensory images.

Career
Graduate

ENGL70771 - Non-Thesis

Department(s)
English

Long Description (Catalog Description)

Selected when enrolling only for non-thesis examination or preparation for the examination.

Career
Graduate

ENGL70970 - Directed Studies

Department(s)
English

Long Description (Catalog Description)

Directed Studies in English.

Career
Graduate

ENGL70980 - Thesis

Department(s)
English

Long Description (Catalog Description)

Thesis

Career
Graduate

ENGL70990 - Thesis

Department(s)
English

Long Description (Catalog Description)

Thesis

Career
Graduate

ENGL80123 - Seminar in Literary Theory

Department(s)
English

Long Description (Catalog Description)

A seminar in the theoretical problematics of literary language and in current trends within critical theory. Topics change each term; may be repeated for credit.

Career
Graduate

ENGL80403 - Seminar in Spenser

Department(s)
English

Long Description (Catalog Description)

Seminar in Spenser.

Career
Graduate

ENGL80413 - Seminar in Shakespeare

Department(s)
English

Long Description (Catalog Description)

Seminar in Shakespeare. Student cannot receive credit for ENGL 55853 and ENGL 80413.

Career
Graduate

Cross Listed Courses

ENGL55853 Seminar in Shakespeare

ENGL80433 - Seminar in British Literature of the Eighteenth Century

Department(s)
English

Long Description (Catalog Description)

Seminar in British literature of the eighteenth century. Student cannot receive credit for ENGL 55243 and ENGL 80433.

Career
Graduate

Cross Listed Courses

ENGL55243 Sem Lit of the 18th Century

ENGL80443 - Seminar in British Literature of the Romantic Period

Department(s)
English

Long Description (Catalog Description)

Seminar in British literature of the romantic period. Variable emphasis each semester.

Career
Graduate

ENGL80453 - Seminar in British Literature of the Victorian Period

Department(s)
English

Long Description (Catalog Description)

Variable emphasis each semester. (Past offerings have included The Brownings' Circle.) Student cannot receive credit for ENGL 55223 and ENGL 80453.

Career
Graduate

Cross Listed Courses

ENGL55233 Brit Lit Victorian Per

ENGL80463 - Postcolonial Literature

Department(s)
English

Long Description (Catalog Description)

Seminar in the cultural politics of countries formerly colonized by Great Britain. Topics vary: recent offerings have focused on India, Ireland, South Africa, Kenya, and Zimbabwe. Student cannot receive credit for ENGL 55203 and 80463.

Career
Graduate

Cross Listed Courses

ENGL55203 Postcolonial Literature

ENGL80463 - Seminar in Modern British Literature

Department(s)
English

Long Description (Catalog Description)

Seminar in modern British literature.

Career
Graduate

ENGL80473 - Renaissance Bodies

Department(s)
English

Long Description (Catalog Description)

Advanced graduate seminar in dramatic literature of the English Renaissance with a focus on the religious, political, aesthetic, and medical history of the body.

Career
Graduate

ENGL80503 - Seminar in American Literature before 1900

Department(s)
English

Long Description (Catalog Description)

Topics vary; recent offerings have included "Emerson and His Circle" and "The American Renaissance."

Career
Graduate

ENGL80513 - Seminar in American Literature since 1900

Department(s)
English

Long Description (Catalog Description)

Seminar in American literature since 1900. Student cannot receive credit for ENGL 55213 and 80513.

Career
Graduate

Cross Listed Courses

ENGL55213 Sem: Amer Lit After 1900

ENGL80523 - Race and Gender in American Literature

Department(s)
English

Long Description (Catalog Description)

Examination of race and gender in American literature in relation to recent developments in fields such as women's studies, gender studies, critical race studies, Native American studies, and/or African American studies. Themes will vary by semester. Student cannot receive credit for ENGL 55763 and 80523.

Career
Graduate

Cross Listed Courses

ENGL55763 Race & Gender in Amer Lit

ENGL80533 - Literature of Latinx Diaspora

Department(s)
English

Long Description (Catalog Description)

Examination of significant works of literature in multiple genres by U.S. Latinx authors. Particular emphasis will be put on a comparative approach, exploring the literature of Puerto Rican, Cuban, Chicana/o, Mexican, Dominican, and/or Nicaraguan Americans. Texts vary by semester. Student cannot receive credit for ENGL 55533 and ENGL 80533.

Career
Graduate

Cross Listed Courses

ENGL55533 Lit of Latinx Diaspora

ENGL80583 - Seminar in Contemporary African-American Literature

Department(s)
English

Long Description (Catalog Description)

This seminar provides graduate students with the opportunity to research and present theoretical approaches to representative contemporary fiction by African-Americans. Continuities will be established between theories shaped by the Black Arts Movement of the sixties and those shaped by post-modernist thinking. Representative writers may include Alice Walker, Toni Cade Bambara, Charles Johnson, Toni Morrison and Ernest Gaines. Student cannot receive credit for ENGL 55583 and ENGL 80583.

Career

Graduate

Cross Listed Courses

ENGL55583 Contemp African-Amer Lit

ENGL80603 - Seminar in Kenneth Burke

Department(s)

English

Long Description (Catalog Description)

A study of the rhetorical theory and critical methods of Kenneth Burke. This course will include a careful consideration of Burke's major theoretical and literary work with particular emphasis on the ways in which his rhetorical/literary theory grew out of his own literary practice and his engagement in modernist conversations about the function of art (and language, more generally) in culture.

Career

Graduate

ENGL80613 - Women's Rhetorics

Department(s)

English

Long Description (Catalog Description)

This course examines the histories, theories, and practices of women's rhetorics from the classical era through the present. Students will examine primary texts of women rhetors - essays, ordinary writing such as letters and autobiographies, and speeches, to name only a few - as well as secondary sources of those texts, paying particular attention to the ways gender, race, class, religion, place, sexual orientation, and politics shape sense of audiences, methods of invention, arrangement, choices of style, form, tone, and genre. Student cannot receive credit for WRIT 55613 and ENGL 80613.

Career

Graduate

Cross Listed Courses

WRIT55613 Women's Rhetorics

ENGL80623 - Intersections of Literacies, Pedagogies, and Black Feminisms

Department(s)

English

Long Description (Catalog Description)

Prerequisites: Admission to the graduate program in English. Offering a theoretical foundation in Black feminist thought alongside current literacy and educational texts related to race, gender, and sexuality, the course centers the unique contributions of Black Feminist thought and its transformative potential for classrooms, schools, and communities. Student cannot receive credit for WRIT 55173 and ENGL 80623.

Career

Graduate

Cross Listed Courses

WRIT55173 Black Feminist Pedagogies

ENGL80703 - Seminar in Rhetoric

Department(s)

English

Long Description (Catalog Description)

A study of selected major figures and issues in the history of rhetoric. Student cannot receive credit for WRIT 55243 and ENGL 80703.

Career

Graduate

Cross Listed Courses

WRIT55243 Seminar in Rhetoric

ENGL80713 - Seminar in Literacy

Department(s)

English

Long Description (Catalog Description)

Exploration of major issues in literacy history, theory, and research. Topics may vary. Student cannot receive credit for WRIT 55783 and ENGL 80713.

Career

Graduate

Cross Listed Courses

WRIT55783 Seminar in Literacy

ENGL80723 - Seminar in Composition

Department(s)

English

Long Description (Catalog Description)

A study of issues in composition research, practice, or theory. Topics may vary. Student cannot receive credit for WRIT 55793 and ENGL 80723.

Career

Graduate

Cross Listed Courses

ENGL55793 Seminar in Composition

ENGL80733 - Poststructural Rhetoric

Department(s)

English

Long Description (Catalog Description)

Prerequisites: ENGL 60123 or 60713 or 70703. An advanced, intensive study of those rhetorical and theoretical positions that often inform contemporary scholarship in composition studies, rhetoric, literature, and cultural studies. Reading will focus on those anglophone and European theorists most often of use to and in discussion with the whole of modern rhetoric and literary theory.

Career

Graduate

ENGL80743 - Genre Theory

Department(s)

English

Long Description (Catalog Description)

A study of genre theory, with emphasis on the history, methods, and major theories of genre studies in rhetorical theory and literary studies.

Career

Graduate

ENGL80753 - Anti-Racist Pedagogies in Writing Studies and Rhetorical Education

Department(s)

English

Long Description (Catalog Description)

Prerequisites: Admission to the graduate program in English. Drawing from scholarship that centers Black studies, critical composition/literacy studies, decolonization, queer of color critique, and feminisms of color, students will examine theories and examples of intersecting anti-racist pedagogies across multiple spaces in critical university settings. Student cannot receive credit for WRIT 55483 and ENGL 80753.

Career

Graduate

Cross Listed Courses

WRIT55483 Anti-Racist Pedagogies

ENGL80813 - Rhetorics and Poetics of 1930s America

Department(s)

English

Long Description (Catalog Description)

A study of the 1930s American literacy and cultural debates that led to the establishment of New Criticism as the dominant critical theory in English studies and to the birth of modern rhetorical theory.

Career

Graduate

ENGL80823 - Social Movement Rhetorics

Department(s)

English

Long Description (Catalog Description)

This course prepares graduate students for research and teaching related to protest and social movement rhetorics, tracing the emergence and development of work in this area from the 1960s to the present.

Career

Graduate

ENGL80833 - Cultural Rhetorics

Department(s)

English

Long Description (Catalog Description)

An investigation into the connections between rhetoric, culture, and power in order to engage theories of race, class, ethnicity, gender, sexuality, disability, etc. The course will ask students to also practice sociocultural research methods such as, but not limited to ethnography.

Career

Graduate

ENGL90980 - Dissertation

Department(s)

English

Long Description (Catalog Description)

Dissertation. (This course is only offered as P/NC.)

Career

Graduate

ENGL90990 - Dissertation

Department(s)

English

Long Description (Catalog Description)

Dissertation. (This course is only offered as P/NC.)

Career

Graduate

ENSC50003 - Applied Projects Partnership Program

Department(s)

Environmental Science

Long Description (Catalog Description)

Prerequisites: Must have C or better in at least 9 hours of approved courses in the minor or degree, plus permission of instructor and program advisor. ENSC faculty will identify opportunities for students to partner with local businesses, industry and consulting firms to solve real-world problems and create professional deliverables. Students will be matched with the positions that are available, based on observed talents and the type of experience they seek. This is a student-lead project. ENSC faculty provide oversight and guidance but will NOT manage the project or direct the team.

Course Typically Offered

Spring

Career

Undergraduate

ENSC50213 - Environmental Geology

Department(s)

Environmental Science

Long Description (Catalog Description)

Prerequisite: Permission of instructor. Two hours per week of lecture, and three hours per week of laboratory work. Geologic processes, earth resources and engineering properties of crustal materials in the activities of society. (Crosslisted as ENSC/GEOL 50213)

Career

Undergraduate

Cross Listed Courses

GEOL50213 Environmental Geology

ENSC50233 - Urban Wildlife

Department(s)

Environmental Science

Long Description (Catalog Description)

Prerequisites: one semester of biology and junior or higher standing standing. Through readings, discussions, lectures and two required Saturday field trips, students will gain an appreciation for urban wildlife habitat in its many forms by providing a foundation of knowledge regarding wildlife ecology and natural habitats and the ability to relate this knowledge to the urban environment.

Course Typically Offered
Spring

Career
Undergraduate

ENSC50333 - Energy Development and Wildlife Conservation

Department(s)
Environmental Science

Long Description (Catalog Description)

Prerequisites: Three semester hours of biology. The quest for energy can cause problems for wildlife, but through effective use of Best Management Practices (BMPs), the impact of energy development and distribution on wildlife can be limited. From site selection through production to reclamation, practical means exist to promote wildlife-friendly energy development. This course will feature BMPs that allow energy development and wildlife conservation to coexist.

Course Typically Offered
Spring

Career
Undergraduate

ENSC50403 - Rivers in the Landscape

Department(s)
Environmental Science

Long Description (Catalog Description)

Prerequisites: Junior Senior, or graduate standing. In this course , students analyze modern principles of river processes and forms within a geographical perspective. The course examines the fundamental mechanics of fluvial channels with an emphasis placed on both qualitative and quantitative geographic and geologic evaluation of river processes and their products. The course emphasizes natural scientific perspectives and includes linkages to ecology, engineering, natural resources, and resources management/policy.

Career
Undergraduate

ENSC50433 - Sustainability in the Built Environment

Department(s)
Environmental Science

Long Description (Catalog Description)

Prerequisites: Minimum of 60 hours of completed coursework. Sustainability in the Built Environment is a look at policies, programs, projects, and operations of communities, buildings, and homes. This course delves into the history surrounding the green building movement, practical and business cases for sustainable design and implementation, the relatively recent rise and practice of corporate sustainability and the future of sustainability in the communities and facilities we occupy. Energy, water, waste, green purchasing, indoor air quality, and sites are topics that will be covered.

Career
Undergraduate

ENSC50493 - Physical Hydrology

Department(s)
Environmental Science

Long Description (Catalog Description)

Prerequisite GEOL 10113 and permission of instructor. Two hours lecture and two hours of laboratory per week. A study of the occurrence, movement, and exploitation of water in the hydrologic cycle including surface-atmosphere, groundwater, and surface water processes. (Crosslisted as ENSC/GEOL 50493)

Career
Undergraduate

Cross Listed Courses
GEOL50493 Physical Hydrology

ENSC50503 - Wetlands Delineation and Management

Department(s)
Environmental Science

Long Description (Catalog Description)

Prerequisites: Major field of study within the College of Science & Engineering, graduate enrollment, or permission of instructor. To develop a working understanding of the wetland delineation process using the 1987 U.S. Army Corps of Engineers Wetland Delineation Manual and regional supplements. Students will be taught how to measure the three parameters required for a jurisdictional wetlands. In addition, students will learn a basic understanding of wetland ecology. At the end of the course students will be able to use the manual to assist in delineating wetlands.

Course Typically Offered
Fall

Career
Undergraduate

ENSC50513 - Wetlands Restoration

Department(s)
Environmental Science

Long Description (Catalog Description)

Prerequisites: Major field of study within the College of Science and Engineering, graduate enrollment or permission of instructor. To develop a working understanding of stream and wetland riparian ecology, methods to evaluate and categorize streams and wetlands, and methods to restore, enhance and create streams and wetlands. Students will be taught the various methods of stream/ wetland evaluations and categorization and will apply these methods on an actual stream and wetland. Students will evaluate and develop a working plan for stream and wetland restoration. In addition, students will visit various restoration projects in the region.

Course Typically Offered
Spring

Career
Undergraduate

ENSC50523 - Introduction to Geographic Information Systems

Department(s)
Environmental Science

Long Description (Catalog Description)

Prerequisites: GEOL/ENSC 30363. Basic introduction to Geographic Information Systems using ESRI-ArcGIS. Elements of spatial data, mapping, data representation, and geodatabases. Training in use of a GIS system to infer relationships among spatial features. (Crosslisted as ENSC/GEOL 50523.)

Course Typically Offered

Fall

Career

Undergraduate

Cross Listed Courses

GEOL50523 Geographic Info Systems

ENSC50551 - Anthropogenic Disturbance of Wildlife

Department(s)

Environmental Science

Long Description (Catalog Description)

Prerequisites: Six semester hours in Biology, and permission of instructor. This is a seminar class in which students will be introduced to both the direct and indirect ways humans impact wildlife. Students will review and discuss current literature related to this topic (e.g., road ecology and wind energy). This class comprises one fifty minute seminar per week.

Course Typically Offered

Every other fall

Career

Undergraduate

ENSC50593 - Environmental Modeling

Department(s)

Environmental Science

Long Description (Catalog Description)

Prerequisite: Permission of instructor. This course will cover physical and empirical models and their applications in areas such as hydrology, wildlife, ecology, and human health. Class consists of 2 hours lecture, and 2 hours hands-on computer modeling laboratory. (Crosslisted as ENSC/GEOL 50593)

Career

Undergraduate

Cross Listed Courses

GEOL50593 Environmental Modeling

ENSC50633 - Geochemical Analysis

Department(s)

Environmental Science

Long Description (Catalog Description)

Prerequisite: CHEM 10113 or equivalent. Project-based, integrated laboratory course covering instrumentation, data acquisition, data analysis and data presentation techniques used in the chemical investigations of geological and related systems including rocks, aquifers, streams and soils. (Crosslisted as ENSC/GEOL 50633)

Career

Undergraduate

Cross Listed Courses

GEOL50633 Geochemical Analysis

ENSC50693 - Natural Resources Compliance

Department(s)

Environmental Science

Long Description (Catalog Description)

Prerequisites: Major field of study within the College of Science & Engineering. This course is designed to teach the basics of natural resources compliance for students seeking a career in either environmental consulting or environmental compliance for industry. At the completion of the course, students will understand the basics of the natural resources regulatory framework, how natural resources

regulations interrelate, federal versus state or local regulatory agency authority, basic permitting processes, and the fundamentals of compliance. Students will have the opportunity to apply the knowledge they gain to real-life situations throughout the class.

Course Typically Offered

Every other fall

Career

Undergraduate

ENSC50703 - Environmental Compliance

Department(s)

Environmental Science

Long Description (Catalog Description)

Prerequisites: Major field of study within the College of Science & Engineering with 60 hours of coursework completed; or graduate enrollment in SCEE; or permission of instructor. This course is designed to teach the basics of environmental compliance for students seeking a career in either environmental consulting or environmental compliance for industry. At the completion of the course, students will understand the basics of environmental regulatory framework, how environmental regulations interrelate, federal versus state or local regulatory agency authority, basic permitting processes, and the fundamentals of compliance auditing. Students will have the opportunity to apply the knowledge they gain to real-life situations throughout the class.

Course Typically Offered

Fall

Career

Undergraduate

ENSC50713 - Phase I and Phase II Environmental Site Assessment

Department(s)

Environmental Science

Long Description (Catalog Description)

Prerequisites: Major in College of Science & Engineering, with 60 earned hours or graduate enrollment in SGEE. This course is designed to teach the basics of Phase I and Phase II Environmental Site Assessments for students seeking a career in environmental consulting. At the completion of the course, students will understand the basics of performing environmental site assessments, the environmental regulatory framework, and the fundamentals of site investigation. Students will have the opportunity to apply the knowledge they gain to real-life situations throughout the class.

Course Typically Offered

Every other spring

Career

Undergraduate

ENSC50723 - Water and Wastewater Technology

Department(s)

Environmental Science

Long Description (Catalog Description)

Prerequisites: Major in College of Science & Engineering, with 60 earned hours or graduate enrollment in SGEE. This course is designed to teach the basics of water and wastewater treatment technology, including regulations, for students seeking a career in environmental consulting. At the completion of the course, students will understand the basics of water and wastewater treatment, the regulations affecting water and wastewater treatment and pretreatment programs. Students will have the opportunity to apply the knowledge they gain to real-life situations throughout the class.

Course Typically Offered

Every other spring

Career

Undergraduate

ENSC50733 - Environmental, Health & Safety

Department(s)

Environmental Science

Long Description (Catalog Description)

Prerequisites: Must be a Science & Engineering major, graduate student, or have permission of instructor. This course is designed to teach the basics of worker protection for those who will work with hazardous substances during cleanup operations and emergency response. At the completion of the course, students will understand the basics of hazardous materials/substances, routes of exposure, personal protective equipment, and permissible exposure limits.

Course Typically Offered

Every other fall

Career

Undergraduate

ENSC50743 - Environmental Impact Statements

Department(s)

Environmental Science

Long Description (Catalog Description)

Prerequisites: Major in College of Science & Engineering, with 60 earned hours or graduate enrollment in SGEE. This course is designed to teach the basics of Environmental Impact Statements and the NEPA process for students seeking a career in environmental consulting. At the completion of the course, students will understand the basics of evaluating federally-funded development projects for impacts to the environment. Students will be able to evaluate if the project qualifies for a categorical exclusion, and perform environmental assessment (EA) and environmental impact state (IES). Students will have the opportunity to apply the knowledge they gain to real-life situations throughout the class.

Course Typically Offered

Every other spring

Career

Undergraduate

ENSC50753 - Sustainability Reporting

Department(s)

Environmental Science

Long Description (Catalog Description)

Prerequisites: ENSC 50703, and 60 hours of coursework completed; or graduate enrollment; or permission of instructor. This capstone course provides an examination of sustainability reporting frameworks and practices that organizations use to measure, manage, and communicate their environmental, social, and governance (ESG) performance. Students will develop expertise in current sustainability reporting standards, data collection methods, materiality assessment, and stakeholder engagement. The course emphasizes practical applications through case studies and hands-on experience with sustainability reporting tools that meet the needs of private sector, public sector, and nonprofit organizations. .

Course Typically Offered

Every other spring

Career

Undergraduate

ENSC50763 - Groundwater Hydrology

Department(s)

Environmental Science

Long Description (Catalog Description)

Prerequisites: GEOL 30443 and major field of study within the College of Science & Engineering with 60 earned hours, or graduate enrollment, or permission of instructor. This course is designed to teach the basics of groundwater hydrogeology including hydrologic cycle, aquifers, groundwater flow, groundwater recharge, water chemistry and groundwater contamination. At the end of this

course, students will be able to understand the relationship between surface water and groundwater, groundwater protection, field methods, and groundwater development. (Crosslisted as ENSC/GEOL 50763.)

Course Typically Offered

Every other fall

Career

Undergraduate

Cross Listed Courses

GEOL50763 Groundwater Hydrology

ENSC50773 - Introduction to Environmental Law

Department(s)

Environmental Science

Long Description (Catalog Description)

Prerequisites: Major field of study within the College of Science & Engineering with 60 earned hours; or graduate enrollment. Students will be introduced to and will analyze selected federal statutes governing environmental remediation, discharge of pollution, and management of wastes, including the Comprehensive Environmental Response Compensation and Liability Act, the Resource Conservation and Recovery Act, the Clean Water Act, the Clean Air Act, the Endangered Species Act, and others, including the common law (nuisance, trespass, negligence.) Students will be introduced to the American legal system and the role of experts in lawsuits. Students will read and discuss in class statutes, case law, and related materials. (Crosslisted as ENSC/GEOL 50773.)

Course Typically Offered

Every other spring

Career

Undergraduate

Cross Listed Courses

GEOL50773 Intro Environmental Law

ENSC50783 - Environmental Chemistry

Department(s)

Environmental Science

Long Description (Catalog Description)

Prerequisites: CHEM 10123 and 10122 or 10125 or 20123 or permission of instructor. Three hours lecture per week. Chemistry of water, soil, energy, and air as related to environmental problems. Subjects include: nutrients and eutrophication, fluorocarbons, sulfur and nitrogen oxides, Eh-pH relationship, natural carbonate reactions, and cation exchange phenomena. (Crosslisted as CHEM/ENSC/GEOL 50783.)

Career

Undergraduate

Cross Listed Courses

CHEM50783 Environmental Chemistry, GEOL50783 Environmental Chemistry

ENSC50793 - Environmental Sustainability

Department(s)

Environmental Science

Long Description (Catalog Description)

Prerequisite: Major field of study within the College of Science & Engineering with 60 hours of coursework completed; or graduate enrollment in SGEE, or permission of instructor. Includes global populations, resource consumption (water, waste, energy & pollution), environmental regulations, environmental management systems, and an introduction to ISO14001. This course also introduces the concepts of return on investment (ROI) and building a financial case for sustainability.

Course Typically Offered

Fall

Career

Undergraduate

ENSC50863 - Spatial Analysis

Department(s)

Environmental Science

Long Description (Catalog Description)

Prerequisites: MATH 10043 or equivalent, ENSC/GEOL 30363, and ENSC/GEOL 50523, or permission of instructor. Further development of GIS skills to include 3D data modeling, image analysis using Remote Sensing data, advanced GPS mapping, geoprocessing to infer relationships between spatial features, spatial statistics, model building and good cartographic design. (Crosslisted as ENSC/GEOL 50863.)

Career

Undergraduate

Cross Listed Courses

GEOL50863 Spatial Analysis

Long Description (Catalog Description)

Prerequisites: 2.75 GPA in major, completion of at least 6 hours of approved GIS courses and permission of instructor. Practical experience working in the GIS field. Must include a minimum of 260 work hours in approved practical experience situation with an organization or company approved by instructor. A weekly work journal is required for this course. This course is only offered on a P/NC basis. (Crosslisted as ENSC/GEOL 50963.)

Career

Undergraduate

Cross Listed Courses

GEOL50963 GIS Internship

ENSC55493 - Physical Hydrology

Department(s)

Environmental Science

Long Description (Catalog Description)

Prerequisites: GEOL 10113; Graduate status in the Department of Environmental and Sustainability Sciences or permission of instructor. Two hours lecture and two hours of laboratory per week. A study of the occurrence, movement, and exploitation of water in the hydrologic cycle including surface-atmosphere, groundwater, and surface water processes.

Career

Undergraduate

ENSC55593 - Environmental Modeling

Department(s)

Environmental Science

Long Description (Catalog Description)

Prerequisites: Graduate status in the Department of Environmental and Sustainability Sciences or permission of instructor. This course will cover physical and empirical models and their applications in areas such as hydrology, wildlife, ecology, and human health. Class consists of 2 hours lecture, and 2 hours hands-on computer modeling laboratory.

Career

Undergraduate

ENSC50873 - Environmental Remote Sensing

Department(s)

Environmental Science

Long Description (Catalog Description)

Prerequisites: Seniors and graduate students who have taken any of the following courses: GEOL(ENSC) 30363, GEOL 50731, 50523, 50863, 50883, 50713 or permission of instructor. This course introduces students to fundamental principles and concepts of remote sensing and explores the applications of remote sensing datasets and techniques in geological and environmental sciences. Hands-on exercises on the applications of remote sensing techniques in geological and environmental sciences are key components of the course. The hands-on exercises are mainly based on data from local or international case studies or collected by students in the field (e.g. using Unmanned Aerial Systems (UAS)). Digital image processing techniques/software including ENVI as well as Synthetic Aperture Radar (SAR) processing software such as SNAP will be used for data analysis and interpretation. Crosslisted as GEOL/ENSC 50873.

Career

Undergraduate

Cross Listed Courses

GEOL50873 Environmental Remote Sensing

ENSC50883 - Applied GIS

Department(s)

Environmental Science

Long Description (Catalog Description)

Prerequisites: ENSC/GEOL 50523 and ENSC/GEOL 50863, or permission of instructor. Independent work in specially designed projects not covered by regular course offerings for students to continue to advance their basic GIS skills. The student is required to do independent research on a GIS problem, submit a paper with associated maps and give an oral presentation of the findings. A GIS faculty supervisor will be appointed for each research problem. (Crosslisted as ENSC/GEOL 50883.)

Course Typically Offered

Fall and Spring

Career

Undergraduate

Cross Listed Courses

GEOL50883 Applied GIS

ENSC55693 - Natural Resources Compliance

Department(s)

Environmental Science

Long Description (Catalog Description)

Prerequisites: Graduate status in the Department of Environmental and Sustainability Sciences or permission of instructor. This course is designed to teach the basics of natural resources compliance for students seeking a career in either environmental consulting or environmental compliance for industry. At the completion of the course, students will understand the basics of the natural resources regulatory framework, how natural resources regulations interrelate, federal versus state or local regulatory agency authority, basic permitting processes, and the fundamentals of compliance. Students will have the opportunity to apply the knowledge they gain to real-life situations throughout the class.

Career

Undergraduate

ENSC50963 - GIS Internship

Department(s)

Environmental Science

ENSC55703 - Environmental Compliance

Department(s)

Environmental Science

Long Description (Catalog Description)

Prerequisites: Graduate status in the Department of Environmental and Sustainability Sciences or permission of instructor. This course is designed to teach the basics of environmental compliance for students seeking a career in either environmental consulting or environmental compliance for industry. At the completion of the course, students will understand the basics of environmental regulatory framework, how environmental regulations interrelate, federal versus state or local regulatory agency authority, basic permitting processes, and the fundamentals of compliance auditing. Students will have the opportunity to apply the knowledge they gain to real-life situations throughout the class.

Career

Undergraduate

ENSC55713 - Phase I & II ESA

Department(s)

Environmental Science

Long Description (Catalog Description)

Prerequisites: Graduate status in the Department of Environmental and Sustainability Sciences or permission of instructor. This course is designed to teach the basics of Phase I and Phase II Environmental Site Assessments for students seeking a career in environmental consulting. At the completion of the course, students will understand the basics of performing environmental site assessments, the environmental regulatory framework, and the fundamentals of site investigation. Students will have the opportunity to apply the knowledge they gain to real-life situations throughout the class.

Career

Undergraduate

ENSC55723 - Water and Wastewater Technology

Department(s)

Environmental Science

Long Description (Catalog Description)

Prerequisites: Graduate status in the Department of Environmental and Sustainability Sciences or permission of instructor. This course is designed to teach the basics of water and wastewater treatment technology, including regulations, for students seeking a career in environmental consulting. At the completion of the course, students will understand the basics of water and wastewater treatment, the regulations affecting water and wastewater treatment and pretreatment programs. Students will have the opportunity to apply the knowledge they gain to real-life situations throughout the class.

Career

Undergraduate

ENSC55743 - Environmental Impact Statements

Department(s)

Environmental Science

Long Description (Catalog Description)

Prerequisites: Graduate status in the Department of Environmental and Sustainability Sciences or permission of instructor. This course is designed to teach the basics of Environmental Impact Statements and the NEPA process for students seeking a career in environmental consulting. At the completion of the course, students will understand the basics of evaluating federally-funded development projects for impacts to the environment. Students will be able to evaluate if the project qualifies for a categorical exclusion, and perform environmental

assessment (EA) and environmental impact state (EIS). Students will have the opportunity to apply the knowledge they gain to real-life situations throughout the class.

Career

Undergraduate

ENSC55793 - Environmental Sustainability

Department(s)

Environmental Science

Long Description (Catalog Description)

Prerequisites: Graduate status in the Department of Environmental and Sustainability Sciences or permission of instructor. Includes global populations, resource consumption (water, waste, energy & pollution), environmental regulations, environmental management systems, and an introduction to ISO14001. This course also introduces the concepts of return on investment (ROI) and building a financial case for sustainability.

Career

Undergraduate

ENSC60001 - Environmental Presentations

Department(s)

Environmental Science

Long Description (Catalog Description)

The goal of this course is to acquaint the student with the organization, preparation and effective delivery of scientific seminars. Full-time students should register for this course during their second semester. Part-time students should register for this course with permission from the graduate advisor.

Course Typically Offered

Fall and Spring

Career

Graduate

ENSC60011 - Literacy of Science Review

Department(s)

Environmental Science

Long Description (Catalog Description)

Prerequisites: Candidacy for a Masters Degree in Environmental Science. The goal of this course is to acquaint the student with the demands of real-world projects and deadlines. The student will be given a topic within the realm of their environmental education, and will be tasked with writing a 2000-word research paper within 48-hours on the topic.

Course Typically Offered

Fall

Career

Graduate

ENSC60021 - Oral Examination

Department(s)

Environmental Science

Long Description (Catalog Description)

Prerequisites: Candidacy for a Masters Degree in Environmental Science and completion of ENSC 60011 and ENSC 60203. The oral exam is the capstone of the Masters program and must be taken by all students during the final full semester. Oral exams test the student's knowledge in three areas: 1) coursework, 2) selected readings, and 3) general environmental issues and global concerns.

Course Typically Offered

All Sessions

Career

Graduate

ENSC60173 - Mammalogy

Department(s)
Environmental Science

Long Description (Catalog Description)

Prerequisites: Six semester hours in Biology. Two hours of lecture and two hours of laboratory per week. This course introduces graduate students to mammals. Lectures will examine the major topics of mammalian biology including the evolutionary history, classification, adaptations, ecology, and natural history of mammals. Field techniques for the study of mammalian biodiversity and abundance will also be covered in this course. Field trips will be required. (Crosslisted as BIOL/ENSC 60173.)

Career
Graduate

Cross Listed Courses
BIOL60173 Mammalogy

ENSC60203 - Environmental Issues

Department(s)
Environmental Science

Long Description (Catalog Description)

Prerequisite: Graduate standing or permission of instructor. A graduate-level seminar on environmental issues. The framing of issues and their uses in shaping policy are introduced. About twelve issues are introduced in assigned readings. Each student creates a summary document of the issue, derived from the readings and personal research. Students are expected to arrive at class prepared for questions and discussion. Each student is also expected to summarize an issue using a poster or web portfolio.

Course Typically Offered	Career
Spring	Graduate

ENSC60313 - Sustainable Development in Costa Rica

Department(s)
Environmental Science

Long Description (Catalog Description)

This program examines how Costa Rica has managed their natural resources to conserve biodiversity, including ecosystem service payments, the social value placed on conservation, the educational system's approach to conservation, and the political history that has allowed Costa Rica to emerge as the only stable political regime and economy in Central America and the second-most famous ecotourism destination in the world. Their emerging economy creates unique challenges to balance development with conservation and creates a unique opportunity for students to observe sustainable development first-hand, engage in critical and reflective thinking about resource consumption, and evaluate the social implications of sustainability.

Career
Graduate

ENSC60343 - Service Learning in Environmental Science and Sustainability

Department(s)
Environmental Science

Long Description (Catalog Description)

This course engages students in hands-on, community-based projects in the environmental and sustainability sciences. Students will collaborate with a community group to design, implement, and assess sustainable solutions to

environmental challenges, fostering an understanding of environmental principles and community engagement. Through real-world applications, students will cultivate essential skills and knowledge to become proactive stewards of our planet.

Career
Graduate

ENSC60353 - Wildlife Ecology and Management

Department(s)
Environmental Science

Long Description (Catalog Description)

Prerequisites: Six semester hours in Biology. Two hours of lecture and a three-hour laboratory each week. This discussion-oriented course introduces graduate students to the general principles of wildlife ecology and how those principles can be applied to wildlife management and conservation. The objectives of this course are 1) to provide an introduction to the major concepts of Wildlife Ecology and Management and 2) to apply the scientific method to ecological problems. Laboratory exercises are required. (Crosslisted as BIOL/ENSC 60353)

Career
Graduate

ENSC60503 - Environmental Methods and Statistics

Department(s)
Environmental Science

Long Description (Catalog Description)

This course is a laboratory and field-based course that presents essential general science and specific environmental methods, techniques, and theory. Students are exposed to the basic tools of environmental science - observation and notation, data gathering, using statistics, sampling, lab and field techniques, surveying, and safety. Specific environmental methodologies relating to soil, water, and ecological systems are explained. The course presents a wide cross-disciplinary range of techniques and information.

Career
Graduate

ENSC60553 - Zoo Animal Enrichment

Department(s)
Environmental Science

Long Description (Catalog Description)

Prerequisites: Graduate in Biology, Environmental Sciences, Education or Studio Arts programs, or permission from the faculty. This team-taught course between Environmental Science and Studio Art. In this course students will explore the ecology and behavior of wild animals to provide insights into the types of stimuli they naturally encounter. These insights will then be used to develop and build objects and structures that will engage and enrich the lives of animals at the Fort Worth Zoo. Students will work in teams to study a specific species currently residing at the zoo and create objects and structures that will enhance their lives in captivity.

Career
Graduate

Cross Listed Courses
ARST60553 Zoo Animal Enrichment

ENSC60603 - South African Biodiversity and Human Development

Department(s)
Environmental Science

Long Description (Catalog Description)

This course aims to give students an immersive experience into South Africa's rapidly developing human population while the country simultaneously strives to preserve and conserve its natural heritage and biodiversity for future generations. The course will address the geopolitical and socio-economic aspects of South Africa's human development by visiting Soweto, the Apartheid museum, Voortrekker Monument and Isipho HIV/AIDS project. To experience firsthand wildlife preservation and conservation in practice, students will spend time in the Amakhala Game Reserve, Addo Elephant National Park, local nature reserves and villages. Here students will learn about current local, regional and international education programs, wildlife protection, active and passive management, eco-tourism and ongoing scientific research.

Career
Graduate

ENSC70003 - Environmental Internship

Department(s)
Environmental Science

Long Description (Catalog Description)

Students must spend at least 135 hours in approved practical work experience with an organization or company approved by the program director. (This course is only offered P/NC.)

Course Typically Offered	Career
All Sessions	Graduate

ENSC70010 - Research in Sustainability Science

Department(s)
Environmental Science

Long Description (Catalog Description)

Prerequisites: In graduate program at TCU. Field and laboratory problems in sustainability science for graduate students. Fifty clock hours of laboratory and field work for each semester hour credit. 1-6 semester hours.

Career
Graduate

ENSC70030 - Research in Applied Wildlife Ecology

Department(s)
Environmental Science

Long Description (Catalog Description)

Prerequisites: In graduate program at TCU. Graduate students can gain experience conducting field and lab work, analyzing data and processing samples. This represents an opportunity for students to get involved with and contribute to current research in wildlife ecology. As part of this lab group, there will be lab meetings in which students will present and discuss emerging issues in wildlife ecology (participation is required). 1-6 semester hours.

Career
Graduate

ENSC70040 - Water Resources Research

Department(s)
Environmental Science

Long Description (Catalog Description)

Prerequisites: In graduate program at TCU. Field, laboratory, and computational modeling problems in water resources for graduate students. Fifty clock hours of laboratory, computational, and fieldwork for each semester hour credit. 1-6 semester hours.

Career
Graduate

ENSC70351 - Publication Writing

Department(s)
Environmental Science

Long Description (Catalog Description)

Prerequisites: Enrolled in the Environmental Sciences or Biology graduate program. One hours seminar per week for 15 weeks. Graduate students will learn how to produce a scientific research publication based on their own research. This seminar class will include an introduction to using Web of Science, available library resources, selecting the appropriate journal, manuscript structure and formatting, and using reference software (such as Endnote). Such skills will aid thesis development and potentially lead to the production of a submittable manuscript.

Career
Graduate

ENSC70970 - Special Problems

Department(s)
Environmental Science

Long Description (Catalog Description)

Field or laboratory problems for graduate students in various aspects of environmental science. Fifty clock hours of laboratory, field or library work for each semester hour of credit.

Course Typically Offered	Career
All Sessions	Graduate

Cross Listed Courses
GEOL70970 Sp Problems

ENSC70980 - Thesis

Department(s)
Environmental Science

Long Description (Catalog Description)

A minimum of 3 hours of ENSC 70980 Thesis is required.

Course Typically Offered	Career
All Sessions	Graduate

ENSC70990 - Thesis

Department(s)
Environmental Science

Long Description (Catalog Description)

Prerequisite: ENSC 70980 and admission to candidacy. A minimum of 3 hours of ENSC 70990 Thesis is required.

Course Typically Offered
All Sessions

Career
Graduate

Career
Graduate

ENTR60230 - Regulatory Environment for Entrepreneurs and Managers

Department(s)
Entrepreneurship

Long Description (Catalog Description)

1.5 credit hours. The primary focus of this course will be to examine the laws, policies, regulations, and norms that influence decision making for entrepreneurs and managers. Specifically, the course will examine the legal environments of new and established businesses including contract law, intellectual property law, and employment discrimination law.

Career
Graduate

ENTR70513 - Venture Ideas

Department(s)
Entrepreneurship

Long Description (Catalog Description)

The course provides an in-depth overview of the challenges involved in identifying and systematically evaluating opportunities for creating new ventures across a wide range of contexts, including startups, social enterprises, and large, established corporations. As such, the focus of the course is centered on what should be done before writing a business plan and embarking on the development and launch of a new venture.

Course Typically Offered
Spring

Career
Graduate

ENTR60250 - Innovation & Entrepreneurship

Department(s)
Entrepreneurship

Long Description (Catalog Description)

A rigorous exploration of entrepreneurship and innovation as transformative forces for societal and economic impact. Emphasizing both theoretical frameworks and real-world applications, students will examine the multifaceted roles of entrepreneurs as innovators, change agents, and strategic leaders across diverse settings. Students will explore and use advanced technology to deepen their understanding of opportunity identification, designing disruptive solutions, and the challenges of achieving market validation.

Career
Graduate

ENTR70523 - New Venture Planning

Department(s)
Entrepreneurship

Long Description (Catalog Description)

The course focuses on providing practical experience associated with the business start-up process. Specifically, students working in teams will take an identified business opportunity and develop a proposed new business centered on a product or service. Additionally, discussions centered on the challenges and opportunities associated with new venture creation will be conducted. The overarching goal of the course is to provide students with an understanding of the entrepreneurial process, and the implications of entrepreneurial management for business leaders.

Course Typically Offered
Fall

Career
Graduate

ENTR65023 - Regulatory Environment for Entrepreneurs and Executives

Department(s)
Entrepreneurship

Long Description (Catalog Description)

Prerequisite: Must be an EMBA candidate. The primary focus of this course will be to examine the laws, policies, regulations, and norms that influence decision making for executives. Specifically, the course will examine business, contract law, agency law, intellectual property law and employment discrimination law. Additionally, the course highlights aspects of the international legal environment of business.

Course Typically Offered
Summer

Career
Graduate

ENTR70533 - Funding Entrepreneurial Ventures

Department(s)
Entrepreneurship

Long Description (Catalog Description)

The course focuses on helping students develop the skills needed to successfully execute a capital raise or financing for an early-stage venture. Major sources of funding for new ventures are reviewed and evaluated, including 'bootstrap' financing, crowdfunding, equity finding (angel investment and venture capital), debt financing, grant funding and digital currencies. Pro forma financial models will be taught as a means to communicate a comprehensive understanding of a business opportunity to capital providers.

Career
Graduate

ENTR70353 - Private Equity

Department(s)
Entrepreneurship

Long Description (Catalog Description)

Prerequisites: Open to MBA and MAc students; this elective course provides the theoretical background and practical application of private equity in the United States and the world. The principle focus of the course will be early stage venture capital. However, other elements of private equity such as leveraged buyouts and corporate venturing will also be reviewed. To ensure that a realistic perspective of private equity occurs in the class, cases and projects provided by active private equity professionals will be employed to illustrate material.

ENTR70543 - Corporate Venturing

Department(s)
Entrepreneurship

Long Description (Catalog Description)

The course focuses on seeking innovative uses, markets, or owners of the organization's existing products, services, and technologies. It draws the creativity of the organization's personnel to new business possibilities that go beyond the current business model of the organization. It engages the entrepreneurial spirit in spawning a new vision from within the organization. By imparting proven, useful, and effective techniques for managing innovation and entrepreneurship within corporations, this course will position students to participate in the economic

renewal of their companies, and potentially, their cities, states, and nations. Leaders in this course will further learn to recognize organizational challenges; create innovative, value oriented solutions; and sell those solutions to management.

Career
Graduate

ENTR70630 - Data Analytics Capstone for Entrepreneurial Decision Making

Department(s)
Entrepreneurship

Long Description (Catalog Description)

Prerequisites: Admitted to Master of Science in Business Analytics program. This course is designed to prepare students to recognize challenges faced by organizations and to create innovative, value-oriented solutions using analytical methods. Students engage with business professional to define a business issue, identify the necessary data and resources needed to provide solutions, and ultimately communicate those solutions to management.

Career
Graduate

ENTR70970 - Special Problems in Entrepreneurship

Department(s)
Entrepreneurship

Long Description (Catalog Description)
Special Problems in Entrepreneurship.

Career
Graduate

ENTR75980 - Entrepreneurship

Department(s)
Entrepreneurship

Long Description (Catalog Description)

1.5 Credit Hours. Prerequisite: Must be an EMBA candidate. This course focuses on the pursuit of opportunity, which considers the difference between an idea and an opportunity. It addresses the skills and know-how required to recognize, assess and exploit an opportunity. Students will apply a strategic tool to determine the difference between an idea and an opportunity, conduct an opportunity assessment, and present their assessment to a team of outside judges. This course will utilize a range of techniques, methods and approaches to address the learning styles of everyone in the class. In the process, students will improve their analytical capabilities, strengthen their ability to execute by understanding and applying elements in the entrepreneurial process, and enhance their skill in pitching their concepts.

Course Typically Offered	Career
Spring	Graduate

ENTR75990 - Innovation

Department(s)
Entrepreneurship

Long Description (Catalog Description)

Prerequisites: Must be an enrolled EMBA student. Creativity and innovation are key drivers for economic activity and wealth generation, as well as for individual and community well-being. Entrepreneurs in growing businesses, large firms, the

social sector and government are upsetting the status quo, altering accepted ways of doing things, transforming industries and finding meaning for themselves and those with whom they work. This course focuses on two key themes. One is creativity and innovation and the other is the pursuit of opportunity, which considers the skills and know-how required to exploit opportunity and create social and economic value. Students will learn to recognize their own creative talents, apply creative problem-solving techniques to tasks and challenges, (3) recognize and remove blocks to innovation, and (4) understand and apply the elements in the entrepreneurial process.

Career
Graduate

ENTS86001 - Otolaryngology

Department(s)
Medical School Acad Dept

Long Description (Catalog Description)

Otolaryngology, 4 week clinical home elective

Career
Medical School

ENTS86002 - Pediatric Otolaryngology

Department(s)
Burnett School of Medicine

Long Description (Catalog Description)

Pediatric Otolaryngology; clinical, 4 weeks, home elective

Career
Medical School

ENTS86500 - Otolaryngology

Department(s)
Burnett School of Medicine

Long Description (Catalog Description)

Otolaryngology; clinical, 4 weeks, away elective

Career
Medical School

ENTS86501 - Otorhinolaryngology

Department(s)
Medical School Acad Dept

Long Description (Catalog Description)

Otorhinolaryngology, 4 weeks, clinical, away elective

Career
Medical School

ENTS86502 - Otolaryngology - Head and Neck Surgery

Department(s)
Burnett School of Medicine

Long Description (Catalog Description)

Otolaryngology - Head and Neck Surgery; clinical, 4 weeks, away elective

Career
Medical School

ENTS86503 - Advanced Otorhinolaryngology

Department(s)
Burnett School of Medicine

Long Description (Catalog Description)
Advanced Otorhinolaryngology, 4 weeks clinical away

Career
Medical School

ENTS86504 - Otolaryngology Inpatient/Outpatient

Department(s)
Burnett School of Medicine

Long Description (Catalog Description)
Otolaryngology Inpatient/Outpatient, 4 weeks, clinical, away

Career
Medical School

ENTS86505 - Advanced Otolaryngology

Department(s)
Burnett School of Medicine

Long Description (Catalog Description)
Advanced Otolaryngology, 4 weeks, clinical away elective

Career
Medical School

ENTS86506 - Sub-Internship Otolaryngology

Department(s)
Burnett School of Medicine

Long Description (Catalog Description)
4 weeks, clinical way elective

Career
Medical School

FINA60003 - Economic Environment of Business

Department(s)
Finance

Long Description (Catalog Description)
A contemporary, real-world course focusing on the economic environment within which today's businesses operate taught from the perspective of the practicing manager. Content is both national and international in flavor. Highlights include study of the general economy, market structure and public policy, economic analysis of industries and business cycles, and economics of the firm. International comparative advantage is stressed. The course is taught through the use of materials, tools, and databases readily available to the manager.

Course Typically Offered	Career
All Sessions	Graduate

FINA60010 - Financial Management I

Department(s)
Finance

Long Description (Catalog Description)
1.5 credit hours. Prerequisites: ACCT 60010, and must be an MBA or MAc student. Financial Management I is the core MBA course in finance. It is the first part of a two-course introduction to financial decision making. The fundamental question in finance is how to determine value. To answer this question, in this course we will focus on how financial managers identify projects that create value to the firm (investment decisions.) The course topics will include cash flow valuation, bond and stock valuation, capital budgeting and project evaluation, and a brief introduction to the concepts of cost of capital.

Career
Graduate

FINA60011 - Finance Fundamentals

Department(s)
Finance

Long Description (Catalog Description)
The course is designed to help bridge the gap between an undergraduate experience in Finance and a graduate level course. As such, there is less emphasis on memorization of terminology and much greater emphasis on critical thinking, analytics, and decision-making. This course will review some of the basic concepts, but a major emphasis will be placed on identifying and describing practical applications of key concepts by means of case studies and projects, with emphasis on the ambiguities and nuances occurring in applying theory to empirical projects. This is also supplemented by developing students' critical thinking skills through in-depth analysis of financial decisions from a managerial perspective. This course will help students better understand the key issues that managers face when they make investment decisions, including technical issues, such as knowledge of cash flows, time-value of money, valuation principles, but also big picture issues, examining what the sources of value creation are, how to deal with managerial biases and estimation uncertainty, and how investment decisions must fit with the strategic vision of the firm.

Career
Graduate

FINA60013 - Management of Financial Resources

Department(s)
Finance

Long Description (Catalog Description)
Prerequisite: ACCT 60010, or concurrent enrollment in ACCT 60010. Cannot receive credit for FINA 60013 if credit has been received for FINA 60010, FINA 60011 or FINA 70010. A study of the acquisition and management of the financial resources of the firm. The emphasis is on developing and understanding decision making concepts related to such topics as valuation, cost of capital, capital budgeting, dividend policy, debt policy, and corporate control. The interaction between investment and financing decisions in the marketplace is emphasized in the context of risk-return considerations, and the obligation of management to security holders is considered. Where appropriate, the global environment of decisions is stressed.

Course Typically Offered	Career
Fall and Spring	Graduate

FINA60020 - Managerial Economics

Department(s)
Finance

Long Description (Catalog Description)

1.5 credit hours. Price and output determination in free markets is covered first. Then the relationship between the firm's production function and its cost structure is described. Costs and industry market structure and its importance to pricing strategies are discussed in detail. Public policy, such as anti-trust legislation and government price supports that affect firm/industry behavior are covered throughout the course. Actual business examples will be used to illustrate application of theory.

Career
Graduate

FINA60110 - Finance and Analytics

Department(s)
Finance

Long Description (Catalog Description)

Prerequisites: Admitted to Master of Science in Business Analytics program. This course examines a range of finance topics with an emphasis on critical thinking, data driven decision-making, and complex analytics and modeling.

Career
Graduate

FINA65000 - Economic Environment of Business

Department(s)
Finance

Long Description (Catalog Description)

1.5 Credit Hours. Prerequisite: Must be an EMBA candidate. A contemporary, real-world course focusing on the global economic environment within which today's businesses operate, taught from the perspective of the practicing manager. Content is both national and international in flavor. Highlights include study of the general economy, monetary/fiscal policy, business cycles, exchange rates, and economic indicators. The impact of domestic and international forces on business strategy is stressed. The course is taught through the use of materials, tools, and databases readily available to the manager.

Career
Graduate

FINA65003 - Economic Environment of Business

Department(s)
Finance

Long Description (Catalog Description)

A contemporary, real-world course focusing on the economic environment within which today's businesses operate taught from the perspective of the practicing manager. Content is both national and international in flavor. Highlights include study of the general economy, market structure and public policy, economic analysis of industries and business cycles, and economics of the firm. International comparative advantage is stressed. The course is taught through the use of materials, tools, and databases readily available to the manager.

Career
Graduate

FINA65010 - Managerial Economics for Executive Decision-Making

Department(s)
Finance

Long Description (Catalog Description)

1.5 Credit Hours. Prerequisite: Must be an EMBA candidate. This is an applied course intended to prepare executives to understand microeconomic concepts, interpret economic data, and apply these tools in their working environment. In each section, fundamentals of economic theory will be introduced and then applied to equip executives to make strategic business decisions in a dynamic business environment.

Course Typically Offered
Fall

Career
Graduate

FINA65013 - Management of Financial Resources

Department(s)
Finance

Long Description (Catalog Description)

3.0 credit hours. Prerequisite: ACCT 65013, and must be an EMBA candidate. A study of the acquisition and management of the financial resources of the firm. The emphasis is on developing and understanding decision making concepts related to such topics as valuation, cost of capital, capital budgeting, dividend policy, hedging financial exposure, and corporate control. The interaction between investment and financing decisions in the marketplace is emphasized in the context of risk-return considerations, and the obligation of management to security holders is considered. Where appropriate, the global environment of decisions is stressed.

Course Typically Offered
Spring

Career
Graduate

FINA70010 - Financial Management II

Department(s)
Finance

Long Description (Catalog Description)

1.5 credit hours. Prerequisite: FINA 60010 or student must have ACCL-MBA, ACCP-MBA, or ACCE-MBA degree plan. Financial Management II is the second part of a two-course introduction to financial decision making. The fundamental question in finance is how to determine value. To answer this question, in this course will focus on how managers interact with capital markets in order to fund firm investments (financing decision.) The course topics will include risk and return in capital markets, long-term financial decisions and the capital structure of the firm, dividend policy, and will examine in detail the concept of cost of capital.

Career
Graduate

FINA70100 - The Macroeconomic Environment of Business

Department(s)
Finance

Long Description (Catalog Description)

1.5 credit hour. Prerequisites: FINA 60020 or equivalent. A contemporary, real-world course focusing on the global economic environment within which today's businesses operate, taught from the perspective of the practicing manager. Content is both national and international in flavor. Highlights include study of the general economy, monetary/fiscal policy, business cycles, exchange rates, and

economic indicators. The impact of domestic and international forces on business strategy is stressed. The course is taught through the use of materials, tools, and databases readily available to the manager.

Career
Graduate

FINA70183 - Educational Investment Fund

Department(s)
Finance

Long Description (Catalog Description)

Prerequisite: FINA 70010 or 60013. By application. Participation in the operation of the Educational Investment Fund student managed investment portfolio. Students participating in the Educational Investment Fund are strongly encouraged to take six (6) additional hours of finance electives beyond the program requirements (with possible exception made in the case of extensive finance background).

Course Typically Offered	Career
All Sessions	Graduate

FINA70193 - Educational Investment Fund

Department(s)
Finance

Long Description (Catalog Description)

Prerequisite: FINA 70183. Participation in the operation of the Educational Investment Fund student managed investment portfolio. Students participating in the Educational Investment Fund are strongly encouraged to take six (6) additional hours of finance electives beyond the program requirements (with possible exception made in the case of extensive finance background).

Course Typically Offered	Career
All Sessions	Graduate

FINA70420 - Options and Futures Markets

Department(s)
Finance

Long Description (Catalog Description)

1.5 credit hours. Prerequisite: FINA 70010 or 60013. Must be a full-time second-year MBA student or equivalent. Introduction to derivatives - financial contracts that "derive" value from other instruments or prices. An in-depth study of the valuation of derivatives. Valuation techniques include methods such as binomials and Black-Scholes models.

Course Typically Offered	Career
Spring	Graduate

FINA70470 - Real Estate Finance and Investments

Department(s)
Finance

Long Description (Catalog Description)

1.5 credit hours. Prerequisite: FINA 70010 or 60013. An examination of mortgage markets and instruments, including an introduction to basic real estate law, mortgage calculations, loan underwriting, primary and secondary mortgage markets, and securitization.

Course Typically Offered	Career
Fall	Graduate

FINA70513 - Security Analysis

Department(s)
Finance

Long Description (Catalog Description)

Prerequisite: FINA 70010 or 60013. Theory of security selection focusing on its economic, financial and accounting aspects. Some attention directed to the role of technical analysis as an adjunct to the more traditional fundamentalist approach. Critical review of significant investment literature is included along with consideration of the Chartered Financial Analyst C.F.A. program and its professional objectives.

Course Typically Offered	Career
Fall	Graduate

FINA70520 - Risk Management and Financial Engineering

Department(s)
Finance

Long Description (Catalog Description)

1.5 credit hours. Prerequisite: FINA 70420. Study of current usage of derivative instruments in financial engineering. Financial engineering is the science of managing financial risk exposure through derivatives, as well as the construction of new financial products, such as SWAPS. Topics include corporate risk management, hedge fund strategies, and operation of derivative markets.

Course Typically Offered	Career
Spring	Graduate

FINA70523 - Financial Modeling

Department(s)
Finance

Long Description (Catalog Description)

Prerequisites: FINA 70010 or 60013 or equivalent. The emphasis of the course is on developing skills for financial modeling. After completion of this course, students will acquire the tools needed to build financial models, and design the analysis to create insights from the models.

Career
Graduate

FINA70533 - Portfolio Management

Department(s)
Finance

Long Description (Catalog Description)

Prerequisite: FINA 70010 or 60013. A 'state-of-the-art' examination of the theory and practice of portfolio management. Current literature in leading journals introduces topics such as contemporary techniques of risk-return management, setting portfolio objectives and measuring performance and portfolio selection and revision. Consideration is given to the special problems encountered in management of institutional portfolios.

Course Typically Offered	Career
Fall and Summer	Graduate

FINA70543 - Advanced Financial Management

Department(s)
Finance

Long Description (Catalog Description)

Prerequisite: FINA 70010 or 60013. Applications of theory of corporate finance to real-world problems through case studies. Topics include financial analysis and planning, forecasting the financial needs of a firm, capital expenditure analysis, capital structure and distribution policies, merger and acquisition analysis, corporate restructuring, and risk management. Emphasis is placed on the effects of the firm's financial and operating decisions on the value of the firm's securities in financial markets.

Course Typically Offered

Spring

Career

Graduate

FINA70563 - International Finance

Department(s)

Finance

Long Description (Catalog Description)

Prerequisite: FINA 70010 or 60013. Financial management of the firm in an international context. The basis of international trade, the management of currency and interest rate risks, international investment decisions, international money and capital markets, financial policy decisions in an international setting. Development of theory via lectures and applications via case analyses.

Course Typically Offered

Fall

Career

Graduate

FINA70570 - Real Estate Finance and Investments II

Department(s)

Finance

Long Description (Catalog Description)

1.5 credit hours. Prerequisites; FINA 70470. A study of the analytical tools and decision-making processes necessary to maximize returns from investment in commercial, industrial and residential income producing real estate. Investment analysis, optimal financial management and portfolio selection of real estate under institutional constraints and in the complex tax environment are considered.

Course Typically Offered

Fall

Career

Graduate

FINA70573 - Real Estate Portfolios

Department(s)

Finance

Long Description (Catalog Description)

Prerequisite: FINA 70010 or 60013 or equivalent. Emphasis will be on real estate investing, particularly as it pertains to real estate portfolios such as REITs. Performance, risk and diversification, including property type and geographic diversity will be studied. Securitization of assets and other methods of financing will be considered.

Career

Graduate

FINA70583 - Topics in Applied Financial Analysis I

Department(s)

Finance

Long Description (Catalog Description)

Prerequisites: FINA 70010 or FINA 60013 or equivalent. This course provides a comprehensive and integrated examination of fundamental topics related to financial analysis, using subject matter from the Candidate Body of Knowledge developed by the CFA Institute for the Chartered Financial Analyst (CFA) Level I program. Specific topics covered include ethics, economics, financial statement analysis, corporate finance, quantitative methods, portfolio management, equity analysis, fixed income analysis, and derivatives.

Course Typically Offered

Spring

Career

Graduate

FINA70593 - Topics in Applied Financial Analysis II

Department(s)

Finance

Long Description (Catalog Description)

Prerequisites: FINA 70583 or passing CFA Level I exam. This course provides a comprehensive integrated examination of advanced topics related to financial analysis, using subject matter from the Candidate Body of Knowledge developed by the CFA Institute for the Chartered Financial Analyst (CFA) Level II program. Specific topics covered include advanced applications in ethics, economics, financial statement analysis, corporate finance, quantitative methods, portfolio management, equity analysis, fixed income analysis, and derivatives.

Course Typically Offered

Spring

Career

Graduate

FINA70610 - Energy Macroeconomics

Department(s)

Finance

Long Description (Catalog Description)

1.5 credit hours. This course focuses on the fundamentals of global supply and demand for primary fuels - oil, coal, natural gas, hydroelectricity, nuclear and alternatives. The electric power generation industry and the transportation fuel industry is examined to determine the impact of newly discovered natural gas resources in the United States. The case for a long term US national energy policy is studied in detail. Finally, the impact of technology on improved energy efficiency and new energy supply is discussed.

Career

Graduate

FINA70620 - Energy Corporate Finance

Department(s)

Finance

Long Description (Catalog Description)

1.5 credit hours. Prerequisites: ACCT 60010 and either FINA 60013 or both FINA 60010 and 70010; or student must have ACCL-MBA, ACCP-MBA or ACCE-MBA degree plan. This course focuses on corporate finance issues affecting the energy industry. The material covered includes a review of macroeconomic view of energy supply, demand price and government policy for all forms of primary energy: oil, gas, coal, nuclear, hydroelectric, wind and other renewables. Capital structures are analyzed in the E&P, oil service, mid-stream and power sectors. Emphasis is placed on reserve based accounting and borrowing base determination in the oil and gas sector. Other topics covered include energy startups, IPO's, mergers, acquisitions and divestitures.

Career

Graduate

FINA70970 - Special Problems in Finance

Department(s)
Finance

Long Description (Catalog Description)
Special Problems in Finance.

Course Typically Offered	Career
Contact Department For Details	Graduate

FINA75543 - Advanced Financial Management

Department(s)
Finance

Long Description (Catalog Description)
Prerequisite: FINA 65013, and must be an EMBA candidate. Applications of theory of corporate finance to real-world problems through case studies. Topics include financial analysis and planning, forecasting the financial needs of a firm, capital expenditure analysis, capital structure and distribution policies, merger and acquisition analysis, corporate restructuring, and risk management. Emphasis is placed on the effects of the firm's financial and operating decisions on the value of the firm's securities in financial markets.

Course Typically Offered	Career
Spring	Graduate

FINA75970 - Special Problems in Finance

Department(s)
Finance

Long Description (Catalog Description)
Special Problems in Finance. Prerequisite: Must be an EMBA candidate.

Course Typically Offered	Career
All Sessions	Graduate

FMLY81205 - LIC Clinical Family Medicine

Department(s)
Medical School Acad Dept

Long Description (Catalog Description)
The Family Medicine clerkship is centered on the long-lasting and caring relationship between physician-patient and family relationship. The clerkship highlights the importance of comprehensive, ongoing care for patients of all ages and genders as well as the benefits of integrating the biological, clinical and behavioral sciences to patients and the health care system. Students will understand the role of serving as patient's or family's advocate in all health-related matters in a variety of clinical settings. The clinical experience will focus on outpatient primary care but will allow students the opportunity to also see the full depth and breadth of family medicine in other clinical environments. This clerkship will provide opportunities for each student to acquire knowledge of community resources available for patients and families. A solid understanding of the social determinants of health is a main goal of the clerkship as students work with health care teams to eliminate barriers to access and care.

Career
Medical School

FMLY86001 - Family and Community Medicine

Department(s)
Medical School Acad Dept

Long Description (Catalog Description)
Family and Community Medicine, home elective.

Career
Medical School

FMLY86002 - Elective: Family Medicine Preceptorship

Department(s)
Medical School Acad Dept

Long Description (Catalog Description)
This elective experience will allow students to further explore and learn about specific specialties and practices of medicine.

Career
Medical School

FMLY86003 - Geriatric Medicine

Department(s)
Medical School Acad Dept

Long Description (Catalog Description)
Geriatric Medicine; 4 weeks, home elective

Career
Medical School

FMLY86005 - Sports Medicine

Department(s)
Medical School Acad Dept

Long Description (Catalog Description)
Sports Medicine, 2 weeks, clinical home elective

Career
Medical School

FMLY86006 - Population Health

Department(s)
Medical School Acad Dept

Long Description (Catalog Description)
Population Health; clinical, 4 weeks, home elective

Career
Medical School

FMLY86500 - Family Medicine

Department(s)
Medical School Acad Dept

Long Description (Catalog Description)
Family Medicine; clinical, 4 weeks, away elective

Career
Medical School

FMLY86501 - Acting Internship Family Medicine

Department(s)
Medical School Acad Dept

Long Description (Catalog Description)
Acting Internship Family Medicine; 4 weeks, away elective, clinical

Career
Medical School

FMLY86502 - Ambulatory and Inpatient Family Medicine

Department(s)
Medical School Acad Dept

Long Description (Catalog Description)
Ambulatory and Inpatient Family Medicine; clinical, 4 weeks, away elective

Career
Medical School

FMLY87020 - Advanced Inpatient Sub-Internship Family Medicine

Department(s)
Medical School Acad Dept

Long Description (Catalog Description)
Advanced Inpatient Sub-Internship Family Medicine, 4 weeks, clinical, home elective

Career
Medical School

FTDM50400 - Advanced Studies in Radio, Television, and Film

Department(s)
Film,Television&Digital Media

Long Description (Catalog Description)
Prerequisites: Senior or graduate standing. Seminar in radio, television, and film. 3-6 semester hours; maximum 3 semester hours per semester.

Course Typically Offered	Career
Rarely	Undergraduate

FTDM50970 - Special Problems in Film, Television and Digital Media

Department(s)
Film,Television&Digital Media

Long Description (Catalog Description)
Prerequisite: Senior or graduate standing. A conference course designed to give an individual student opportunities for additional specialized work in his or her area of concentration. (1-6 semester hours)

Course Typically Offered	Career
Contact Department For Details	Undergraduate

GEOG50970 - Special Studies in Geography

Department(s)
Geography

Long Description (Catalog Description)
Supervised reading, research, and preparation of a substantial paper focused on a specific regional analysis or topical subdiscipline of geography. Regional characteristics investigated may include economic, political, historical, and cultural components as well as topography, climate, and natural resources. Examples of topics include advanced studies in Urban Geography, Cultural Geography, Geopolitics, and Historical Geography.

Course Typically Offered	Career
Rarely	Undergraduate

GEOG80900 - Seminar: Historical Geography of Latin America

Department(s)
Geography

Long Description (Catalog Description)
This seminar will investigate land and life in the Latin American Realm using geographical and historical methods. Topics may include, but are not limited to: Indigenous populations, human/environment interaction, agriculture, settlement morphology, diffusion, religion, cultural landscapes, and commerce and trade.

Career
Graduate

GEOL50213 - Environmental Geology

Department(s)
Geology

Long Description (Catalog Description)
Prerequisite: Permission of instructor. Two hours per week of lecture, and three hours per week of laboratory work. Geologic processes, earth resources and engineering properties of crustal materials in the activities of society. (Crosslisted as ENSC/GEOL 50213)

Course Typically Offered	Career
Rarely	Undergraduate

Cross Listed Courses
ENSC50213 Environmental Geology

GEOL50233 - Optical Mineralogy and Petrography

Department(s)
Geology

Long Description (Catalog Description)
Prerequisite: Permission of instructor. Two hours lecture and one three hour laboratory period per week. Analysis of the behavior of light in crystalline substances, complete treatment of crystal optics and the identification of non-opaque, rock-forming minerals using immersion media and thin section techniques. Intensive use of the microscope required.

Course Typically Offered	Career
Every other fall	Undergraduate

GEOL50251 - Scanning Electron Microscopy

Department(s)
Geology

Long Description (Catalog Description)

Prerequisite: Permission of instructor. Use of the S.E.M. in geological applications.

Course Typically Offered	Career
Rarely	Undergraduate

GEOL50341 - Interpreting Seismic Data

Department(s)
Geology

Long Description (Catalog Description)

Prerequisite: GEOL 30243. Three hours laboratory per week for five weeks. A practicum in interpreting seismic data. Prerequisites: GEOL 50331 or equivalent.

Course Typically Offered	Career
Rarely	Undergraduate

GEOL50413 - Global Tectonics and Basin Analysis

Department(s)
Geology

Long Description (Catalog Description)

Prerequisite: Permission of instructor. Three hours lecture per week. Explores the relationship between plate motion and the evolution of sedimentary basins.

Course Typically Offered	Career
Every other fall	Undergraduate

GEOL50423 - Petroleum Geology

Department(s)
Geology

Long Description (Catalog Description)

Prerequisite: Permission of instructor. Origin, migration and entrapment of hydrocarbons, exploration and production techniques used in the petroleum industry.

Course Typically Offered	Career
Every other spring	Undergraduate

GEOL50443 - Natural Hazards and Disasters

Department(s)
Geology

Long Description (Catalog Description)

Prerequisites: permission of the instructor. This course offers an in-depth exploration of natural hazards and disasters, including earthquakes, tsunamis, volcanic eruptions, floods, landslides, hurricanes, tornadoes, and wildfires. Students will examine the dynamic Earth system processes, including atmospheric, surface, and subsurface processes, that drive these phenomena while critically analyzing how human activities contribute to their frequency and severity. Through an interdisciplinary and global perspective, the course investigates how interconnected systems, such as climate change, tectonic activity, socio-economic factors, and anthropogenic influences, shape disaster occurrence, response, and long-term recovery. Emphasis is placed on global variations in risk perception, preparedness, response, and mitigation efforts, highlighting how various factors influence resilience and vulnerability across different regions. Lab exercises

incorporate geospatial technology tools to assess risk, model disaster scenarios, and analyze the cascading effects of hazards on populations, infrastructure, and ecosystems.

Career
Undergraduate

GEOL50493 - Physical Hydrology

Department(s)
Geology

Long Description (Catalog Description)

Prerequisite GEOL 10113 and permission of instructor. Two hours lecture and two hours of laboratory per week. A study of the occurrence, movement, and exploitation of water in the hydrologic cycle including surface-atmosphere, groundwater, and surface water processes. (Crosslisted as ENSC/GEOL 50493)

Course Typically Offered	Career
Every other spring	Undergraduate

Cross Listed Courses
ENSC50493 Physical Hydrology

GEOL50523 - Introduction to Geographic Information Systems

Department(s)
Geology

Long Description (Catalog Description)

Prerequisites: GEOL/ENSC 30363. Basic introduction to Geographic Information Systems using ESRI-ArcGIS. Elements of spatial data, mapping, data representation, and geodatabases. Training in use of a GIS system to infer relationships among spatial features. (Crosslisted as ENSC/GEOL 50523.)

Course Typically Offered	Career
Fall	Undergraduate

Cross Listed Courses
ENSC50523 Geographic Info Systems

GEOL50543 - Sedimentary Environments and Facies

Department(s)
Geology

Long Description (Catalog Description)

Prerequisite: Permission of instructor. Three hours lecture per week. Facies analysis and facies models applied to the problem of interpreting stratigraphic sequences and reconstructing paleogeography.

Course Typically Offered	Career
Every other spring	Undergraduate

GEOL50553 - Integrating and Interpreting Subsurface Geological Data

Department(s)
Geology

Long Description (Catalog Description)

Prerequisites: GEOL 50331 and 50361, or permission of instructor. A workstation-based practicum on managing and integrating geologic data. Students will become familiar with one or more widely-used software packages for handling multiple data sets used in oil and gas exploration and field development.

Course Typically Offered
Every other spring

Career
Undergraduate

GEOL50563 - Energy and Natural Resources

Department(s)
Geology

Long Description (Catalog Description)

Prerequisite: GEOL 10113 or equivalent. A broad overview of the natural resources utilized for energy, and the geologic, engineering and business sides of the energy industry. The course will acquaint students with all the steps in the production of oil and gas from developing a prospect to delivering a product, including how geologists decide where to drill, the study of drilling and completion operations, the technology required to produce oil and gas, and carbon sequestration. Students will also be acquainted with the natural resources and environmental issues associated with the generation of electricity, including coal, geothermal, biomass, uranium, tidal, hydroelectricity, and the rare earth elements required for renewable energy.

Course Typically Offered
Fall

Career
Undergraduate

GEOL50573 - Geology of Texas

Department(s)
Geology

Long Description (Catalog Description)

Prerequisites: GEOL 30243. This course is an overview of the stratigraphy and petroleum geology of Texas and the adjacent Gulf of Mexico. The course will focus on the relationship between plate tectonics, eustacy, basin formation, and stratigraphy, and how the interplay between them generated some of the largest accumulations of hydrocarbons on the planet. The course will also use Texas examples to discuss concepts of petroleum geology.

Career
Undergraduate

GEOL50593 - Environmental Modeling

Department(s)
Geology

Long Description (Catalog Description)

Prerequisite: Permission of instructor. This course will cover physical and empirical models and their applications in areas such as hydrology, wildlife, ecology, and human health. Class consists of 2 hours lecture, and 2 hours hands-on computer modeling laboratory. (Crosslisted as ENSC/GEOL 50593)

Course Typically Offered
Every other fall

Career
Undergraduate

Cross Listed Courses
ENSC50593 Environmental Modeling

GEOL50603 - Introduction to Geochemistry

Department(s)
Geology

Long Description (Catalog Description)

Prerequisite: CHEM 10114 and 10124 or permission of instructor. Three hours lecture per week. Application of basic chemical principles to understanding the origin, distribution and migration of chemical elements in the earth's lithosphere, hydrosphere, atmosphere and biosphere.

Course Typically Offered
Every other spring

Career
Undergraduate

GEOL50613 - Igneous and Metamorphic Petrology

Department(s)
Geology

Long Description (Catalog Description)

Prerequisite: GEOL 50233, or permission of instructor. Two hours lecture and one three hour laboratory period per week. Petrogenesis of igneous and metamorphic rocks based on field, petrographic, chemical and isotopic data. Inferences on the evolution and dynamics of the crust and mantle. Involves use of microscope.

Course Typically Offered
Every other spring

Career
Undergraduate

GEOL50623 - Volcanology

Department(s)
Geology

Long Description (Catalog Description)

Prerequisite: GEOL 50233, or permission of instructor. Two hours lecture and one three hour laboratory period per week. Types and processes of volcanic eruptions; characteristics of modern volcanic products; recognition and significance of ancient volcanic deposits in the stratigraphic record. Involves use of microscope. Field trip required.

Course Typically Offered
Every other fall

Career
Undergraduate

GEOL50633 - Geochemical Analysis

Department(s)
Geology

Long Description (Catalog Description)

Prerequisite: CHEM 10113 or equivalent. Project-based, integrated laboratory course covering instrumentation, data acquisition, data analysis and data presentation techniques used in the chemical investigations of geological and related systems including rocks, aquifers, streams and soils. (Crosslisted as ENSC/GEOL 50633)

Career
Undergraduate

Cross Listed Courses
ENSC50633 Geochemical Analysis

GEOL50731 - Remote Sensing Technology

Department(s)
Geology

Long Description (Catalog Description)

Prerequisite: Permission of instructor. Three hours lecture per week for five weeks. An introduction to the technology used in remote sensing, including MSS, TM and SPOT, thermal scanners and radar imaging.

Course Typically Offered
Rarely

Career
Undergraduate

GEOL50741 - Image Processing

Department(s)
Geology

Long Description (Catalog Description)

Prerequisite: Permission of instructor. Three hours lecture per week for five weeks. An introduction to processing techniques used to enhance the display of remote sensing images with emphasis on those techniques useful in resource mapping.

Course Typically Offered
Rarely

Career
Undergraduate

GEOL50751 - Image Interpretation

Department(s)
Geology

Long Description (Catalog Description)

Prerequisite: Permission of instructor. Three hours lecture per week for five weeks. Geologic and resource mapping and environmental monitoring using satellite images.

Course Typically Offered
Rarely

Career
Undergraduate

GEOL50763 - Groundwater Hydrology

Department(s)
Geology

Long Description (Catalog Description)

Prerequisites: GEOL 30443 and major field of study within the College of Science & Engineering with 60 earned hours, or graduate enrollment, or permission of instructor. This course is designed to teach the basics of groundwater hydrogeology including hydrologic cycle, aquifers, groundwater flow, groundwater recharge, water chemistry and groundwater contamination. At the end of this course, students will be able to understand the relationship between surface water and groundwater, groundwater protection, field methods, and groundwater development. (Crosslisted as ENSC/GEOL 50763.)

Career
Undergraduate

Cross Listed Courses
ENSC50763 Groundwater Hydrology

GEOL50773 - Introduction to Environmental Law

Department(s)
Geology

Long Description (Catalog Description)

Prerequisites: Major field of study within the College of Science & Engineering with 60 earned hours; or graduate enrollment. Students will be introduced to and will analyze selected federal statutes governing environmental remediation, discharge of pollution, and management of wastes, including the Comprehensive Environmental Response Compensation and Liability Act, the Resource Conservation and Recovery Act, the Clean Water Act, the Clean Air Act, the Endangered Species Act, and others, including the common law (nuisance, trespass, negligence.) Students will be introduced to the American legal system and the role of experts in lawsuits. Students will read and discuss in class statutes, case law, and related materials. (Crosslisted as ENSC/GEOL 50773.)

Course Typically Offered
Fall

Career
Undergraduate

Cross Listed Courses
ENSC50773 Intro Environmental Law

GEOL50783 - Environmental Chemistry

Department(s)
Geology

Long Description (Catalog Description)

Prerequisites: CHEM 10123 and 10122 or 10125 or 20123 or permission of instructor. Three hours lecture per week. Chemistry of water, soil, energy, and air as related to environmental problems. Subjects include: nutrients and eutrophication, fluorocarbons, sulfur and nitrogen oxides, Eh-pH relationship, natural carbonate reactions, and cation exchange phenomena. (Crosslisted as CHEM/ENSC/GEOL 50783.)

Career
Undergraduate

Cross Listed Courses
CHEM50783 Environmental Chemistry, ENSC50783 Environmental Chemistry

GEOL50813 - Meteorites, Asteroids, and Planets

Department(s)
Geology

Long Description (Catalog Description)

Prerequisite: GEOL 30213 or PHYS 30493, or permission of instructor. Three hours of lectures per week. An interdisciplinary course exploring the history and formation of the Solar System from the Big Bang through the formation and evolution of the planets. (Crosslisted as GEOL/PHYS 50813.)

Course Typically Offered
Every other fall

Career
Undergraduate

Cross Listed Courses
PHYS50813 Meteorites, Asteroids, Planets

GEOL50863 - Spatial Analysis

Department(s)
Geology

Long Description (Catalog Description)

Prerequisites: MATH 10043 or equivalent, ENSC/GEOL 30363, and ENSC/GEOL 50523, or permission of instructor. Further development of GIS skills to include 3D data modeling, image analysis using Remote Sensing data, advanced GPS mapping, geoprocessing to infer relationships between spatial features, spatial statistics, model building and good cartographic design. (Crosslisted as ENSC/GEOL 50863.)

Course Typically Offered
Spring

Career
Undergraduate

Cross Listed Courses
ENSC50863 Spatial Analysis

GEOL50873 - Environmental Remote Sensing

Department(s)
Geology

Long Description (Catalog Description)

Prerequisites: Seniors and graduate students who have taken any of the following courses: GEOL(ENSC) 30363, GEOL 50731, 50523, 50863, 50883, 50713 or permission of instructor. This course introduces students to fundamental principles and concepts of remote sensing and explores the applications of remote

sensing datasets and techniques in geological and environmental sciences. Hands-on exercises on the applications of remote sensing techniques in geological and environmental sciences are key components of the course. The hands-on exercises are mainly based on data from local or international case studies or collected by students in the field (e.g. using Unmanned Aerial Systems (UAS)). Digital image processing techniques/software including ENVI as well as Synthetic Aperture Radar (SAR) processing software such as SNAP will be used for data analysis and interpretation. Crosslisted as GEOL/ENSC 50873.

Career

Undergraduate

Cross Listed Courses

ENSC50873 Environmental Remote Sensing

GEOL50883 - Applied GIS

Department(s)

Geology

Long Description (Catalog Description)

Prerequisites: ENSC/GEOL 50523 and ENSC/GEOL 50863, or permission of instructor. Independent work in specially designed projects not covered by regular course offerings for students to continue to advance their basic GIS skills. The student is required to do independent research on a GIS problem, submit a paper with associated maps and give an oral presentation of the findings. A GIS faculty supervisor will be appointed for each research problem. (Crosslisted as ENSC/GEOL 50883.)

Course Typically Offered

Fall and Spring

Career

Undergraduate

Cross Listed Courses

ENSC50883 Applied GIS

GEOL50901 - Introduction to Computer Applications in Geology

Department(s)

Geology

Long Description (Catalog Description)

Prerequisites: Graduate or Junior/Senior standing in Geology or Environmental Sciences and permission of instructor. Three hours lecture per week for five weeks. The use of microcomputers in earth sciences.

Course Typically Offered

Fall

Career

Undergraduate

GEOL50912 - Geological Statistics

Department(s)

Geology

Long Description (Catalog Description)

Prerequisite: GEOL 50901. Three hours lecture per week for ten weeks. Statistical treatment of directional data and the use of multivariate and special regression techniques, analysis of variance, discriminate function analysis and factor analysis in solving geologic problems.

Course Typically Offered

Every other fall

Career

Undergraduate

GEOL50922 - Digital Cartography

Department(s)

Geology

Long Description (Catalog Description)

Prerequisite: GEOL 50901. Three hours lecture per week for ten weeks. Selecting and using mapping and drafting software.

Course Typically Offered

Every other fall

Career

Undergraduate

GEOL50963 - GIS Internship

Department(s)

Geology

Long Description (Catalog Description)

Prerequisites: 2.75 GPA in major, completion of at least 6 hours of approved GIS courses and permission of instructor. Practical experience working in the GIS field. Must include a minimum of 260 work hours in approved practical experience situation with an organization or company approved by instructor. A weekly work journal is required for this course. This course is only offered on a P/NC basis. (Crosslisted as ENSC/GEOL 50963.)

Course Typically Offered

All Sessions

Career

Undergraduate

Cross Listed Courses

ENSC50963 GIS Internship

GEOL60113 - Structural Geomechanics

Department(s)

Geology

Long Description (Catalog Description)

Prerequisites: GEOL 30423. Designed for science majors who wish to gain in-depth knowledge of advanced structural geology processes by understanding the response of rocks to stress. The course focuses on geomechanical principles such as rock failure/behavior, rock strength, 3D stress and the stress polygon, in situ stress, role of pore pressure, stress resolution on planes and reactivation of preexisting mechanical discontinuities. Particular emphasis is given to the determination of rock strength using micro mechanical tools and derivation of various petrophysical constraints from geophysical well logs.

Career

Graduate

GEOL60213 - Environmental Analysis

Department(s)

Geology

Long Description (Catalog Description)

Two hours of lecture and one laboratory period per week. Techniques of analysis using X-ray, atomic absorption, differential thermal, infrared absorption, chromatography and liquid scintillation.

Career

Graduate

GEOL60331 - Basic Seismics

Department(s)

Geology

Long Description (Catalog Description)

Prerequisite: Permission of instructor. Three hours of lecture per week for five weeks. An introduction to techniques of gathering, processing and interpreting seismic data.

Course Typically Offered
Fall

Career
Graduate

GEOL60351 - Seismic Stratigraphy

Department(s)
Geology

Long Description (Catalog Description)

Prerequisites: GEOL 60331. Three hours of lecture per week for five weeks. An introduction to the principles of seismic stratigraphy and their application in oil and gas exploration.

Course Typically Offered
Fall

Career
Graduate

GEOL60361 - Basic Well Log Interpretation

Department(s)
Geology

Long Description (Catalog Description)

Prerequisite: Permission of instructor. Three hours of lecture per week for five weeks. An introduction to the use of borehole geophysical logs in formation evaluation, correlation and subsurface facies analysis.

Course Typically Offered
Fall

Career
Graduate

GEOL60393 - Soils in the Environment

Department(s)
Geology

Long Description (Catalog Description)

Prerequisites: CHEM 10113 and 10125. Two hours lecture and one three hour laboratory per week. This course covers the formation, distribution, and classification of soils: major soil properties; field evaluation of soils; the use of soil survey information; and soil hydrology. The emphasis is on the study of soils as products of biophysical processes, and on soil properties of interest to geoscientists and natural resource managers.

Course Typically Offered
Spring

Career
Graduate

GEOL60413 - Advanced Map Interpretation

Department(s)
Geology

Long Description (Catalog Description)

Prerequisite: Permission of instructor. Three hours lecture per week. Techniques used in the analysis of geological structures.

Course Typically Offered
Fall

Career
Graduate

GEOL60423 - Overview of Petroleum Engineering

Department(s)
Geology

Long Description (Catalog Description)

Prerequisite: GEOL 50423. Petroleum engineering concepts and technology that are needed to find and produce oil and gas are discussed. This course focuses on drilling and production operations for non-engineers. Industry professionals will

visit to discuss current technologies for producing hydrocarbon fluids. Graduate students will be expected to prepare and present a case study using current literature.

Career
Graduate

GEOL60433 - Siliciclastic Sequence Stratigraphy

Department(s)
Geology

Long Description (Catalog Description)

Prerequisite: Permission of instructor. This course introduces sequence stratigraphy within the context of all stratigraphy and overviews the history of sequence stratigraphy. It includes an overview of sequence stratigraphy principles and reviews basic fundamental concepts of surface- and facies-based physical stratigraphy. Included are review of architectural element analysis, sequence stratigraphy in seismic, borehole expression of sequences and overview of subsurface stratigraphic techniques.

Career
Graduate

GEOL60443 - Applied Reservoir Simulation

Department(s)
Geology

Long Description (Catalog Description)

Prerequisites: ENGR 40223 or GEOL 40423 or 60423. Oil and gas are essential sources of energy in the modern world. They are found in subsurface reservoirs in many challenging environments. Modern reservoir simulators are computer programs that are designed to model fluid flow in reservoirs. Applied reservoir simulation is the use of computer programs to help understand and forecast the performance of oil and gas reservoirs. Students will learn how to apply a reservoir simulator to a variety of realistic oil and gas problems. Graduate students will be expected to prepare and present a case study using current literature.

Career
Graduate

GEOL60493 - Hydrology

Department(s)
Geology

Long Description (Catalog Description)

Prerequisite: GEOL 50493 or permission of instructor. Two hours of lecture and two hours of laboratory per week. Principles of groundwater flow, aquifer analysis, chemical and physical properties of groundwater. Modeling of groundwater flow and contaminant transport.

Career
Graduate

GEOL60513 - Carbonate Petrology

Department(s)
Geology

Long Description (Catalog Description)

Two hours lecture and one laboratory period per week. An examination of the chemical sedimentary rocks: limestones, dolomites, evaporites, chert, ironstones and phosphates, including their classification, genesis and diagenesis. The course has a large component of microscope study and fieldwork.

Course Typically Offered
Spring

Career
Graduate

GEOL60523 - Sandstone Petrology

Department(s)
Geology

Long Description (Catalog Description)

Two hours lecture and one laboratory period per week. Study of provenance, diagenesis and classification of sandstone using the petrographic microscope; consideration of the relationship between tectonics and sedimentation, especially sandstone composition.

Career
Graduate

GEOL60603 - Conventional Exploration: IBA

Department(s)
Geology

Long Description (Catalog Description)

Prerequisites: Permission of the instructor; graduate student in Geology. This course is an overview of methods used in exploration for conventional accumulations of oil and gas. We will focus on petroleum systems and mapping techniques, including basin analysis, the use of petrophysical data to determine reservoir characteristics, and mapping with logs and seismic utilizing industry software. The course will include an intensive eight-week, hands-on analysis of an actual industry dataset as a team and then presenting at the Imperial Barrel Award (IBA) competition (at no cost to the participant).

Career
Graduate

GEOL60710 - Geology Seminar

Department(s)
Geology

Long Description (Catalog Description)

Formal presentation and discussion of controversial topics with emphasis on geologic principles involved. For seniors with permission of instructor and graduate students.

Course Typically Offered
Fall and Spring

Career
Graduate

GEOL70771 - Non-Thesis

Department(s)
Geology

Long Description (Catalog Description)

Selected when enrolling only for non-thesis examination or preparation for the examination.

Career
Graduate

GEOL70970 - Special Problems

Department(s)
Geology

Long Description (Catalog Description)

Field or laboratory problems for graduate students in various aspects of environmental science. Fifty clock hours of laboratory, field or library work for each semester hour of credit.

Course Typically Offered
All Sessions

Career
Graduate

Cross Listed Courses

ENSC70970 Sp Problems

GEOL70980 - Thesis

Department(s)
Geology

Long Description (Catalog Description)

A minimum of 3 hours of GEOL 70980 Thesis is required.

Course Typically Offered
All Sessions

Career
Graduate

GEOL70990 - Thesis

Department(s)
Geology

Long Description (Catalog Description)

Prerequisites: GEOL 70980 and admission to candidacy. A minimum of 3 hours of GEOL 70990 Thesis is required.

Course Typically Offered
All Sessions

Career
Graduate

GLHT86001 - Global Health

Department(s)
Burnett School of Medicine

Long Description (Catalog Description)

Global Health, 4 weeks, home elective, international experience

Career
Medical School

GRMN60063 - German for Reading Knowledge

Department(s)
Modern Languages

Long Description (Catalog Description)

This course is designed specifically for graduate students who wish to acquire proficiency in reading German texts for research purposes without taking the time to master speaking and writing. Emphasis is on recognition of grammatical constructions, idioms and vocabulary. We will systematically cover major grammar points and representative readings. Students will demonstrate their understanding and command of the material by translating a variety of texts as well as taking vocabulary and grammar quizzes based on recognition rather than production.

Career
Graduate

HCHS60021 - Research Seminar: Responsible Conduct in Research

Department(s)
Health And Human Science Gen

Long Description (Catalog Description)

Prerequisites: Admission to PhD in Health Sciences program. This course will focus on principles, standards, policies, and regulations of responsible research. The course will consider the application of these domains to the conduct of research and explore decision-making processes that are needed based on situations that arise during human and animal research.

Career

Graduate

HCHS60260 - Research Seminar: Skills and Techniques

Department(s)

Health And Human Science Gen

Long Description (Catalog Description)

Prerequisites: Admission to PhD in Health Sciences program and permission of instructor. The purpose of this course is to provide Harris College Health Science Ph.D. students with a hands-on training in their respective unit discipline. Topics to vary, but may include specific field techniques, the use of specialized analytical programs or approaches, or advanced methods of scientific communication. A product of these ongoing courses throughout the first two years of the PhD experience will be to gain advanced experience in a research lab/setting, narrow a well-developed research proposal, and articulate the focus of the student's dissertation project. May be taken for 1-2 credit hours, depending on the topic. May be repeated for credit up to a total of 6 credit hours.

Career

Graduate

HCHS60712 - Learning and Instruction in Nursing Education

Department(s)

Health And Human Science Gen

Long Description (Catalog Description)

Prerequisites: Admission to PhD in Health Sciences program and permission of faculty. This course examines teaching and learning theories used in nursing education. Students will explore the roles and responsibilities of the educator in various settings and analyze applicable teaching strategies as appropriate to diverse groups of students.

Career

Graduate

HCHS60783 - Teaching Practicum

Department(s)

Health And Human Science Gen

Long Description (Catalog Description)

Prerequisites: NUED/HCHS 60712 and permission of faculty. This practicum experience enables students to apply knowledge and skills of education in varied learning settings. Students will incorporate multiple strategies for assessing, teaching, styles, assessment, exam composition, and creating a syllabus under the supervision of the professor of record.

Career

Graduate

HCHS70112 - Philosophy of Science

Department(s)

Health And Human Science Gen

Long Description (Catalog Description)

Prerequisites: Admission to PhD in Health Sciences program. This course provides a critical analysis of historical and current views of knowledge development as philosophies of science. Diverse approaches to knowledge development and their influence in the health sciences will be emphasized.

Career

Graduate

HCHS70233 - Scientific & Grant Writing in the Health Sciences

Department(s)

Health & Human Sciences

Long Description (Catalog Description)

Prerequisites: HCHS 70112. This course is crafted to provide students with a comprehensive understanding of the essential aspects of scientific research grant proposal development, including planning, writing, and submission processes. Students will explore various funding environments and familiarize themselves with the tools and resources necessary for successful grant acquisition. This project-oriented course guides students through the entire lifecycle of grant proposal development.

Career

Graduate

HCHS70913 - Qualitative Methods and Designs

Department(s)

Health And Human Science Gen

Long Description (Catalog Description)

This course is designed to introduce the student to principles of qualitative research methodology including purpose, designs, samplings, coding, analysis, and dissemination.

Career

Graduate

HCHS80100 - Special Topics in Health Sciences

Department(s)

Health And Human Science Gen

Long Description (Catalog Description)

Prerequisites: HCHS 70112. This course is designed to expose doctoral students to current and emerging topics across domains of health sciences, including but not limited to communication sciences & disorders, kinesiology, nursing, nurse anesthesia, and/or social work. Students will be exposed to different special topics related to either the physical health sciences track (eg., immunology, genetics) or social health sciences track (eg., public health policy, children, pain management). May be taken for 1-3 credit hours, depending on the topic.

Career

Graduate

HCHS80213 - Quantitative/Qualitative Methods

Department(s)

Health And Human Science Gen

Long Description (Catalog Description)

Prerequisites: HCHS 70112; or permission of instructor. The purpose of this course is to familiarize students with research methodologies used within various fields of Health Science. Emphasis is on research design (including quantitative, qualitative, and mixed-methods approaches), critical analysis of published and proposed research, and development of research proposals.

Career

Graduate

HCHS80223 - Intermediate Statistics

Department(s)

Health And Human Science Gen

Long Description (Catalog Description)

Prerequisites: HCHS 80213; or permission of instructor. This course provides an introduction to the fundamental theories and practical applications of statistical techniques, with a focus on bivariate analysis. It is designed to accommodate students from all backgrounds of statistical experience, aiming to empower them to effectively utilize these techniques. Students will learn to interpret results and make informed decisions based on their data analysis. The course prioritizes practical understanding over deep mathematical or theoretical biostatistics, making it accessible and applicable for a broad range of academic and professional interests.

Career

Graduate

HCHS80233 - Advanced Statistics

Department(s)

Health And Human Science Gen

Long Description (Catalog Description)

Prerequisites: HCHS 80223; or permission of instructor. This course is designed to further knowledge and skills developed in the intermediate statistics course and to move you, as Ph.D. students, toward the frontier of empirical techniques as used in academic journals and research projects. It aims to help you to develop skills with a range of advanced statistical procedures and programs for multivariate data analysis. The focus will be on practical issues such as preparing data for analysis, selecting the appropriate analysis, menu-driven and syntax programming, interpreting output, and presenting results of a complex nature.

Career

Graduate

HCHS80243 - Measurement

Department(s)

Health And Human Science Gen

Long Description (Catalog Description)

Prerequisites: HCHS 60021 and 70112. This course is designed to advance knowledge and skill in measurement as a foundational necessity for scientific research. It covers a range of concepts and methods that can be used to analyze instruments utilized in published research, draft methodological research, and perform procedures.

Career

Graduate

HCHS80253 - Multilevel Modeling

Department(s)

Health And Human Science Gen

Long Description (Catalog Description)

Prerequisites: HCHS 80233 or permission of instructor. This course explores advanced statistical modeling techniques, with a focus on Multilevel Regression Models, Growth Curve Modeling, and Structural Equation Modeling, tailored specifically for health sciences research. Through a combination of lectures, hands-on exercises, and real-world examples, students will develop the skills necessary to conduct complex statistical analyses. The course places a strong emphasis on practical applications, critical evaluation of results, and the effective communication of findings in both written and oral formats.

Career

Graduate

HCHS80533 - Scoping Review Methodology

Department(s)

Health And Human Science Gen

Long Description (Catalog Description)

This course is designed to expose doctoral students to scoping review methodology, useful for systematically identifying what is known and not known around a topic of research interest. Students will identify a research question, develop a scoping review protocol, and conduct a systematized scoping review resulting in a manuscript suitable for publication submission.

Career

Graduate

HCHS80543 - Systematic Review & Meta-analysis

Department(s)

Health And Human Science Gen

Long Description (Catalog Description)

This course is designed to expose students to systematic review and meta-analysis methodology, useful for comparing two or more evidence-based interventions on a focused research interest. Students will identify a research question, develop a systematic review protocol, and conduct a systematic review resulting in a manuscript suitable for publication submission.

Career

Graduate

HCHS90980 - Dissertation

Department(s)

Health And Human Science Gen

Long Description (Catalog Description)

Prerequisites: Admission to Ph.D. candidacy and permission of instructor. A minimum of 6 hours of HCHS 90980 Dissertation is required.

Career

Graduate

HCHS90990 - Dissertation

Department(s)

Health And Human Science Gen

Long Description (Catalog Description)

Prerequisites: Six hours of HCHS 90980 and permission of instructor. A minimum of 6 hours of HCHS 90990 Dissertation is required.

Career

Graduate

HEBI60003 - Interpreting the Hebrew Bible in Context

Department(s)
BIBL

Long Description (Catalog Description)

This course is a graduate level introduction to critical interpretation of the Hebrew Bible and Apocryphal/Deuterocanonical books focusing on content and context. It will include a selective survey of the history, literature and religion of ancient Israel exploring in part the Torah (Pentateuch), Prophets (Former and Latter) and, Writings (Hebrew and Greek narrative, poetic and wisdom books).

Career
Brite

HEBI60200 - General Transfer Credit

Department(s)
BIBL

Long Description (Catalog Description)

General Transfer Credit

Career
Brite

HEBI65013 - Exegesis in the Hebrew Bible

Department(s)
BIBL

Long Description (Catalog Description)

Prerequisite: HEBI 60003 or equivalent. Methods and resources in critical study of selected passages or book in the Hebrew Bible, with attention to literary, historical, and theological considerations. May be repeated for credit under different topics.

Career
Brite

HEBI65023 - Exegesis in Apocryphal/Deuterocanonical Books and Pseudepigrapha

Department(s)
BIBL

Long Description (Catalog Description)

Prerequisite: HEBI 60003 or equivalent. Method and practice in exegesis of selected literature in the Apocryphal/Deuterocanonical Books and Pseudepigrapha. Literary, historical, and theological considerations. May be repeated for credit under different topics.

Career
Brite

HEBI70013 - Biblical Hebrew I

Department(s)
BIBL

Long Description (Catalog Description)

Grammar and exercises.

Career
Brite

HEBI75033 - Biblical Hebrew II

Department(s)
BIBL

Long Description (Catalog Description)

Prerequisite: HEBI 70013 or its equivalent. Continuation of grammar, syntax, and reading of selected Hebrew Bible passages.

Career
Brite

HEBI75043 - Readings in Biblical Hebrew

Department(s)
BIBL

Long Description (Catalog Description)

Prerequisite: HEBI 75033 or its equivalent. Practice in reading selections from the Hebrew Bible, with emphasis on syntax and text criticism. May be repeated for credit under different topics.

Career
Brite

HEBI75053 - The Interpretation of the Major Prophets

Department(s)
BIBL

Long Description (Catalog Description)

Prerequisite: HEBI 60003 or equivalent. The Interpretation of the Major Prophets (First Isaiah, Jeremiah, and Ezekiel). The course focuses on the historical background, literary structure, sociocultural features, and religious themes of each of these prophets.

Career
Brite

HEBI75063 - The Interpretation of the Minor Prophets

Department(s)
BIBL

Long Description (Catalog Description)

Prerequisite: HEBI 60003 or equivalent. The interpretation of one or more of the Minor Prophets. Methods and resources in the critical study of the Minor Prophets with attention to literary, historical, and theological considerations.

Career
Brite

HEBI75073 - History and Archaeology of Ancient Israel: First Temple

Department(s)
BIBL

Long Description (Catalog Description)

Prerequisite: HEBI 60003 or equivalent. A survey of the history and archaeology of Israel from the beginning of the early Iron Age (1200 B.C.E.) to the fall of Jerusalem to the Babylonians in 586 B.C.E.

Career
Brite

HEBI75083 - History and Archaeology of Judah: Second Temple

Department(s)
BIBL

Long Description (Catalog Description)

Prerequisite: HEBI 60003 or equivalent. An introduction to the history and archaeology of Judah from the Babylonian Conquest (586 B.C.E.) to the end of the Barkochbha Revolt (135 C.E.)

Career
Brite

HEBI75093 - Environment of Early Judaism

Department(s)
BIBL

Long Description (Catalog Description)

Prerequisite: HEBI 60003 or equivalent. May be repeated for credit under different topics.

Career
Brite

HEBI75113 - Literature of Early Judaism

Department(s)
BIBL

Long Description (Catalog Description)

Prerequisite: HEBI 60003 or equivalent. May be repeated for credit under different topics.

Career
Brite

HEBI75123 - Backgrounds to Ancient Israel and Early Judaism

Department(s)
BIBL

Long Description (Catalog Description)

Prerequisite: HEBI 60003 or equivalent. The examination of the major cultures of the eastern Mediterranean world, from the end of the Late Bronze Age through the First century of imperial Rome. These provide the setting of the history and culture of Israel and Early Judaism.

Career
Brite

HEBI75133 - Old Testament Theology

Department(s)
BIBL

Long Description (Catalog Description)

Prerequisite: HEBI 60003 or equivalent. A survey of the history and nature of the discipline.

Career
Brite

HEBI75143 - Advanced Seminar in Biblical Theology

Department(s)
BIBL

Long Description (Catalog Description)

Prerequisite: HEBI 75133 or permission of instructor. A seminar on a topic of Biblical theology that varies from method, to schools, to seminal theologians, to hermeneutics. May be repeated for credit under different topics.

Career
Brite

HEBI75901 - M.T.S. Final Exercise

Department(s)
BIBL

Long Description (Catalog Description)

Prerequisites: Admittance to the M.T.S. degree program. An independent research study course, taken in the final semester in program, that integrates material covered in earlier coursework, and produces a final paper, normally 20-30 pages in length.

Career
Brite

HEBI75903 - Final Exercise

Department(s)
BIBL

Long Description (Catalog Description)

Prerequisite: Admittance to the M.T.S. degree program. An independent research study course, taken in the final semester in program, that integrates material covered in earlier coursework and produces a final paper, normally 20-30 pages in length.

Career
Brite

HEBI75970 - Special Topics in Hebrew Bible and Literature of Early Judaism

Department(s)
BIBL

Long Description (Catalog Description)

(1-3 semester hours) Prerequisite: HEBI 60003 or equivalent. May be repeated for credit under different topics.

Career
Brite

HEBI80113 - Biblical Interpretation for Preaching

Department(s)
BIBL

Long Description (Catalog Description)

Prerequisites: Admittance to the D.Min. program or special permission from the Office of the Associate Dean for Academic Affairs. A biblical book or theme will be examined in the light of recent exegetical and hermeneutical approaches, with a view to proclamation in the church. May be repeated for credit with different books or themes.

Career
Brite

HEBI85013 - Exegesis in the Hebrew Bible

Department(s)
BIBL

Long Description (Catalog Description)

Prerequisites: Admittance to the D.Min. program. Methods and resources in critical study of selected passages or book in the Hebrew Bible, with attention to literary, historical, and theological considerations. May be repeated for credit under different topics.

Career
Brite

HEBI85023 - Exegesis in Apocryphal/Deuterocanonical Books and Pseudepigrapha

Department(s)
BIBL

Long Description (Catalog Description)

Prerequisites: Admittance to the D.Min. program. Method and practice in exegesis of selected literature in the Apocryphal/Deuterocanonical Books and Pseudepigrapha. Literary, historical, and theological considerations. May be repeated for credit under different topics.

Career
Brite

HEBI85043 - Readings in Biblical Hebrew

Department(s)
BIBL

Long Description (Catalog Description)

Prerequisites: Admittance to the D.Min. program. Practice in reading selections from the Hebrew Bible, with emphasis on syntax and text criticism. May be repeated for credit under different topics.

Career
Brite

HEBI85073 - History and Archaeology of Ancient Israel: First Temple

Department(s)
BIBL

Long Description (Catalog Description)

Prerequisites: Admittance to the D.Min. program. A survey of the history and archaeology of Israel from the beginning of the early Iron Age (1200 B.C.E.) to the Fall of Jerusalem to Babylonians in 586 B.C.E.

Career
Brite

HEBI85083 - History and Archaeology of Judah: Second Temple

Department(s)
BIBL

Long Description (Catalog Description)

Prerequisites: Admittance to the D.Min. program. An introduction to the history and archaeology of Judah from the Babylonian Conquest (586 B.C.E.) to the end of the Bar Kochba Revolt (135 C.E.)

Career
Brite

HEBI85093 - Environment of Early Judaism

Department(s)
BIBL

Long Description (Catalog Description)

Prerequisites: Admittance to the D.Min. program. May be repeated for credit under different topics.

Career
Brite

HEBI85113 - Literature of Early Judaism

Department(s)
BIBL

Long Description (Catalog Description)

Prerequisites: Admittance to the D.Min. program. May be repeated for credit under different topics

Career
Brite

HEBI85123 - Backgrounds to Ancient Israel and Early Judaism

Department(s)
BIBL

Long Description (Catalog Description)

Prerequisites: Admittance to the D.Min. program. The examination of the major cultures of the eastern Mediterranean world, from the end of the Late Bronze Age through the First century of imperial Rome. These provide the setting of the history and culture of Israel and Early Judaism.

Career
Brite

HEBI85133 - Old Testament Theology

Department(s)
BIBL

Long Description (Catalog Description)

Prerequisites: Admittance to the D.Min. program. A survey of the history and the nature of the discipline.

Career
Brite

HEBI85143 - Advanced Seminar in Biblical Theology

Department(s)
BIBL

Long Description (Catalog Description)

Prerequisite: HEBI 85133 or permission of instructor; admittance to the D.Min. program. A seminar on a topic of Biblical theology that varies from method, to schools, to seminal theologians, to hermeneutics. May be repeated for credit under different topics.

Career
Brite

HEBI85970 - Special Topics in Hebrew Bible and Literature of Early Judaism

Department(s)
BIBL

Long Description (Catalog Description)

Prerequisites: Admittance to the D.Min. program. May be repeated for credit under different topics. (1-3 semester hours)

Career
Brite

HEBI90113 - Biblical Interpretation for Preaching

Department(s)
BIBL

Long Description (Catalog Description)

Prerequisites: Admittance to the Th.M. or Ph.D. program or special permission from the Office of the Associate Dean for Academic Affairs. A biblical book or theme will be examined in the light of recent exegetical and hermeneutical approaches, with a view to proclamation in the church. May be repeated for credit with different books or themes.

Career
Brite

HEBI94013 - Independent Research Study and Thesis

Department(s)
BIBL

Long Description (Catalog Description)

Prerequisites: Admittance to the Th.M. program and completion of required academic seminars. Independent research study and writing of the Master of Theology thesis.

Career
Brite

HEBI95013 - Exegesis in the Hebrew Bible

Department(s)
BIBL

Long Description (Catalog Description)

Prerequisites: Admittance to the Th.M. or Ph.D. program. Methods and resources in critical study of selected passages or book in the Hebrew Bible, with attention to literary, historical, and theological considerations. May be repeated for credit under different topics.

Career
Brite

HEBI95023 - Exegesis in Apocryphal/Deuterocanonical Books and Pseudepigrapha

Department(s)
BIBL

Long Description (Catalog Description)

Prerequisites: Admittance to the Th.M. or Ph.D. program. Method and practice in exegesis of selected literature in the Apocryphal/Deuterocanonical Books and Pseudepigrapha. Literary, historical, and theological considerations. May be repeated for credit under different topics.

Career
Brite

HEBI95043 - Readings in Biblical Hebrew

Department(s)
BIBL

Long Description (Catalog Description)

Prerequisites: Admittance to the Th.M. or Ph.D. program. Practice in reading selections from the Hebrew Bible, with emphasis on syntax and text criticism. May be repeated for credit under different topics.

Career
Brite

HEBI95073 - History and Archaeology of Ancient Israel: First Temple

Department(s)
BIBL

Long Description (Catalog Description)

Prerequisites: Admittance to the Th.M. or Ph.D. program. A survey of the history and archaeology of Israel from the beginning of the early Iron Age (1200 B.C.E.) to the Fall of Jerusalem to Babylonians in 586 B.C.E.

Career
Brite

HEBI95083 - History and Archaeology of Judah: Second Temple

Department(s)
BIBL

Long Description (Catalog Description)

Prerequisites: Admittance to the Th.M. or Ph.D. program. An introduction to the history and archaeology of Judah from the Babylonian Conquest (586 B.C.E.) to the end of the Bar Kochba Revolt (135 C.E.)

Career
Brite

HEBI95093 - Environment of Early Judaism

Department(s)
BIBL

Long Description (Catalog Description)

Prerequisites: Admittance to the Th.M. or Ph.D. program. May be repeated for credit under different topics.

Career
Brite

HEBI95113 - Literature of Early Judaism

Department(s)
BIBL

Long Description (Catalog Description)

Prerequisites: Admittance to the Th.M. or Ph.D. program. May be repeated for credit under different topics.

Career
Brite

HEBI95123 - Backgrounds to Ancient Israel and Early Judaism

Department(s)
BIBL

Long Description (Catalog Description)

Prerequisites: Admittance to the Th.M. or Ph.D. program. The examination of the major cultures of the eastern Mediterranean world, from the end of the Late Bronze Age through the First century of imperial Rome. These provide the setting of the history and culture of Israel and Early Judaism.

Career
Brite

HEBI95133 - Old Testament Theology

Department(s)
BIBL

Long Description (Catalog Description)

Prerequisites: Admittance to the Th.M. or Ph.D. program. A survey of the history and the nature of the discipline.

Career
Brite

HEBI95143 - Advanced Seminar in Biblical Theology

Department(s)
BIBL

Long Description (Catalog Description)

Prerequisite: HEBI 95133 or permission of instructor; admittance to the Th.M. or Ph.D. program. A seminar on a topic of Biblical theology that varies from method, to schools, to seminal theologians, to hermeneutics. May be repeated for credit under different topics.

Career
Brite

HEBI95713 - Critical Introduction to the Hebrew Bible

Department(s)
BIBL

Long Description (Catalog Description)

Prerequisite: Admittance to the Th.M. or Ph.D. program or special permission from the Office of the Associate Dean for Academic Affairs. Selected examination of methods of biblical interpretation.

Career
Brite

HEBI95963 - Issues in Hebrew Bible and Literature of Early Judaism

Department(s)
BIBL

Long Description (Catalog Description)

Prerequisite: Admittance to the Th.M. or Ph.D. program or special permission from the Office of the Associate Dean for Academic Affairs. Study of a selected issue related to the literature, theology, history, or exegesis of the Hebrew Bible or Literature of Early Judaism. This course may be repeated for credit each semester of residency.

Career
Brite

HEBI95970 - Special Topics in Hebrew Bible and Literature of Early Judaism

Department(s)
BIBL

Long Description (Catalog Description)

Prerequisites: Admittance to the Th.M. or Ph.D. program. May be repeated for credit under different topics. (1-3 semester hours)

Career
Brite

HIST50080 - Archival Internship

Department(s)
History

Long Description (Catalog Description)

Supervised professional training at the Federal Archives and Records Center of Fort Worth, the Regional State Archives of Texas, the Amon Carter Library and the Manuscript Collection of Texas Christian University. Open only to students who are taking or have completed HIST 50070. Required of all students who select the Archives Studies option.

Course Typically Offered
Spring

Career
Undergraduate

HIST50133 - Seminar in Literature and History

Department(s)
History

Long Description (Catalog Description)

Prerequisites: Junior standing with a minimum of 9 hours in literature, history, and/or political science, or graduate standing in English or History. Interdisciplinary study of society, culture, or politics through the literature and history of a given era

(variable topic). Open to graduate students and to advanced undergraduate students. Students will receive instruction from both an English professor and a History professor in content (literary works, historical studies, primary documents in periodicals or archives) and discipline-specific research methods.

Career

Undergraduate

Cross Listed Courses

ENGL50133 Seminar in Literature&History

HIST50833 - Selling Sex in the City: A Global History of Prostitution

Department(s)

History

Long Description (Catalog Description)

This seminar explores the history of prostitution and contemporary debates regarding sex work in a global context. It examines topics including pre-modern forms of prostitution, the history of red-light districts, political economy of sex industries and sex tourism, legal structures of regulating and abolishing commercial sex, state violence against sex-workers, and legal and human rights anti-trafficking discourses. We situate sex-workers as complex, multidimensional actors engaging with societal and state institutions and with political and feminist debates concerning health and public orders, as opposed to the image of static and demoralized victims.

Career

Undergraduate

HIST50963 - Historiography

Department(s)

History

Long Description (Catalog Description)

This course will explore the developments in professional historical writing from the 18th century to the present, emphasizing the changing assumptions, methodologies, and interpretive paradigms that have shaped our approach to studying the past.

Course Typically Offered

Fall

Career

Undergraduate

HIST50970 - Special Studies in History

Department(s)

History

Long Description (Catalog Description)

Special Studies in History. (NWH or WH)

Course Typically Offered

Rarely

Career

Undergraduate

HIST70303 - Reading Seminar in European History

Department(s)

History

Long Description (Catalog Description)

A readings seminar in which students read widely in the important works on various issues and interpretations of European history.

Career

Graduate

HIST70453 - Seminar in Asian History

Department(s)

History

Long Description (Catalog Description)

A readings seminar in which students read widely in the important works on various issues and interpretations of Asian history.

Career

Graduate

HIST70603 - Reading Seminar in U.S. History

Department(s)

History

Long Description (Catalog Description)

A readings seminar in which students read widely in the important works on various issues and interpretations of United States history.

Career

Graduate

HIST70703 - Reading Seminar in Military History

Department(s)

History

Long Description (Catalog Description)

A readings seminar in which students read widely in the important works on various issues and interpretations of Military history.

Career

Graduate

HIST70771 - Non-Thesis

Department(s)

History

Long Description (Catalog Description)

Selected when enrolling only for non-thesis examination or preparation for the examination.

Career

Graduate

HIST70803 - Reading Seminar in Vietnam War History

Department(s)

History

Long Description (Catalog Description)

A readings seminar in which students read widely in the important works on various issues and interpretations of Vietnam War history.

Career

Graduate

HIST70813 - Reading Seminar in Hispanic American History

Department(s)
History

Long Description (Catalog Description)

A readings seminar in which students read widely in the important works on various issues and interpretations of Hispanic American history.

Career
Graduate

HIST70903 - Reading Seminar in Latin American History

Department(s)
History

Long Description (Catalog Description)

A readings seminar in which students read widely in the important works on various issues and interpretations of Latin American history.

Career
Graduate

HIST70980 - Thesis

Department(s)
History

Long Description (Catalog Description)

Thesis

Career
Graduate

HIST70990 - Thesis

Department(s)
History

Long Description (Catalog Description)

Thesis

Career
Graduate

HIST80083 - History as a Profession: Teaching, Research, and Service

Department(s)
History

Long Description (Catalog Description)

Covers all aspects of the teaching profession, including selection of readings, designing courses, preparation and delivery of class lectures, leading class discussions, preparing and grading exams, and professional expectations during and after graduate school.

Career
Graduate

HIST80090 - Supervised Teaching at the College Level

Department(s)
History

Long Description (Catalog Description)

All teaching assistants who are assigned to teach undergraduate courses must enroll for this course.

Career
Graduate

HIST80453 - Research Seminar in World History

Department(s)
History

Long Description (Catalog Description)

Research seminar in World History. Students will read widely around important historiographical issues in World History and conduct intensive research on a specific topic in World History.

Career
Graduate

HIST80603 - Research Seminar in U.S. History

Department(s)
History

Long Description (Catalog Description)

Research Seminar in U.S. history.

Career
Graduate

HIST80703 - Research Seminar in Military History

Department(s)
History

Long Description (Catalog Description)

Research Seminar in Military history.

Career
Graduate

HIST80803 - Research Seminar in Vietnam War History

Department(s)
History

Long Description (Catalog Description)

Traces the history of China's social and military influence on Vietnam, the history of pre-European Vietnam, French conquest, Indo-China War, the roots of U.S. involvement, the course of the U.S. war, U.S. domestic developments and post-1975 Socialist Republic of Vietnam.

Career
Graduate

HIST80813 - Research Seminar in Hispanic American History

Department(s)
History

Long Description (Catalog Description)
Research Seminar in Hispanic American history.

Career
Graduate

HIST80903 - Research Seminar in Latin American History

Department(s)
History

Long Description (Catalog Description)
Research seminar in Latin American history.

Career
Graduate

HIST90980 - Dissertation

Department(s)
History

Long Description (Catalog Description)
Prerequisite: Written permission of chairman of the department.

Career
Graduate

HIST90990 - Dissertation

Department(s)
History

Long Description (Catalog Description)
Prerequisite: Admission to candidacy. Continuation of 90980. A minimum of 12 hours of dissertation credit is required.

Career
Graduate

HOEC70970 - Spec Individual Res Prob

Department(s)
HOEC

Career
Graduate

HOML60200 - General Transfer Credit

Department(s)
MINI

Long Description (Catalog Description)
Transfer credit.

Career
Brite

HOML65003 - Foundations for Preaching

Department(s)
MINI

Long Description (Catalog Description)
Prerequisite: HEBI 60003 or NETE 60003 or equivalent. This is the basic, required course in preaching. It emphasizes close readings of biblical texts and communal contexts as the starting point for proclamation.

Career
Brite

HOML70313 - Literature and Preaching

Department(s)
MINI

Long Description (Catalog Description)
Laboratory in the creative and responsible use of world literature (fiction and non-fiction) in Christian proclamation.

Career
Brite

HOML70633 - The History of Preaching

Department(s)
MINI

Long Description (Catalog Description)
A study of the public proclamation of the faith from earliest times to the present. Attention to modes of exegesis and rhetoric. Assessment of the pulpit's influence in various periods. See CHHI 70633.

Career
Brite

HOML70970 - Special Topics in Preaching

Department(s)
MINI

Long Description (Catalog Description)
May be repeated for credit under different topics. (1-3 semester hours)

Career
Brite

HOML75013 - Preceptorial in Preaching

Department(s)
MINI

Long Description (Catalog Description)
Prerequisite: HOML 65003 or equivalent. Work in sermon preparation from lectionary texts. Designed for those serving a preaching post.

Career
Brite

HOML75023 - Theology and Preaching

Department(s)
MINI

Long Description (Catalog Description)

Prerequisites: HOML 65003 and CHTH 60003 or equivalent. This course examines both the theology of preaching and theology for preaching by engaging selected theologians and their sermons. Students will prepare, preach, and reflect upon the theology in sermons. Offered as CHTH 75113 and HOML 75023.

Career

Brite

Cross Listed Courses

CHTH75113 Theology & Preaching

HOML75033 - Biblical Interpretations for Preaching

Department(s)

MINI

Long Description (Catalog Description)

Prerequisites: NETE 60003 or HEBI 60003. A biblical book or theme will be examined in the light of recent exegetical and hermeneutical approaches, with a view to proclamation in the church. Sermons from the selected book or theme will be prepared, presented in written form to the class, and discussed. May be repeated for credit with different books or themes. See HEBI 80113 and NETE 75133.

Career

Brite

HOML75043 - Advanced Preaching Workshop

Department(s)

MINI

Long Description (Catalog Description)

Prerequisite: HOML 65003 or equivalent. Different foci are chosen from intensive study and practice preaching (exegesis for preaching, doctrinal preaching, pastoral preaching, ethical/social preaching, new preaching forms). May be repeated for credit under different topics.

Career

Brite

HOML80313 - Literature and Preaching

Department(s)

MINI

Long Description (Catalog Description)

Prerequisite: Admittance to the D.Min. program. Laboratory in the creative and responsible use of world literature (fiction and non-fiction) in Christian proclamation.

Career

Brite

HOML80633 - The History of Preaching

Department(s)

MINI

Long Description (Catalog Description)

Prerequisite: Admittance to the D.Min. program. A study of the public proclamation of the faith from earliest times to the present. Attention to modes of exegesis and rhetoric. Assessment of the pulpit's influence in various periods. See CHHI 70633/80633..

Career

Brite

HOML80970 - Special Topics in Preaching

Department(s)

MINI

Long Description (Catalog Description)

Prerequisite: Admittance to the D.Min. program. May be repeated for credit under different topics. (1-3 semester hours)

Career

Brite

HOML81403 - Professional Paper

Department(s)

MINI

Long Description (Catalog Description)

Prerequisite: Admittance into D.Min. program. The D.Min. Professional Paper confronts a current issue in homiletics from the dual perspectives of scholarly research and parish experience.

Career

Brite

HOML85013 - Preceptorial in Preaching

Department(s)

MINI

Long Description (Catalog Description)

Work in sermon preparation from lectionary texts. Designed for those serving a preaching post.

Career

Brite

HOML85023 - Theology and Preaching

Department(s)

MINI

Long Description (Catalog Description)

Prerequisite: Admittance to the D.Min. program. This course examines both the theology of preaching and theology for preaching by engaging selected theologians and their sermons. Students will prepare, preach, and reflect upon the theology in sermons. Offered as CHTH 85113 and HOML 85023.

Career

Brite

Cross Listed Courses

CHTH85113 Theology & Preaching

HOML85033 - Biblical Interpretation for Preaching

Department(s)

MINI

Long Description (Catalog Description)

Prerequisite: Admittance to the D.Min. program. A biblical book or theme will be examined in the light of recent exegetical and hermeneutical approaches, with a view to proclamation in the church. Sermons from the selected book or theme will

be prepared, presented in written form to the class, and discussed. May be repeated for credit with different books or themes. See HEBI 80113 and NETE 85133.

Career
Brite

HOML85043 - Advanced Preaching Workshop

Department(s)
MINI

Long Description (Catalog Description)

Prerequisite: Admittance to the D.Min. program. Different foci are chosen from intensive study and practice preaching (exegesis for preaching, doctrinal preaching, pastoral preaching, ethical/social preaching, new preaching forms). May be repeated for credit under different topics.

Career
Brite

HOML91000 - Research in Homiletics

Department(s)
MINI

Long Description (Catalog Description)

Research in Homiletics

Career
Brite

HOML91232 - Laboratory in Preaching I

Department(s)
MINI

Long Description (Catalog Description)

Practice in the preparation and delivery of sermons.

Career
Brite

HOML91232 - Laboratory in Preaching I

Department(s)
MINI

Long Description (Catalog Description)

Prerequisite: Admittance to D.Min. program. Practice in the preparation and delivery of sermons.

Career
Brite

HOML91242 - Laboratory in Preaching II

Department(s)
MINI

Long Description (Catalog Description)

Prerequisite: Admittance to D.Min. program. Further practice in the preparation and delivery of sermons.

Career
Brite

HOML91403 - Professional Paper

Department(s)
MINI

Long Description (Catalog Description)

Prerequisite: Admittance into D.Min. program. The D.Min. Professional Paper confronts a current issue in homiletics from the dual perspectives of scholarly research and parish experience.

Career
Brite

IMED81206 - LIC Clinical Internal Medicine

Department(s)
Medical School Acad Dept

Long Description (Catalog Description)

The Internal Medicine Clerkship is designed to expose students to in-patient and ambulatory experiences that will serve as a foundation throughout their professional lives as physicians, by integrating Phase 1 basic and clinical science knowledge with direct patient care. It will introduce the student to the varied aspects of medical care for adults across the life-span with emphasis in enhancing the skills of taking a history, performing a physical examination, presenting these findings, developing a differential diagnosis for common clinical presentations and problems, and developing evidence-based plans. The skills of data analysis and critical thinking about diseases in patients are also a key component of this clerkship. Students will be exposed to patients with common chronic medical conditions, including diabetes mellitus, obstructive and restrictive pulmonary disease, common cardiac conditions, thyroid disease, and common chronic gastrointestinal, liver and biliary tract diseases, among others. The Internal Medicine clerkship will also encompass knowledge in several subspecialties.

Career
Medical School

IMED85301 - LIC 3: Advanced Inpatient Experience - Medicine

Department(s)
Medical School Acad Dept

Career
Medical School

IMED86001 - Allergy and Immunology

Department(s)
Medical School Acad Dept

Long Description (Catalog Description)

Allergy and Immunology, home elective

Career
Medical School

IMED86002 - Cardiology

Department(s)
Medical School Acad Dept

Long Description (Catalog Description)

Cardiology; home elective, clinical

Career
Medical School

IMED86004 - Gastroenterology

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Gastroenterology; home elective, clinical

Career

Medical School

IMED86005 - Hematology/Oncology

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Hematology/Oncology; 4 weeks, clinical home elective

Career

Medical School

IMED86006 - Infectious Disease

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Infectious Disease, home elective

Career

Medical School

IMED86007 - Nephrology

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Nephrology, 4 week clinical home elective

Career

Medical School

IMED86008 - Pulmonology

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Pulmonology, home elective.

Career

Medical School

IMED86009 - Rheumatology

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Rheumatology, home elective, clinical.

Career

Medical School

IMED86010 - Transplant Hepatology

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Transplant Hepatology, home elective

Career

Medical School

IMED86011 - Transplant Nephrology

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

4 week clinical elective, home

Career

Medical School

IMED86012 - Palliative Care

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Palliative Care, home elective, clinical

Career

Medical School

IMED86013 - Cancer Prevention, Treatment & Surveillance

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

4 week clinical home elective.

Career

Medical School

IMED86014 - Sleep Medicine

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Sleep Medicine; clinical, 4 weeks, home elective

Career

Medical School

IMED86015 - Aging and Dementia

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Aging and Dementia; clinical, 4 weeks, home elective

Career

Medical School

IMED86500 - Cardiology

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Cardiology, away elective, clinical

Career

Medical School

IMED86501 - Clinical Oncology

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Clinical Oncology, 4 weeks, clinical, away

Career

Medical School

IMED86502 - Nephrology

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Nephrology, 4 weeks, clinical, away

Career

Medical School

IMED86503 - Critical Care Sub-Internship

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Critical Care Sub-Internship; 4 weeks, away elective, clinical

Career

Medical School

IMED86504 - IM Specialty

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

IM Specialty; 4 weeks, away elective, clinical

Career

Medical School

IMED86505 - Sub-Internship Medicine

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Sub-Internship Medicine; 4 weeks, clinical, away elective

Career

Medical School

IMED86506 - Acting Internship Internal Medicine

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Acting Internship Internal Medicine, 4 weeks, clinical, away elective

Career

Medical School

IMED86507 - Hematology/Oncology

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Hematology/Oncology; clinical, 4 weeks, away elective

Career

Medical School

IMED86508 - Endocrinology

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Endocrinology; clinical, 4 weeks, away elective

Career

Medical School

IMED86509 - Endocrinology & Metabolism

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Endocrinology & Metabolism; clinical, 4 weeks, away elective

Career

Medical School

IMED86510 - Medical Critical Care

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Medical Critical Care, 4 weeks, clinical, away elective experience.

Career

Medical School

IMED86511 - Nephrology Consults

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Nephrology Consults; clinical, 4 weeks, away elective

Career

Medical School

IMED86512 - Medicine-Pediatrics

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Medicine-Pediatrics; clinical, 4 weeks, away elective

Career

Medical School

IMED86513 - Hematology

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Hematology; clinical elective, 4 weeks, away

Career

Medical School

IMED86514 - Epidemiology Elective Program

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

6 weeks away elective, clinical.

Career

Medical School

IMED86515 - Primary Care Medicine

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Primary Care Medicine, 4 week, away, clinical

Career

Medical School

IMED86516 - Heart Failure and Transplant Cardiology

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

4 weeks, clinical, away elective

Career

Medical School

IMED86517 - Inpatient Medicine

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

4 weeks, clinical away elective

Career

Medical School

IMED86518 - Gastroenterology

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

4 weeks, clinical away elective

Career

Medical School

IMED86519 - Ambulatory Medicine

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

4 weeks, clinical away elective

Career

Medical School

IMED86521 - Advanced Internal Medicine

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

4 weeks, clinical away elective

Career

Medical School

IMED86522 - Geriatric Medicine

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

4 weeks, clinical away elective

Career

Medical School

IMED86523 - Preventive Medicine

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

4 weeks, clinical away elective

Career

Medical School

IMED86524 - Internal Medicine for Under Represented in Medicine Students

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

4 weeks, clinical away elective

Career

Medical School

IMED86525 - Advanced Ambulatory Medicine

Department(s)
Medical School Acad Dept

Long Description (Catalog Description)
Advanced Ambulatory Medicine, 4 weeks, clinical away elective

Career
Medical School

IMED86526 - Internal Medicine

Department(s)
Medical School Acad Dept

Long Description (Catalog Description)
4 weeks, clinical, away elective

Career
Medical School

IMED86527 - Diabetes and Endocrinology

Department(s)
Medical School Acad Dept

Long Description (Catalog Description)
4 weeks, clinical away elective

Career
Medical School

IMED86528 - Inpatient Oncology Consult Service

Department(s)
Medical School Acad Dept

Long Description (Catalog Description)
4 weeks clinical, away elective

Career
Medical School

IMED87010 - Medical Critical Care

Department(s)
Medical School Acad Dept

Long Description (Catalog Description)
Medical Critical Care; home elective, clinical

Career
Medical School

IMED87020 - Advanced Inpatient Sub-Internship Medicine

Department(s)
Medical School Acad Dept

Long Description (Catalog Description)
Advanced Inpatient Sub-Internship Medicine; home elective

Career
Medical School

INITSTAT60001 - Cumulative Statistics as of 6/1/84

Department(s)
TCU

Career
Graduate

INITSTAT70001 - Cumulative Statistics as of 6/1/84

Department(s)
TCU

Career
Brite

INSC60010 - Statistical Models

Department(s)
Info Systems & Supply Chain

Long Description (Catalog Description)
1.5 credit hours. This course teaches quantitative methods used in data analysis and business decision-making with an orientation towards regression analysis. This course presents the basic topics in regression including statistical inference from regression output, limitations of regression models and the pitfalls involved in their use. Analysis of both cross-sectional data and time-series data will be discussed. Additional topics include aspects of statistical process control, ANOVA, chi-square tests and logistic regression. The course is taught from an applied perspective using computer software (Excel and Minitab) to perform statistical analyses.

Course Typically Offered	Career
Fall	Graduate

INSC60011 - Supply Chain Management Fundamentals

Department(s)
Info Systems & Supply Chain

Long Description (Catalog Description)
The course is designed to bridge the gap between an undergraduate knowledge of operations and/or supply chain management and a graduate level course. As such, there is less emphasis on memorization of terminology and much greater emphasis on critical thinking, analytics, and decision-making. The course demonstrates how various processes and partnerships within a company's supply chain can be integrated to deliver value to customers. Students who do well in this course will learn to speak the language of supply chain management and they will understand fundamental supply chain strategies and tactics that can be used to gain competitive advantage.

Career
Graduate

INSC60013 - Data Analysis for Managerial Decisions

Department(s)
Info Systems & Supply Chain

Long Description (Catalog Description)
Prerequisites: students must have PMBA-MBA, ACCP-MBA, ENRG-MBA or ACCE-MBA plan. Examines statistical techniques helpful in making effective managerial decisions. Deals with applications from business. Topics include

descriptive statistics, exploratory data analysis, basic probability concepts, estimation, hypothesis testing, analysis of variance, and regression analysis. The course is taught from an applied perspective using Excel to perform statistical analysis.

Course Typically Offered
Summer

Career
Graduate

INSC60020 - Managing Operations and Processes

Department(s)
Info Systems & Supply Chain

Long Description (Catalog Description)

1.5 credit hours. Prerequisites: INSC 60600 or 60011. Develops concepts and analytical skills to address issues related to the efficient and effective management of work. Emphasizes the role of integrated processes as competitive weapons, including product and service development, and examines alignment of operational capabilities with firm strategy. Discusses the increasingly important role of process choice, design, analysis, integration, synchronization, and improvement, including lean and six sigma.

Career
Graduate

INSC60023 - Manufacturing and Services Operations Management

Department(s)
Info Systems & Supply Chain

Long Description (Catalog Description)

Prerequisite: ACCT 60010, and concurrent enrollment in INSC 60013 (for PMBA students) or concurrent enrollment in INSC 60010 (for FT MBA students). Develops concepts and analytical skills to address issues related to the creation and distribution of goods and services. Emphasizes the role of operations functions as competitive weapons and examines how operations strategy can be integrated with corporate strategy and other functional strategies. Discusses the increasingly important role of global competition, technology, and total quality. Other topics include process design, capacity planning, technology choice, planning and inventory control, and just-in-time systems. Technology is emphasized.

Course Typically Offered
All Sessions

Career
Graduate

INSC60040 - Managing Information Technology

Department(s)
Info Systems & Supply Chain

Long Description (Catalog Description)

1.5 credit hours. An investigation of information technology as a facilitator of organizational strategy and business process redesign. The role of information in the evaluation and control of corporate uncertainty at the organizational and interorganizational levels is examined. Particular emphasis is placed on the successful design, implementation, and use of information technologies in both national and international organizations. Technology is emphasized.

Course Typically Offered
Spring

Career
Graduate

INSC60050 - Business Analytics

Department(s)
Info Systems & Supply Chain

Long Description (Catalog Description)

1.5 credits. Prerequisites: Graduate standing. Students may not receive credit for both INSC 70600 and INSC 60050. This course is an introduction to the fundamentals of business analytics. Business analytics are enabled by business intelligence (BI) tools for the purpose of analytic decision making. BI systems combine gathering data, storing it, and analyzing it to present complicated company and competitive information to planners and decision makers. By providing wider visibility to plans and supporting data, analytical tools increase the return on existing organizational planning applications because they help companies understand where and how they deviate from their plan objectives. In addition, they provide shared data availability that encourages a global perspective on business performance. Real-world case studies will show students the ways organizations are using analytics to support both tactical and strategic decision-making.

Career
Graduate

INSC60060 - Decision Models

Department(s)
Info Systems & Supply Chain

Long Description (Catalog Description)

1.5 credits. This course is an introduction to decision modeling. The primary emphasis of this course will be on formulation and interpretation, thinking structurally about decision problems, making more informed decisions, and ultimately sharpening students' decision-making skills. It will introduce business students from a variety of backgrounds to some of the key techniques such as decision trees, linear programming, network models and simulation. The course will address models for a variety of applications such as: product-mix decision, portfolio management, product development and introduction, performance of production distribution networks, market share analysis, and investment strategy.

Career
Graduate

INSC60070 - Data Visualization

Department(s)
Info Systems & Supply Chain

Long Description (Catalog Description)

Prerequisites: INSC 60050. Designed for students who have an interest in developing data visualization skills. Big Data is everywhere, but a big data set can be difficult to understand and interpret. Presenting data to your audience in the right aesthetic form and functionality is critical to convey the information effectively. This hands-on course will focus on how to use various data analysis tools and techniques to communicate complex information with visually appealing charts, graphs and maps. The course will focus on: 1) employing best practices for using databases to create visualizations and maps that tell stories with data, 2) learning how to prepare data visualizations, 3) creating interactive data illustrations including dashboards, and 4) building business analytic skills using Tableau.

Career
Graduate

INSC60120 - Survey of Analytics Technology

Department(s)
Info Systems & Supply Chain

Long Description (Catalog Description)

Prerequisites: Admitted to Master of Science in Business Analytics program. This course examines contemporary topics in the field of business analytics, which can be broadly classified as process and tools. Students will be able to explain the lifecycle of analytics from raw data, feature engineering, model development, model assessment, and model monitoring. The students will also be able to describe the tech stacks from SQL and other types of databases to extraction tools, modeling tools, and presentation tools.

Career
Graduate

INSC60150 - Tech Boot Camp

Department(s)
Info Systems & Supply Chain

Long Description (Catalog Description)

Prerequisites: Admitted to Masters of Science in Business Analytics program. This course is designed to provide students without prior programming experience and introduction to the basics of programming in preparation for the demands of later analytics classes. Concepts include statements, conditionals, looping, functions, and IDEs.

Career
Graduate

INSC60600 - Concepts in Supply Chain Management

Department(s)
Info Systems & Supply Chain

Long Description (Catalog Description)

1.5 credit hours. Effective Supply Chain Management (SCM) has become increasingly important to businesses. This course will provide an overview of the major concepts associated with SCM. Topics include logistics, transportation, procurement, demand forecasting, supply chain operations, information technology and global SCM.

Course Typically Offered	Career
Fall and Spring	Graduate

INSC65013 - Business Analytics for Managerial Decisions

Department(s)
Info Systems & Supply Chain

Long Description (Catalog Description)

3 credit hours. Prerequisites: Must be an EMBA candidate. Examines statistical and analytical techniques to analyze data for effective managerial decisions. Deals with applications from business. Topics include description and summarization of data, exploratory data analysis, testing hypothesis, analysis of variance, regression analysis and forecasting, and fundamentals of decision theory.

Course Typically Offered	Career
Summer	Graduate

INSC65020 - Managing for Operational Excellence

Department(s)
Info Systems & Supply Chain

Long Description (Catalog Description)

1.5 Credit Hours. Prerequisite: Must be an EMBA candidate. Operations Management (OM) is the systematic planning, design, operation, control, and improvement of business processes. The course is designed to examine the roles of operations management in creating and delivering value to customers, and thereby creating competitive advantage to the firm. Students will gain an understanding of strategic and tactical approaches for achieving excellence in along with an exposure to some of the latest tools and techniques for analyzing and improving operational processes.

Career
Graduate

INSC65023 - Operations Management

Department(s)
Info Systems & Supply Chain

Long Description (Catalog Description)

3 credit hours. Prerequisite: Must be an EMBA candidate. This course develops concepts and analytical skills to address the issues related to the creation and distribution of goods and services. It emphasizes the role of operations functions as a competitive weapon and examines how operations strategy can be integrated with corporate strategy and other functional strategies. It discusses the increasingly important role of global competition, technology, and total quality. Other topics include process design, capacity planning, technology choice, planning and inventory control, and just-in-time systems. Technology is emphasized.

Course Typically Offered	Career
Summer	Graduate

INSC66110 - Supply Chain Management and Analytics

Department(s)
Info Systems & Supply Chain

Long Description (Catalog Description)

Prerequisites: Admitted to Master of Science in Business Analytics program. This course is designed to demonstrate how various processes and partnerships within a company's supply chain can be integrated to deliver value to customers. Students will learn to speak the language of supply chain management and understand fundamental supply chain strategies, develop tactics that can be used to gain competitive advantage, and apply technology tools and techniques to analyze and improve supply chain processes.

Career
Graduate

INSC70420 - Leading Business Transformation

Department(s)
Info Systems & Supply Chain

Long Description (Catalog Description)

Prerequisites: Graduate standing. This course is designed to provide students exposure to multiple facets for leading business transformation including strategy, organization, process, people, technology and measurements. Students are introduced to leading edge technology in the area of robotic process automation and will apply their knowledge through experiential learning opportunities.

Career
Graduate

INSC70430 - Supply Chain Operations Management

Department(s)

Info Systems & Supply Chain

Long Description (Catalog Description)

1.5 credit hours. Prerequisites: INSC 60600 or 60011. This course serves as an MBA elective. An in-depth study of the theory and practice of supply chain management function in manufacturing and service industries. Supply chain management is the integration of the activities associated with the flow and transformation of goods from the raw materials stage through to the end user, to achieve a sustainable competitive advantage. This course provides insights into the conceptual foundations and facilitates an understanding of the strategic concepts and tools necessary for meeting the challenges in the management of supply chains. Topics include management of logistics networks, material flows and the role of information systems technology.

Course Typically Offered

Fall

Career

Graduate

INSC70440 - Cybersecurity

Department(s)

Info Systems & Supply Chain

Long Description (Catalog Description)

Prerequisites: Graduate Standing. This course provides the foundation understanding the key issues associated with protecting information assets. It teaches basic concepts and principles of information security and fundamental approaches to secure computers and networks.

Career

Graduate

INSC70450 - Machine Learning for Business

Department(s)

Info Systems & Supply Chain

Long Description (Catalog Description)

Prerequisites: Graduate standing. The course introduces basic concepts of machine learning and the methods and tools necessary to learn from data for computational data analysis, including pattern recognition, prediction, and visualization. The course is oriented heavily to applications in business giving students the tools needed in the modern data analytics space. Students finish the class with a basic understanding of how to use machine learning models and analytic algorithms to solve business problems.

Career

Graduate

INSC70460 - Deep Learning Technology

Department(s)

Info Systems & Supply Chain

Long Description (Catalog Description)

Prerequisites: Graduate standing. The course examines Artificial Intelligence (AI) methods, tools, and processes associated with deep learning technologies. The ultimate goal is to develop an understanding of the inner workings of the technology to inform AI-related decisions in business practice.

Career

Graduate

INSC70470 - Digital Asset and Payment Technology

Department(s)

Info Systems & Supply Chain

Long Description (Catalog Description)

Prerequisites: Graduate standing. In this course, we discuss the mechanics underlying blockchain that allow financial transactions to be both public and secure, the evolution of blockchain use to support digital assets, the expanding scope of blockchain use for decentralized identity/data, and the business and social implications that follow. We explore technical artifacts and how the qualities of these artifacts support new ways of financial interactions.

Career

Graduate

INSC70520 - Time Series Forecasting

Department(s)

Info Systems & Supply Chain

Long Description (Catalog Description)

1.5 credit hours. Prerequisite: INSC 60010 or 60013. This course serves as an MBA elective. Presents extrapolative time-series forecasting techniques with applications to business and economic data. Techniques discussed include moving averages, decomposition, exponential smoothing and ARIMA models. Provides an understanding of the limitations of forecasting models and the pitfalls involved in their use. Qualitative forecasting is also discussed. Extensive use of computer software for time series forecasting. Applications to real business and economic data.

Career

Graduate

INSC70600 - Supply Chain Analytics

Department(s)

Info Systems & Supply Chain

Long Description (Catalog Description)

1.5 credit hours. Prerequisites: INSC 60600. This course is an introduction to the fundamentals of supply chain analytics. Supply chain analytics are enabled by business intelligence (BI) tools for the purpose of analytic decision making. BI systems combine gathering data, storing it, and analyzing it to present complicated company and competitive information to planners and decision makers. By providing wider visibility to plans and supporting data, analytical tools increase the return on existing supply chain planning applications because they help companies understand where and how they deviate from their plan objectives. In addition, they provide shared data availability that encourages a global perspective on business performance. Real-world case studies will show students the ways organizations are using analytics in their supply chain to support decision-making.

Career

Graduate

INSC70610 - Logistics and Transportation

Department(s)

Info Systems & Supply Chain

Long Description (Catalog Description)

1.5 credit hours. Prerequisites: INSC 60600 or 60011. Logistics is a core business process that facilitates the creation of value for the external customer and helps to integrate the other functions and processes within the firm. Logistics is defined as that part of the supply chain process that plans, implements, and controls the efficient, effective forward and reverse flow and storage of goods, services, and related information between the point of origin and the point of consumption in

order to meet customers' requirements. This course will cover many aspects of business logistics, including materials management, physical distribution, customer service, order processing, information flows, transportation, warehousing and inventory management.

Course Typically Offered	Career
Fall and Spring	Graduate

INSC70620 - Supply Chain Information Tools and Technologies

Department(s)
Info Systems & Supply Chain

Long Description (Catalog Description)
1.5 credit hours. Prerequisites: INSC 60600 or 60011. Effective supply chain management is heavily dependent on integration of state-of-the-art information tools and technologies. This course will provide an understanding of supply chain models and practical tools for effective decision making and integrated supply chain management (for example ABC segmentation, demand forecasting and planning, inventory management, distribution management and multi-plant coordination). The emphasis will be on exploring tools and off-the-shelf software packages that have been proven effective in many industries, and on identifying and understanding implementation issues associated with the use of such tools.

Course Typically Offered	Career
Spring	Graduate

INSC70630 - Demand Forecasting Management

Department(s)
Info Systems & Supply Chain

Long Description (Catalog Description)
1.5 credit hours. Prerequisite: INSC 60600 or 60011. This course provides an in-depth study of the processes that balance customer demands with production, procurement, and distribution capabilities. Accurate demand forecasting provides for added flexibility and visibility of inventory, and reduced variability in supply chain outcomes. Core conceptual areas include demand forecasting and management, synchronization of supply and demand, inventory capacity, balancing and positioning, inventory planning, sales and operations planning, and strategic order fulfillment issues.

Course Typically Offered	Career
Fall and Spring	Graduate

INSC70640 - Global Supply Chain Management

Department(s)
Info Systems & Supply Chain

Long Description (Catalog Description)
1.5 credit hours. Prerequisites: INSC 60600 or 60011. This course will deal with (a) the diversity and complexity to be understood and managed in the globalization of supply chain activities, (b) unique characteristics of global transportation (ocean shipping, intermodal, and air) system, (c) legal and regulatory issues impacting global supply chain decisions, (d) import and export processes, (e) documentation requirements, and (f) challenges and integration issues with global supply chain management.

Course Typically Offered	Career
Fall	Graduate

INSC70650 - Strategic Sourcing and Procurement

Department(s)
Info Systems & Supply Chain

Long Description (Catalog Description)
1.5 credit hours. Prerequisite: INSC 60600 or 60011. This course focuses on the key issues related to the strategic implications of sourcing of products, the purchasing of goods and services, and the role of purchasing in a supply chain context. Provides students with an understanding of purchasing processes, issues, and best practices. Emphasis areas include supplier quality, relationship management, and global sourcing.

Course Typically Offered	Career
Spring	Graduate

INSC70660 - Supply and Value Chain Strategy

Department(s)
Info Systems & Supply Chain

Long Description (Catalog Description)
1.5 credit hours. Prerequisites: INSC 60600 or 60011. This course is designed to be the capstone course for the MBA with a concentration in Supply Chain Management. It will help students integrate all the elements of supply chain management, and examine how they might be applied to achieve strategic advantage for the firm. The course will use a combination of readings on supply chain strategy and case analysis.

Course Typically Offered	Career
Spring	Graduate

INSC70670 - ERP Systems in Contemporary Organizations

Department(s)
Info Systems & Supply Chain

Long Description (Catalog Description)
1.5 credit hours. Prerequisite: Student must have SCMT-MS degree plan. This course is designed to introduce MBA students to the underlying need for business process integration in large organizations through ERP systems. Students will become acquainted with one particular software package (SAP ERP system), including its architecture and user interface, and will become knowledgeable about the issues and challenges in introducing such systems into large organizations.

Career
Graduate

INSC70680 - Sustainable Supply Chain Management

Department(s)
Info Systems & Supply Chain

Long Description (Catalog Description)
1.5 credits. This interactive class will explore what is happening in supply chains today through the lens of sustainability. After an introduction to the basics of sustainability and systems thinking, students will explore sustainability challenges and opportunities in the various business functions with a focus on product design, sourcing and procurement, manufacturing and processing and logistics. Sustainable business strategies, life cycle analysis, recovery processes, and sustainability metrics will be discussed.

Career
Graduate

INSC70693 - Integrative Field Study

Department(s)

Info Systems & Supply Chain

Long Description (Catalog Description)

This project oriented course provides integration and application of the MS SCM curricula. Each student will identify a field study opportunity, define the scope of a research/problem solving project, execute the project, and report on solution value and lessons learned.

Career

Graduate

INSC70773 - Emerging Information Technologies for Decision Support

Department(s)

Info Systems & Supply Chain

Long Description (Catalog Description)

Managerial perspective of emerging information technologies for problem solving and decision-making. Examination of decision factors that must be considered when using decision support technologies are examined. Formulation, development and evaluation of decision support systems, expert systems, neural networks, hypermedia, and user interface designs are discussed. Hands-on use of decision support technologies and field trips.

Career

Graduate

INSC70793 - Global Supply Chain Experience

Department(s)

Info Systems & Supply Chain

Long Description (Catalog Description)

3 credits. Prerequisites: Student must have SCMT-MS degree plan. This global immersion course provides students with an immersive experience in a region of the globe. The course typically involves travel to multiples countries within one of the major regions (Americas, Europe, Asia Pacific) where students will tour various supply chain operations. The focus of the course is challenges and opportunities associated with sourcing from and serving global markets. Topics include manufacturing capabilities and transportation infrastructures, labor availabilities, input cost and quality differences, and differences in national culture and business practices.

Career

Graduate

INSC70970 - Special Problems in Information Systems and Supply Chain Management

Department(s)

Info Systems & Supply Chain

Long Description (Catalog Description)

Special Problems in Information Systems and Supply Chain Management.

Course Typically Offered

Contact Department For Details

Career

Graduate

INSC71003 - Project Management

Department(s)

Info Systems & Supply Chain

Long Description (Catalog Description)

Prerequisite: INSC 60020 or 60011. Presents, discusses, and applies major concepts and techniques of project management. Familiarizes students with problems and issues confronting project managers and provides vocabulary, concepts, insights, and tools to address these issues. Topics include project planning, scheduling, budgeting, monitoring, metrics, control, scope, time, cost, quality, and risk. Tools include activity network scheduling, critical path method, design structure matrix, Monte Carlo simulation, and earned value management. Assignments include working with software tools, analyzing cases, and studying a real project. The course is also helpful for those seeking to attain the (external) "Project Management Professional" (PMP) certification from the Project Management Institute.

Course Typically Offered

Fall

Career

Graduate

INSC71020 - Six Sigma Green Belt for Managers

Department(s)

Info Systems & Supply Chain

Long Description (Catalog Description)

1.5 credits. Prerequisites: INSC 60010 or 60013, and INSC 60020. This course builds upon concepts and methods from other MBA courses and supplements these to complete the requirements for a Six Sigma Green Belt certification. Topics include the Six Sigma process (DMAIC), process definition and measurement, process analysis and improvement tools, process capability measures and statistical process control. Students will apply their skills to an improvement project in industry (a typical requirement for any Green Belt certification.) Upon successful completion of the course, students will receive a Green Belt Certification from the Neeley School. Students should also be sufficiently equipped to gain a similar certification from other sources.

Course Typically Offered

Summer

Career

Graduate

INSC71030 - Managing Risk & Uncertainty

Department(s)

Info Systems & Supply Chain

Long Description (Catalog Description)

1.5 credit hours. Risk management (RM) is the art, science, and practice of making good business decisions in the face of consequential uncertainty. RM is essential to success in almost every area of management, but especially in the contexts of complexity, novelty, and uncertainty that characterize many contemporary endeavors. This course addresses the major concepts, basic techniques, and key challenges of RM. It aims to (1) familiarize students with the problems and issues confronting risk managers in several contexts and (2) provide students with the vocabulary, concepts, insights, and tools to address these issues. As a first course in RM, it provides an overview of several areas and knowledge of foundational tools (other than financial risk tools such as derivatives).

Career

Graduate

INSC71050 - Leading Supply Chains

Department(s)

Info Systems & Supply Chain

Long Description (Catalog Description)

This course addresses the challenges of leading supply chain management organizations in complex environments. Students will learn how to manage integrative, cross-functional relationships in dynamic business contexts. The specific focus will be developing business acumen, organizational leadership and

communication strengths, and strategic thinking. Students will leave the course with a better understanding of the challenges being faced, how they as leaders need to approach those challenges, and how supply chain management contributes to business success.

Career
Graduate

INSC71100 - ERP Simulation

Department(s)
Info Systems & Supply Chain

Long Description (Catalog Description)

The ERP Simulation is an innovative learning by doing and problem based approach to teaching MBA students ERP concepts. During the game, students will work on teams to run a business with a real-life SAP ERP system. The simulation places the students at the heart of a make to stock manufacturing company, where they must operate the full business cycle (plan, procure, produce and sell), and in so doing experience the value of up and downstream information visibility.

Course Typically Offered
Intersession

Career
Graduate

INSC71110 - Predictive Analytics with SAP

Department(s)
Info Systems & Supply Chain

Long Description (Catalog Description)

Predictive analytics is the practice of extracting information from existing data sets with data visualization software in order to determine patterns and predict future outcomes and trends. The course will employ a learning-by-doing approach to teach students how to utilize the latest SAP analytics applications to analyze real-world Big Data sets to anticipate future behavior. In particular, students will practice the three major areas that comprise predictive analytics (i.e., reporting, visualization, and prediction) through guided exercises and case studies.

Course Typically Offered
Intersession

Career
Graduate

INSC71120 - Business Process Management

Department(s)
Info Systems & Supply Chain

Long Description (Catalog Description)

This course provides an overview of Business Process Management (BPM) as both a management discipline and as a set of enabling techniques to analyze and design business operations. The course teaches the student the key concepts, terms, methodologies, techniques in BPM. It describes the nature of business processes and how to apply the tools and techniques to improve and reengineer business processes and procedures. Students will learn about the practices that are making process thinking a new approach to solving business problems and are continuously improving organizational performance. Students will learn how to apply critical success factors and discover the pitfalls to avoid. In addition, students will practice key process measurement skills on case studies and apply these to their own organization through connection exercises.

Course Typically Offered
Intersession

Career
Graduate

INSC71130 - Data Analytics Simulation: Process Design & Strategic Decision-Making

Department(s)
Info Systems & Supply Chain

Long Description (Catalog Description)

This course in Data Analytics course utilizes Analytics simulations to explore concepts of process design and strategic decision-making. This course takes an analytical approach to allow MBA students to increase their intuition and understanding of core operational and performance concepts. The focus of this course is to: a) expose students to the core concepts in data and process analysis in a dynamic and experiential manner; b) increase student intuition regarding the interplay between the various elements of data analytics via toolkit-style exercises; c) give students the tools by which to understand data analysis via experimentation and proactive creation. These principles are examined via hands-on exercises, case studies, and class discussion.

Course Typically Offered
Intersession

Career
Graduate

INSC71140 - GIS: Analytics for interactive mapping to solve business problems

Department(s)
Info Systems & Supply Chain

Long Description (Catalog Description)

Learn GIS - a mapping and business analysis tool for applying geospatial analytics to your business practices. Gain greater insights using contextual tools to manage, visualize and analyze your data as you collaborate and share via maps, dashboards and reports. Specifically, GIS is an online geographic information system and is used to solve a variety of issues in many disciplines including data visualization, location analysis, environmental, social and corporate governance (ESG) and network design. Through a series of tutorials and a team-based project learn to connect people, locations and data using layers of information.

Career
Graduate

INSC72450 - Health Care IT and Data Analytics

Department(s)
Info Systems & Supply Chain

Long Description (Catalog Description)

The purpose of this class is to introduce students to the various applications of IT and big data in health care. We will understand the broader policy context that has led to this deluge of information, such as the HITECH Act. We will explore different sources of health care data, such as Electronic Health Record data, social media databases, wireless sensor networks. For each of these data sources, we will review associated analytic techniques, such as Natural Language Processing (NLP) of free text from EHRs and social media. We will also explore the language of medicine, as expressed in various coding systems, such as ICD9-CM, ICD10-CM, and SNOMED, and how complex medical jargon can be made more accessible to patients.

Career
Graduate

INSC72470 - Healthcare Improvement Science

Department(s)
Info Systems & Supply Chain

Long Description (Catalog Description)

This course introduces the frameworks, strategies, and practical techniques to prepare healthcare leaders to implement the principles, tools, measurement techniques and cultural elements necessary to lead healthcare quality, outcomes and safety improvements initiatives.

Career

Graduate

INSC75663 - Supply Chain and Operational Strategy

Department(s)

Info Systems & Supply Chain

Long Description (Catalog Description)

3 credit hours. Prerequisite: Must be an EMBA candidate. For many companies, supply chain management has become an important element of competitive strategy. However, to achieve a competitive advantage requires effective design and integration of operations, supply chain strategies, processes, and information technologies. Through an integrated simulation as well as selected readings and case analysis, this course will examine the linkages between supply chain strategy and competitive strategy, critical elements for effective supply chain management, and current trends in operational strategy.

Career

Graduate

JWST60003 - Introduction to Judaism

Department(s)

BIBL

Long Description (Catalog Description)

An introduction to the many forms of Jewish observance, ritual, literature, thought and political determination that have appeared (and disappeared) over the historical span of Judaism. The course provides an overview of Jewish history, a broad knowledge of Jewish customs, beliefs and culture, direct exposure to an array of Jewish religious writings (all in translation), and an understanding of the fundamental issues of contemporary Jewish practice and belief.

Career

Brite

JWST60013 - Understanding Early Judaism

Department(s)

BIBL

Long Description (Catalog Description)

This course introduces students to the histories and literatures of Second Temple Judaism. Through a close study of key events and texts of this period, it explores the development of a vibrant and diverse religious system that saw an emergence of nascent Christianity and Rabbinic Judaism. Analyzing a selection of texts written in different times, languages, and geographical locations, this course highlights the changes in beliefs and practices of Second Temple Jewry as it negotiated religious, cultural, political, and economic effects of Persian, Hellenistic, and Roman dominations.

Career

Brite

JWST60200 - General Transfer Credit

Department(s)

BIBL

Long Description (Catalog Description)

General Transfer Credit

Career

Brite

JWST70003 - Jewish Law and Practice in Antiquity

Department(s)

BIBL

Long Description (Catalog Description)

An examination of the dynamics and development of "Law" in Early Judaism in the Second Temple and post-Second Temple period. This course explores Jewish communal and individual behavior, actions, prohibitions, rituals, and modes of observance required by God and defined through Scripture. This exploration will provide insight into how "Law" served to construct identity and theological frameworks for early Judaism and Christianity.

Career

Brite

JWST70013 - Judaism in the Greco-Roman Period

Department(s)

BIBL

Long Description (Catalog Description)

An examination of diverse understandings and expressions of ritual space, ritual method and ritual modes of transformation evidenced by forms of Early Judaism in the Second and post-Second Temple period. Through the exploration of subjects pertaining to Jewish ritual (e.g., Temple, synagogue, sacrifice, prayer, study, repentance, conversion, discipleship, etc.), this course provides insight into theological, social, cultural and political continuities and discontinuities in the development of Early Judaism.

Career

Brite

JWST70023 - Jewish Biblical Interpretation

Department(s)

BIBL

Long Description (Catalog Description)

Masters prerequisite: None. Doctoral prerequisite: One year of Biblical Hebrew, or permission of the instructor. Examination of the many ways and methods employed by Jewish communities to reinterpret the Hebrew Bible over thousands of years. The goal is to understand how the Hebrew Bible is a multivalent document, containing many meanings for different people at different times.

Career

Brite

JWST70033 - Talmudic Literature

Department(s)

BIBL

Long Description (Catalog Description)

An introduction to early talmudic (Jewish legal) literature, including well known texts such as the Palestinian and Babylonian Talmuds. The goal of the course is to develop the fundamental skills required for the study of talmudic texts, and for understanding their religious, historical and sociological roles in the ongoing development of Judaism. All texts will be read in English translation.

Career
Brite

JWST70043 - Jewish Mystical Tradition

Department(s)
BIBL

Long Description (Catalog Description)

Mysticism has influenced Judaism from antiquity to the present. This course examines portions of the Jewish mystical tradition (ultimately designated Kabbalah), in order to learn how Jewish mystical impulses have been expressed, and how they have affected Jewish history. Topics include: major stages in the historical development of Jewish mysticism, key personages, recurring Jewish mystical symbolism and imagery, and decoding Jewish, mystical texts (e.g., Zohar).

Career
Brite

JWST70053 - Jewish Theology

Department(s)
BIBL

Long Description (Catalog Description)

An introduction to the historical development of the conceptual framework and themes of Jewish theology. This course will examine the theological literary tradition in Judaism, examining both classical and contemporary sources. Topics include: the theological ideas expressed in the Tanakh and their Near Eastern roots; classical Rabbinic theology; medieval rationalism and mysticism; and modern Jewish theology.

Career
Brite

JWST70063 - Women in Judaism

Department(s)
BIBL

Long Description (Catalog Description)

This course examines, from a variety of perspectives, issues of Jewish observance that pertain particularly to women (e.g., marriage, divorce, personal purity, ordination, abortion, etc.) In-depth reading and consideration of relevant Jewish legal sources (the Hebrew Bible, the Mishnah and the Babylonian Talmud) will lead to considering how these laws develop and change over time. The course will then build upon this foundation by studying the current debate surrounding these issues in various movements of contemporary Judaism, as well as how scholars from various disciplines (History, Anthropology, Gender Studies, etc.) have defined and discussed them.

Career
Brite

JWST70073 - Judaism in Antiquity

Department(s)
BIBL

Long Description (Catalog Description)

An examination of the various forms of Judaism that existed in the Middle East and Mediterranean from approximately 450 B.C.E. to 650 C.E., as well as the relationship between and mutual development of early Rabbinic Judaism and early Christianity.

Career
Brite

JWST70970 - Special Topics in Jewish Studies

Department(s)
BIBL

Long Description (Catalog Description)

May be repeated for credit under different topics. (1-3 semester hours).

Career
Brite

JWST75013 - Introduction to Early Rabbinic Literature I

Department(s)
BIBL

Long Description (Catalog Description)

Prerequisites: HEBI 60003, 70013 and 75033, or permission of instructor. Part I of a detailed survey of the range, substance and character of early Rabbinic literature. Texts studied will include the Mishnah, Tosefta, and the various interpretive texts of the Tannaitic/Halakhic midrashic corpus. The goals of the course are to teach the student how to read these texts and how to situate them properly within the religious, historical, sociological and literary context of early Judaism.

Career
Brite

JWST75023 - Introduction to Early Rabbinic Literature II

Department(s)
BIBL

Long Description (Catalog Description)

Prerequisites: HEBI 60003, 70013, and 75033, or permission of instructor. Part II of a detailed survey of the range, substance and character of early Rabbinic literature. Texts studied will include the corpus of Amoraic midrashic texts (e.g., Genesis and Leviticus Rabbah), the Jerusalem and Babylonian Talmuds, and early, Byzantine midrashic texts (e.g., Tanhuma). The goals of the course are to teach the student how to read these texts and how to situate them properly within the religious, historical, sociological and literary context of early Judaism.

Career
Brite

JWST75033 - Comparative Midrash

Department(s)
BIBL

Long Description (Catalog Description)

Prerequisites: HEBI 60003, 70013, and 75033, or permission of instructor. A comparative reading of two early Rabbinic collections of interpretation of the Book of Exodus - the Mekhilta of Rabbi Himon b. Yohai and the Mekhilta of Rabbi Ishmael. The goal of the course is to improve the student's ability not only to read and understand these types of midrashic texts, but also to think critically and creatively about them. We shall also give in-depth consideration to the scholarly usefulness of a comparative approach to midrash.

Career
Brite

JWST75901 - M.T.S. Final Exercise

Department(s)
BIBL

Long Description (Catalog Description)

Prerequisites: Admittance to the M.T.S. degree program. An independent research study course, taken in the final semester in program, that integrates material covered in earlier coursework, and produces a final paper, normally 20-30 pages in length.

Career
Brite

JWST75903 - Final Exercise

Department(s)
BIBL

Long Description (Catalog Description)

Prerequisite: Admittance to the M.T.S. degree program. An independent research study course, taken in the final semester in program, that integrates material covered in earlier coursework and produces a final paper, normally 20-30 pages in length.

Career
Brite

JWST80003 - Jewish Law and Practice in Antiquity

Department(s)
BIBL

Long Description (Catalog Description)

An examination of the dynamics and development of "Law" in Early Judaism in the Second Temple and post-Second Temple period. This course explores Jewish communal and individual behavior, actions, prohibitions, rituals, and modes of observance required by God and defined through Scripture. This exploration will provide insight into how "Law" served to construct identity and theological frameworks for early Judaism and Christianity.

Career
Brite

JWST80013 - Judaism in the Greco-Roman Period

Department(s)
BIBL

Long Description (Catalog Description)

An examination of diverse understandings and expressions of ritual space, ritual method and ritual modes of transformation evidenced by forms of Early Judaism in the Second and post-Second Temple period. Through the exploration of subjects pertaining to Jewish ritual (e.g., Temple, synagogue, sacrifice, prayer, study, repentance, conversion, discipleship, etc.), this course provides insight into theological, social, cultural and political continuities and discontinuities in the development of Early Judaism.

Career
Brite

JWST80023 - Jewish Biblical Interpretation

Department(s)
BIBL

Long Description (Catalog Description)

Masters prerequisite: None. Doctoral Prerequisite: One year of Biblical Hebrew, or permission of the instructor. Examination of the many ways and methods employed by Jewish communities to reinterpret the Hebrew Bible over thousands of years. The goal is to understand how the Hebrew Bible is a multivalent document, containing many meanings for different people at different times.

Career
Brite

JWST80033 - Talmudic Literature

Department(s)
BIBL

Long Description (Catalog Description)

An introduction to early talmudic (Jewish legal) literature, including well known texts such as the Palestinian and Babylonian Talmuds. The goal of the course is to develop the fundamental skills required for the study of talmudic texts, and for understanding their religious, historical and sociological roles in the ongoing development of Judaism. All texts will be read in English translation.

Career
Brite

JWST80043 - Jewish Mystical Tradition

Department(s)
BIBL

Long Description (Catalog Description)

Mysticism has influenced Judaism from antiquity to the present. This course examines portions of the Jewish mystical tradition (ultimately designated Kabbalah), in order to learn how Jewish mystical impulses have been expressed, and how they have affected Jewish history. Topics include: major stages in the historical development of Jewish mysticism, key personages, recurring Jewish mystical symbolism and imagery, and decoding Jewish, mystical texts (e.g., Zohar).

Career
Brite

JWST80053 - Jewish Theology

Department(s)
BIBL

Long Description (Catalog Description)

An introduction to the historical development of the conceptual framework and themes of Jewish theology. This course will examine the theological literary tradition in Judaism, examining both classical and contemporary sources. Topics include: the theological ideas expressed in the Tanakh and their Near Eastern roots; classical Rabbinic theology; medieval rationalism and mysticism; and modern Jewish theology.

Career
Brite

JWST80063 - Women in Judaism

Department(s)
BIBL

Long Description (Catalog Description)

This course examines, from a variety of perspectives, issues of Jewish observance that pertain particularly to women (e.g., marriage, divorce, personal purity, ordination, abortion, etc.) In-depth reading and consideration of relevant Jewish legal sources (the Hebrew Bible, the Mishnah and the Babylonian Talmud) will lead to considering how these laws develop and change over time. The course will then build upon this foundation by studying the current debate surrounding these issues in various movements of contemporary Judaism, as well as how scholars from various disciplines (History, Anthropology, Gender Studies, etc.) have defined and discussed them.

Career

Brite

JWST80970 - Special Topics in Jewish Studies**Department(s)**

BIBL

Long Description (Catalog Description)

May be repeated for credit under different topics. (1-3 semester hours)

Career

Brite

JWST85013 - Introduction to Early Rabbinic Literature**Department(s)**

BIBL

Long Description (Catalog Description)

Part I of a detailed survey of the range, substance and character of early Rabbinic literature. Texts studied will include the Mishnah, Tosefta, and the various interpretive texts of the Tannaitic/Halakhic midrashic corpus. The goals of the course are to teach the student how to read these texts and how to situate them properly within the religious, historical, sociological and literary context of early Judaism.

Career

Brite

JWST85023 - Introduction to Early Rabbinic Literature II**Department(s)**

BIBL

Long Description (Catalog Description)

Part II of a detailed survey of the range, substance and character of early Rabbinic literature. Texts studied will include the corpus of Amoraic midrashic texts (e.g., Genesis and Leviticus Rabbah), the Jerusalem and Babylonian Talmuds, and early, Byzantine midrashic texts (e.g., Tanhuma). The goals of the course are to teach the student how to read these texts and how to situate them properly within the religious, historical, sociological and literary context of early Judaism.

Career

Brite

JWST85033 - Comparative Midrash**Department(s)**

BIBL

Long Description (Catalog Description)

A comparative reading of two early Rabbinic collections of interpretation of the Book of Exodus - the Mekhilta of Rabbi Himon b. Yohai and the Mekhilta of Rabbi Ishmael. The goal of the course is to improve the student's ability not only to read and understand these types of midrashic texts, but also to think critically and creatively about them. We shall also give in-depth consideration to the scholarly usefulness of a comparative approach to midrash.

Career

Brite

JWST90003 - Jewish Law and Practice in Antiquity**Department(s)**

BIBL

Long Description (Catalog Description)

An examination of the dynamics and development of "Law" in Early Judaism in the Second Temple and post-Second Temple period. This course explores Jewish communal and individual behavior, actions, prohibitions, rituals, and modes of observance required by God and defined through Scripture. This exploration will provide insight into how "Law" served to construct identity and theological frameworks for early Judaism and Christianity.

Career

Brite

JWST90013 - Judaism in the Greco-Roman Period**Department(s)**

BIBL

Long Description (Catalog Description)

An examination of diverse understandings and expressions of ritual space, ritual method and ritual modes of transformation evidenced by forms of Early Judaism in the Second and post-Second Temple period. Through the exploration of subjects pertaining to Jewish ritual (e.g., Temple, synagogue, sacrifice, prayer, study, repentance, conversion, discipleship, etc.), this course provides insight into theological, social, cultural and political continuities and discontinuities in the development of Early Judaism.

Career

Brite

JWST90023 - Jewish Biblical Interpretation**Department(s)**

BIBL

Long Description (Catalog Description)

Masters prerequisite: None. Doctoral Prerequisite: One year of Biblical Hebrew, or permission of instructor. Examination of the many ways and methods employed by Jewish communities to reinterpret the Hebrew Bible over thousands of years. The goal is to understand how the Hebrew Bible is a multivalent document, containing many meanings for different people at different times.

Career

Brite

JWST90033 - Talmudic Literature**Department(s)**

BIBL

Long Description (Catalog Description)

An introduction to early talmudic (Jewish legal) literature, including well known texts such as the Palestinian and Babylonian Talmuds. The goal of the course is to develop the fundamental skills required for the study of talmudic texts, and for understanding their religious, historical and sociological roles in the ongoing development of Judaism. All texts will be read in English translation.

Career
Brite

JWST90043 - Jewish Mystical Tradition

Department(s)
BIBL

Long Description (Catalog Description)

Mysticism has influenced Judaism from antiquity to the present. This course examines portions of the Jewish mystical tradition (ultimately designated Kabbalah), in order to learn how Jewish mystical impulses have been expressed, and how they have affected Jewish history. Topics include: major stages in the historical development of Jewish mysticism, key personages, recurring Jewish mystical symbolism and imagery, and decoding Jewish, mystical texts (e.g., Zohar).

Career
Brite

JWST90053 - Jewish Theology

Department(s)
BIBL

Long Description (Catalog Description)

An introduction to the historical development of the conceptual framework and themes of Jewish theology. This course will examine the theological literary tradition in Judaism, examining both classical and contemporary sources. Topics include: the theological ideas expressed in the Tanakh and their Near Eastern roots; classical Rabbinic theology; medieval rationalism and mysticism; and modern Jewish theology.

Career
Brite

JWST90063 - Woman in Judaism

Department(s)
BIBL

Long Description (Catalog Description)

This course examines, from a variety of perspectives, issues of Jewish observance that pertain particularly to women (e.g., marriage, divorce, personal purity, ordination, abortion, etc.) In-depth reading and consideration of relevant Jewish legal sources (the Hebrew Bible, the Mishnah and the Babylonian Talmud) will lead to considering how these laws develop and change over time. The course will then build upon this foundation by studying the current debate surrounding these issues in various movements of contemporary Judaism, as well as how scholars from various disciplines (History, Anthropology, Gender Studies, etc.) have defined and discussed them.

Career
Brite

JWST90970 - Special Topics in Jewish Studies

Department(s)
BIBL

Long Description (Catalog Description)

May be repeated for credit under different topics. (1-3 semester hours).

Career
Brite

JWST95013 - Introduction to Early Rabbinic Literature

Department(s)
BIBL

Long Description (Catalog Description)

Part I of a detailed survey of the range, substance and character of early Rabbinic literature. Texts studied will include the Mishnah, Tosefta, and the various interpretive texts of the Tannaitic/Halakhic midrashic corpus. The goals of the course are to teach the student how to read these texts and how to situate them properly within the religious, historical, sociological and literary context of early Judaism.

Career
Brite

JWST95023 - Introduction to Early Rabbinic Literature II

Department(s)
BIBL

Long Description (Catalog Description)

Part II of a detailed survey of the range, substance and character of early Rabbinic literature. Texts studied will include the corpus of Amoraic midrashic texts (e.g., Genesis and Leviticus Rabbah), the Jerusalem and Babylonian Talmuds, and early, Byzantine midrashic texts (e.g., Tanhuma). The goals of the course are to teach the student how to read these texts and how to situate them properly within the religious, historical, sociological and literary context of early Judaism.

Career
Brite

JWST95033 - Comparative Midrash

Department(s)
BIBL

Long Description (Catalog Description)

A comparative reading of two early Rabbinic collections of interpretation of the Book of Exodus - the Mekhilta of Rabbi Himon b. Yohai and the Mekhilta of Rabbi Ishmael. The goal of the course is to improve the student's ability not only to read and understand these types of midrashic texts, but also to think critically and creatively about them. We shall also give in-depth consideration to the scholarly usefulness of a comparative approach to midrash.

Career
Brite

KINE50104 - Musculoskeletal Evaluation of the Extremities

Department(s)
Kinesiology

Long Description (Catalog Description)

Prerequisites: Admission to Master of Science in Athletic Training Program. Develop an evidence-based approach to the clinical evaluation and diagnosis of lower and upper extremity pathologies.

Career

Undergraduate

KINE50113 - Organization and Administration in Athletic Training

Department(s)

Kinesiology

Long Description (Catalog Description)

Prerequisites: Admission to Master of Science in Athletic Training Program. Knowledge and skills necessary to administer and manage an athletic training program including record-keeping, budget, insurance, facility principles, legal issues and professional ethics.

Career

Undergraduate

KINE50124 - Head, Neck and Spine

Department(s)

Kinesiology

Long Description (Catalog Description)

Prerequisites: Admission to Master of Science in Athletic Training Program. Develop an evidence-based approach to the clinical evaluation and therapeutic intervention of head, neck and spine pathologies.

Career

Undergraduate

KINE50201 - Athletic Training Clinical II

Department(s)

Kinesiology

Long Description (Catalog Description)

Prerequisites: Admission to Master of Science in Athletic Training Program. Integration of athletic training knowledge and skills with classroom instruction and supervised clinical experience.

Career

Undergraduate

KINE50214 - Advanced Therapeutic Interventions

Department(s)

Kinesiology

Long Description (Catalog Description)

Prerequisites: Admission to Master of Science in Athletic Training Program. Advanced knowledge and skills of therapeutic interventions in the treatment and rehabilitation of upper and lower musculoskeletal injuries.

Career

Undergraduate

KINE50224 - General Medical Conditions and Applied Pharmacology

Department(s)

Kinesiology

Long Description (Catalog Description)

Prerequisites: Admission to Master of Science in Athletic Training Program. Evaluation and treatment of general medical conditions seen by the practicing athletic trainer and pharmaceuticals used in the treatment of these conditions.

Career

Undergraduate

KINE50301 - Athletic Training Clinical III

Department(s)

Kinesiology

Long Description (Catalog Description)

Prerequisites: Admission to Master of Science in Athletic Training Program. Integration of athletic training knowledge and skills with classroom instruction and supervised clinical experience.

Career

Undergraduate

KINE50970 - Special Topics in Kinesiology

Department(s)

Kinesiology

Long Description (Catalog Description)

Prerequisite: Approval of adviser and course instructor.

Course Typically Offered

Rarely

Career

Undergraduate

KINE51203 - Advanced Movement Analysis

Department(s)

Kinesiology

Long Description (Catalog Description)

Prerequisites: KINE 10101 and 10603. Foundational and applied knowledge for conducting motor skill analysis of human movement activities.

Career

Undergraduate

KINE51413 - Psychology of Aging and Physical Activ

Department(s)

Kinesiology

Long Description (Catalog Description)

Prerequisites: Senior or graduate standing or permission of instructor. This course provides an overview of the major theories, research methods; empirical findings; and practical applications within psychology of aging and physical activity.

Career

Undergraduate

KINE51423 - Psychology of Injury In Physical Activity

Department(s)

Kinesiology

Long Description (Catalog Description)

Prerequisites: Senior or graduate standing or permission of instructor. This course will provide an overview of the psychosocial factors related to the prevention of and recovery from injuries in physical activities, including the theoretical foundations and psychological intervention strategies related to injury.

Career

Undergraduate

KINE55001 - Athletic Training Clinical I

Department(s)

Kinesiology

Long Description (Catalog Description)

Prerequisites: Admission to Master of Science in Athletic Training Program. Introduction to the Athletic Training Profession and implementation of knowledge and skills in an initial immersive practice setting.

Career

Undergraduate

KINE55013 - Clinical Skills and Emergency Management

Department(s)

Kinesiology

Long Description (Catalog Description)

Prerequisites: Admission to Master of Science in Athletic Training Program. Evaluation and management of acute and emergency conditions.

Career

Undergraduate

KINE55023 - Introduction to Therapeutic Interventions

Department(s)

Kinesiology

Long Description (Catalog Description)

Prerequisites: Admission to Master of Science in Athletic Training Program. Foundational knowledge and skills of therapeutic interventions in the treatment and rehabilitation of musculoskeletal injuries.

Career

Undergraduate

KINE55033 - Introduction to Musculoskeletal Evaluation

Department(s)

Kinesiology

Long Description (Catalog Description)

Prerequisites: Admission to Master of Science in Athletic Training Program. Foundational knowledge and skills of the musculoskeletal evaluation process.

Career

Undergraduate

KINE55042 - Research in Athletic Training

Department(s)

Kinesiology

Long Description (Catalog Description)

Prerequisites: Admission to Master of Science in Athletic Training Program. Methods and procedures utilized in research and the evidence-based approach to making clinical decisions in athletic training.

Career

Undergraduate

KINE60103 - Research Methods in Kinesiology

Department(s)

Kinesiology

Long Description (Catalog Description)

Emphasis is on the design and analysis of research projects and the writing of research papers.

Career

Graduate

KINE60113 - Statistics in Kinesiology

Department(s)

Kinesiology

Long Description (Catalog Description)

Prerequisites: Instructor/Graduate Director Permission. This course is designed to provide students w/knowledge & experience related to statistics & scientific methods. Frequency distributions, descriptive statistics for summarizing measures of central tendency & variability, measures of association, variance, statistics for testing hypotheses, & statistics used to evaluate validity & reliability will be emphasized. Students will participate in several lab projects requiring the use of statistics.

Career

Graduate

KINE60203 - Advanced Motor Development

Department(s)

Kinesiology

Long Description (Catalog Description)

Prerequisite: KINE 30423 or consent of the department. Study of how and why the fundamental motor skills progress from inefficient to efficient patterns of movement. Emphasis on the interacting influence of mechanics, control and coordination on naturally developing systems.

Career

Graduate

KINE60213 - Advanced Biomechanics

Department(s)

Kinesiology

Long Description (Catalog Description)

Investigation of mechanical principles primary to understanding human movement performance. Special emphasis on application of mechanics to the analysis of human performance.

Career

Graduate

KINE60303 - Athletic Training Field Experience

Department(s)
Kinesiology

Long Description (Catalog Description)

Prerequisites: Admission to Master of Science in Athletic Training Program. Field experience opportunity that allows student to gain immersive experience in various Athletic Training settings. Field experiences require approval by the Athletic Training Program Director.

Career
Graduate

KINE60313 - Current Trends and Issues in Athletic Training

Department(s)
Kinesiology

Long Description (Catalog Description)

Prerequisites: Admission to Master of Science in Athletic Training Program. Current trends and issues contributing to the professional preparation of athletic training professionals.

Career
Graduate

KINE60323 - Behavioral Health Concerns for the Athletic Trainer

Department(s)
Kinesiology

Long Description (Catalog Description)

Prerequisites: Admission to Master of Science in Athletic Training Program. Recognition and management of the socio-cultural, mental, emotional, and physical behaviors of patients in traditional and emerging athletic training practice settings.

Career
Graduate

KINE60403 - Athletic Training Clinical IV

Department(s)
Kinesiology

Long Description (Catalog Description)

Prerequisites: Admission to Master of Science in Athletic Training Program. Integration of athletic training knowledge and skills with classroom instruction and supervised integrative and immersive clinical experiences.

Career
Graduate

KINE60413 - Seminar in Athletic Training

Department(s)
Kinesiology

Long Description (Catalog Description)

Prerequisites: Admission to Master of Science in Athletic Training Program. Current topics in the Athletic Training Profession and preparation for BOC examination.

Career
Graduate

KINE60423 - Advanced Motor Behavior

Department(s)
Kinesiology

Long Description (Catalog Description)

Prerequisite: KINE 20503 or consent of the department. An in-depth study of the mechanisms and processes involved in the control of human motor activity. Focus on contemporary issues of motor control.

Career
Graduate

KINE60433 - Curriculum Development in Physical Education

Department(s)
Kinesiology

Long Description (Catalog Description)

Prerequisite: KINE 20403 or KINE 40513 or consent of the department. Theories and trends of curriculum construction in physical education. Emphasis on innovative programming in K-12 setting.

Career
Graduate

KINE60443 - Behavior analysis in Sport and Physical Education

Department(s)
Kinesiology

Long Description (Catalog Description)

The application of behavioral principles and systematic observation procedures and research to teaching physical education and coaching athletes.

Career
Graduate

KINE60453 - Advanced Clinical Skills and Techniques in Athletic Training

Department(s)
Kinesiology

Long Description (Catalog Description)

Prerequisites: Admission to Master of Science in Athletic Training Program. Advanced clinical skills and techniques in the prevention, evaluation and treatment of musculoskeletal conditions.

Career
Graduate

KINE60503 - Physical Activity for Individuals with Disabilities

Department(s)
Kinesiology

Long Description (Catalog Description)

In-depth examination of the conceptual framework of adapting for individual differences in activity settings. The impact of inclusion, the Americans with Disabilities Act, and sport classification in fitness, recreation, and school physical activity settings will be discussed. Emphasis on practical application of knowledge.

Career
Graduate

KINE60513 - Practicum in Adapted Physical Activity

Department(s)
Kinesiology

Long Description (Catalog Description)

Hands-on practical experiences in a physical education/community based sports setting with a variety of individuals with disabilities. Activities will include assisting, teaching and supervising physical education and exercise classes, assessing present needs, developing and implementing an individualized program, teaching individuals as well as small and medium-sized groups, videotaping and observing teaching behaviors, learning to utilize volunteers and aides.

Career
Graduate

KINE60523 - Assessment and Programming in Adapted Physical Activity

Department(s)
Kinesiology

Long Description (Catalog Description)

Diagnostic-prescriptive process in adapted physical activity; identifying underlying components of various psychomotor assessment instruments; administering and interpreting assessments; developing appropriate programming strategies based on assessment results; and service delivery options for carrying out programming plans.

Career
Graduate

KINE60533 - Athletic Training Clinical V

Department(s)
Kinesiology

Long Description (Catalog Description)

Prerequisites: Admission to Master of Science in Athletic Training Program. Integration of athletic training knowledge and skills with classroom instruction and supervised integrative and immersive clinical experiences.

Career
Graduate

KINE60613 - Physiology of Exercise

Department(s)
Kinesiology

Long Description (Catalog Description)

Study of physiological responses and adaptations in physical activity germane to selected areas of physical education that are beyond the introductory level.

Career
Graduate

KINE60623 - Cardiopulmonary Physiology

Department(s)
Kinesiology

Long Description (Catalog Description)

Examination of the responses of the cardiovascular system to acute and chronic exercise. Emphasis on the effects of exercise on cardiac metabolism, hemodynamics, electrophysiology, pulmonary responses, gas exchange, gas transport, and renal function.

Career
Graduate

KINE60633 - Laboratory Techniques in Exercise Physiology

Department(s)
Kinesiology

Long Description (Catalog Description)

Prerequisite: KINE 60613 or consent of the department. Practical and theoretical knowledge of evaluation of physical performance. Emphasis on acquisition and analysis of data for research in exercise physiology.

Career
Graduate

KINE60643 - Clinical Exercise Testing

Department(s)
Kinesiology

Long Description (Catalog Description)

Practical and theoretical knowledge of clinical exercise testing. Emphasis on electrocardiography, health appraisal and risk assessment, guidelines and procedures, and pharmacology of cardiac medications.

Career
Graduate

KINE60653 - Exercise Metabolism and Endocrinology

Department(s)
Kinesiology

Long Description (Catalog Description)

Emphasis on metabolic and neuroendocrine control of bioenergetic pathways during acute and chronic exercise. Presentation of these areas will serve as the foundation for independent library and laboratory research.

Career
Graduate

KINE60663 - Practicum in Cardiac Rehabilitation

Department(s)
Kinesiology

Long Description (Catalog Description)

Practical experience in exercise testing and prescription in individuals with cardiopulmonary disease. Activities will include assisting in clinical exercise tests, conducting health risk appraisals, and developing, implementing, and supervising an individualized exercise program. All of these activities will be performed at a local hospital-based cardiac rehabilitation center.

Career
Graduate

KINE60673 - Nutrition, Physical Activity and Disease

Department(s)
Kinesiology

Long Description (Catalog Description)

A study of the roles that nutrition and physical activity play in chronic diseases, with an emphasis on prevention and treatment of chronic diseases by lifestyle modifications.

Career
Graduate

KINE60683 - Obesity: Etiology, Pathophysiology, and Treatment

Department(s)
Kinesiology

Long Description (Catalog Description)

This course will consist of four major parts: epidemiology of obesity and assessment of body fat, food intake, and energy expenditure; etiology of obesity; pathophysiology and social consequences of obesity; and prevention and treatment of obesity.

Career
Graduate

KINE60713 - Sport Psychology

Department(s)
Kinesiology

Long Description (Catalog Description)

The course content consists of an in-depth study of parameters of human behavior specifically related to sport including personality factors, expectancy effects, motivational techniques, team dynamics, leadership qualities, character development, and aggression.

Career
Graduate

KINE60733 - Applied Sport Psychology

Department(s)
Kinesiology

Long Description (Catalog Description)

Theoretical and practical knowledge of contemporary issues in applied sport psychology. Topics include confidence, arousal, stress, and anxiety, mental imagery, attentional control, goal setting, psychological rehabilitation, and career termination. Laboratory experiences will accompany each topical area.

Career
Graduate

KINE60743 - Practicum in Sport Psychology

Department(s)
Kinesiology

Long Description (Catalog Description)

Prerequisite: KINE 60733 or consent of the department. The course consists of practical experience in sport psychology interventions and consulting. Activities will include assisting in the administration of psychological assessment, creating and administering team discussions, performance enhancement interventions, and

evaluation of program effectiveness. All of these activities will be performed in an athletic environment with a high school, college, or private team or individual sport setting.

Career
Graduate

KINE60753 - Exercise Psychology

Department(s)
Kinesiology

Long Description (Catalog Description)

This course will include a number of topics germane to the relationship between psychological processes and exercise behavior including adherence, mood, stress, and quality of life. Emphasis will be placed on theoretical perspectives in exercise psychology, related empirical research, and resultant practical implications.

Career
Graduate

KINE60970 - Workshop in Health and Physical Education

Department(s)
Kinesiology

Long Description (Catalog Description)

Prerequisite: Approval of advisor and course instructor.

Career
Graduate

KINE70933 - Psychology of Play across the Lifespan

Department(s)
Kinesiology

Long Description (Catalog Description)

Prerequisites: Graduate status. Overview of theory and research in play psychology, with a focus on the interactive relationship between biological, developmental, psychological, and sociocultural play contributions to lifespan resiliency. The course will also provide an introduction to playground designs for all ages and selected psychological interventions to promote play. Lastly, the course will examine how the action of play shapes the brain, develops critical thinking skills, and strengthens the ability to collaborate with others in social settings.

Career
Graduate

KINE70970 - Special Problems in Kinesiology

Department(s)
Kinesiology

Long Description (Catalog Description)

Prerequisite: Approval of adviser and course instructor.

Career
Graduate

KINE70980 - Thesis

Department(s)
Kinesiology

Long Description (Catalog Description)

Prerequisite: Admission to candidacy.

Career

Graduate

KINE70990 - Thesis

Department(s)

Kinesiology

Long Description (Catalog Description)

Thesis

Career

Graduate

MALA60013 - Picturing Authority and Royalty in Europe

Department(s)

Master of Liberal Arts

Long Description (Catalog Description)

Prerequisites: Students must be enrolled in the MLA program. This course will examine how visual representations of authority both shaped and reflected the political and cultural climates of Europe during the sixteenth through nineteenth centuries. This investigation will familiarize students with the visual rhetoric of power and help them develop understandings of the ways in which images relate to identity construction and socially and culturally-specific notions of gender, power, and authority in a variety of time frames, historical contexts, and geographic locations. Throughout the semester, students will explore how those in power used images to create, maintain, and promote their authority and manage their public personas while exploring the relationships between visual representations, society, and culture. By discussing historical precedents, this course will also raise issues pertinent to current cultural ideologies and visual rhetoric.

Career

Graduate

MALA60033 - Outbreak: Infectious Diseases and World History

Department(s)

Master of Liberal Arts

Long Description (Catalog Description)

A broad, integrated view of infectious disease in humans within the context of society and history. Development of medical science and technology, effects of disease in society, and conduct and limitations of historical inquiry will be examined.

Career

Graduate

MALA60043 - Mass Media and Society

Department(s)

Master of Liberal Arts

Long Description (Catalog Description)

As the presidential election campaign gets into full swing, the role of the media will become increasingly important as news coverage, presidential debates, and election advertising bring this important issue to the public. Mass Media and Society will examine not only the presidential campaign, but also the impact of media on individuals, institutions, and community. Participants in this course will probe how and why the media developed the way it did, where the media is today,

and where the media seems to be heading in the age of information. The class will explore the cultural context and norms of major media industries such as newspapers, magazines, books, radio, films, television, music recordings, public relations and advertising.

Career

Graduate

Cross Listed Courses

MALA61143 Mass Media & Society

MALA60053 - The Asian Enigma: Modern China and Japan

Department(s)

Master of Liberal Arts

Long Description (Catalog Description)

An analysis of the civilization, culture and values of contemporary China and Japan with a view to explaining why each nation reacted so differently to Western impact and what each portends for America and the rest of the western world. The course stresses traditional Chinese and Japanese values, how they are manifested in everyday life as well as national and economic decision-making, and how these values are different from those held by most Americans.

Career

Graduate

MALA60063 - Literature of the American Southwest

Department(s)

Master of Liberal Arts

Long Description (Catalog Description)

The course will investigate the idea of a 'sense of place' by working toward a definition of the American Southwest. We will examine how authors evoke a distinctive sense of place by reading and discussing nonfiction books of travel (e.g., John Graves' Goodbye to a River or Richard Shelton's Going Back to Bisbee) and a range of fictional works representing several literary modes, ethnicity, and Southwestern perspectives.

Career

Graduate

MALA60073 - The Impact of Computers on Society

Department(s)

Master of Liberal Arts

Long Description (Catalog Description)

This is a non-technical introduction to what a computer is, how it functions, and how they are used in today's society.

Career

Graduate

MALA60083 - Superheroes Across Global Contexts

Department(s)

Master of Liberal Arts

Long Description (Catalog Description)

Prerequisites: Students must be enrolled in the MLA program. This course examines the phenomenon of superheroes across global contexts. Exploring the representation of superheroes helps students grasp their potential cultural function, how religious themes may factor in to those functions whereby to satisfy certain needs, and how those functions and needs may have changed across time.

Career

Graduate

MALA60093 - The Literature of Survival: What Tales Teach Us about Living and Dying

Department(s)

Master of Liberal Arts

Long Description (Catalog Description)

Students will read literature and watch films about survival of both everyday crises and life-threatening situations. They will write three papers on topics related to survival of such ordinary crises as divorce or job loss, survival in the outdoors, and the prospects of long-term survival of the human species. Students will examine factors, including personality traits, which either impede or enhance a person's ability to survive a variety of circumstances that put his or her confidence, sanity, or soul in jeopardy.

Career

Graduate

Cross Listed Courses

MALA61393 Literature of Survival

MALA60103 - Artists at the Movies

Department(s)

Master of Liberal Arts

Long Description (Catalog Description)

Prerequisites: Student must be admitted to the Master of Liberal Arts Program. This class examines social and cultural constructions of the artist and the art world. Through viewing film adaptations of artist's biographies and films depicting artists' lives and works, this class offers students the chance to explore art history, the genre of biography, the roles of the artist and art enthusiast in popular culture, and film theory. Throughout the semester, students will explore how authors draw from stereotypical and culturally-specific understandings of artists' roles when constructing their narratives. In addition, students will improve their ability to critique texts through closely looking at images, written texts, and film. By discussing historical precedents, this course also raises issues pertinent to current cultural ideologies, popular culture, and visual rhetoric.

Career

Graduate

MALA60113 - Myths and Legends: North American Indian Thought

Department(s)

Master of Liberal Arts

Long Description (Catalog Description)

Luther Standing Bear declares, The Indian, by the very sense of duty, should become his own historian, giving his account of the race - fairer and fewer accounts of the wars and more of statecraft, legends, languages, oratory, and philosophical conceptions. This course is a survey of the legends and myths and the cultural-agricultural practices of the North American Indian tribes and nations with a focus on the nature of the self (person; tribe), the world (nature; cosmos), and their interrelationship(s). These concepts are discussed and comparisons with Western philosophy are made when appropriate.

Career

Graduate

MALA60123 - Global Persuasive Campaigns, Their Influence and Impact

Department(s)

Master of Liberal Arts

Long Description (Catalog Description)

Global communications have created an international community exposed to persuasive campaigns, some advertising and some informational. This course will examine the influence and impact of global persuasive campaigns through an analysis of the structure of the campaign process and the use of images to create familiarity and experience. The ultimate impact and influence of such campaigns is highly variable, depending on the media in which they appear and the cultural context in which they are interpreted.

Career

Graduate

Cross Listed Courses

MALA61123 Global Persuasv Campaign

MALA60133 - The Sociology of Deviant Behavior

Department(s)

Master of Liberal Arts

Long Description (Catalog Description)

What is deviance? From a sociological perspective, deviance is a matter of social definition, interpretation, and reaction. This seminar examines the story of deviance, a story involving the struggle between rule breakers and those who seek to define them as outside normative boundaries. The goal is to introduce students to substantive topics and scholarly work within the sociology of deviance while providing an opportunity for discussion and critique. Special emphasis will be place on the interactional dynamics involved in defining and managing deviance and the development of deviant careers.

Career

Graduate

MALA60143 - Economics of Contemporary Issues

Department(s)

Master of Liberal Arts

Long Description (Catalog Description)

Basic concepts and tools used by economists and applications of those tools to analyze contemporary economic and social issues will be discussed. Included among the issues will be drug prohibition, tax reform, Social Security, the minimum wage, and environmental protection.

Career

Graduate

MALA60153 - Culture and American Cinema

Department(s)

Master of Liberal Arts

Long Description (Catalog Description)

An exploration of cinema as a form of American social expression. As cultural artifacts, films are produced in specific historical contexts by and for cultural groups. Films produced for American audiences reflect American values, myths,

and behavior and thus constitute an important form of social expression. We will examine movie genres and directors from the 1930s through present day to see how Hollywood's images of America changed over time.

Career
Graduate

MALA60163 - American Film Genres

Department(s)
Master of Liberal Arts

Long Description (Catalog Description)
This course examines Hollywood genre films from a cultural perspective. Genres such as the western, the musical, the science fiction film, and the crime film change over time, both reflecting and affecting the cultural attitudes of filmmakers and audiences. This course may be taught as an overview of several genres or as a specific analysis of one particular genre.

Career
Graduate

MALA60173 - The Sacred and the Short Story

Department(s)
Master of Liberal Arts

Long Description (Catalog Description)
Prerequisites: Enrollment in the MLA program. Participants in this class will read, discuss, and then appraise how selected creative writers use the short fiction genre to probe as well as investigate issues of religious meaning and spiritual significance - what we might call models of the sacred. This course will emphasize the history, theology, and practices of various and global religious traditions. Particular attention will be paid to how women and men imagine myth, ritual, and sacred power in the context of personal and social concerns. Students will tackle topics such as the meaning and endurance of faith; the problem of evil and suffering; the search for identity and integrity; and, several other themes.

Career
Graduate

MALA60183 - After Dictatorship: Can Latin American Nations Achieve Democracy?

Department(s)
Master of Liberal Arts

Long Description (Catalog Description)
The course challenges the facile assumption that because guerrilla wars have ended and the generals have turned power over to civilians, Latin America will necessarily "go democratic." The course focuses on the peace processes in selected Latin American countries in order to explore the serious challenges that confront nations seeking to democratize when they are saddled with deep legacies of authoritarianism.

Career
Graduate

MALA60193 - High Civilizations of the Americas: The Aztecs, the Incas, and the Maya

Department(s)
Master of Liberal Arts

Long Description (Catalog Description)
An examination of the beginning, development, and decline of the three major aboriginal cultures of the Western Hemisphere. The total culture of each civilization will be explored including religious, social, economic, and military factors. Post-conquest developments will also be examined.

Career
Graduate

MALA60200 - General Transfer Credit

Department(s)
Master of Liberal Arts

Long Description (Catalog Description)
General Transfer Credit

Career
Graduate

MALA60210 - Master of Liberal Arts Transfer Credit-Perspectives on Society

Department(s)
Master of Liberal Arts

Long Description (Catalog Description)
Transfer Credit

Career
Graduate

MALA60213 - Contemporary Indigenous Literature of Mexico

Department(s)
Master of Liberal Arts

Long Description (Catalog Description)
A study of literary works by outstanding, contemporary writers hailing from a variety of Mexican indigenous (Indian) ethnic groups: Nahuatl, Zapoteco, Yucatec Mayan, Mazateco, Tzeltal, among others. The pre-Hispanic roots of this new literature will be examined, as will recurring themes and other ancient motifs which persist in today's writers. Short stories, poetry, and drama will be studied within their specific ethnic contexts, and also within a broader literary analytical framework. Recent English translations by Dr. Frischmann and his personal research experiences will make this course accessible to all MLA students.

Career
Graduate

MALA60223 - Creative Writing: Advanced Fiction Writing

Department(s)
Master of Liberal Arts

Long Description (Catalog Description)
As an advanced course in fiction writing, students will be expected to produce two full-length short stories of about 35-50 pages in length, or roughly the equivalent from a longer work. Shorter, more focused exercises on setting, plot, characterization, and theme will also be required. Additionally, students will also be required to read and respond to assigned readings and to each other's fiction. Since the class will be run as a workshop, supportive and constructive response to student writing is essential. This is a content-varies course and may be repeated once for credit.

Course Typically Offered

Contact Department For Details

Career

Graduate

Cross Listed Courses

MALA61253 Creative Writng:Adv Fict Writng

MALA60233 - Controversial Environmental Issues

Department(s)

Master of Liberal Arts

Long Description (Catalog Description)

Our relationship with the Earth is changing at an unprecedented rate. The pace of change is accelerating not only from our advancing technology, but also from world population growth, economic growth, and increasingly frequent collisions between expanding human demands and the limits of the Earth's natural systems. It appears that catastrophe looms ahead unless major changes are made in a short period of time. Or does it? Fortunately, human beings are capable of changing their behavior and values, which are then reflected in changes in national and international priorities. Such changes happen when people are confronted with new information or new experiences. This is a discussion and debate style course. The objective is to introduce students to controversies in environmental policy and science. The readings, which represent the arguments of leading environmentalists, scientists, and policymakers, reflect a variety of viewpoints and have been selected for their liveliness and substance. They are organized topically around major areas of study within environmental studies, and include environmental ethics, water resources, energy, global climate change, and population.

Career

Graduate

Cross Listed Courses

MALA61233 Controversial Environmental Issues

MALA60253 - King Arthur Meets Queen Victoria: Arthurian Literature in the Victorian Age

Department(s)

Master of Liberal Arts

Long Description (Catalog Description)

An examination of the roots of current American interest in Arthurian legend in Queen Victoria's reign. Students will read important literary works, including Alfred Lord Tennyson's *Idylls of the King*, William Morris's *Defense of Guinevere*, and Mark Twain, *A Connecticut Yankee in King Arthur's Court*, and explore the historical and political conditions surrounding the 19th-century medieval revival. The course concludes with a screening of *Excalibur* (1981) and discussion of its indebtedness to the Victorian era.

Career

Graduate

MALA60263 - The US Economy: Analysis and Outlook

Department(s)

Master of Liberal Arts

Long Description (Catalog Description)

The study of economics involves the learning of abstract theories about the workings of the economic system and the study of various policy tools that may be used to guide the economy toward specified targets. The course will focus on the historical development of the theories developed to explain our major economic issues, on the controversies surrounding these theories, and on the different policy conclusions that arise from different theories. The major economic issues on which

the course will focus include inflation, unemployment, business cycles, economic growth and development, international trade deficits and surpluses, federal government budget deficits and surpluses, income distribution, and globalization.

Career

Graduate

Cross Listed Courses

MALA61263 US Econ: Analysis & Outlook

MALA60273 - Economic Policy and Its Impact: A Simulation Approach

Department(s)

Master of Liberal Arts

Long Description (Catalog Description)

Computer simulation models will be used to learn important economic concepts and to analyze current economic problems. Students will assume the role of economic policymakers and as such will initiate policy changes and examine their effects on various aspects of the economy, such as the national output level, the inflation rate, the unemployment rate, and the distribution of income. No prior computer experience is necessary.

Career

Graduate

MALA60283 - A World of Weather: Fundamentals of Meteorology

Department(s)

Master of Liberal Arts

Long Description (Catalog Description)

Do you have a fascination with the Weather Channel? Are you interested in a non-mathematical treatment of the principles of meteorology and climatology? In this course, you will be introduced to the excitement of weather as it happens, by working current weather data delivered via the Internet. The course objectives are to develop a working understanding of general meteorological and climatological processes, develop an understanding of the spatial and temporal variability of these processes, and begin to understand how these factors influence the climate of a region. The course covers the composition and structure of the atmosphere, the flows of energy to, from, and through the atmosphere, and the resulting motions produced from small to planetary scales. The physical principles of atmospheric phenomena are stressed in the understanding of weather's impact on humans, particularly with severe weather, as well as climate change.

Career

Graduate

Cross Listed Courses

MALA61283 Fundamentals of Meteorology

MALA60303 - Seminar in Women's Health

Department(s)

Master of Liberal Arts

Long Description (Catalog Description)

Explores holistic women's health in the contexts of history, culture, science. Examines the influence of race, gender, age, and class on women's embodied experiences and women's health. Reviews effect of oppression and influence of power and privilege on systems and processes. Analyzes the impact of social construction of gender on women as consumers and providers of health care. Reframes contemporary systems to challenge prevailing social values and actions; suggests alternative practices and research agendas. Promotes women's

ownership and self-agency in naming misogyny, understanding health behaviors and selected problems; identifying choices in prevention and care. Introduces global considerations in women's health.

Career
Graduate

MALA60313 - A New American Foreign Policy?

Department(s)
Master of Liberal Arts

Long Description (Catalog Description)

What foreign policy issues are on the horizon for U.S. policy makers? What should our foreign policy be as we enter the post 9/11 era? How should that foreign policy be made, and by whom? The domestic political environment facing U.S. foreign policy makers changed first after the Vietnam War and then again after the September 11th attacks. With the demise of the Cold War, the external political environment changed as well. This course will examine the U.S. foreign policy on both the domestic and external levels. Domestically, the course addresses the various governmental and non-governmental actors who combine to produce foreign policy. Externally, it examines problems that revolve around specific issues (like terrorism and homeland security, the promotion of democracy, foreign trade, etc.) or around particular countries (Afghanistan, Iraq, Russia, China, Mexico, Cuba, etc.).

Career
Graduate

MALA60323 - The New South, 1877 - Present

Department(s)
Master of Liberal Arts

Long Description (Catalog Description)

In this course the political, social and economic factors in the New South are examined with attention given to comparative regional history. Particular emphasis will be placed on historical interpretations, showing both the professional and lay image of the South in today's society. The economic modernization of the South will also be a major theme of the course.

Career
Graduate

Cross Listed Courses

MALA61323 New South, 1877-Present

MALA60333 - War Stories: A Study Through Literature and Film

Department(s)
Master of Liberal Arts

Long Description (Catalog Description)

Prerequisites: Enrollment in the MLA program from Homer's The Iliad to Tim O'Brien's The Things They Carry to Ben Fountain's Billy Lynn's Long Halftime Walk, we learn about humankind at war. We read of glory and victory. We read of death and destruction. We also gain insight into the hearts and minds of those involved, from the military men and women who fight and the family members who love them to the people in the societies caught in the center of the conflict. We see the struggles they face, hopefully, learning about not only history and the harsh realities of wartime but also the human condition. Thus, this class will focus on war stories, from the ancient past to the very present, fiction and non-fiction, from epic poems, novels, and films to narratives from the soldiers themselves. As we read the war stories and watch them emerge on film, we will analyze the content and discuss the impact not just on those involved but all of humanity.

Career
Graduate

MALA60343 - Black Lives/White Law in American Literature

Department(s)
Master of Liberal Arts

Long Description (Catalog Description)

Prerequisites: Enrollment in the MLA program. This course will examine how American literature from the 1800s to the present has explored the racial divide between African Americans and white authority. We will achieve a broad historical and political perspective by reading a range of genres, including fiction, nonfiction, and poetry composed by black, white, and biracial authors, with the purpose of using the literary tradition as a lens through which we assess the contradictory nature of American democracy and the vulnerable position of African-Americans within it. Our discussion will address slavery, abolition, segregation and Jim Crow laws, police brutality, the white gaze, white privilege, white guilt, cultural appropriation, racial passing, faith as propaganda, and the commonplace assumptions and fears about race, law enforcement, and national identity that have helped perpetuate the constraints of institutional racism in the United States.

Career
Graduate

MALA60373 - The Social Psychology of Crime and Victimization

Department(s)
Master of Liberal Arts

Long Description (Catalog Description)

This course introduces students to the central ideas in the field of social psychology and the significance of these ideas in providing explanations for criminal behavior and related phenomena. Additionally, classic social psychological theory and research are examined and utilized to understand offenders, victims and criminogenic environments. The course emphasizes the integration and application of course content to understand contemporary criminological issues such as the youth crime and violence, treating and controlling sex offenders, victim recovery and well-being, media influence on violence and aggression, and the nature of serial, mass, and family murder.

Career
Graduate

Cross Listed Courses

MALA61373 Soc Psychology Of Crime

MALA60403 - Global Geopolitics

Department(s)
Master of Liberal Arts

Long Description (Catalog Description)

In a world subject to war, ethnic conflict, and economic disruption, to what extent does geography explain the unfolding of global events? How do access to waterways, the level of economic development, the blessings of natural defenses, and proximity to other nations determine the stance a country presents to the outside world? Geographer Dr. Jeffrey Roet will introduce geopolitical concepts that help explain conflict and change and show how geography is indeed the stage upon which history is set. He will reveal centuries-old patterns behind the dynamics of war, economic competition, and other current global concerns.

Career
Graduate

MALA60423 - Modern Mexico: A Nation in Crisis

Department(s)
Master of Liberal Arts

Long Description (Catalog Description)

The emergence of Mexico from colonial status to hemispheric leader and major force among "third-world" countries. Considerable attention is devoted to the Revolution of 1910 and the ongoing revolutionary process it initiated. The role of the United States in the emergence of modern Mexico is discussed in detail. The course concludes with an extensive examination of Mexico's role as a major oil producer and the current financial and economic crisis with which the country is contending.

Career
Graduate

Cross Listed Courses
MALA61423 Modern Mexico

MALA60443 - Contemporary Issues in Human Health

Department(s)
Master of Liberal Arts

Long Description (Catalog Description)

From the human genome project and cloning to hormone replacement therapy and antibiotic resistance, new issues involving human health as science discovers more about the causes and treatment of human diseases increasingly confront us. Our ability to manage our health depends on our understanding and appreciation of the biological concepts underlying these issues. This course will examine some of these contemporary issues and the underlying biological concepts through readings from a variety of Web resources.

Career
Graduate

MALA60483 - How the Civil War Was Lost: Problems in the Confederate High Command

Department(s)
Master of Liberal Arts

Long Description (Catalog Description)

This course examines the issues and problems involved within the Confederate government in selecting and using generals and in developing and implementing national strategy during the Civil War. Topics include the personal role of Jefferson Davis, the influence of Robert E. Lee, the problematic service of Braxton Bragg, P.G.T. Beauregard, and Joseph E. Johnston, among others. We will also explore the controversies among Confederate leaders between offensive and defensive strategy and between Virginia the western theater of the war.

Career
Graduate

MALA60533 - American Revolution: A Blessing or a Curse?

Department(s)
Master of Liberal Arts

Long Description (Catalog Description)

Today's headlines report the failure of revolutions with their civil wars, ethnic massacres, and palace coups. What constitutes a successful revolution? What lessons are there in the American experience? General Washington's startling

words in 1783 express his anxiety for the problems of American state-building and give the title to a course that will examine the origins of those problems in the protest to British imperialism, the War for Independence, and the post-war challenges leading to the creation of the federal structure under the Constitution.

Career
Graduate

Cross Listed Courses
MALA61533 American Revolution

MALA60553 - Dilemmas in American Politics: Freedom, Order, Equality

Department(s)
Master of Liberal Arts

Long Description (Catalog Description)

The class will examine the perennial dilemmas between Freedom, Order and Equality especially as they pertain to political ideology and public policy. To understand the dilemmas, we will examine the basic structure of our government with special attention paid to the structural tensions that augment this dilemma. Next we will look at how the dilemmas surface in contemporary debate among liberals and conservatives and how the dilemmas impact the definition of policies in the United States. We will be discussing and debating a number of current issues that pit these three valued ideals against one another to better understand the positions presented by advocates on both sides of the policy debates and to illuminate our personal positions and views.

Career
Graduate

Cross Listed Courses
MALA61033 Dilemmas in American Politics

MALA60573 - Aesthetics of Film, TV, Radio Production

Department(s)
Master of Liberal Arts

Long Description (Catalog Description)

Understanding how media texts are created. The course provides a behind-the-scenes look at film, television, and radio, guiding students to a thorough understanding of the technological and stylistic options available to producers and directors. These options, in turn, form the palate from which directors and others construct mediated texts--the images, sounds, and dramatic tensions necessary for the successful execution of theatrical film, television, and radio. Examples will be taken from current film, television, and radio programming. Aimed at an educated consumer of the media, this course requires no previous experience in the media arts.

Career
Graduate

MALA60593 - Light, Color, and Space

Department(s)
Master of Liberal Arts

Long Description (Catalog Description)

Human beings receive over 80% of their information about the spatial environment through vision. The mechanism by which this visual environment is revealed to us is light. It is the quality of that light, in all of its manifestations, that has inspired mankind for thousands of years. Ranging from the philosophical statement I see, which has more to do with the act of understanding than the process of seeing, to the psychological aspects of certain three dimensional visual illusions that work, based solely upon stored mental information on the location of

our sun and the resultant cast shadows; light has both inspired and guided our relationships with the world that surrounds us. So strongly interwoven is this relationship that it passes for the commonplace. This course seeks to explore and clarify the inter-relationship between man and light. Individual/team investigations will concentrate on the use of light and color to create sophisticated themed environments. The TCU Center for Lighting Education will be used to support the actual demonstration of and investigations into the use of various types of electric lighting devised, ranging from simple track fixtures to computer controlled fixtures that can change color, lighting position, and pattern.

Career
Graduate

Cross Listed Courses
MALA61063 Light, Color, and Space

MALA60613 - Literature and Film: The Art of Adaptation

Department(s)
Master of Liberal Arts

Long Description (Catalog Description)

Time and again filmmakers turn to literature for inspiration; we have become accustomed to seeing favorite works of literature translated for the screen. This course will ask you to move past the initial reaction--Is the film better than the book, or vice versa?--to analyze the methods used in adaptation. How does each medium establish characters, develop mood and atmosphere, communicate emotions and thoughts? Furthermore, the course will examine how adaptations have been influenced by factors such as changing cultural attitudes and censorship.

Career
Graduate

MALA60633 - The Role of Capital: Business Cycles, the StockMarket, Federal Funding, and Economic Development

Department(s)
Master of Liberal Arts

Long Description (Catalog Description)

This course explains the factors affecting domestic economic growth, the business cycle, the stock market, social security financing, federal debt financing, and third world development. It does so by focusing on a common theme throughout: the role of capital (physical and financial). As an economics course, emphasis is on policy questions rather than investment or business planning.

Career
Graduate

MALA60643 - Contemporary Economic Controversies

Department(s)
Master of Liberal Arts

Long Description (Catalog Description)

Prerequisite: admitted into MLA program. The ignorance surrounding economic issues in our country is frightening. One regularly sees misstatements in the press regarding such important concepts as Social Security, the national debt and deficit, unemployment, the business cycle, the stock market, and inflation. The goal of this course is to explain these and other economic phenomena in clear terms that the non-economist can easily understand.

Career
Graduate

MALA60653 - The People's Choice: American Presidents

Department(s)
Master of Liberal Arts

Long Description (Catalog Description)

A history of the issues, conflicts and personalities in the development of the American presidency. An examination of twelve selected presidential administrations from George Washington to the modern presidency will be conducted.

Career
Graduate

MALA60673 - The Jerusalem Jackpot: Understanding Israeli-Palestinian Conflicts

Department(s)
Master of Liberal Arts

Long Description (Catalog Description)

The struggle for control of Jerusalem and surrounding territories has made violence between Jews and Arabs a recurring phenomenon since the 1920s. The 1948 creation of an independent Israeli state only exacerbated the violence. This course examines contemporary conflict issues between Israelis and Palestinians against the context of a history of past conflicts. Focal points for the course are the underlying reasons for these conflicts, their conduct and resolutions to date, and the various efforts to promote a more lasting peace between Israelis and Palestinians.

Career
Graduate

MALA60693 - The Satiric Vision: From Jonah to Doonesbury

Department(s)
Master of Liberal Arts

Long Description (Catalog Description)

Study of the literary art of satire, including forms of satire, angles of satiric vision and examination of chief satirists' works and techniques.

Career
Graduate

MALA60713 - The History of War

Department(s)
Master of Liberal Arts

Long Description (Catalog Description)

In this survey we will seek to understand the influence of war in human history from ancient times to the present. This course will trace the causes and effects of war, the evolution of military technology, and the role played by leadership. To highlight these, we will discuss decisive military battles throughout history. Hopefully, by examining this process we will be able to understand ourselves and our world a little better.

Career
Graduate

MALA60793 - Public Health: Current Biological Issues

Department(s)
Master of Liberal Arts

Long Description (Catalog Description)

The course examines current biological issues in Public Health through lectures, readings, class discussion and debate. Issues such as vaccines, food safety, use of genetically modified plant crops, environmental toxins, bioterrorism and emerging diseases are examined.

Career
Graduate

MALA60803 - Pax Americana: United States Foreign Relations in the Twentieth Century

Department(s)
Master of Liberal Arts

Long Description (Catalog Description)

Now that the Cold War is over and the 20th century is coming to a close, how well did the United States fulfill its destiny of making the past hundred years the "American Century" that so many Americans predicted in the 1890s? This course offers some perspectives as answers by tracing the development of a global American foreign policy from the period following the Spanish-American War until the end of the Cold War. It also examines the forces - both foreign and domestic - that influenced those policies as the United States tried to formulate new diplomacies to meet each of the ever changing challenges in world affairs of this most dynamic century.

Career
Graduate

MALA60903 - British Humor from the Goons to the Young Ones

Department(s)
Master of Liberal Arts

Long Description (Catalog Description)

British humor as exemplified in popular culture by Monty Python's Flying Circus has gained recent acceptance in U.S., but is actually based on a long tradition that has its roots in the special love of wit, puns, paradoxes, and epigrams the English have manifested since the Viking invasions. Even though sensing the laughable and absurd is a universal trait, humor is expressed according to cultural differences and values of class, education, or special interest. Students in the course will look at British Humor on radio, TV, and film and attempt to define its unique attributes.

Career
Graduate

MALA60953 - Modern Astronomy: From the Origin of the Universe to Black Holes

Department(s)
Master of Liberal Arts

Long Description (Catalog Description)

A non-mathematical introduction to recent developments in astronomy and astrophysics: how the Universe began and how will it end, the age of the cosmos, the origin of galaxies, the birth, life and death of stars; stellar and galactic black holes, millisecond pulsars, supernovae, comets, and quasars, and the worlds of the solar system. Questions to be pondered include: Where and what is the missing mass? Is there intelligent life elsewhere in the Universe? Are we in danger from a

comet or meteor colliding with earth? Where and how did life originate? The latest discoveries by the Hubble Space Telescope, Cassini-Huygens, and other space missions are also discussed.

Career
Graduate

MALA60970 - Special Problems

Department(s)
Master of Liberal Arts

Long Description (Catalog Description)
Special problems in Liberal Arts.

Career
Graduate

MALA61013 - Themes in Prehistory: Fossils, Dinosaurs and Humans

Department(s)
Master of Liberal Arts

Long Description (Catalog Description)

Dinosaurs have held the public imagination for almost 200 years now. Beyond an intrinsic interest in animals that lived in an unimaginably distant time, dinosaurs and dinosaur paleontology figured greatly in the development of concepts of geologic time and biology from the Renaissance on and are still centered in the public's appreciation of 'science'. This course will take students through a tangled web of emergent concepts of time, organisms and 'public relations' through the last 300 years or so, focusing on the tangible and intangible impressions that dinosaurs have made on modern civilizations.

Career
Graduate

MALA61023 - The Abortion Debate

Department(s)
Master of Liberal Arts

Long Description (Catalog Description)

Abortion has been a highly controversial subject in American culture since the 1960's, and it will remain so for the foreseeable future. This course will examine this complex issue from various angles: medical, psychological, philosophical, legal, and religious.

Career
Graduate

MALA61033 - Dilemmas in American Politics: Freedom, Order, Equality

Department(s)
Master of Liberal Arts

Long Description (Catalog Description)

The class will examine the perennial dilemmas between Freedom, Order and Equality especially as they pertain to political ideology and public policy. To understand the dilemmas, we will examine the basic structure of our government with special attention paid to the structural tensions that augment this dilemma. Next we will look at how the dilemmas surface in contemporary debate among liberals and conservatives and how the dilemmas impact the definition of policies in the United States. We will be discussing and debating a number of current issues

that pit these three valued ideals against one another to better understand the positions presented by advocates on both sides of the policy debates and to illuminate our personal positions and views.

Career

Graduate

Cross Listed Courses

MALA60553 Dilemmas in American Politics

MALA61043 - Chinese Foreign Policy

Department(s)

Master of Liberal Arts

Long Description (Catalog Description)

This course will examine China's foreign relations from the founding of the People's Republic of China (PRC) in 1949 to the present. We will explore the theories and concepts involved in the study of foreign policy, followed by an in-depth examination of the domestic factors shaping China's foreign policy goals and implementation.

Career

Graduate

MALA61053 - Parapsychology: Weighing the Evidence

Department(s)

Master of Liberal Arts

Long Description (Catalog Description)

The field of parapsychology includes phenomenon such as telepathy, clairvoyance, psychokinesis, ghosts and hauntings, spirit communication, and near-death experiences. The claim by many parapsychologists is that these paranormal occurrences have been studied with rigorous research methods, and that there is considerable evidence to support their existence. This course will weigh the evidence for parapsychology by tracing the history of psychical research from the dawn of spiritualism to the present day use of the ganzfeld technique. We will discuss the careers of famous psychics as well as the contributions of many noted parapsychologists. The methods and results from parapsychological studies will be evaluated in the context of the approaches used by researchers in the natural sciences. This course will address the following important issues: are testimonials useful evidence to support the existence of these phenomena; do fraudulent claims preclude acceptance of the field; can parapsychological research findings be replicated; do probability and chance help explain paranormal events; how have magicians and skeptics affected the perception of parapsychology in the scientific community and the general public. The objective of this course is to present perspectives from both believers and skeptics such that in the end, each student can make up his/her own mind as to the strength of the evidence.

Career

Graduate

MALA61063 - Light, Color, and Space

Department(s)

Master of Liberal Arts

Long Description (Catalog Description)

Human beings receive over 80% of their information about the spatial environment through vision. The mechanism by which this visual environment is revealed to us is light. It is the quality of that light, in all of its manifestations, that has inspired mankind for thousands of years. Ranging from the philosophical statement I see, which has more to do with the act of understanding than the process of seeing, to the psychological aspects of certain three dimensional visual illusions that work, based solely upon stored mental information on the location of our sun and the resultant cast shadows; light has both inspired and guided our

relationships with the world that surrounds us. So strongly interwoven is this relationship that it passes for the commonplace. This course seeks to explore and clarify the inter-relationship between man and light. Individual/team investigations will concentrate on the use of light and color to create sophisticated themed environments. The TCU Center for Lighting Education will be used to support the actual demonstration of and investigations into the use of various types of electric lighting devised, ranging from simple track fixtures to computer controlled fixtures that can change color, lighting position, and pattern.

Career

Graduate

Cross Listed Courses

MALA60593 Light, Color, and Space

MALA61073 - The Supreme Court's Greatest Hits

Department(s)

Master of Liberal Arts

Long Description (Catalog Description)

The Supreme Court's Greatest Hits is an online course featuring student/professor analyses of selections from the most important decisions of the United States Supreme Court in the last fifty years. The topics to be covered during the term include: 1) Freedom of expression, 2) Freedom of religion, 3) Reproductive Freedom, 4) Discrimination based on gender, 5) Discrimination based on sexual orientation, 6) Pornography and the legal test for obscenity, and 7) Highlights from the criminal justice system. Student discussion leaders will be assigned to lead threaded discussions for each of the cases we study.

Career

Graduate

MALA61083 - The Wild West

Department(s)

Master of Liberal Arts

Long Description (Catalog Description)

Was the west wild? When? To whom? Who tamed it? This course will wrestle these and other questions by surveying the history of the trans-Mississippi West from contact to the present (possibly into the future) and considering the significance, or insignificance, of frontiers in American History. Students will read a textbook and analyze the West through extensive use of web sites and popular cultural artifacts.

Career

Graduate

MALA61093 - Profiles in Courage: Cinematic Studies of Greatness

Department(s)

Master of Liberal Arts

Long Description (Catalog Description)

This MALA course capitalizes on great films to investigate the lives of people who achieve greatness. Films such as Amadeus, Braveheart, Glory, Lawrence of Arabia, Patton, and Schindler's List are used as laboratories for studying the principles of greatness as played out in the lives of heroes, creators, commanders, and statesmen. Although the domains of greatness vary, from music to politics to the battlefield, many of the essential ingredients are the same. Chief among these is courage, which Ernest Hemingway defined as grace under pressure.

Career

Graduate

MALA61103 - Psychology of Sex, Violence and Aggression

Department(s)
Master of Liberal Arts

Long Description (Catalog Description)

Teaches students how to think critically about psychological research on sex, violence, and aggression. The course goal is to educate intelligent consumers of media information and misinformation, teaching them to separate scientifically valid from invalid claims that such factors as genetics, biochemistry, socialization practices, sex differences, ambient temperature, alcohol, television, movies, and video games affect interpersonal violence and aggression.

Career
Graduate

MALA61113 - American Stages: A History of Theatre in the United States

Department(s)
Master of Liberal Arts

Long Description (Catalog Description)

The United States has a rich theatrical and dramatic heritage often hidden in the shadow of our colonial connection to England and dismissed by the Puritan ideology and ethics that formed the basis of our government. This web-based course shall explore that rich heritage through an in-depth look at the people, historical situations and the drama literature that reflected the growth of this country from our colonial beginning to its maturity as a world leader in the 20th century.

Career
Graduate

MALA61123 - Global Persuasive Campaigns, Their Influence and Impact

Department(s)
Master of Liberal Arts

Long Description (Catalog Description)

Global communications have created an international community exposed to persuasive campaigns, some advertising and some informational. This course will examine the influence and impact of global persuasive campaigns through an analysis of the structure of the campaign process and the use of images to create familiarity and experience. The ultimate impact and influence of such campaigns is highly variable, depending on the media in which they appear and the cultural context in which they are interpreted.

Career
Graduate

Cross Listed Courses
MALA60123 Global Persuasv Campaign

MALA61133 - Aspects and Issues: Health Care Delivery

Department(s)
Master of Liberal Arts

Long Description (Catalog Description)

The course examines the various aspects of health care delivery in the United States and other countries. The course will provide the student with a critical analysis and overview of health care delivery focusing on factors impacting its access, quality and cost.

Career
Graduate

MALA61143 - Mass Media and Society

Department(s)
Master of Liberal Arts

Long Description (Catalog Description)

As the presidential election campaign gets into full swing, the role of the media will become increasingly important as news coverage, presidential debates, and election advertising bring this important issue to the public. Mass Media and Society will examine not only the presidential campaign, but also the impact of media on individuals, institutions, and community. Participants in this course will probe how and why the media developed the way it did, where the media is today, and where the media seems to be heading in the age of information. The class will explore the cultural context and norms of major media industries such as newspapers, magazines, books, radio, films, television, music recordings, public relations and advertising.

Career
Graduate

Cross Listed Courses
MALA60043 Mass Media & Society

MALA61153 - Texas Political Leadership: Case Studies from the 20th Century

Department(s)
Master of Liberal Arts

Long Description (Catalog Description)

During the 20th Century and now into the 21st, Texas provided a large share of national leadership in the United States and had some groundbreaking participants in the political change of that century. In this class, we will examine ten of those political figures, including the five chamber leaders of the House from Texas (Speakers Garner, Rayburn, and Wright and Majority Leaders Armev and DeLay), the three presidents from Texas (Johnson, Bush, and Bush) and the two Supreme Court associations (Associate Justice Tom Clark and prospective Justice, as of this writing, Harriet Miers). We will also examine the politics of the 1960's and early 70's as Texas made the transition from a one party Democratic state to a Republican dominated state. The focus will be on techniques of political leadership and how they changed over the course of the 20th Century and into the 21st.

Career
Graduate

MALA61163 - Ethnicity and Language

Department(s)
Master of Liberal Arts

Long Description (Catalog Description)

Prerequisites: Enrollment in the MLA program. 'Sticks and stones may break my bones but words will never hurt me.' Words do hurt as we full know because language is neither innocuous nor value neutral, especially in the process of constructing identities. Language's form as stereotype constructs and relects the representations of others. Its discourse of difference and humiliation as an ethno-typing strategy presumes superiority of one ethnic group (e.g. Israel and Euro-American) over another. And these stereotypes proliferate throughout culture and time via diverse media, including the Bible, itself a cultural artifact.

Probing the seams of the representation strategy of stereotyping in its diverse media, however, reveals the identity of 'self' reflected within 'other' while simultaneously ascribing a voice often left silenced to the 'other' in its own identity construction. This course explores the representation process through stereotyping by means of paired ethnic groups, past (e.g. Edomites, Moabites, Ammonites, and Samaritans) and present (e.g. Native, Latina/o, Asian, and African Americans).

Career
Graduate

MALA61173 - Troubled Neighbors: US and Latin America

Department(s)
Master of Liberal Arts

Long Description (Catalog Description)

This course focuses on the imbalance of power that has existed historically between the United States and Latin America and the hemispheric problems that have resulted from that imbalance. From the Monroe Doctrine in 1823 to the military intervention in Haiti in 1994, the United States has asserted a leadership role in the hemisphere, often with little understanding of the impact its actions had on the less-powerful nations of Latin America. Most of the course is devoted to the 20th Century, and major issues are examined from both the U.S. and Latin American perspectives.

Career
Graduate

MALA61183 - Red, White and Green: United States Environmental History

Department(s)
Master of Liberal Arts

Long Description (Catalog Description)

This course will examine American history from the perspective of the complex relationships between humans and their environment from pre-literate times through the 21st century. Geographically, the course will be bounded by the limits of the present United States. During the term, we will address the following questions: How did the environment shape American history and influence various American societies? How have conceptions of the environment changed? Do humans interact with the environment any differently now than they did 600 years ago? How have environmental concerns shaped politics and political movements?

Career
Graduate

MALA61193 - Health Care and the Quality of Life

Department(s)
Master of Liberal Arts

Long Description (Catalog Description)

The course will examine the state of health care in the United States and explore how quality is defined in light of it. A brief overview of the structure and processes of health care delivery will be presented followed by a review of the various methods for defining and establishing quality in health care in our society. The role and influence of health care providers (medical and insurance companies) on individual choices will also be examined. Specific issues facing society related to health care decision-making will be reviewed and then related to how and who interprets the concept quality.

Career
Graduate

MALA61203 - Romantic Attractions and Close Relationships

Department(s)
Master of Liberal Arts

Long Description (Catalog Description)

Teaches students how to think critically about psychological research on romantic attraction and close relationships. The course goal is to educate intelligent consumers of media information and misinformation, teaching them to separate scientifically valid from invalid claims about the causes and consequences of initial romantic attraction, deepening close relationships, sex differences, problems that occur within close relationships, and effective versus ineffective strategies for resolving conflicts in close relationships.

Career
Graduate

MALA61213 - Novel Writing 101:Form, Theory, and Practice of the Novel

Department(s)
Master of Liberal Arts

Long Description (Catalog Description)

This course is for students who have wanted to write a novel for a long time (or who have recently come up with an idea for a novel) and who want to stop dreaming about it and start writing. Students who take this course will compose three chapters (15-20 pages each) of a first novel and do a detailed outline of the remaining chapters. Students will read selected work about creative writing, particularly about novel writing, including Ann Lamott's Bird by Bird:Some Instructions on Writing and Life, John Rember's MFA in a Box, and John Gardner's On Becoming a Novelist.

Course Typically Offered	Career
Contact Department For Details	Graduate

MALA61223 - Native Americans and the Environment

Department(s)
Master of Liberal Arts

Long Description (Catalog Description)

In recent years several studies have refuted the pristine myth or commonly held view that indigenous societies in the Americas had minor impact on their natural environments. Rather than living in harmony with nature indigenous peoples typically altered their environments, often extensively. In some cases, the results of these modifications are still visible today. This course examines the multiple ways indigenous peoples of the Americas modified their natural environments past and present. Specific themes include: settlement impact on the environment; the role of population growth and decline; environmental perception through place naming; indigenous mapping of their environments; and, environmental modification through agriculture (the creation of Amazonian dark soils, terracing, raised fields, etc.). Finally, the course will analyze and evaluate current efforts in the Americas to preserve the environment by protecting indigenous lands through participatory mapping.

Career
Graduate

MALA61233 - Controversial Environmental Issues

Department(s)
Master of Liberal Arts

Long Description (Catalog Description)

Our relationship with the Earth is changing at an unprecedented rate. The pace of change is accelerating not only from our advancing technology, but also from world population growth, economic growth, and increasingly frequent collisions between expanding human demands and the limits of the Earth's natural systems. It appears that catastrophe looms ahead unless major changes are made in a short period of time. Or does it? Fortunately, human beings are capable of changing their behavior and values, which are then reflected in changes in national and international priorities. Such changes happen when people are confronted with new information or new experiences. This is a discussion and debate style course. The objective is to introduce students to controversies in environmental policy and science. The readings, which represent the arguments of leading environmentalists, scientists, and policymakers, reflect a variety of viewpoints and have been selected for their liveliness and substance. They are organized topically around major areas of study within environmental studies, and include environmental ethics, water resources, energy, global climate change, and population.

Career

Graduate

Cross Listed Courses

MALA60233 Controversial Environmental Issue

MALA61243 - Ecological Principles of the Earth

Department(s)

Master of Liberal Arts

Long Description (Catalog Description)

This course will explore many aspects of the ecology of the earth. Ecology is the study of the interaction of organisms with their environment. The environment includes both physical (global air patterns, soils, etc.) and biotic (competition, predation, etc.) parameters. Specifically, the course will explore the paleohistory of the earth, biomes of the world, the physical forces of today's biosphere, the dynamics of natural communities and populations, and the global effects of man's presence on planet earth.

Career

Graduate

MALA61253 - Creative Writing: Advanced Fiction Writing

Department(s)

Master of Liberal Arts

Long Description (Catalog Description)

As an advanced course in fiction writing, students will be expected to produce two full-length short stories of about 35-50 pages in length, or roughly the equivalent from a longer work. Shorter, more focused exercises on setting, plot, characterization, and theme will also be required. Additionally, students will also be required to read and respond to assigned readings and to each other's fiction. Since the class will be run as a workshop, supportive and constructive response to student writing is essential. This is a content-varies course and may be repeated once for credit.

Career

Graduate

Cross Listed Courses

MALA60223 Creative Writing: Advanced Fiction Writing

MALA61263 - The US Economy: Analysis and Outlook

Department(s)

Master of Liberal Arts

Long Description (Catalog Description)

The study of economics involves the learning of abstract theories about the workings of the economic system and the study of various policy tools that may be used to guide the economy toward specified targets. The course will focus on the historical development of the theories developed to explain our major economic issues, on the controversies surrounding these theories, and on the different policy conclusions that arise from different theories. The major economic issues on which the course will focus include inflation, unemployment, business cycles, economic growth and development, international trade deficits and surpluses, federal government budget deficits and surpluses, income distribution, and globalization.

Career

Graduate

Cross Listed Courses

MALA60263 US Econ: Analysis & Outlook

MALA61273 - Ethics, Mental Health & Society

Department(s)

Master of Liberal Arts

Long Description (Catalog Description)

Contemporary approaches to the study of mental health emphasize disorders of the brain as the source for abnormal thinking and behavior. This course examines the ethical considerations inherent in this approach as it applies to the development of new treatments. The major objectives of the course include: an understanding of the journey from basic to clinical research; a familiarity with the ethical issues surrounding animal and human clinical research; the challenges that come with industry-sponsored research; and the ethical concerns with proposed treatments for psychological disorders in the future that may include cloning, gene-therapy, and stem cell research.

Career

Graduate

MALA61283 - A World of Weather: Fundamentals of Meteorology

Department(s)

Master of Liberal Arts

Long Description (Catalog Description)

Do you have a fascination with the Weather Channel? Are you interested in a non-mathematical treatment of the principles of meteorology and climatology? In this course, you will be introduced to the excitement of weather as it happens, by working current weather data delivered via the Internet. The course objectives are to develop a working understanding of general meteorological and climatological processes, develop an understanding of the spatial and temporal variability of these processes, and begin to understand how these factors influence the climate of a region. The course covers the composition and structure of the atmosphere, the flows of energy to, from, and through the atmosphere, and the resulting motions produced from small to planetary scales. The physical principles of atmospheric phenomena are stressed in the understanding of weather's impact on humans, particularly with severe weather, as well as climate change.

Career

Graduate

Cross Listed Courses

MALA60283 Fundamentals of Meteorology

MALA61293 - Leadership: An Historical and Literary Study

Department(s)

Master of Liberal Arts

Long Description (Catalog Description)

This course examines a broad spectrum of leadership issues through the study of historical and literary (both fictional and non-fictional) leaders in a wide variety of societies and historical eras. The study uses movies to provide multiple contexts in which to understand and apply academic leadership theories. By doing so, the course challenges the student to view leadership from multiple perspectives (theoretical, as well as contextual.)

Be aware that this is a totally on-line course, but it is NOT self-paced. Each week, there are activities that must be completed by specific due dates.

Students are required to choose their preferred method of accessing movie (e.g., Netflix, Amazon, iTunes, etc.) The TCUglobal site does not provide access to the movies. Students are advised to make plans, early in the semester, for access to the required movies to ensure they have access when the required movie is scheduled.

Career

Graduate

MALA61303 - Vietnam in War and Revolution

Department(s)

Master of Liberal Arts

Long Description (Catalog Description)

This course examines the causes and consequences of war and revolution in 20th century Vietnam. Concentrating on major events such as the Vietnamese anti-colonial movement, the 1945 August Revolution, Ho Chi Minh and Vietnamese Communism, the Franco-Viet Minh War, the roots of the U.S. involvement and the American War in Vietnam, students explore modern Vietnamese history from a variety of perspectives: Vietnamese, American, French, and Chinese. Course requirements include assigned readings, book and film critiques, a webliographic essay, and participation in threaded discussion.

Career

Graduate

MALA61313 - British Music and Memoir

Department(s)

Master of Liberal Arts

Long Description (Catalog Description)

Prerequisites: Enrollment in the MLA program. This course focuses on British music and memoir as contemporary experiences from the edge in the interpretation and analysis of music, text, and multimedia as cultural and artistic production. Music is a universal form of expression that can form a bond between people in transcending markers of race, gender, class, and ethnicity. It is in this sense that we will focus on music artists that have arisen from marginalized or edge areas of existential and cultural, social, national angst and that have given acute expression to the human experience. We will also contemplate how British music artists have provided very different expressions on issues of social oppression and ostracism within creating a voice for personal, cultural, social, and national liberation.

Career

Graduate

MALA61323 - The New South, 1877 - Present

Department(s)

Master of Liberal Arts

Long Description (Catalog Description)

In this course the political, social and economic factors in the New South are examined with attention given to comparative regional history. Particular emphasis will be placed on historical interpretations, showing both the professional and lay image of the South in today's society. The economic modernization of the South will also be a major theme of the course.

Career

Graduate

Cross Listed Courses

MALA60323 New South, 1877-Present

MALA61333 - Terrorism at Home and Abroad

Department(s)

Master of Liberal Arts

Long Description (Catalog Description)

This course introduces the graduate students to the practices of terrorism--international and domestic--along with the history and motivations behind it. Particularly, the course will provide insight into terrorism from a historical, geographical, cultural, and ideological basis. Strategies to combat terrorism will also be explored. After completing this course, students will not only be familiar with a variety of terror groups and terrorist acts that have made the news, but will also have a deeper understanding of the hostilities and conflicts which give birth to terrorism around the world and at home.

Career

Graduate

MALA61343 - David Bowie: Persona, Music, and Meaning

Department(s)

Master of Liberal Arts

Long Description (Catalog Description)

Prerequisites: Enrollment in the MLA program. This course focuses on the music and cultural icon David Bowie. Bowie's career spanned more than fifty years in the 20th and 21st centuries and his impact on music and culture is indelible. We will consider the personas or alter egos and eras of David Bowie in the interpretation and analysis of his music through text, screen, stage, fashion, art, and other cultural dynamics. In the early part of Bowie's career, such personas as Ziggy Stardust, Aladdin Sane, Major Tom, and The Thin White Duke are easily recognizable, yet in the latter part of his career it is much more difficult to ascertain a distinct persona or alter ego that he is inhabiting through his music and in the genres that he is working in. In this course, we will closely analyze Bowie's music in the interpretation of his personas and eras in considering the impact and meaning of his music on culture and the human condition.

Career

Graduate

MALA61353 - Translation in Society

Department(s)

Master of Liberal Arts

Long Description (Catalog Description)

Students in this course will not only study translation but they will also actually translate. For example, they will learn early on how a recent winner of the most prestigious international prize for the translation of a work of fiction is but a novice and not even a speaker of the language she was translating from. Students go on to investigate theories of translation as applied to a wide range of different genres of texts and communication situations; in addition, they review critically the varied and most valued practices of translating. During the course, then, the students will work with one another on individual or group translation projects of their choosing. By the end of the semester, the students will be such experts on translation in society that they themselves will confidently enter their own work in a university-sponsored translation prize contest judged by a world-renowned translator.

Career
Graduate

MALA61363 - Black Skin 2 Silver Screen

Department(s)
Master of Liberal Arts

Long Description (Catalog Description)

Students will read American literary works by and about African Americans that have been adapted into different media, from the written texts of poetry, drama, and fiction to the visual texts of photography and film. Students will assess whether the adaptations clarify, distort, or contribute to the original themes of African Americans surviving in an oppressive culture, and will regard how the conventions of a medium affect a difference. Adopting the critical vernacular of each genre, students will articulate the strengths of adaptation versus the weaknesses of appropriation, as well as scrutinize stereotypical and production-safe representations and tropes in light of unique and daring originality. Our discussions will address sensitive racial issues as diverse as slavery, segregation and Jim Crow laws, Black Lives Matter, the ethical nature of sharing self-deprecating and race-undermining truths, and white privilege.

Career
Graduate

MALA61373 - The Social Psychology of Crime and Victimization

Department(s)
Master of Liberal Arts

Long Description (Catalog Description)

This course introduces students to the central ideas in the field of social psychology and the significance of these ideas in providing explanations for criminal behavior and related phenomena. Additionally, classic social psychological theory and research are examined and utilized to understand offenders, victims and criminogenic environments. The course emphasizes the integration and application of course content to understand contemporary criminological issues such as the youth crime and violence, treating and controlling sex offenders, victim recovery and well-being, media influence on violence and aggression, and the nature of serial, mass, and family murder.

Career
Graduate

Cross Listed Courses
MALA60373 Soc Psychology Of Crime

MALA61383 - The Politics of Emergency Management

Department(s)
Master of Liberal Arts

Long Description (Catalog Description)

This course will introduce students to the impact of natural and man-made disasters on society, as well as the principles and practices of modern emergency management efforts in the United States. This includes efforts in planning for disasters, mitigating disasters, responding to them, and recovering from them. An emphasis is placed on the role that FEMA and the Department of Homeland Security play in the process.

Career
Graduate

MALA61393 - The Literature of Survival: What Tales Teach Us about Living and Dying

Department(s)
Master of Liberal Arts

Long Description (Catalog Description)

Students will read literature and watch films about survival of both everyday crises and life-threatening situations. They will write three papers on topics related to survival of such ordinary crises as divorce or job loss, survival in the outdoors, and the prospects of long-term survival of the human species. Students will examine factors, including personality traits, which either impede or enhance a person's ability to survive a variety of circumstances that put his or her confidence, sanity, or soul in jeopardy.

Career
Graduate

Cross Listed Courses
MALA60093 Literature of Survival

MALA61403 - Anti-Semitism & Islamophobia

Department(s)
Master of Liberal Arts

Long Description (Catalog Description)

The roots of contemporary anti-Semitism and Islamophobia within the US extend beyond the colonial era. Both ideologies have been expressed malignantly at times, but it's the seemingly benign satirical cartoons that have perhaps had the most insidious effects by firmly entrenching and perpetuating stereotypes of Jews and Muslims on a personal and social level which have, in turn, given rise to prejudicial and violent racist behavior. This biting satire targeting Jews and Muslims has left deep sores that have never completely healed due to the constant 'picking at.' This course will closely examine samplings of this graphic satire as it traces the in/decrease of anti-Semitic and Islamophobic expressions throughout US history and critically addresses any underlying religious, economic, racial, and political dimensions.

Career
Graduate

MALA61423 - Modern Mexico: A Nation in Crisis

Department(s)
Master of Liberal Arts

Long Description (Catalog Description)

The emergence of Mexico from colonial status to hemispheric leader and major force among "third-world" countries. Considerable attention is devoted to the Revolution of 1910 and the ongoing revolutionary process it initiated. The role of the United States in the emergence of modern Mexico is discussed in detail. The course concludes with an extensive examination of Mexico's role as a major oil producer and the current financial and economic crisis with which the country is contending.

Career
Graduate

Cross Listed Courses
MALA60423 Modern Mexico

MALA61523 - Importance of Plants in Our World

Department(s)
Master of Liberal Arts

Long Description (Catalog Description)

Aspects of plants that make them useful to people from an economic and social perspective. The structure, chemistry, genetics and ecology of plants are examined. Products derived from flowers, seeds, fruits, stems, leaves and roots are analyzed in light of past, present and future needs of the world community.

Career
Graduate

MALA61533 - American Revolution: A Blessing or a Curse?

Department(s)
Master of Liberal Arts

Long Description (Catalog Description)

Today's headlines report the failure of revolutions with their civil wars, ethnic massacres, and palace coups. What constitutes a successful revolution? What lessons are there in the American experience? General Washington's startling words in 1783 express his anxiety for the problems of American state-building and give the title to a course that will examine the origins of those problems in the protest to British imperialism, the War for Independence, and the post-war challenges leading to the creation of the federal structure under the Constitution.

Career
Graduate

Cross Listed Courses
MALA60533 American Revolution

MALA70013 - Men, Women and Society: A New Definition of Roles

Department(s)
Master of Liberal Arts

Long Description (Catalog Description)

An examination of new ideas, data and theories to interpret changing roles of men and women in contemporary society.

Career
Graduate

MALA70063 - Light and Human Health

Department(s)
Master of Liberal Arts

Long Description (Catalog Description)

This course examines the relationship between light and human health. Topics will include: the aging visual system, light and the circadian system, yellow jaundice, vitamin D deficiency. A specific focus of the course will be "hands on" experiences of light as it is used for human health.

Career
Graduate

MALA70073 - Energy Resources, Alternatives, and Environmental Issues

Department(s)
Master of Liberal Arts

Long Description (Catalog Description)

A study of the distribution of the world's energy resources and a look at alternative sources of energy such as wind, tides, geothermal, synfuels, solar and nuclear power. Environmental issues including air and water pollution, solid waste, pesticides, toxic substances, etc., will be addressed as will new techniques for finding and evaluating earth resources utilizing satellite data and the internet.

Career
Graduate

MALA70113 - Native Peoples of the American Southwest

Department(s)
Master of Liberal Arts

Long Description (Catalog Description)

An overview of the Native Americans of the region from pre-contact times to the present. Relations and differences among native groups are emphasized as well as interactions with non-Indian groups. Efforts to "whiten" the native population ranging from Spanish missionary activities in the 16th century to the federal government's "termination policy" in the 1950s are analyzed.

Career
Graduate

MALA70133 - Contemporary Mexican Novels and Their Film Versions

Department(s)
Master of Liberal Arts

Long Description (Catalog Description)

This course examines three contemporary Mexican novels--The Old Gringo (1985), Like Water for Chocolate (1989), and Esperanza's Box of Saints (Santitos) (1999) and the film version of each book. We will discuss how the works treat crossing borders, and how society is presented differently in the two mediums--novel and film. Each work also studies the similarities and differences of the two countries (cultures) that seem destined to coexist, according to Alan Riding, as "distant neighbors."

Career
Graduate

MALA70183 - Mass Media and Perceptions of Reality

Department(s)
Master of Liberal Arts

Long Description (Catalog Description)

The complexity of our society makes it necessary for us to draw what we know, or think we know, from information about events, trends, and even people from the mass media. Yet few people are trained as consumers of information produced by the media. This course examines the various perceptions of reality that the mass media create, exploring some of the reasons why these perceptions occur.

Career
Graduate

MALA70233 - Rise of American Business

Department(s)

Master of Liberal Arts

Long Description (Catalog Description)

The evolution of the American business system is examined with emphasis on four basic themes: the impact of technological and managerial change, the interaction between business and society, the position of the businessman and businesswoman in society, and the constantly-changing relationships between business and government. Special attention is devoted to the contemporary business scene.

Career

Graduate

MALA70253 - War To Peace: Political Change in Cuba and Central America in the 1990s

Department(s)

Master of Liberal Arts

Long Description (Catalog Description)

An examination of the dramatic but low profile political transition taking place in countries that only recently were torn by revolution and by counterinsurgency wars. The original causes of those revolutions, including the Cold War ideological divisions that formed the international environment in which they took place will be discussed. We will examine the tentative, fragile steps that are presently being taken to overcome the authoritarian and violent political legacies of the past and to build a more inclusive, democratic political future.

Career

Graduate

MALA70373 - Modern American Society: Global Power since World War II

Department(s)

Master of Liberal Arts

Long Description (Catalog Description)

This period course in American history reviews major political, economic, social, cultural and diplomatic events: World War II, the Truman administration and post-war America, the Eisenhower administration and the consensus of the 1950s, the Kennedy administration, Lyndon Johnson and the Great Society, the civil rights movement, the Republican ascendancy, and the rise of southern power.

Career

Graduate

MALA70393 - Religion and Violence

Department(s)

Master of Liberal Arts

Long Description (Catalog Description)

This course explores the highly ambiguous relationship between religion and violence. It provides an overview of situations in the world today that are examples of this ambiguous relationship. Ethical teachings regarding violence in Judaism, Christianity, and Islam are examined. Students are exposed to authors who seek to comprehend violent behavior using explanatory theories. Responses to 9/11/2001 written by a Jew, a Christian, and a Muslim are encountered. The goal is to allow students in the course to develop an understanding of various dimensions (ethical, social, psychological, political, and theological) of the relationship between religion and violence.

Career

Graduate

Cross Listed Courses

MALA71393 Religion & Violence

MALA70453 - Religious Cults, Sects, and Millennialism

Department(s)

Master of Liberal Arts

Long Description (Catalog Description)

This course provides cross-cultural perspectives on the rise, growth, decline, and societal impacts of a variety of historical and modern religious movements. Class discussions, readings, and audiovisuals focus on selected cases of religious movement in various regions of the world. Topics include the roles of movement prophets, movements' processes of resocialization, and how cults and sects relate to broader struggles over meaning and social identity. The student will gain critical insights into five major areas of inquiry into religious movements: 1) Conditions that lead to the rise of new religions, 2) how beliefs in end-of-the-world (millennialist) scenarios evolve, 3) dynamics of recruitment and conversion, 4) daily life inside religious movements, and 5) problems of doing research in the absolutist sectarian setting.

Career

Graduate

MALA70473 - Sinatra and Popular Culture

Department(s)

Master of Liberal Arts

Long Description (Catalog Description)

This course focuses on the cultural importance of Frank Sinatra, one of the most influential figures in 20th century entertainment. The course examines the Sinatra of recorded music, radio, Hollywood movies, and Las Vegas, politics, and organized crime. Through music, movies, and documentaries, the course explores the changing cultural landscape in the US from the 1930s through the 1980s.

Career

Graduate

MALA70493 - Do the Right Thing: Ethics in International Politics

Department(s)

Master of Liberal Arts

Long Description (Catalog Description)

The course examines the central question in international politics: What is the 'right' course of action in a given situation? Thus it considers various approaches to the study of ethics and morality as well as the ends pursued, the means used, and the importance of the decision-making strategies employed by policy makers.

Career

Graduate

MALA70543 - Fossils and Man: The Impact of the Fossil Record

Department(s)

Master of Liberal Arts

Long Description (Catalog Description)

Students will become acquainted with the impact that fossils and paleontology have had on the history of the earth. It was the fact that fossils were finally accepted as a record of ancient life that began to change the way that 17th century naturalists looked at the world. The fundamental notions of change and evolution of natural systems has forever affected man's view of the world and fossils, which, in particular, document worlds before man. The history of interpretation of fossils in the argument for evolution, and the use of fossils in modern biology and geology will be examined.

Career

Graduate

MALA70583 - Understanding Laughter: Humor in Theory and Practice

Department(s)

Master of Liberal Arts

Long Description (Catalog Description)

Students who take this course will explore not only the theories that purport to explain why people laugh but also a number of practical, social, rhetorical, and psychological uses for wit and humor. The work of the course will revolve around readings of works about humor, analyzing works of humor, and writing essays related to this topic, including one essay in which students attempt to write humorously and then, using several theories of humor, analyze to what extent they have succeeded or failed.

Career

Graduate

MALA70613 - History Through Literature and Film: Latin America

Department(s)

Master of Liberal Arts

Long Description (Catalog Description)

This course covers both colonial and national periods of Latin American history through a combination of historical readings, fiction, and full-length feature films and videos. It aims at providing an overview of the past from the late fifteenth century to the recent present. Important institutions, processes, and themes will be studied. Students are presumed to have little or no knowledge of Latin American history and knowledge of the Spanish language is not required. Students will read both primary and secondary accounts of the events covered in the films and will be asked to assess the films in light of historical facts and interpretation and poetic license.

Career

Graduate

MALA70653 - The Second World War: Its Impact on the Contemporary World

Department(s)

Master of Liberal Arts

Long Description (Catalog Description)

A focus on the impact of World War II as the seminal event of the 20th century that gave rise to or influenced most major contemporary global issues. By examining the war in a broader perspective, issues such as the East-West balance of power, the end of traditional imperialism, the upheavals in the third world, and the proliferation of technology, the effect of the war 50 years later can be better understood and interpreted.

Career

Graduate

MALA70673 - American Cinema: Film Noir and the Detective Film

Department(s)

Master of Liberal Arts

Long Description (Catalog Description)

This course examines the cultural, narrative and critical impact of literary and cinematic forms of Film Noir and the Detective Film in the United States. The course introduces the student to the technical and aesthetic processes used in developing the style and form found in the American Cinema since 1941.

Career

Graduate

MALA70683 - The American Recording Industry: Technology and Cultural Impact

Department(s)

Master of Liberal Arts

Long Description (Catalog Description)

This course explores how the American popular music and recording industries and American popular culture have intersected in the years since the invention of audio recording and the impact of recorded music on the culture.

Career

Graduate

MALA70693 - Creative Writing:Life Writing

Department(s)

Master of Liberal Arts

Long Description (Catalog Description)

Students who take this course will write three full-length pieces (8-12 pages each) of creative nonfiction based on incidents that have occurred in their lives. Students will read selected works of creative nonfiction and from three textbooks on writing (Ann Lamott's Bird by Bird: Some Instructions on Writing and Life, Phillip Lopate's The Art of the Personal Essay, and Mary Catherine Bateson's Composing a Life.) The work of the course will revolve around writing the three pieces, reading and responding to fellow students' pieces online, and analyzing reading assignments from the textbooks.

Career

Graduate

Cross Listed Courses

MALA71693 Creative Writing:Life Writing

MALA70703 - American Music and Culture: From Jazz to Tin Pan Alley

Department(s)

Master of Liberal Arts

Long Description (Catalog Description)

A study of the historical evolution of jazz styles in the United States from the 1890s through the contemporary scene, including American popular music Tin Pan Alley, protest music, and motion picture/television music. Included is an examination of the correlation of musical styles and cultural changes in America.

Career

Graduate

MALA70713 - Physical Fitness as a Lifestyle

Department(s)

Master of Liberal Arts

Long Description (Catalog Description)

The physiological changes that take place in the body as a result of acute and chronic exercise. Specifically, the concepts of physical fitness, conditioning programs, wellness, body composition, nutrition, risk factor reduction and the influence of exercise on disease and aging are investigated.

Career

Graduate

MALA70733 - Science, Scientists and Society

Department(s)

Master of Liberal Arts

Long Description (Catalog Description)

Science, Scientists and Society is a cross-disciplinary course in the natural sciences. It will acquaint you with the workings of science and scientists by examining recurring themes and selected episodes of science. We will consider the nature of the scientific enterprise and how science differs from or is similar to other areas of human endeavor, such as art, religion, philosophy, economics, etc. After taking this course you will have a better understanding of science and how it works and of the complex relationship between science and the intellectual, cultural and social milieu in which it is practiced. You will learn the nature of scientific explanation and the limits of scientific understanding.

Career

Graduate

Cross Listed Courses

MALA71733 Science, Scientists & Society

MALA70743 - Creative Writing: Advanced Poetry Writing

Department(s)

Master of Liberal Arts

Long Description (Catalog Description)

This is an advanced poetry workshop that focuses primarily on the students' own work. Special attention is paid to invention, point-of-view, voice, form, metaphor, and dramatic development. In addition, students will read and discuss historical and contemporary poetry. This a content-varies course and may be repeated once for credit.

Career

Graduate

MALA70753 - Poetry and Contemporary American Culture

Department(s)

Master of Liberal Arts

Long Description (Catalog Description)

This course focuses on the major developments in American poetry from 1945 to the present to address these central questions: How well does poetry address the needs, concerns, and anxieties of contemporary American culture? Have international crises, domestic political and cultural shifts, and the proliferation of electronic media rendered poetry obsolete, or does poetry still hold particular promise in terms of its ability to shore crumbling values or, better, to envision a new ethics, one more responsive to the complexity of our times?

Career

Graduate

MALA70763 - Geopolitics and World Communications

Department(s)

Master of Liberal Arts

Long Description (Catalog Description)

The study of global communications in the context of world politics. Overview of world mass media characteristics, impact of British colonialism, role of the United Nations, the New World Information Order, ownership of communication technology, issues in monopoly of knowledge, analysis of information flow and world economy and role of image-makers.

Career

Graduate

MALA70773 - History of Media Sex and Violence

Department(s)

Master of Liberal Arts

Long Description (Catalog Description)

This course examines the history of sex and violence in film and on television. topics that may be covered include efforts to regulate or restrict film and television program content, how formerly taboo topics relating to sex and violence have been presented in film or on television, how media companies attempt to profit by presenting sex and violence in film and on television, what the manner in which sex and violence are presented in film and on television tell us about the society of the time, and how the First Amendment limits government regulation of film and television content.

Career

Graduate

MALA70783 - History of Television and Television Programming

Department(s)

Master of Liberal Arts

Long Description (Catalog Description)

Prerequisites: Open to MLA students only. An intensive overview of the history of television and related electronic media from the 1920s to the present. Topics include the rise of the network system, programming, rating and audience research, regulation, and the evolution of television technology. Viewing of significant programming in television history.

Career

Graduate

MALA70813 - The Cold War at Home and Abroad

Department(s)

Master of Liberal Arts

Long Description (Catalog Description)

From the end of the Second World War in 1945 until the collapse of the Soviet Union forty-five years later, the Cold War dominated the domestic and foreign affairs of the United States. This course examines the origins of the Cold War and some of the consequences, including the development and application of the containment policy, McCarthyism, the wars in Korea and Vietnam, various other

interventions, the debates over diplomatic issues, and the various strategies employed by different presidential administrations. Students will have a chance to do some reading on these subjects and to discuss them. Also they will view episodes from CNN's production, The Cold War. The requirements consist of short weekly papers based on the readings and also a kind of term project, a five-seven page critique of John Lewis Gaddis' book, We Now Know. The others readings are T.G. Paterson and J.G. Clifford, America Ascendant: U.S. Foreign Relations since 1939 and R.J. McMahon and T.G. Paterson, The Origins of the Cold War, 4th ed.

Career

Graduate

Cross Listed Courses

MALA71813 Cold War At Home & Abroad

MALA70843 - The Ethics of Communication

Department(s)

Master of Liberal Arts

Long Description (Catalog Description)

An examination of contrasting models and standards of communication ethics. Students apply these perspectives to specific situations involving freedom of expression, political campaigns, interpersonal communication, advertising and writing.

Career

Graduate

Cross Listed Courses

MALA71843 Ethics Of Communication

MALA70853 - Creative Writing: The Manuscript

Department(s)

Master of Liberal Arts

Long Description (Catalog Description)

This is a reading and writing intensive class; a willingness to work hard and think creatively and critically about writing is necessary. The class is concerned with the revision and arrangement of writing (Creative Non-Fiction, Fiction, or Poetry) into a final manuscript. The class emphasizes workshoping student writing with this concern in mind and includes the study of contemporary writing selections.

Career

Graduate

MALA70863 - Creative Writing: Advanced Creative Nonfiction

Department(s)

Master of Liberal Arts

Long Description (Catalog Description)

Advanced Creative Nonfiction is a craft/workshop course. This class is intended for writers who have a committed interest in creative writing and are comfortable writing longer works of prose. This workshop will explore the range of narrative possibilities available under the umbrella term Creative nonfiction. We'll be looking at questions of structure and technique in a number of subgenres including the personal essay, literary journalism, travel writing, science writing and memoir. Workshop implies that the products of our minds as well as the writing process are our chief concerns - concerns that will encourage a persistent questioning of everyday assumptions about creative-non-fiction, meaning, structure, form, voice, one, etc. Student work will be discussed in both workshops and conferences. In

class we will do thought and writing experiments, share work, and discuss problems and possibilities of the imagination and creative writing. At the semester's end students will turn in a portfolio with several polished pieces.

MALA70873 - Garage Sale History

Department(s)

Master of Liberal Arts

Long Description (Catalog Description)

The course explores 20th century American culture through examining the ordinary objects of our lives, from A-1 Sauce to Zippo lighters, studying how, when, and why ordinary objects rise from the culture and in turn, give shape and character to both culture and personal identity.

Career

Graduate

MALA70903 - Global Power Transition: What Does it Hold for the Future?

Department(s)

Master of Liberal Arts

Long Description (Catalog Description)

This course presents an analysis of political, economic, and cultural dimensions of globalization. The emergence of an increasingly interconnected global economy marked by increasing economic integration and creation of a borderless world, has posed new challenges for global governance and the autonomy of nation states. Hence, another dimension of our nuanced world is that the manifestations of new primordial loyalties and cultural and identity anxieties threaten to tear the world apart. At no other juncture in modern history was the world so connected, yet so divided by strife and conflict. The emergence of global problems such as environmental degradation, spread of infectious diseases such as AIDS, the lingering problem of global hunger and genocide are among the pressing issues of the new century. These developments would have an indelible impact on the emerging society of the 21st century. This course is designed to provide a forum for analysis and discussion of these issues. While the attempt is to dissect these issues primarily on their own terms, we would also discuss the challenges they pose to the United States and the global community.

Career

Graduate

Cross Listed Courses

MALA71903 Global Power Transition

MALA70923 - Islam and Politics in the Middle East

Department(s)

Master of Liberal Arts

Long Description (Catalog Description)

Since there is no separation between state and church in Islam, no study of politics in the Muslim World is complete without analyzing the pervasive role of Islam in cultural and political life. The course, however, does not concentrate on Islamic theology; rather, the focus is on politics of Islam and how it molds political discourse and agenda. After the study of origins and historical development of Islamic political theory, the focus would shift to explaining the use of post-World War II Islamic revival. In this connection, the rise of Islamic militancy, the discourse of the Jihadi movement, the challenges before US foreign policy and global community, and the problematics of democratization in the Muslim world and the prospects for Islamic governments are discussed.

Career

Graduate

MALA70933 - Food and Philosophy

Department(s)

Master of Liberal Arts

Long Description (Catalog Description)

Philosophical examinations of moral, aesthetic, ontological, and epistemological issues concerning food are topics studied and discussed in this course. Such issues as vegetarianism; ethical issues regarding food additives, food politics and feminism; food as art; food as a metaphor of life; cultures (e.g., Mayan and Japanese) characterized by their cuisine; and recipes as a model of justified rational procedures are covered during the semester. One of the key concepts developed to handle these issues effectively is foodmaking as a thoughtful practice, where practice is understood by the American pragmatists, Peirce and Dewey.

Career

Graduate

MALA70943 - Ancient Mysteries: Real and Imagined

Department(s)

Master of Liberal Arts

Long Description (Catalog Description)

In addition to providing an overview of Ancient Mediterranean and Near Eastern History from the Paleolithic age to the fall of Rome, this course explores in some detail various controversial topics that have generated popular interest and often engendered misinformation. These topics are analyzed in a scholarly manner in order to solve the mystery or expose common mis-perceptions and pseudo-scholarship. Typical topics include the following: the fall of Rome, the historical Jesus, other Biblical topics, the pyramids, the Neanderthal problem, and the search for the Trojan War.

Career

Graduate

Cross Listed Courses

MALA71943 Ancient Mysteries

MALA70953 - Mayan Ritual and Drama: Pre-Hispanic Times to the Present

Department(s)

Master of Liberal Arts

Long Description (Catalog Description)

This course will examine the frequently intertwined traditions of ritual and drama among Mayan peoples of Southern Mexico and Central America, from pre-Hispanic times to the present. The course will combine a historical perspective beginning with pre-Columbian documents and Spanish colonial chronicles. Twentieth-century manifestations will be particularly highlighted, based on the instructor's first-hand research; special emphasis will be given to the work of performance groups based in Yucatan and Chiapas, Mexico. Extensive video material will complement textual analyses.

Career

Graduate

MALA70963 - Of Virgins and Goddesses, from Mesoamerica to Modern Mexico

Department(s)

Master of Liberal Arts

Long Description (Catalog Description)

Students will develop a better understanding of contemporary culture and society in Mexico and Latin America by examining belief systems from pre-history to pre-Hispanic Mesoamerica, especially regarding female deities, and their modern-day counterpart, the Virgin of Guadalupe. At the end of the course, students will be familiar with recent archaeological research and scholarship and will be able to identify anthropological similarities among mythic-symbolic female images of pre-history from the around the world and understand the pivotal and primal role of the feminine in belief systems of all ancient cultures and their impact on modern traditions, including Mexico's.

Career

Graduate

MALA70973 - Law and Society

Department(s)

Master of Liberal Arts

Long Description (Catalog Description)

This course examines the relationship between legal institutions and social processes. Course readings and discussion will focus on the social and political nature of law; the creation and organization of law in modern societies; social functions of law, the limits of law as an instrument of social change; the legislation of morality; democracy, individualism and law; criminal behavior and individual rights; and the use of scientific information in law.

Career

Graduate

Cross Listed Courses

MALA71973 Law And Society

MALA70983 - Indigenous People of the Andes

Department(s)

Master of Liberal Arts

Long Description (Catalog Description)

A study of the indigenous inhabitants of the Andes, especially Peru and Bolivia, through archaeological and ethnographic data. Focus is on the development of agriculture and early population centers, particularly the Incas. The course ends with a study of contemporary Quechua and Aymara peoples, and discussion of current political and economic issues.

Career

Graduate

MALA70993 - Critical Issues in Criminal Justice

Department(s)

Master of Liberal Arts

Long Description (Catalog Description)

The major controversies that exist in law and criminal justice today are discussed with emphasis on the development of critical thought concerning these issues. Both empirical evidence and grounded theory is discussed in such a manner as to help the student formulate thoughtful opinion concerning the selected topics. Topics include but are not limited to: The Death Penalty, Gun Control, The Insanity Defense, Drug Legalization, Prison Privatization, Drunk Driving Laws, Myths of Organized Crime, Crime and the Media, Fetal Endangerment Statutes, and The Jury System.

Career

Graduate

MALA71393 - Religion and Violence

Department(s)

Master of Liberal Arts

Long Description (Catalog Description)

This course explores the highly ambiguous relationship between religion and violence. It provides an overview of situations in the world today that are examples of this ambiguous relationship. Ethical teachings regarding violence in Judaism, Christianity, and Islam are examined. Students are exposed to authors who seek to comprehend violent behavior using explanatory theories. Responses to 9/11/2001 written by a Jew, a Christian, and a Muslim are encountered. The goal is to allow students in the course to develop an understanding of various dimensions (ethical, social, psychological, political, and theological) of the relationship between religion and violence.

Career

Graduate

Cross Listed Courses

MALA70393 Religion & Violence

MALA71693 - Creative Writing:Life Writing

Department(s)

Master of Liberal Arts

Long Description (Catalog Description)

Students who take this course will write three full-length pieces (8-12 pages each) of creative nonfiction based on incidents that have occurred in their lives. Students will read selected works of creative nonfiction and from three textbooks on writing (Ann Lamott's *Bird by Bird: Some Instructions on Writing and Life*, Phillip Lopate's *The Art of the Personal Essay*, and Mary Catherine Bateson's *Composing a Life*.) The work of the course will revolve around writing the three pieces, reading and responding to fellow students' pieces online, and analyzing reading assignments from the textbooks.

Career

Graduate

Cross Listed Courses

MALA70693 Creative Writing:Life Writing

MALA71733 - Science, Scientists and Society

Department(s)

Master of Liberal Arts

Long Description (Catalog Description)

Science, Scientists and Society is a cross-disciplinary course in the natural sciences. It will acquaint you with the workings of science and scientists by examining recurring themes and selected episodes of science. We will consider the nature of the scientific enterprise and how science differs from or is similar to other areas of human endeavor, such as art, religion, philosophy, economics, etc. After taking this course you will have a better understanding of science and how it works and of the complex relationship between science and the intellectual, cultural and social milieu in which it is practiced. You will learn the nature of scientific explanation and the limits of scientific understanding.

Career

Graduate

Cross Listed Courses

MALA70733 Science, Scientists & Society

MALA71813 - The Cold War at Home and Abroad

Department(s)

Master of Liberal Arts

Long Description (Catalog Description)

From the end of the Second World War in 1945 until the collapse of the Soviet Union forty-five years later, the Cold War dominated the domestic and foreign affairs of the United States. This course examines the origins of the Cold War and some of the consequences, including the development and application of the containment policy, McCarthyism, the wars in Korea and Vietnam, various other interventions, the debates over diplomatic issues, and the various strategies employed by different presidential administrations. Students will have a chance to do some reading on these subjects and to discuss them. Also they will view episodes from CNN's production, *The Cold War*. The requirements consist of short weekly papers based on the readings and also a kind of term project, a five-seven page critique of John Lewis Gaddis' book, *We Now Know*. The others readings are T.G. Paterson and J.G. Clifford, *America Ascendant: U.S. Foreign Relations since 1939* and R.J. McMahon and T.G. Paterson, *The Origins of the Cold War*, 4th ed.

Career

Graduate

Cross Listed Courses

MALA70813 Cold War At Home & Abroad

MALA71843 - The Ethics of Communication

Department(s)

Master of Liberal Arts

Long Description (Catalog Description)

An examination of contrasting models and standards of communication ethics. Students apply these perspectives to specific situations involving freedom of expression, political campaigns, interpersonal communication, advertising and writing.

Career

Graduate

Cross Listed Courses

MALA70843 Ethics Of Communication

MALA71903 - Global Power Transition: What Does it Hold for the Future?

Department(s)

Master of Liberal Arts

Long Description (Catalog Description)

This course presents an analysis of political, economic, and cultural dimensions of globalization. The emergence of an increasingly interconnected global economy marked by increasing economic integration and creation of a borderless world, has posed new challenges for global governance and the autonomy of nation states. Hence, another dimension of our nuanced world is that the manifestations of new primordial loyalties and cultural and identity anxieties threaten to tear the world apart. At no other juncture in modern history was the world so connected, yet so divided by strife and conflict. The emergence of global problems such as environmental degradation, spread of infectious diseases such as AIDS, the lingering problem of global hunger and genocide are among the pressing issues of the new century. These developments would have an indelible impact on the emerging society of the 21st century. This course is designed to provide a forum for analysis and discussion of these issues. While the attempt is to dissect these issues primarily on their own terms, we would also discuss the challenges they pose to the United States and the global community.

Career
Graduate

Cross Listed Courses
MALA70903 Global Power Transition

MALA71943 - Ancient Mysteries: Real and Imagined

Department(s)
Master of Liberal Arts

Long Description (Catalog Description)

In addition to providing an overview of Ancient Mediterranean and Near Eastern History from the Paleolithic age to the fall of Rome, this course explores in some detail various controversial topics that have generated popular interest and often engendered misinformation. These topics are analyzed in a scholarly manner in order to solve the mystery or expose common mis-perceptions and pseudo-scholarship. Typical topics include the following: the fall of Rome, the historical Jesus, other Biblical topics, the pyramids, the Neanderthal problem, and the search for the Trojan War.

Career
Graduate

Cross Listed Courses
MALA70943 Ancient Mysteries

MALA71973 - Law and Society

Department(s)
Master of Liberal Arts

Long Description (Catalog Description)

This course examines the relationship between legal institutions and social processes. Course readings and discussion will focus on the social and political nature of law; the creation and organization of law in modern societies; social functions of law, the limits of law as an instrument of social change; the legislation of morality; democracy, individualism and law; criminal behavior and individual rights; and the use of scientific information in law.

Career
Graduate

Cross Listed Courses
MALA70973 Law And Society

MANA60023 - Legal and Social Environment of Business

Department(s)
Management

Long Description (Catalog Description)

Corporations operate within an environment that is comprised of relationships with customers, investors, employees, competitors, and suppliers. The primary focus of this course will be to examine those federal and state laws that regulate these relationships. Appropriate attention will be paid to the various social, ethical, and political forces that influence the development and enforcement of laws. Additionally, the course will highlight aspects of the international legal environment of business.

Course Typically Offered	Career
Fall	Graduate

MANA60330 - Engaging People

Department(s)
Management

Long Description (Catalog Description)

1.5 credit hours. Development of knowledge, skills, and perspectives needed for engaging employees. Topics include decision making, employee engagement and performance management. Written and oral communication skills are emphasized.

Career
Graduate

MANA60340 - Leading Teams and Orgs

Department(s)
Management

Long Description (Catalog Description)

1.5 credit hours. Development of knowledge, skills and perspectives needed for leading groups, teams, and organizations. Topics include leadership foundations, the role of trust in organizations, organizational culture, leading in complex environments, group and team dynamics, leadership ethics, global and cross-cultural issues, leveraging diversity, and leading organizational change initiatives. Written and oral communication skills are emphasized.

Career
Graduate

MANA60350 - Essentials of Motivation

Department(s)
Management

Long Description (Catalog Description)

1.5 credit hours. Students must have PMBA-MBA, ACCP-MBA, ENRG-MBA, ACCE-MBA or SCMT-MS degree plan. This course is about people working in organizations and how to help them align their efforts with organizational goals. Far from authority- or coercion-based approaches, the management skills we will explore in this course focus on connecting with people--the vital and necessary first step in influencing others--and on creating work experiences that people are likely to find motivating. The more motivated people are, the more likely they are to strive toward the goals awaiting them. In addition to exploring the theories behind what motivates people to engage in certain workplace behaviors we will discuss the motivational differences that exist among different sub-groups of employees and key factors to consider in motivating teams.

Course Typically Offered	Career
Fall	Graduate

MANA60460 - Business Ethics

Department(s)
Management

Long Description (Catalog Description)

1.5 credit hours. Managing Business Ethics addresses moral reasoning and decision making in a business context. Tools for addressing ethical dilemmas are addressed from a personal, managerial, and organizational framework. Case studies are used to develop moral reasoning skills.

Course Typically Offered	Career
Fall and Summer	Graduate

MANA60630 - Strategic Management

Department(s)
Management

Long Description (Catalog Description)

1.5 credit hours. Student must have BUAD-MBA or ACCL-MBA degree plan. A final integrative course in contemporary global strategic management that integrates the basic business functions. Comprehensive cases deal with global competition in complex changing environments within which the organization seeks to achieve a sustainable competitive advantage. Issues of strategy formulation and implementation are addressed. Technology and communication skills are emphasized.

Career
Graduate

MANA60670 - Strategy Formulation

Department(s)
Management

Long Description (Catalog Description)

1.5 credit hours. Student must have PMBA-MBA, ENRG-MBA, ACCP-MBA, or ACCE-MBA degree plans. This course examines the main issues involved in company strategic management, including how to formulate strategies for achieving competitive advantage in a single industry, and when and how to consider expansion through related and unrelated diversification, vertical integration or international expansion. Topics include: industry analysis, strategic positioning, business portfolio composition and portfolio change via alliances, mergers and acquisitions, or internal development.

Course Typically Offered	Career
Spring	Graduate

MANA60680 - Strategy Implementation

Department(s)
Management

Long Description (Catalog Description)

1.5 credit hours. Prerequisites: MANA 60670. Many sound company strategies fail in their implementation. This course examines the building blocks of successful strategy implementation, include: interactive formulation and implementation; broad participation; appropriate organization structures, integrating devices and incentives; effective evaluation and control mechanisms; and frequent feedback for course correction. Topics include the difficulty of changing an organization, typical structure and control changes as organizations grow, managing in different structures, plus turnarounds and strategic renewal.

Career
Graduate

MANA65000 - Strategic Vision and Analysis

Department(s)
Management

Long Description (Catalog Description)

1.5 Credit Hours. Prerequisite: Must be an EMBA candidate. This course sets the stage for an integrative EMBA experience by providing students with an overall perspective of Strategy and Strategic Leadership from the standpoint of the general manager. Students will examine the role of the strategic visionary and explore how strategic choices are identified and decisions made. Strategic management tools providing insight into competitive and industry analysis and organizational resource and capabilities identification/appropriation will be emphasized.

Course Typically Offered	Career
Fall	Graduate

MANA65033 - Building High Performance Work Systems

Department(s)
Management

Long Description (Catalog Description)

3.0 credit hours. Prerequisite: Must be an EMBA candidate. High performing organizations gain competitive advantage by putting people first. This course examines via case study discussion and readings how these performance, people-centered organizations focus on: aligning people management with strategy, selective staffing, training as investment, building effective teams, sharing information, and designing effective reward systems.

Career
Graduate

MANA65063 - Strategy in a Dynamic Environment

Department(s)
Management

Long Description (Catalog Description)

3.0 credit hours. Prerequisite: Must be an EMBA candidate. This final course in contemporary global strategic management integrates the basic business functions. Comprehensive cases deal with global competition in complex changing environments within which the organization seeks to achieve a sustainable competitive advantage. Issues of strategy formulation and implementation are addressed. Technology and communication skills are emphasized.

Course Typically Offered	Career
Spring	Graduate

MANA65160 - Leadership in a Complex World

Department(s)
Management

Long Description (Catalog Description)

1.5 credit hours. Prerequisite: Must be an EMBA candidate. The Leadership in a Complex World course is designed to provide advanced leadership skills addressing the competencies listed in the Korn Ferry Developmental Difficulty Matrix as the most difficult to develop. These include Manages Conflict, Cultivates Innovation, Situational Adaptability, Manages Ambiguity, Builds Networks, Builds Effective Teams, and Strategic Mindset. This course will frame these competencies in the context of complexity leadership to help students understand what leadership competency model can be used to engage leadership and followership to meet complexity with complexity. By the end of the course students will have knowledge regarding complexity challenges facing leaders in the modern context and a refined set of competencies in Leading Self, Leading through Thought, Leading Others, and Leading for Results.

Career
Graduate

MANA65260 - Leading for Innovation and Results

Department(s)
Management

Long Description (Catalog Description)

1.5 credit hours. Prerequisite: Must be an EMBA candidate. The Leading for Innovation and Results course is designed to provide advanced leadership skills addressing the Leading for Thought competencies listed in the Agile Strategic Leadership Model. These include Cultivates Innovation, Decision Quality, Global Perspective, Manages Complexity, Strategic Mindset, and Tech Savvy. This course will present these competencies through guest speakers, cases and team presentations. By the end of the course students will have knowledge of cutting-edge issues facing leaders in the modern context and refined set of competencies in Leading through Thought that can better prepare them to face the dynamic challenges associated with a rapidly moving, complex world.

Course Typically Offered	Career
Fall	Graduate

MANA70620 - Energy Legal and Regulatory Issues

Department(s)
Management

Long Description (Catalog Description)

1.5 credit hours. This course focuses on legal and regulatory issues unique to the U.S. energy industry. Key legal topics covered include ownership rights, kinds of interests, protection of rights, creation and transfer of rights, creation and transfer of interests, essential clauses of modern energy leases, taxation, and energy contracts. Additionally, clean energy regulation will be discussed within the context of these energy topics. Specific clean energy topics include energy policy, renewable options, tax benefits of clean energy, and clean energy standards and the potential for qualifying energy sources.

Career
Graduate

MANA65460 - Ethical Business Decision Making

Department(s)
Management

Long Description (Catalog Description)

1.5 Credit Hours. Prerequisite: Must be an EMBA candidate. This course examines ethical challenges frequently faced by business leaders and explores ethical decision-making from both a business and philosophical perspective. We will focus on ethics from both personal and organizational perspectives and look for the best arguments for various positions. We will read and discuss what some of the best minds in Western history have thought about various issues and learn various frameworks that can be useful for ethical decision-making. Students will learn how to think about deep ethical concerns more thoroughly and carefully and make sound ethical business decisions.

Career
Graduate

MANA70630 - People Analytics

Department(s)
Management

Long Description (Catalog Description)

Explores concepts related to using data to guide decisions about managing people. Topics include statistical/technical skills (e.g., multiple regression, measurement theory, big data modeling) in addition to interpretative and critical thinking around reasoning from data (e.g., probabilistic inference, research design, inferential validity).

Career
Graduate

MANA70603 - Human Resource Management

Department(s)
Management

Long Description (Catalog Description)

Prerequisite: MANA 60033 or MANA 60330 and 60340. The study of programs and activities pertaining to personnel management systems. Major topics include fair employment practices, job analysis, human resource planning, performance appraisal, selection and staffing and training and development.

Career
Graduate

MANA70640 - CEO Forum

Department(s)
Management

Long Description (Catalog Description)

1.5 credit hours. Prerequisites: MANA 60350 or MANA 60330 or student must have ACCL-MBA or ACCP-MBA or ACCE-MBA degree plan. This course is designed to help students learn directly from successful leaders who are serving as Chief Executive Officers in their organizations. Upon completion of the course students will have more than an intellectual understanding of leadership. They will understand the requirements for self-leadership and leading others. They will also learn what is necessary to successfully lead an organization. The course involves class presentations by CEO's; active verbal interaction and engagement by students; submission of written analyses or reflections on the approaches, styles, and knowledge gained from CEO presenters, and in-depth written reports and presentations on a prominent CEO.

Course Typically Offered	Career
Spring	Graduate

MANA70610 - Essentials of Negotiation

Department(s)
Management

Long Description (Catalog Description)

1.5 credit hours. Prerequisite: MANA 60033, or MANA 60330 and 60340, or MANA 60350 or student must have ACCL-MBA or ACCP-MBA or ACCE-MBA degree plan. Study of distributive, integrative/principled, and intraorganizational negotiation. Includes coverage of negotiation strategies, tactics, preparation, errors, cognitive biases, social structure, ethics, and international negotiations.

Course Typically Offered	Career
Spring	Graduate

MANA70650 - Energy CEO Forum

Department(s)
Management

Long Description (Catalog Description)

1.5 credit hours. Perquisites: FINA 70610. In recent years, major changes in the environment in the energy sector have led to much more interest in effective leadership. This course is designed to help you to learn directly from successful leaders who are serving as the Chief Executive Officers in their energy organizations. When you complete this course, you will leave with more than an

intellectual understanding of what leadership is. You will learn what it takes to lead yourself and then what is required to lead others. You will also learn what is necessary to lead a successful energy organization.

Career
Graduate

MANA70660 - Energy Field Study

Department(s)
Management

Long Description (Catalog Description)
This course gives students the opportunity to integrate, apply, and expand the concepts and tools learned throughout the Energy MBA curriculum. The field study project is operated as an independent study with focus on a specific problem, innovation, or research opportunity in an organization. Students must develop and present a final project prior to graduation.

Career
Graduate

MANA70663 - Global Experiences - Energy

Department(s)
Management

Long Description (Catalog Description)
Prerequisites: Student must have ENRG-MBA or ACCE-MBA degree plan. With increasing per capita incomes around the world, the global community will demand higher levels of more efficient, cleaner, and environmentally less obtrusive energy services. The central issue addressed in this course is what kind of companies will supply energy services, and how, around the globe.

Career
Graduate

MANA70730 - Corporate Governance

Department(s)
Management

Long Description (Catalog Description)
Introduction to the basic functions of boards of directors, with a particular focus on how boards manage the competing interests of shareholders, managers, employees, and other stakeholders. Topics covered will include: governance of firm strategy, executive compensation, the structure and composition of boards, and shareholder activism. Case studies are used and students are expected to participate actively.

Career
Graduate

MANA70740 - Managing Conflict for Results

Department(s)
Management

Long Description (Catalog Description)
1.5 credit hours. Prerequisite: Graduate business student or permission of instructor. This course is designed to give students an understanding of how to manage conflict and confront others in difficult interpersonal situations. A developmental approach is taken in this course to build critical skills that will lead to positive results and stronger performance. We will focus on introducing and cultivating skills necessary for preventing unnecessary conflict, managing

emotions typically offered resolution alternative career and other competencies important for confrontational interactions. Learning through the active application and experiential exercises will be emphasized.

MANA70760 - Transformational Leadership

Department(s)
Management

Long Description (Catalog Description)
1.5 credit hours. This course is designed to give students an understanding of leadership processes that underlie the survival, effective functioning and self-determination of organizations in the 21st century. To this end, we will examine a number of relevant topics that reflect the nature of the challenge being faced, key people and organizational issues in meeting this leadership challenge, and how organizations can select, nurture and develop future leaders.

Course Typically Offered
Spring

Career
Graduate

MANA70770 - Nonprofit Management

Department(s)
Management

Long Description (Catalog Description)
Development of knowledge, skills and perspectives needed to understand the organizational structure, trends, and governance of the Nonprofit sector. Students will understand the relationship between volunteer boards and the nonprofit organization, its staff, functions, and the legal and fiscal responsibilities of the organization. Developing a business plan will be utilized to develop nonprofit management skills.

Career
Graduate

MANA70773 - Consulting Applications

Department(s)
Management

Long Description (Catalog Description)
Prerequisites: admission by application; permission of instructor. This course is designed to provide students with an opportunity to be engaged in a real consulting project for an external client. The goal is to provide students with an experiential opportunity that allows them to understand what it means to work in the service of a client's needs. In addition, students will develop a grounded understanding of consulting and consulting processes that will allow them to organize and generalize their learning from the project work.

Course Typically Offered
Spring

Career
Graduate

MANA70780 - Management Consulting

Department(s)
Management

Long Description (Catalog Description)
1.5 credit hours. Prerequisite: MANA 60350; or MANA 60330 and 60340; or student must have ACCL-MBA or ACCP-MBA or ACCE-MBA degree plan. This course will examine critical issues associated with effective management consultation. Topics will include clarifying the role and types of management consultation, developing a sound understanding of the consultation processes, and identifying key capabilities associated with effective consultation. In addition, this course will explore consulting from the perspective of external consultants (both boutique and large consulting firms) and internal consultants (e.g., who tend to

work for large corporations). Finally, we will address key business issues for independent consultants and the factors needed to create, grow and sustain a successful consulting business.

Course Typically Offered	Career
Spring	Graduate

MANA70790 - Energy Integrated Field Study

Department(s)
Management

Long Description (Catalog Description)

This course gives students the opportunity to integrate, apply, and expand the concepts and tools learned throughout the Energy MBA curriculum/program. The field study project is operated as an independent study with focus on a specific problem or research opportunity in an energy organization for 1.5 credit hours. Students must develop a project proposal and execute the project over a 6 month period, with deliverables due in the final 8 week course. Students will learn how their MBA curriculum may be applied and develop project-specific skills and content knowledge. Students must complete this course to earn their Energy MBA.

Career
Graduate

MANA70800 - White Collar Crime

Department(s)
Management

Long Description (Catalog Description)

Prerequisites: Graduate business student or permission of instructor. This course takes a managerial perspective to white collar crime, assuming that criminal activities and corrupt practices occur frequently enough that managers are likely to encounter them at some point during their careers. White-collar professionals are often silently involved in false advertising, health care fraud, political corruption, price fixing, telemarketing fraud, computer crimes, and a plethora of consumer scams affecting our social and economic well-being. Students will analyze these and other illegal and corrupt practices that managers are likely to encounter. In so doing, they will learn how to detect and distinguish between proper and improper practices. They will consider criminal activities and related practices through an ethical lens, exploring associated costs (for individuals, organizations, and society), preventative approaches, and appropriate organizational responses.

Career
Graduate

MANA70870 - Practice and Profession of Consulting

Department(s)
Management

Long Description (Catalog Description)

Prerequisites: MANA 60330 or MANA 60350 or student must have ACCL-MBA or ACCP-MBA or ACCE-MBA degree plan. This course examines key issues and challenges in the business and process of consultation, as well as in consultation as a career field. The goals are to help students understand the business side of consulting by exploring the structure and scope of the consulting industry and to begin developing the core skills necessary to be successful in the practice of consulting. Students will be exposed to academic and professional theory associated with successful consulting skills and practice, and they will have the opportunity to interact with practicing consultants who reflect different backgrounds and perspectives-e.g., working for a large consulting company, working as an internal consultant, starting/running a boutique consulting practice/business.

Career
Graduate

MANA70880 - Critical Thinking for Executives

Department(s)
Management

Long Description (Catalog Description)

1.5 credit hours. Students will be exposed to and work with a critical thinking framework for conducting a situation appraisal and determining the most appropriate process and priority for decision-analysis. Such analysis will be applied to making sound choices, solving problems, and testing root causes. Students will also assess the probability and impact of potential problems and opportunities.

Career
Graduate

MANA70970 - Special Problems in Management

Department(s)
Management

Long Description (Catalog Description)

Special Problems in Management.

Course Typically Offered	Career
Fall and Spring	Graduate

MANA72410 - Health Care in the U.S.

Department(s)
Management

Long Description (Catalog Description)

This course introduces the intricacies of the health industry that represents 17% of US GDP, and growing. Rather than an in-depth study of one particular segment, the topics are selected to give the student a general overview of multiple parts of the industry to include providers, payers, historical developments and efforts to reform the system, quality care, and the Accountable Care Act. (Note: this course will only focus on the US system, and will not focus on global health issues).

Career
Graduate

MANA72423 - U.S. Health Care Policy

Department(s)
Management

Long Description (Catalog Description)

3 credit hours. This course will explore both the content and process of health care policy. In addition to addressing specific legislation and regulation that governs health care policy, the course will illuminate the dynamics, processes, and players that shape and influence these policies; the processes by which federal health care policy decisions are made; the individuals who make those decisions; and the stakeholders who influence and are influenced by health care policy outcomes.

Career
Graduate

MANA72430 - Population Health

Department(s)
Management

Long Description (Catalog Description)

In this course we will use managerial epidemiology as a healthcare management tool. Successful healthcare management in the future must simultaneously aim to improve population health, deliver excellent quality of care, and reduce per capita cost. We will apply the

Career

Graduate

MANA72440 - Legal Issues in Health Care

Department(s)

Management

Long Description (Catalog Description)

This course is a study of the fundamental legal issues, including structural and operational issues affecting health care providers and payers. Discussions will cover federal and state fraud and abuse issues, patient safety, patient rights and responsibilities, privacy, confidentiality, Medicare and Medicaid reimbursement issues, and medical records.

Career

Graduate

MANA72450 - Health Care Integrative Project

Department(s)

Management

Long Description (Catalog Description)

1.50 credit hours. This course requires students to integrate, apply, and expand the concepts and tools learned throughout the Healthcare MBA curriculum. The integrative project focuses on a specific idea, problem or research opportunity within a healthcare sector. Through project design, execution and completion, students integrate and apply their cumulative learning while developing project management skills. Students must complete this course to earn the Healthcare MBA. Substitutions are not permitted.

Career

Graduate

MANA72480 - Challenges in Healthcare Leadership

Department(s)

Management

Long Description (Catalog Description)

Prerequisites: MANA 72410 and INSC 72470 or by permission. This course explores the impact of the evolving nature of healthcare industry, policy and systems on healthcare leadership. It is intended as a capstone course for the Certificate in Health Policy and Management. This course prepares students to: 1. Understand how complexity is transforming healthcare leadership. 2. Know how to build power bases and leverage networks and relationships to create positive and sustainable change in healthcare contexts. 3. Have difficult conversations that promote positive teamwork and collaborative cultures. 4. Understand how strategic leadership drives adaptability and results to ensure viability and long-term sustainability of organizations.

Career

Graduate

MANA75613 - Negotiations

Department(s)

Management

Long Description (Catalog Description)

3.0 credit hours. Prerequisite: Must be an EMBA candidate. Study of distributive, integrative/principles, and intraorganizational negotiations. Includes coverage of negotiation strategies, tactics, preparation, social structure, ethics, and international negotiations. Errors and breakdowns are also covered along with other conflict resolution techniques such as mediation and arbitration.

Course Typically Offered

Spring

Career

Graduate

MANA75970 - Special Problems in Management

Department(s)

Management

Long Description (Catalog Description)

Special Problems in Management. Prerequisite: Must be an EMBA candidate.

Course Typically Offered

Fall and Spring

Career

Graduate

MANA75980 - Managing & Leading People

Department(s)

Management

Long Description (Catalog Description)

Prerequisites: Must be an enrolled EMBA student. This course will help executives develop best practices for managing and leading employees. We will combine case-based learning with experiential exercises to help students develop a toolkit for diagnosing and finding solutions for common challenges in organizations. We will explore topics such as power, leadership, teams and conflict management through the lens of modern organizational issues such as technology and diversity.

Career

Graduate

MARK60010 - Marketing Management

Department(s)

Marketing

Long Description (Catalog Description)

1.5 credit hours. The purpose of this course is to introduce students to common marketing problems encountered by marketing managers and general managers. Emphasis is placed on the analysis, development, and implementation of the organization's marketing policy, strategy, and tactics. The goal of this course is to develop an overall framework for addressing marketing issues and problems in a variety of business settings.

Career

Graduate

MARK60011 - Marketing Fundamentals

Department(s)

Marketing

Long Description (Catalog Description)

Broadly speaking, this course is designed to help bridge the gap between an undergraduate experience in Marketing and graduate level course. As such, there is less emphasis on memorization of terminology and much greater emphasis on critical thinking, analytics, and decision-making. This course will review some of the basic concepts, but a major emphasis will be placed on identifying and describing practical applications of key concepts. In this way, the nuances and boundaries of concepts will be identified. This is also supplemented by developing students'

critical thinking skills through in-depth analysis of classic marketing decisions form a managerial perspective. This course will help students better understand the key decisions that are made in developing a marketing plan. The course will take both a managerial and analytical perspective, emphasizing a graduate level approach to these topics. The course focus is on the big picture, examining both how marketing decisions must fit with the strategic vision of the firm and within the financial objectives of the firm. In other words, a good idea is tough to sell in an organization unless it can be shown to be financially viable.

Career
Graduate

MARK60110 - Marketing and Analytics

Department(s)
Marketing

Long Description (Catalog Description)

Prerequisites: Admitted to Master of Science in Business Analytics program. This course is designed for students to gain understanding of the marketing function and how key decisions are made in developing a marketing plan. Using both an analytical and managerial perspective, students will examine how marketing decisions fit into an entity's strategic vision, marketing objectives and constraints of the organization. We place an emphasis on critical thinking and the integration of analytical tools in decision-making.

Career
Graduate

MARK65013 - Advanced Marketing Management

Department(s)
Marketing

Long Description (Catalog Description)

3.0 credit hours. Prerequisites: Must be an EMBA candidate. This is an examination of the marketing function and how it relates to value creation, strategic corporate management and marketing decisions; the major phenomena underlying marketing strategy formulation and the component divisions of product planning, communication and channels of distribution, both theory and cases to develop a managerial perspective of marketing; linking marketing strategy to financial value.

Course Typically Offered	Career
Fall	Graduate

MARK70010 - Marketing issues and Problems

Department(s)
Marketing

Long Description (Catalog Description)

1.5 credit hours. Prerequisites: MARK 60010 or MARK 60011, or permission of department chair. The purpose of this course is to examine in depth the marketing problems introduced in the first course, Marketing Management. Emphasis is placed on the analysis, development, and implementation of the organization's marketing policy, strategy, and tactics. On a more specific level, the coursework will illustrate how various decision-making tools apply to actual business situations. The goal of this course is to develop a disciplined process for addressing marketing issues and problems in a variety of business settings.

Career
Graduate

MARK70100 - Integrated Marketing Communication

Department(s)
Marketing

Long Description (Catalog Description)

1.5 credit hours. Prerequisite: MARK 60010 and 70010; or MARK 60011; or permission of department chair. The integrated planning and implementation of sales promotion, advertising, personal selling, public relations, and other communications tools in supporting the overall marketing strategy is the focus of the course.

Course Typically Offered	Career
Spring	Graduate

MARK70110 - Marketing Analytics

Department(s)
Marketing

Long Description (Catalog Description)

1.5 credit hours. Prerequisites: MARK 60010 or 60011, or permission of department chair. This course focuses on helping students develop an analytical and systematic set of skills and processes for making marketing decisions. Marketing decision-making resembles design engineering - putting together concepts, data, analyses, and simulations to learn about the marketplace and to design effective marketing plans. Although many people view marketing as an art and others regard it as science, this course views marketing as a combination of art and science to solve specific problems. Students will learn concepts and will work hands-on with data and software tools for making decisions regarding segmentation and targeting, positioning, forecasting, new product and service design, and the elements of the marketing mix. Through the course, students will learn to take advantage of the massive amounts of data available in most organizations, using that data to make informed decisions, and to create compelling evidence to persuade other executives to support those decisions.

Course Typically Offered	Career
Spring	Graduate

MARK70120 - Customer Insights

Department(s)
Marketing

Long Description (Catalog Description)

1.5 credit hours. Prerequisite: MARK 60010 or 60011, or permission of department chair. The most complex aspect of marketing is understanding the mind and heart of the consumer. If consumer behavior was easy to explicate, then all products would sell as well as projected, all ads would be effective, economies would be efficient, and marketing would be a simple prospect. In actuality, consumers are frustrating and irrational and difficult to predict. This course focuses on providing the basic tools to gain insights into consumer behavior. It addresses both managerial and psychological applications of consumer behavior. We apply tools from psychology, economics, and other social sciences to particular marketing problems. The focus will be on specific results, such as what marketing strategies are likely to be effective given a certain consumer response.

Course Typically Offered	Career
Spring	Graduate

MARK70130 - Creativity and Innovation in Marketing

Department(s)
Marketing

Long Description (Catalog Description)

1.5 credit hours. Prerequisite: MARK 60010 or 60011, or permission of department chair. This course will focus on methods and tools that facilitate creative problem solving. Students will develop skills that can be applied in any business or other decision-making context.

Course Typically Offered

Fall

Career

Graduate

MARK70140 - Managing Service Excellence

Department(s)

Marketing

Long Description (Catalog Description)

1.5 credit hours. Prerequisite: MARK 60010 or 60011, or permission of department chair. To be competitive in today's marketplace, service organizations must provide a quality experience for their customers. This course identifies the key dimensions on which customer perceptions of service excellence are based, and describes strategies for offering superior customer service. Key course concepts include: (1) the drivers of service excellence, (2) reducing gaps in service performance, (3) measuring service quality, (4) service recovery and guarantees, and (5) internal marketing.

Course Typically Offered

Fall

Career

Graduate

MARK70200 - Customer Relationship Marketing

Department(s)

Marketing

Long Description (Catalog Description)

1.5 credit hours. Prerequisite: MARK 60010 or 60011, or permission of department chair. This course focuses on the measurement and management of customer selection, customer acquisition, and customer value. Key concepts explored in the course include: (1) identifying and selecting customers, (2) understanding management of customer acquisition, (3) estimating the value of a customer, (4) linking customer value to shareholder value, and (5) understanding which marketing actions are most appropriate for growing the value of a customer segment.

Course Typically Offered

Fall

Career

Graduate

MARK70210 - Analytics for Innovation

Department(s)

Marketing

Long Description (Catalog Description)

Prerequisites: MARK 60010 or 60011. Tools and applications surrounding innovation (Conjoint analysis, diffusion, outcome-driven innovation research) and other key marketing issues (pricing and customer lifetime value). Focus on practical applications, including combining these tools with segmentation techniques. Use of small cases and projects to illustrate use of methods.

Career

Graduate

MARK70223 - Field Project in Managing Customer Relationships

Department(s)

Marketing

Long Description (Catalog Description)

3 credit hours. Prerequisites: MARK 60010 or 60011, and 70110, 70120, 70200, and 70210; or permission of department chair. Individual or team projects solving real business problems for companies; situation analyses; research proposal composition; field research techniques; statistical analysis; oral and written presentations. Projects will focus on managing customer relationships.

Course Typically Offered

Spring

Career

Graduate

MARK70303 - Field Project in Managing Products and Brands

Department(s)

Marketing

Long Description (Catalog Description)

3 credit hours. Prerequisites: MARK 70110, 70120, 70720, and 70730.; or permission of department chair. Individual or team projects solving real business problems for companies; situation analyses; research proposal composition; field research techniques; statistical analysis; oral and written presentations. Projects will focus upon managing products and brands.

Course Typically Offered

Spring

Career

Graduate

MARK70380 - Social Media and Content Marketing

Department(s)

Marketing

Long Description (Catalog Description)

1.5 credit hours Prerequisites: MARK 60010 or MARK 60011 or permission of department chair. Social media has disrupted communication channels and created challenges for marketing in the digital age. This has led to consumers having more and more control of brands. In this course, students will learn key aspects of owned and earned media, particularly how to create compelling content and disseminate it along various social media platforms.

Career

Graduate

MARK70390 - Digital Marketing Analytics

Department(s)

Marketing

Long Description (Catalog Description)

Prerequisites: MARK 60010 or MARK 60011. Digital marketing has become an essential component of any firm's marketing strategy, and even though more and more dollars are being shifted to digital, marketers and executives are still trying to grasp this medium that is continually evolving. In this course, with a focus on digital marketing analytical tools, students will develop an understanding of digital marketing, study the most important digital channels, gain and understanding of the most challenging topics in digital marketing today including programmatic, attribution, measurement and privacy as well as develop some hands-on experience managing digital marketing campaigns.

Career

Graduate

MARK70400 - Pricing Strategy and Tactics

Department(s)

Marketing

Long Description (Catalog Description)

1.5 credit hours. Prerequisites: MARK 60010 or 60011, or permission of department chair. This course focuses on the development of pricing strategies and tactics in a variety of industries and organizational settings.

Course Typically Offered

Fall

Career

Graduate

MARK70700 - Sales Strategy and Organization

Department(s)

Marketing

Long Description (Catalog Description)

1.5 credit hours. Prerequisite: MARK 60010 or 60011, or permission of department chair. Students are introduced to issues in planning and organizing a sales force. Planning the sales force involves integrating sales strategy with overall promotion and marketing strategy, developing appropriate implementation methods, and developing proper control mechanisms. Organizing a sales force includes developing a selling mix and managing human and capital resources.

Career

Graduate

MARK70710 - Design Thinking

Department(s)

Marketing

Long Description (Catalog Description)

Prerequisites: MARK 60010 or 60011. Design thinking is a method of applying creativity to come up with novel solutions to tough problems. It's the process of immersing yourself in a problem space, thinking creatively around pain points and opportunity areas, then iteratively prototyping totally new solutions. Focused on listening, user empathy, whole-brain thinking, collaboration, and experimentation, design thinking can be applied within any team and in any field--from architecture and design to healthcare and product development. This intensive course delves into the fundamentals of this creative approach by immersing you in dynamic discussions, relevant readings, and team exercises. Throughout the course students learn how to empathize with the needs and motivations of the end users, come up with a large number of ideas for solving a problem, hone in on the right value proposition, and start to prototype a new offering.

Career

Graduate

MARK70720 - New Product Development

Department(s)

Marketing

Long Description (Catalog Description)

1.5 credit hours. Prerequisite: MARK 60010 or 60011 or permission of department chair. This course provides in-depth knowledge relating to the management of product innovation and new product development strategy. New product development is considered in relation to market opportunity and competitive advantage. We will evaluate changes in competition, customer demands, and technology and their effects upon the product development process. We will employ research skills and methods relating to idea generation, prototype building and commercial production. Case studies of actual firms will be analyzed in order to examine successes and failures in the context of real product development scenarios. A managerial perspective will be taken. The primary emphasis is on understanding theoretical concepts relevant to the subject and applying them to a variety of real world marketing decision making scenarios. In keeping with current business realities, the course has both a technology and a global focus.

Course Typically Offered

Fall

Career

Graduate

MARK70730 - Brand Management

Department(s)

Marketing

Long Description (Catalog Description)

1.5 credit hours. Prerequisite: MARK 60010 or 60011 or permission of department chair. A brand is often a company's most important asset and as such has received immense attention in recent years. This course will provide an overview about branding, and the ways that brands acquire and sustain value in the marketplace. This is a course with a decided point-of-view on the nature of brands and the skills and tasks this requires of the brand manager. We will consider brands as co-creations of consumers and marketers. If brand management is a collaborative process of meaning management, the job of the brand manager then becomes one of navigating the meaning making processes, attaining meanings that resonate therein, and to managing these meanings deftly through time so as to maximize brand value, capture opportunities, and diminish risk. Cases, as microcosm of brand management, deliver the power of real-world, applied setting and reveal concepts and frameworks that can inform management thoughts and actions.

Course Typically Offered

Fall

Career

Graduate

MARK70740 - Gamified Systems Design

Department(s)

Marketing

Long Description (Catalog Description)

Prerequisites: MARK 60010 or 60011. This course covers the use of game mechanics and game design techniques to engage and motivate people, such as consumers and employees, to reach their goals. These tools are important to both the marketer and manager. The course will cover the human needs for games and play, what defines a game, and how the mechanisms of successful games can be incorporated into marketing systems. The course will include experiential exercises and discussion.

Career

Graduate

MARK70750 - International Marketing

Department(s)

Marketing

Long Description (Catalog Description)

1.5 credit hours. Prerequisite: MARK 60010 or 60011, or permission of department chair. This course introduces the field of international marketing and provides a broad perspective from which to explore and examine various aspects of what changes when firms compete internationally.

Course Typically Offered

Fall

Career

Graduate

MARK70760 - Services Marketing Strategy

Department(s)

Marketing

Long Description (Catalog Description)

1.5 credit hours. Prerequisite: MARK 60010 or 60011, or permission of department chair. Marketing a service is different than marketing a tangible good. To address these differences, this course focuses on the unique marketing

strategies needed for service organizations. Topics covered include strategies for the service offering (i.e., product), pricing, promotion and distribution, among others.

Course Typically Offered
Spring

Career
Graduate

MARK70770 - Marketing Research

Department(s)
Marketing

Long Description (Catalog Description)

1.5 credit hours. Prerequisites: MARK 60010 or 60011, INSC 60010 or INSC 60013; or permission of department chair. Marketing research is about providing relevant, accurate and timely information for marketing decisions. This includes information about competition, external environment and current as well as potential customers. Whether or not you ever work in a marketing research function, at some point in your business career, you most likely will need to deal with marketing research, either as a producer or as a user. The course is designed to provide an overview of marketing research and its use in making more effective marketing decisions. The primary emphases are designing research studies that are both valid and pertinent, and accurately interpreting analysis to guide managerial decisions.

Course Typically Offered
Spring

Career
Graduate

MARK70800 - Marketing Strategy

Department(s)
Marketing

Long Description (Catalog Description)

1.5 credit hours. Prerequisites: MARK 60010 or 60011, or permission of department chair. An examination of current marketing problems and related problem-solving techniques.

Course Typically Offered
Spring

Career
Graduate

MARK70970 - Special Problems in Marketing

Department(s)
Marketing

Long Description (Catalog Description)

Special Problems in Marketing.

Course Typically Offered
Contact Department For Details

Career
Graduate

MARK75970 - Special Problems in Marketing

Department(s)
Marketing

Long Description (Catalog Description)

Special Problems in Marketing. Prerequisites: Enrollment in the EMBA program.

Course Typically Offered
Contact Department For Details

Career
Graduate

MARK77710 - Fieldwork in Customer Insights

Department(s)
Marketing

Long Description (Catalog Description)

1.5 credit hours. Prerequisites: MARK 60010 or 60011, or permission of department chair. This course is designed to give students first-hand experience in observing and analyzing customer's behaviors through on-site store visits. Students will explore how customers interact with retail spaces, make product decisions and evaluate service encounters. Work will consist of applying at least three customer frameworks to experiential, on-site exercises and include how technology is changing both customers' behavior and retail practices.

Career
Graduate

MARK77720 - Strategic Marketing Simulation

Department(s)
Marketing

Long Description (Catalog Description)

1.5 credit hours. Prerequisite: MARK 60010 or 60011, or permission of department chair. Professionals and MBA students demand a different kind of simulation: one that emphasizes a long term outlook, reflects more dynamic market realities, and enables them to make a wide array of strategic decisions. You and your group will be given a company and product portfolio to manage in a dynamic and interactive environment. You will be responsible for making decisions relating to all aspects of marketing, including positioning, product design, product pricing, advertising expenditures, sales force allocation, market forecasting, and research and development.

Career
Graduate

MARK77730 - Brand Decisions Simulation

Department(s)
Marketing

Long Description (Catalog Description)

1.5 credit hours. Prerequisite: MARK 60010 or 60011, or permission of department chair. Learn by doing as you take on the role of brand manager in a fast-paced packaged goods company. Using a computer simulation you will sharpen your brand strategy skills as you make decisions about new product launches, budgeting, and segmentation.

Career
Graduate

MATH50073 - History of Mathematics

Department(s)
Mathematics

Long Description (Catalog Description)

Prerequisites: MATH 20524 with a C- or better. A survey of the history of mathematics from ancient times to contemporary times. The selection of topics may vary from semester to semester, but topics closely related to contemporary mathematics are usually emphasized.

Course Typically Offered
Contact Department For Details

Career
Undergraduate

MATH50253 - Abstract Algebra I

Department(s)
Mathematics

Long Description (Catalog Description)

Prerequisites: MATH 30053 and 30224, both with a C- or better. Introduction to groups and rings. Homomorphisms, isomorphisms, subgroups, and ideals. Quotient and product structures.

Course Typically Offered	Career
Spring	Undergraduate

MATH50323 - Differential Geometry

Department(s)
Mathematics

Long Description (Catalog Description)

Prerequisites: MATH 30224 and 30524, both with a C- or better. Calculus on Euclidean space. Geometry of curves and surfaces.

Course Typically Offered	Career
Contact Department For Details	Undergraduate

MATH50403 - Complex Analysis

Department(s)
Mathematics

Long Description (Catalog Description)

Prerequisites: MATH 30524 with a C- or better. Analytic functions, harmonic functions, and the Cauchy-Riemann equations. Conformal mappings. Cauchy's integral theorem and formula, with applications. Power series and analytic continuation.

Course Typically Offered	Career
Every other fall	Undergraduate

MATH50503 - Real Analysis I

Department(s)
Mathematics

Long Description (Catalog Description)

Prerequisites: MATH 30053 with a C- or better. A rigorous development of elementary limit processes. Continuity, sequences, series, differentiation, integration.

Course Typically Offered	Career
Fall	Undergraduate

MATH50613 - Partial Differential Equations

Department(s)
Mathematics

Long Description (Catalog Description)

Prerequisites: MATH 30613 and 30524, both with a C- or better. Basic theory of hyperbolic, parabolic, and elliptic partial differential equations.

Course Typically Offered	Career
Contact Department For Details	Undergraduate

MATH50703 - Number Theory

Department(s)
Mathematics

Long Description (Catalog Description)

Prerequisites: MATH 20123 and 30224, both with a C- or better. Properties of the integers. Divisibility, prime numbers, modular arithmetic, Chinese Remainder Theorem, Diophantine equations.

Course Typically Offered	Career
Contact Department For Details	Undergraduate

MATH60003 - The Teaching of Mathematics

Department(s)
Mathematics

Long Description (Catalog Description)

Teaching methods, including both general principles and specific techniques, and supervised teaching. Focus is on teaching topics from upper secondary level and entry level college courses.

Course Typically Offered	Career
Every other spring	Graduate

MATH60023 - Survey of Mathematical Problems I

Department(s)
Mathematics

Long Description (Catalog Description)

Prerequisite MATH 30224. Mathematical reasoning and proof techniques from various areas of mathematics such as Logic, Probability, Graph Theory, Number Theory, Cryptography and Constructibility.

Course Typically Offered	Career
Every other fall	Graduate

MATH60033 - Survey of Mathematical Problems II

Department(s)
Mathematics

Long Description (Catalog Description)

Prerequisite: MATH 60023. Mathematical reasoning and proof techniques from various areas of mathematics such as Game Theory, Set Theory, Limits, Functions, Plane Geometry and Extensions of the Real Numbers.

Course Typically Offered	Career
Every other spring	Graduate

MATH60053 - Foundation of Mathematics

Department(s)
Mathematics

Long Description (Catalog Description)

Naive set theory, including cardinality, the Axiom of Choice, Zorn's Lemma, and other topics.

Career
Graduate

MATH60103 - Graph Theory

Department(s)
Mathematics

Long Description (Catalog Description)

Prerequisite: MATH 30224 or equivalent. Graphs, directed graphs and their representations, weighted graphs, shortest path, Hamiltonian and Eulerian circuits, spanning trees, matching, connectedness, flows, Euler's formula, planarity, duality, polyhedra, coloring theorems with applications to map coloring and scheduling problems. Ramsey theory, enumeration and random walks, if time allows.

Course Typically Offered	Career
Contact Department For Details	Graduate

MATH60200 - General Transfer Credit

Department(s)
Mathematics

Long Description (Catalog Description)
General Transfer Credit

Course Typically Offered	Career
Administrative Use Only	Graduate

MATH60223 - Applied Linear Algebra

Department(s)
Mathematics

Long Description (Catalog Description)
Prerequisite: MATH 30224 or equivalent. Vector spaces and bases, linear transformations and operators, Jordan canonical form of a matrix, inner products, Hermitian and unitary operators, and topics selected from Fourier series and transforms, applications to ordinary and partial differential equations, applications to Markov processes.

Course Typically Offered	Career
Every other fall	Graduate

MATH60263 - Abstract Algebra II

Department(s)
Mathematics

Long Description (Catalog Description)
Prerequisite: MATH 50253. A continuation of MATH 50253. Introduction to field extensions and Galois Theory. Advanced topics in groups and rings.

Course Typically Offered	Career
Spring	Graduate

MATH60313 - Topology

Department(s)
Mathematics

Long Description (Catalog Description)
Introduction to the basics of point-set topology, including elements of set theory, topological spaces, open and closed sets, subspaces, product topologies, metric topologies, connectedness and compactness. Additional topics to be chosen by the instructor, such as classification of surfaces or elementary knot theory.

Course Typically Offered	Career
Every other fall	Graduate

MATH60323 - Algebraic Topology I

Department(s)
Mathematics

Long Description (Catalog Description)

Prerequisites: MATH 60313 and 50253. Basic topics in algebraic topology, including the fundamental group, covering spaces, and introduction to homology theory with applications to the study of topological spaces.

Course Typically Offered	Career
Every other spring	Graduate

MATH60403 - Higher Geometry

Department(s)
Mathematics

Long Description (Catalog Description)
Prerequisite: Graduate standing in mathematics. The foundations of geometry. The basic concepts of Euclidean and non-Euclidean geometry. Geometric transformation. Geometric constructions.

Course Typically Offered	Career
Fall	Graduate

MATH60413 - Advanced Complex Analysis

Department(s)
Mathematics

Long Description (Catalog Description)
Prerequisites: MATH 50403 and 50503, or equivalents. A rigorous development of the theory of complex analysis. Analytic functions, branches of functions, harmonic functions and Dirichlet problems. Complex integration, Cauchy's Integral Theorem, winding numbers, topology of the complex plane. Taylor series and Laurent series, singularities of analytic functions, and function theory on the extended plane. Conformal Mapping and Riemann Mapping Theorem.

Course Typically Offered	Career
Every other spring	Graduate

MATH60503 - Real Analysis II

Department(s)
Mathematics

Long Description (Catalog Description)
Prerequisites: MATH 50503. Metric spaces and their topology, Lebesgue measure and integration, Fourier analysis in Hilbert space. Other selected topics.

Career
Graduate

MATH60513 - Multivariable Analysis

Department(s)
Mathematics

Long Description (Catalog Description)
Prerequisite: MATH 50503. Topology and geometry of Euclidean space, continuity and differentiation in several variables, multivariable Taylor's theorem, manifolds, inverse and implicit function theorems, differential forms and integration, multivariable fundamental theorems.

Course Typically Offered	Career
Spring	Graduate

MATH60523 - Measure Theory

Department(s)
Mathematics

Long Description (Catalog Description)

Prerequisite: MATH 50503 or equivalent. Introduction to measure theory and function spaces. Topics will include basic Lebesgue measure and integration theory as well as an introduction to Banach and Hilbert spaces.

Course Typically Offered	Career
Every other spring	Graduate

MATH60553 - Modern Fourier Analysis

Department(s)
Mathematics

Long Description (Catalog Description)

Prerequisites: MATH 30224, 30524 and 30613, or equivalents. Fourier series and Fourier transform, discrete Fourier transform and numerical methods, convolution, signal processing, filtering, wavelet analysis.

Course Typically Offered	Career
Contact Department For Details	Graduate

MATH60613 - Differential Equations of Mathematical Physics

Department(s)
Mathematics

Long Description (Catalog Description)

Prerequisites: MATH 30224, 30524 and 30613, or equivalents. Conservation laws, solutions to initial value problems to the diffusion, wave, and other partial differential equations in one or more dimensions. Laplace and Fourier transform methods. Solutions to physical boundary value problems using Fourier series and other orthogonal expansions. Finite element method of solving such equations numerically.

Course Typically Offered	Career
Contact Department For Details	Graduate

MATH60643 - Dynamical Systems and Applications

Department(s)
Mathematics

Long Description (Catalog Description)

Prerequisite: MATH 30613, or equivalent. Dynamical systems on the line and on the circle, bifurcations, two-dimensional flows, linearization, limit cycles, Lorenz equation and chaos, logistic map, fractals, strange attractors, applications to physics, biology, and engineering.

Course Typically Offered	Career
Contact Department For Details	Graduate

MATH60653 - Game Theory

Department(s)
Mathematics

Long Description (Catalog Description)

Prerequisites: MATH 30224, 30524 and 30803, or equivalents. Sequential move games, game trees, perfect information games and games of chance. Matrix games, dominated and mixed strategies, the mini-max theorem, linear programming. Continuous games, games of timing. Multi-player games and Nash equilibrium, cooperative games: core and stable sets, bargaining, nucleolus. If time permits, special topics can include side payments, power indices, imperfect information and artificial intelligence.

Course Typically Offered	Career
Contact Department For Details	Graduate

MATH60663 - Numerical Analysis

Department(s)
Mathematics

Long Description (Catalog Description)

Prerequisites: MATH 20524 and 30224, or equivalent and competence in a high-level programming language. Introduction to numerical methods for solving mathematical problems that arise in the sciences. Topics include floating point arithmetic, error analysis, interpolation, approximating solutions to nonlinear equations, numerical integration and differentiation, and other selected topics.

Course Typically Offered	Career
Contact Department For Details	Graduate

MATH60801 - Mathematics Internship

Department(s)
Mathematics

Long Description (Catalog Description)

Prerequisites: Must have taken at least 9 hours of graduate Mathematics courses with a grade of B- or higher in each course. Students must spend at least 90 hours in approved practical work experience with an organization or company approved by the graduate program director. Repeatable up to a total of 3 credit hours.

Career
Graduate

MATH60853 - Regression & Time Series

Department(s)
Mathematics

Long Description (Catalog Description)

Prerequisites: MATH 30224 and 30853, or equivalent. Topics include assessing normality of data, simple & multivariable linear regression, model checking diagnostics, variable selection, trends & seasonality in time series, and autoregressive-moving-average (ARMA) models. Additional topics may include forecasting, models for count outcome data, and the generalized linear model.

Career
Graduate

MATH60883 - Predictive Modeling

Department(s)
Mathematics

Long Description (Catalog Description)

Prerequisites: MATH 30224 and MATH 30853, both with a C- or better. Topics will include methods and tools for predictive modeling, including data pre-processing, bias-variance trade-off and model tuning, and analysis techniques including linear regression, adaptive and nearest-neighbor methods, rule-based models, and classification models.

Career
Graduate

MATH60970 - Special Topics

Department(s)
Mathematics

Long Description (Catalog Description)

Prerequisite: Graduate standing in mathematics. (1-12 semester hours)

Course Typically Offered

Contact Department For Details

Career

Graduate

MATH70273 - Commutative Algebra

Department(s)

Mathematics

Long Description (Catalog Description)

Prerequisite: MATH 60263, or equivalent. The course will cover the fundamental concepts of commutative algebra. These include commutative rings and homomorphism, ideals and quotient rings, prime ideals, modules over a ring and associated constructions (tensor Product, direct sum), exact sequences, rings and modules of fractions, primary decomposition, Noetherian and Artinian rings, and dimension theory.

Course Typically Offered

Contact Department For Details

Career

Graduate

MATH70283 - Algebraic Geometry

Department(s)

Mathematics

Long Description (Catalog Description)

Prerequisite: MATH 70273, or equivalent. Algebraic sets and the Zariski topology, projective varieties and their invariants, algebraic maps and linear systems, rational maps and blow-ups, smoothness and the Zariski tangent space, products and the Segre embedding.

Course Typically Offered

Contact Department For Details

Career

Graduate

MATH70333 - Algebraic Topology II

Department(s)

Mathematics

Long Description (Catalog Description)

Prerequisites: MATH 60313 and 60323, or equivalents. Advanced topics in algebraic topology, continuing from MATH 60323. Topics include the fundamentals of homology and cohomology theory with applications to the study of the properties of topological spaces.

Course Typically Offered

Contact Department For Details

Career

Graduate

MATH70373 - Topological K-Theory

Department(s)

Mathematics

Long Description (Catalog Description)

Prerequisites: MATH 60263 and MATH 60313, or equivalents. MATH 60323 is recommended as a prerequisite, but is not required. An introduction to K-theory of topological spaces. Topics include vector bundles, idempotents, projective modules, the Grothendieck completion of a group, the Bott periodicity theorem, the Thom isomorphism theorem, and application.

Course Typically Offered

Contact Department For Details

Career

Graduate

MATH70423 - Differential Geometry

Department(s)

Mathematics

Long Description (Catalog Description)

Prerequisite: MATH 60513 and permission of instructor. Differential structures on manifolds. Differential forms and integration. Stokes' Theorem. Vector fields and flows. Poisson brackets and Lie derivatives. Affine connections and Riemannian metrics. Geodesics and completeness.

Course Typically Offered

Contact Department For Details

Career

Graduate

MATH70553 - Global Analysis and Differential Geometry

Department(s)

Mathematics

Long Description (Catalog Description)

Prerequisite: Permission of instructor. This is an advanced reading course on special topics in global analysis and differential geometry intended for research level Ph.D. candidates. Topics will be chosen based upon the interests of the student and the instructor.

Course Typically Offered

Contact Department For Details

Career

Graduate

MATH70643 - Operators in Hilbert Space

Department(s)

Mathematics

Long Description (Catalog Description)

Prerequisites: A knowledge of the Lebesgue integral and permission of instructor. Topology of Hilbert space. Projections and closed linear subspaces. General properties of normal, Hermitian and unitary operators. Compact operators. Spectral analysis of bounded and unbounded operators. Applications.

Course Typically Offered

Contact Department For Details

Career

Graduate

MATH70653 - Functional Analysis

Department(s)

Mathematics

Long Description (Catalog Description)

Prerequisites: MATH 70553, and permission of instructor. Desirable: Three semester hours of topology. Linear topological spaces. Convex sets. Normed linear spaces. Banach spaces, and Hilbert spaces. Linear operators. Spectral analysis. Banach algebras and C^* -algebras.

Course Typically Offered

Contact Department For Details

Career

Graduate

MATH70713 - Algebraic Number Theory

Department(s)

Mathematics

Long Description (Catalog Description)

Prerequisite: MATH 60263, or equivalent. Number fields. Dedekind domains. Valuations. Fractional ideals. Factorization, completions, extensions, and ramifications. Class numbers and class groups. Lattices and units. Quadratic and cyclotomic fields. Diophantine Equations. Function fields, adeles and ideles, as time permits.

Course Typically Offered	Career
Contact Department For Details	Graduate

MATH70723 - Analytic Number Theory

Department(s)
Mathematics

Long Description (Catalog Description)

Prerequisites: MATH 60413, and either MATH 60263 or MATH 50703. Arithmetic functions. Groups and characters. Dirichlet series and Euler products. The Reimann zeta function, other zeta functions, and L-functions. The Prime Number Theorem. Primes in arithmetic progressions.

Course Typically Offered	Career
Contact Department For Details	Graduate

MATH70771 - Non-Thesis

Department(s)
Mathematics

Long Description (Catalog Description)

Selected when enrolling only for non-thesis examination or preparation for the examination.

Course Typically Offered	Career
Contact Department For Details	Graduate

MATH70980 - Thesis

Department(s)
Mathematics

Long Description (Catalog Description)

A minimum of 3 hours of MATH 70980 Thesis is required.

Course Typically Offered	Career
Contact Department For Details	Graduate

MATH70990 - Thesis

Department(s)
Mathematics

Long Description (Catalog Description)

Prerequisites: MATH 70980 and admission to candidacy. A minimum of 3 hours of MATH 70990 Thesis is required.

Course Typically Offered	Career
Contact Department For Details	Graduate

MATH80880 - Graduate Student Seminar

Department(s)
Mathematics

Long Description (Catalog Description)

Prerequisite: Permission of instructor. Student-presented lectures on various current mathematical topics, selected by the students and the instructor.

Course Typically Offered	Career
Contact Department For Details	Graduate

MATH80970 - Advanced Topics

Department(s)
Mathematics

Long Description (Catalog Description)

Prerequisites: Permission of instructor. This is an advanced reading course on special topics intended for research level Ph.D. candidates. Topics will be chosen based upon the interests of the student and instructor.

Course Typically Offered	Career
Contact Department For Details	Graduate

MATH90980 - Dissertation

Department(s)
Mathematics

Long Description (Catalog Description)

Prerequisite: Permission of department chair. A minimum of six hours is required. Enrolled students will pursue their dissertation research under the stewardship of their advisors.

Course Typically Offered	Career
Contact Department For Details	Graduate

MATH90990 - Dissertation

Department(s)
Mathematics

Long Description (Catalog Description)

Prerequisites: MATH 90980 and admission to candidacy. A minimum of 6 hours required. Enrolled students will pursue their dissertation research under the stewardship of their advisors.

Course Typically Offered	Career
Contact Department For Details	Graduate

MATR50000 - Matriculation

Department(s)
TCU

Career
Graduate

MATR60000 - Matriculation

Department(s)
TCU

Career
Brite

MEDA50113 - Producing for Film and Video

Department(s)
RTVF

Long Description (Catalog Description)

Seminar assesses the role of the producer in the film and video industry. All phases of production will be examined, including budgeting, financing, rights acquisition, and managing the production.

Career

Graduate

MEDA50553 - The Full-Length Screenplay

Department(s)

RTVF

Long Description (Catalog Description)

Opportunity to develop, write, and revise a full-length original script. Includes theoretical models of scriptwriting, development of rough scenarios, beat outlines, first drafts, and revisions.

Career

Graduate

MEDA50613 - Directing

Department(s)

RTVF

Long Description (Catalog Description)

This course explores video and film directing on an advanced level. Combines the examination of techniques used by feature film directors. All phases of the directing process are examined from selecting a script, rehearsal, principal photography, and post-production.

Career

Graduate

MEDA60123 - Media Aesthetics and Culture

Department(s)

RTVF

Long Description (Catalog Description)

Prerequisite: Must be a MEDA graduate student. Seminar examines the fundamental elements of film style (composition, mise-en-scene, editing, narrative structure, sound), and the ways in which media aesthetics have developed in different cultural contexts.

Career

Graduate

MEDA60143 - Theory and Practice of Media Literacy

Department(s)

RTVF

Long Description (Catalog Description)

Historical and theoretical development of "media literacy" as a practice of educating the public about the process, techniques, and impact of various media. Focuses on the knowledge base needed to continuously interact with media through understanding of how media work, how they produce meaning, and how they construct reality.

Career

Graduate

MEDA60303 - Media Theory and Criticism

Department(s)

RTVF

Long Description (Catalog Description)

This course explores theoretical approaches to understanding media. Topics will include ideology, narrative theories, psychoanalysis, feminism, authorship, and other critical methods of analysis.

Career

Graduate

MEDA60433 - Technology and Culture

Department(s)

RTVF

Long Description (Catalog Description)

Seminar analyzes the ways media technologies have affected and represented their socio-cultural contexts. Course emphasizes the relationship between technological development and ideology.

Career

Graduate

MEDA60443 - Globalization of the Media Industries

Department(s)

RTVF

Long Description (Catalog Description)

Examines the increasingly international nature of the media industries. Investigates how films, television programs, music, and interactive media are distributed and marketed globally. Examines the perception that "globalization" equals "Americanization."

Career

Graduate

MEDA60503 - Script Analysis

Department(s)

RTVF

Long Description (Catalog Description)

Incorporates theory and criticism to enable students to dissect and critique scripts written for the visual media. Students will develop the ability to analyze the basic structure of screenplay plots and their relation to character, thought, language, sound and spectacle.

Career

Graduate

MEDA60513 - Research Methods in Media Arts and Communication

Department(s)

RTVF

Long Description (Catalog Description)

Seminar designed to introduce the various methods of media research. Focus on quantitative and qualitative approaches, including surveys, experiments, naturalistic inquiry, critical/cultural, historical and legal research.

Career
Graduate

MEDA60743 - Media Law

Department(s)
RTVF

Long Description (Catalog Description)

Analysis of laws and policies affecting the media industries and the interests they were meant to serve. Structural and content regulation of broadcasting, cable, film, and the Internet. Introduction to legal research and writing.

Career
Graduate

MEDA60803 - Media Industries and the Production of Culture

Department(s)
RTVF

Long Description (Catalog Description)

Explores the function of media institutions in the generation and circulation of meanings in society. Course addresses general theoretical issues relating to the production of culture, professional ideologies and work practices within media industries, and interaction of media institutions with the socio-political environment. Includes case studies of various media.

Career
Graduate

MEDA60903 - Advanced Topics: Media Industries Studies

Department(s)
RTVF

Long Description (Catalog Description)

Seminar offering the opportunity to study various media industries in depth.

Career
Graduate

MEDA60913 - Advanced Topics: Media and Culture

Department(s)
RTVF

Long Description (Catalog Description)

Seminar offering the opportunity for in-depth study of various significant aspects of the relationship between media and culture.

Career
Graduate

MEDA60923 - Advanced Creative Topics

Department(s)
RTVF

Long Description (Catalog Description)

Seminars offering the opportunity to study in depth selected stages and in the creative process of media production.

Career
Graduate

MEDA70001 - Graduate Seminar

Department(s)
RTVF

Long Description (Catalog Description)

Seminars that analyze and discuss significant issues and developments in media and communication. Allows both faculty and students to present work, attend guest presentations, collaborate, and prepare thesis project.

Career
Graduate

MEDA70980 - Thesis

Department(s)
RTVF

Long Description (Catalog Description)

Thesis.

Career
Graduate

MEDA70990 - Thesis

Department(s)
RTVF

Long Description (Catalog Description)

Thesis.

Career
Graduate

MEDS80031 - Mechanisms of Health and Disease I

Department(s)
Medical School Acad Dept

Long Description (Catalog Description)

The first course of the MHD sequence establishes foundational understanding, integration, and application of the sciences of human systems in clinical care over twelve weeks. This course addresses normal and abnormal structure and function of the human body and rationale for investigation, treatment, and other key clinical decisions. Course content is encompassed in three sections: ¿Health and Wellness,¿ ¿When Things Go Wrong,¿ and ¿The Body¿s Sentinels.¿

Career
Medical School

MEDS80032 - Mechanisms of Health and Disease II

Department(s)
Medical School Acad Dept

Long Description (Catalog Description)

This seven-week course establishes foundations of human form and function along with understanding, integration, and application of the sciences of human endocrine, musculoskeletal and integumentary systems in clinical care. The course is designed to address normal and abnormal structure and function, and rationale for investigations, treatment, and other key clinical decisions pertaining to the

disorders of the listed organ systems. First two weeks are focused on endocrine system (Section1), followed by two weeks of hands-on experience in the anatomy lab (Section2). Last three weeks will delve into musculoskeletal and integumentary systems (Section3).

Career

Medical School

MEDS80033 - Mechanisms of Health and Disease III

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

This ten-week course takes the learner through the continuum of learning experience of integration of complex biological, more specially, physiological communication and feedback, mediated via structural, functional, cellular, and biochemical mechanisms, between the heart, the lungs, and the kidneys. The course is designed to address normal and abnormal structure and function, and rationale for investigations, treatment, and other key clinical decisions pertaining to the disorders of the cardiovascular, pulmonary, and renal systems. The first four weeks are focused on the cardiovascular system (Section 1), followed by three weeks on pulmonary system (Section 2). The last three weeks are focused on the renal system (Section 3).

Career

Medical School

MEDS80034 - Mechanisms of Health and Disease IV

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Mechanisms of Health and Disease 4 is a ten-week course that begins with a one-week deep dive into anatomical structure and function of various organ systems. It is followed by a dedicated seven weeks, split into two sections that covers the nervous system structure and function, including normal and abnormal clinical presentations. The final two weeks of the course will cover behavior and psychiatry, giving students foundational content integrated between the basic and clinical sciences.

Career

Medical School

MEDS80035 - Mechanisms of Health and Disease V

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

The final course in the MHD sequence, this eight-week course consists of two components. First, students spend three weeks exploring integrated content related to the structure and function of the male and female reproductive systems. Then the students will finish the course with five weeks dedicated to the gastrointestinal system and nutritional science.

Career

Medical School

MEDS81004 - Longitudinal Integrated Clerkship Phase 1: Foundational Experience

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

This introductory clinical course exposes first-year medical students to the clinical environment through regular experiences with a designated primary care provider preceptor, including a panel of continuity patients. The focus of patient care in Phase 1 is communication, patient education and advocacy.

Career

Medical School

MEDS81102 - Transition to Longitudinal Integrated Clerkship

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

The Transition to LIC course prepares students for the clinical years of their medical education through the development of knowledge and skills to transition becoming empathetic scholars in various clinical learning environments.

Career

Medical School

MEDS81215 - LIC 2: Phase 2 Longitudinal Integrated Clerkship I

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

During the Phase 2 Longitudinal Integrated Clerkship (LIC), students will participate over time in the comprehensive care of patients in the ambulatory and hospital environments with dedicated preceptors to acquire core clinical care knowledge and skills. The LIC experience consists of 8 clinical discipline clerkships (Emergency Medicine, Family Medicine, Internal Medicine, Obstetrics & Gynecology, Neurology, Pediatrics, Psychiatry, and Surgery). The LIC begins with 10 weeks of inpatient hospital immersions followed by 40 clinical weeks of ambulatory LIC rotations. During the ambulatory portion of the LIC, students will meet every Thursday afternoon for didactics known as Learning, Application and Pondering Sessions (LeAPS). Students will also participate in short clusters of inpatient time known as Bursts and additional short clusters of outpatient time known as Experiences.

Each clerkship has a different number of required sessions, Bursts and Experiences, but all have content occurring across 40 weeks, in addition to the clerkships with the inpatient immersions.

Career

Medical School

MEDS81216 - LIC 2: Phase 2 Longitudinal Integrated Clerkship II

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

During the Phase 2 Longitudinal Integrated Clerkship (LIC), students will participate over time in the comprehensive care of patients in the ambulatory and hospital environments with dedicated preceptors to acquire core clinical care knowledge and skills. The LIC experience consists of 8 clinical discipline clerkships (Emergency Medicine, Family Medicine, Internal Medicine, Obstetrics &

Gynecology, Neurology, Pediatrics, Psychiatry, and Surgery). The LIC begins with 10 weeks of inpatient hospital immersions followed by 40 clinical weeks of ambulatory LIC rotations. During the ambulatory portion of the LIC, students will meet every Thursday afternoon for didactics known as Learning, Application and Pondering Sessions (LeAPS). Students will also participate in short clusters of inpatient time known as Bursts and additional short clusters of outpatient time known as Experiences.

Each clerkship has a different number of required sessions, Bursts and Experiences, but all have content occurring across 40 weeks, in addition to the clerkships with the inpatient immersions.

Career
Medical School

MEDS81217 - LIC 2: Phase 2 Longitudinal Integrated Clerkship III

Department(s)
Medical School Acad Dept

Long Description (Catalog Description)

During the Phase 2 Longitudinal Integrated Clerkship (LIC), students will participate over time in the comprehensive care of patients in the ambulatory and hospital environments with dedicated preceptors to acquire core clinical care knowledge and skills. The LIC experience consists of 8 clinical discipline clerkships (Emergency Medicine, Family Medicine, Internal Medicine, Obstetrics & Gynecology, Neurology, Pediatrics, Psychiatry, and Surgery). The LIC begins with 10 weeks of inpatient hospital immersions followed by 40 clinical weeks of ambulatory LIC rotations. During the ambulatory portion of the LIC, students will meet every Thursday afternoon for didactics known as Learning, Application and Pondering Sessions (LeAPS). Students will also participate in short clusters of inpatient time known as Bursts and additional short clusters of outpatient time known as Experiences.

Each clerkship has a different number of required sessions, Bursts and Experiences, but all have content occurring across 40 weeks, in addition to the clerkships with the inpatient immersions.

Career
Medical School

MEDS81315 - LIC 3: Phase 3 Longitudinal Integrated Clerkship

Department(s)
Medical School Acad Dept

Long Description (Catalog Description)

During the Phase 3 Longitudinal Integrated Clerkship (LIC), students will continue to participate over time in the comprehensive care of patients with dedicated preceptors to acquire more advanced patient care knowledge and skills. The Phase 3 LIC includes clinical experiences in two of the following options: Emergency Medicine, Family Medicine, Internal Medicine, Obstetrics & Gynecology, Neurology, Pediatrics, Psychiatry, and Surgery.

Career
Medical School

MEDS82107 - Clinical Skills I

Department(s)
Medical School Acad Dept

Long Description (Catalog Description)

The Clinical Skills course prepares student to become an empathetic member of medical care team by instilling the necessary skills in areas of history taking, physical examination, communication, documentation, oral presentation, and clinical reasoning, through the use of standardized patients and small group teaching by a cohort of seasoned clinicians.

Career
Medical School

MEDS83102 - Preparation for Practice I

Department(s)
Medical School Acad Dept

Long Description (Catalog Description)

This novel course prepares students for multidimensional aspects of the medical profession and provides students with practical tools and information to solve real-world problems. Topic include the business of medicine, medical ethics, health equity, healthcare policy, patient safety, informatics, public health, global health, communication and the compassionate practice, and team-based care.

Career
Medical School

MEDS83208 - Preparation for Practice II

Department(s)
Medical School Acad Dept

Long Description (Catalog Description)

The Preparation for Practice-Phase 3 course builds upon the themes introduced earlier in the curriculum and allows for integrated sessions designed to allow students to apply prior knowledge to complex real-world situations. Additionally, students will participate in team-based community impact projects. There will be six projects ;two teams each from each of the three communities. Projects are based on the needs of the community. The projects will be built around the intersectionality of one of the ten P4P themes with one of the key societal problems identified by the SOM as an area of potential impact. Students will work within their teams to develop and pilot or implement a focused project with a deliverable that applies to their assigned community. Students are asked to collaborate for the good of the community.

Career
Medical School

MEDS84000 - Scholarly Pursuit and Thesis - Extended Research

Department(s)
Medical School Acad Dept

Long Description (Catalog Description)

Scholarly Pursuit and Thesis - Extended Research

Career
Medical School

MEDS84103 - Scholarly Pursuit and Thesis I

Department(s)
Medical School Acad Dept

Long Description (Catalog Description)

The Scholarly Pursuit and Thesis course provides students with tools to become a life-long learners and skills to perform initial steps in a scholarly research project. Phase 1 of SPT includes choosing a research mentor and creating a prospectus for a 4-year research project.

Career

Medical School

MEDS84201 - Scholarly Pursuit and Thesis II

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

During this second year of SPT, students will perform specific research activities related to individual SPT projects under direction of the research Mentor, utilizing the skills of life-long learning, data collection and analyses, and collaboration with a research team to accomplish the goals of a 4-year research project.

Career

Medical School

MEDS84306 - Scholarly Pursuit and Thesis III

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

During the third and fourth year of SPT, students will perform specific research activities of advancing SPT projects in collaboration and under direction of their research mentor. Students will utilize developed skills of life-long learning, data collection and analyses, and result synthesis to perform final research activities related to their individual SPT projects, submit the SPT thesis, and present results in a poster session in a public forum.

Career

Medical School

MEDS84406 - Scholarly Pursuit and Thesis IV

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

During the third and fourth year of SPT, students will perform specific research activities of advancing SPT projects in collaboration and under direction of their research mentor. Students will utilize developed skills of life-long learning, data collection and analyses, and result synthesis to perform final research activities related to their individual SPT projects, submit the SPT thesis, and present results in a poster session in a public forum.

Career

Medical School

MEDS86001 - Anatomy

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Anatomy, home elective, non-clinical

Career

Medical School

MEDS86002 - Case Report

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Case Report; home elective, non-clinical

Career

Medical School

MEDS86004 - Hospital Administration

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Hospital Administration; 4 weeks, non-clinical, home elective

Career

Medical School

MEDS86005 - Law and Medicine

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Law and Medicine, 2 week , non-clinical home elective

Career

Medical School

MEDS86007 - MED Talks

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

MED Talks; 2 weeks, non-clinical, elective

Career

Medical School

MEDS86008 - Medical Spanish

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Medical Spanish, home elective, non-clinical

Career

Medical School

MEDS86009 - Principles of Pediatric Pharmacology and Therapeutics

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

4 week, non-clinical elective

Career

Medical School

MEDS86010 - Orthopaedic Surgical Anatomy

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

2 weeks, non-clinical home elective

Career

Medical School

MEDS86011 - Research Project

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Research Project; home elective, non-clinical

Career

Medical School

MEDS86012 - Topics in Medical Ethics

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Topics in Medical Ethics, 2 week, non-clinical home elective

Career

Medical School

MEDS86013 - Public Health: Population Health Outbreak Investigation

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Public Health: Population Health Outbreak Investigation, 2 weeks, non-clinical, home elective

Career

Medical School

MEDS86014 - Public Health: Exploring Pandemics

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Public Health: Exploring Pandemics

Career

Medical School

MEDS86015 - Public Health: Topics in Public Health

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Public Health: Topics in Public Health, 2 weeks, non-clinical, home elective

Career

Medical School

MEDS86016 - EM Research

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

EM Research, 4 weeks, non-clinical home elective

Career

Medical School

MEDS86018 - Aging and Dementia Care Administration

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

2-week, non-clinical, home elective.

Career

Medical School

MEDS86019 - Culinary Medicine

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Culinary Medicine; 2 week, non-clinical elective

Career

Medical School

MEDS86020 - Teaching and Learning in Medical Education

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

4 week elective course, non-clinical, home

Career

Medical School

MEDS86021 - Wikipedia Medicine

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Wikipedia Medicine; non-clinical, 2 weeks, home elective

Career

Medical School

MEDS86022 - Population Health Advocacy in Partnership with Tarrant County Medical Society

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

4 weeks, non-clinical home elective

Career

Medical School

MEDS86023 - Exercise in Medicine

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Exercise in Medicine, 4 week, non-clinical elective

Career

Medical School

MEDS86500 - Death Investigation & Rural Coroners

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Death Investigation & Rural Coroners, away elective, non-clinical

Career

Medical School

MEDS86501 - Wilderness Medicine/Advanced Wilderness Life Support

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Wilderness Medicine/Advanced Wilderness Life Support; 2 weeks, non-clinical, away elective

Career

Medical School

MEDS86502 - Health Informatics

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Non-clinical away rotation

Career

Medical School

MEDS86503 - Wilderness Medicine - Backpacking

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Non-clinical away elective.

Career

Medical School

MEDS86901 - Elective - Block 4W

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

4W elective course place holder.

Career

Medical School

MEDS86902 - Elective - Block 2WA

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

2W electives course, first half of 4 week block, place holder.

Career

Medical School

MEDS86903 - Elective - Block 2W B

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

2W elective course, second half of 4 week block, place holder.

Career

Medical School

MEDS88002 - Introduction to Medicine

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Launches the incoming medical student on the successful professional journey from student to physician. The course introduces the student to the curriculum and learning environment, emphasizing the mindset and tools to encourage lifelong learning and professional development.

Career

Medical School

MEDS88010 - Phase 1 Longitudinal Courses - I

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Dummy Course, representing credits earned for longitudinal courses spanning multiple terms.

Career

Medical School

MEDS88011 - Phase 1 Longitudinal Courses II

Department(s)
Medical School Acad Dept

Long Description (Catalog Description)
Dummy course, representing credits earned for longitudinal courses spanning multiple terms.

Career
Medical School

MEDS88204 - Future Accelerators of Medicine and Beyond

Department(s)
Medical School Acad Dept

Long Description (Catalog Description)
This unique course exposes students to emerging or predicted concepts and ideas that are likely to have a significant impact on the delivery of healthcare during their career. Using design thinking and other strategies, students will learn about and contribute to the use and development of novel approaches for applying technology to improve the health of patients and populations.

Career
Medical School

MEDS88306 - USMLE Step 1 Preparation

Department(s)
Medical School Acad Dept

Long Description (Catalog Description)
The USMLE Step 1 preparation course is a six-week course in which medical students pursue directed independent study with faculty support and identify resources to prepare for the USMLE Step 1 Examination.

Career
Medical School

MEDS88402 - Transition to Residency

Department(s)
Medical School Acad Dept

Long Description (Catalog Description)
The Transition to Residency Course is the capstone to the Burnett School of Medicine four-year curriculum. The course provides an integrative experience that reinforces communication and clinical skills, provides hands on procedural practice, reviews and applies skills of self-directed learning and reflection, emphasizes team-based activities, and provides a universal foundation for entry into residency in the student's chosen specialty.

Career
Medical School

MEDS88888 - Phase 1 Continuation

Department(s)
Medical School Acad Dept

Career
Medical School

MEDS89000 - Special Studies

Department(s)
Medical School Acad Dept

Long Description (Catalog Description)
Special Studies

Career
Medical School

MPAS62092 - Patient Evaluation

Department(s)
Physician Assistant/Associate

Long Description (Catalog Description)
This course provides a solid foundation of knowledge and skills related to communication, patient interaction, conducting medical interviews, and documenting clinical encounters. Students will learn to elicit and record patient histories, practice therapeutic communication, and demonstrate professional demeanor. Instruction includes patient education and counseling strategies, cultural competence, and exposure to difficult patient conversations. Students will also complete certification in QPR (Question, Persuade, Refer) suicide prevention training. This course builds upon and integrates knowledge from concurrent and future clinical medicine coursework

Course Typically Offered	Career
SPRING	Graduate

MUSI50051 - Orchestral Repertoire Studies

Department(s)
Music

Long Description (Catalog Description)
Prerequisites: Music major or permission of instructor. This course serves as an enhancement to individual private study and ensemble participation through the development of professional preparation of symphonic, operatic, ballet, and chamber repertoire. Precise repertoire selection will vary based on instrument. Additional skills developed through this course may include professional resume review and professional conduct, especially as they relate to professional auditions.

Career
Undergraduate

MUSI50053 - Introduction to Voice Pedagogy

Department(s)
Music

Long Description (Catalog Description)
Prerequisite: Appropriate undergraduate degree in Music or Music Education or permission of instructor. Introduction to science, methods, and materials of voice pedagogy. Acoustics, breathing, attack, registration, resonance, vowels, articulation, and coordination of singing.

Course Typically Offered	Career
Fall	Undergraduate

MUSI50063 - Comparative Voice Pedagogy

Department(s)
Music

Long Description (Catalog Description)

Prerequisite: MUSI 50053 or equivalent and permission of instructor.

Comparisons of research results and concepts of voice pedagogy across national styles, bel canto treatises, 19th century sources, contemporary methods, and artist statements. Students are encouraged to develop their own practical studio procedures in harmony with the common ideals of Western artistic voice culture.

Course Typically Offered

Contact Department For Details

Career

Undergraduate

MUSI50081 - Business Practices for the Independent Music Teacher

Department(s)

Music

Long Description (Catalog Description)

Prerequisite: Senior or graduate standing. The lecture course will address business practices needed to successfully establish and maintain an independent music studio. The course will discuss business models, self-employment issues, studio organization, record keeping, tax concerns, marketing, recruiting, and retaining students. Reading and research assignments and preparation of materials will provide the basis for learning.

Course Typically Offered

Contact Department For Details

Career

Undergraduate

MUSI50171 - Advanced Diction English and Italian

Department(s)

Music

Long Description (Catalog Description)

In-depth study of the International Phonetic Alphabet and its application to the performance of English (multiple dialects) and Italian lyric diction.

Career

Undergraduate

MUSI50181 - Advanced Diction 2 German and French

Department(s)

Music

Long Description (Catalog Description)

In-depth study of the International Phonetic Alphabet and its application to the performance of German and French lyric diction.

Career

Undergraduate

MUSI50191 - Slavic Lyric Diction

Department(s)

Music

Long Description (Catalog Description)

Prerequisites: Enrollment in Master of Music, Doctor of Musical Arts, or Artist Diploma course of studies. Undergraduate music majors with permission of the instructor. Application of International Phonetic Alphabet to the advanced study of Czech and Russian lyric diction.

Career

Undergraduate

MUSI50203 - Musical Structure and Style

Department(s)

Music

Long Description (Catalog Description)

Prerequisites: MUSI 30202. Study of musical style and structure through the analysis of music; organized chronologically from 1750 to the present.

Course Typically Offered

Fall

Career

Undergraduate

MUSI50212 - Choral Conducting

Department(s)

Music

Long Description (Catalog Description)

Prerequisites: Senior or graduate standing, MUSI 30512 or 30522, keyboard facility or permission of instructor. Materials and techniques for the experienced choral director.

Course Typically Offered

Fall and Spring

Career

Undergraduate

MUSI50222 - Instrumental Conducting

Department(s)

Music

Long Description (Catalog Description)

Prerequisite: MUSI 30522; keyboard facility; or permission of instructor. Baton technique and its application to selected works of symphonic and operatic literature.

Course Typically Offered

Fall and Spring

Career

Undergraduate

MUSI50303 - History of Sacred Music

Department(s)

Music

Long Description (Catalog Description)

Prerequisite: Junior or Senior standing or graduate standing or permission of instructor. A historical overview of music's roles in various religious traditions from ancient times to the twenty-first century.

Career

Undergraduate

MUSI50403 - Symphonic Literature

Department(s)

Music

Long Description (Catalog Description)

Prerequisite: Senior or graduate standing. Historical development of the orchestra and its repertoire, with emphasis on the symphony.

Course Typically Offered

Spring

Career

Undergraduate

MUSI50413 - Opera Literature

Department(s)

Music

Long Description (Catalog Description)

Prerequisite: Graduate standing or approved seniors with Music 30613, 30623.
Operatic masterpieces from 1600 to the present with emphasis on selected works of Mozart, Verdi, Wagner, Puccini, Britten and others.

Course Typically Offered

Every other spring

Career

Undergraduate

MUSI50423 - Choral Literature**Department(s)**

Music

Long Description (Catalog Description)

Prerequisite: Graduate standing or approved seniors with Music 30613, 30623.
The various forms in the field of choral literature with detailed examination of representative works.

Course Typically Offered

Fall

Career

Undergraduate

**MUSI50433 - Keyboard Literature I
Pre-Baroque through Classical****Department(s)**

Music

Long Description (Catalog Description)

Prerequisite: Junior, senior or graduate standing. Historical development, structural and stylistic elements, as well as performance practices of music for keyboard instruments from the pre-Baroque through the Classical periods.

Course Typically Offered

Every other spring

Career

Undergraduate

MUSI50443 - Ethnomusicology**Department(s)**

Music

Long Description (Catalog Description)

Prerequisite: Senior or graduate standing. The study of various theories concerning the cultural function of music, exposure to the analytical methods of ethnomusicologists, and the examination of examples from diverse musical cultures.

Course Typically Offered

Contact Department For Details

Career

Undergraduate

MUSI50453 - Music Criticism**Department(s)**

Music

Long Description (Catalog Description)

Prerequisite: Senior or graduate standing. Study of selected writings on music criticism and aesthetics from antiquity to the present.

Course Typically Offered

Rarely

Career

Undergraduate

MUSI50463 - Topics in Music Since 1900**Department(s)**

Music

Long Description (Catalog Description)

Prerequisite: Successful completion of MUSI 30623 or graduate standing. Variable topics in music of the 20th and 21st centuries.

Course Typically Offered

Spring

Career

Undergraduate

MUSI50473 - Art Song Literature**Department(s)**

Music

Long Description (Catalog Description)

Prerequisite: Senior or graduate standing. A socio-musical examination of the repertoire for solo voice from 1750 to the present, with emphasis on German Lieder, French melodie, and art songs in English. Also, a brief survey of art song literature in Spanish and Eastern European languages, including Russian.

Course Typically Offered

Every other spring

Career

Undergraduate

MUSI50483 - Chamber Music Literature**Department(s)**

Music

Long Description (Catalog Description)

Prerequisite: Graduate standing or approved seniors with Music 30613, 30623.
Consent of instructor. The study of the development of chamber music from its beginnings to the present.

Course Typically Offered

Every other fall

Career

Undergraduate

MUSI50493 - Music in the United States**Department(s)**

Music

Long Description (Catalog Description)

Prerequisite: Senior or graduate standing in music. An examination of both cultivated and vernacular music in the United States from the Colonial Era to the present.

Course Typically Offered

Contact Department For Details

Career

Undergraduate

MUSI50523 - Linear Analysis**Department(s)**

Music

Long Description (Catalog Description)

Prerequisite: Graduate standing or approved seniors. Development of structural learning through graphic analysis. Readings on Schenkerian concepts as applied to tonal music.

Course Typically Offered

Fall

Career

Undergraduate

**MUSI50533 - Keyboard Literature II Romantic
through Contemporary****Department(s)**

Music

Long Description (Catalog Description)

Prerequisites: Junior, senior or graduate standing. Historical development, structural and stylistic elements, as well as performance practices of music for piano in the 19th, 20th, and 21st centuries.

Course Typically Offered

Every other spring

Career

Undergraduate

MUSI50970 - Special Problems

Department(s)

Music

Long Description (Catalog Description)

Prerequisite: Permission of instructor. Specialized work in student's area of concentration. .50-6 hours.

Course Typically Offered

Fall and Spring

Career

Undergraduate

MUSI51081 - Artist Diploma Post-Baccalaureate Collaborative Piano

Department(s)

Music

Long Description (Catalog Description)

Prerequisites: Acceptance to Artist Diploma Program, Post-Baccalaureate. Collaborative Piano course for the Artist Diploma Program in the School of Music.

Career

Graduate

MUSI60000 - Music Pedagogy

Department(s)

Music

Long Description (Catalog Description)

Methods and materials for teaching at various levels, to include supervised teaching.

Career

Graduate

MUSI60010 - Wind Symphony

Department(s)

Music

Long Description (Catalog Description)

1/2 semester hour.

Career

Graduate

MUSI60020 - Percussion Ensemble

Department(s)

Music

Long Description (Catalog Description)

1/2 semester hour.

Career

Graduate

MUSI60030 - Choral Union

Department(s)

Music

Long Description (Catalog Description)

1/2 semester hour credit and course may be repeated. The Choral Union is a non-auditioned ensemble open to all members of the TCU community (students, faculty and staff). Weekly rehearsals will focus on vocal, musical and ensemble development. The ensemble is designed to accommodate singers of all abilities.

Career

Graduate

MUSI60040 - Concert Chorale

Department(s)

Music

Long Description (Catalog Description)

1/2 semester hour.

Career

Graduate

MUSI60041 - Voice Pedagogy Practicum

Department(s)

Music

Long Description (Catalog Description)

Prerequisites: MUSI 50053. Experience in individual voice instruction under the supervision of a faculty advisor. Each student will teach two voice pupils weekly lessons for the semester and observe lessons taught by university faculty. A weekly class serves as a forum for pedagogical discussion and exchange of ideas. The course may be repeated for a maximum of three credit hours.

Career

Graduate

MUSI60050 - Chapel Choir

Department(s)

Music

Long Description (Catalog Description)

1/2 semester hour.

Career

Graduate

MUSI60052 - Voice Repertoire Management

Department(s)

Music

Long Description (Catalog Description)

Prerequisite: Knowledge of Italian, German and French dictions and the International Phonetic Alphabet (IPA) and some proficiency in piano accompanying. Survey of the repertoire for voice performance and its relationship to voice classification, age, technical level and performance situation. Students will learn to coach various national styles and performance practices.

Career

Graduate

MUSI60060 - University Singers

Department(s)
Music

Long Description (Catalog Description)
1/2 semester hour.

Career
Graduate

MUSI60062 - Research in Singing

Department(s)
Music

Long Description (Catalog Description)
Prerequisites: MUSI 50053, 50063 and permission of instructor. Surveys the literature of research in singing, including topics such as aerodynamics, vocal registers, vibrato, formants, intelligibility, voice classification, vocal abuse and misuse, fitness for singers and the psychology of singing. Students also become familiar with the instrumentation for physiologic and psychoacoustic studies and the principles of experimental design.

Career
Graduate

MUSI60063 - Advanced Seminar in Voice Pedagogy

Department(s)
Music

Long Description (Catalog Description)
Prerequisites: MUSI 50053, and concurrent enrollment in MUSI 60041. Examination of the techniques and practical aspects of teaching voice, including the psychology of teaching, lesson sequencing, vocalizes and their various applications, integration of repertoire into technical goals, and consideration of the teacher as vocal coach. The special needs of child, adolescent, and aging voices will also be covered.

Career
Graduate

MUSI60070 - Vocal Jazz

Department(s)
Music

Long Description (Catalog Description)
1/2 semester hour.

Career
Graduate

MUSI60073 - Technology in Voice Teaching

Department(s)
Music

Long Description (Catalog Description)
Prerequisites: Graduate standing in voice.

Career
Graduate

MUSI60080 - Chamber Music

Department(s)
Music

Long Description (Catalog Description)
1/2 semester hour.

Career
Graduate

MUSI60090 - Woodwind Ensemble

Department(s)
Music

Long Description (Catalog Description)
1/2 semester hour.

Career
Graduate

MUSI60091 - Yoga for Musicians

Department(s)
Music

Long Description (Catalog Description)
Prerequisites: Music major; prior experience or knowledge in the practice of any style of yoga is helpful, but not required. This course is a pass/no credit course. The course focuses on flexibility, balance, strength, and relaxation. Using postures and breathing exercise adapted to each person's individual level, students will develop improved alignment, breathing, and a balanced body/mind. Students will unite these elements to aid in performance anxiety, posture, phrasing, and other activities inherent to their particular instrument. Limited discussion may include ways to incorporate yoga techniques into the students' daily activities, particularly in practice, rehearsal, and performance. This class is designed to accommodate both those who are new to yoga practice, as well as those with some experience.

Career
Graduate

MUSI60100 - Opera Studio

Department(s)
Music

Long Description (Catalog Description)
Prerequisite: Permission of instructor through an audition is required. Exploration of the preparation and presentation of operatic and music theatre repertoire for an audience. Students enhance their knowledge of singing, acting, movement, stagecraft, and technical theatre throughout the semester.

Career
Graduate

MUSI60101 - Graduate Music History Survey

Department(s)
Music

Long Description (Catalog Description)
Prerequisite: Graduate standing in music. This course is a one-semester survey of Western music history for Master's students whose performance on the Master's entrance exam indicates the need for a general survey.

Career
Graduate

MUSI60103 - Bibliography and Research Techniques

Department(s)
Music

Long Description (Catalog Description)

Prerequisites: Graduate standing. A course in the basic materials and methods of research in music. Acquaintance with primary source materials such as music lexicons, dictionaries, monuments, complete works of composers, periodical literature and evaluation of standard sources in all areas of music.

Career
Graduate

MUSI60110 - Marching Band

Department(s)
Music

Long Description (Catalog Description)
1/2 semester hour.

Career
Graduate

MUSI60120 - Symphony Orchestra

Department(s)
Music

Long Description (Catalog Description)
1/2 semester hour.

Career
Graduate

MUSI60133 - Music Theory/Literacy Pedagogy

Department(s)
Music

Long Description (Catalog Description)

Prerequisites: Limited to graduate students majoring in music theory or composition or having music theory or composition as a cognate on their TCU doctoral degree program. Participants in this course learn how to teach music literacy through observation of the instructor, interaction with other participants in model-teaching exercises, and review of test and assignments. A portion of the course is dedicated to the critical review of existing texts, instructional materials, and software.

Career
Graduate

MUSI60140 - Frog Corps

Department(s)
Music

Long Description (Catalog Description)

1/2 semester hour credit and course may be repeated. Frog Corps is a non-auditioned male ensemble that serves as a spirit group for the university campus. Performances include traditional concerts with other university ensembles, appearances at athletic events, and presentation at university and community social occasions.

Career
Graduate

MUSI60150 - New Music Ensemble

Department(s)
Music

Long Description (Catalog Description)

The ensemble performs mixed chamber music composed during the past 100 years with emphasis upon works of the past 25 years.

Career
Graduate

MUSI60160 - Brass Ensemble

Department(s)
Music

Long Description (Catalog Description)
1/2 semester hour.

Career
Graduate

MUSI60161 - Acting for Singers

Department(s)
Music

Long Description (Catalog Description)

Corequisite: Concurrent enrollment in MUSI 60100 Opera Studio is required. Development of acting techniques to enhance the dramatic presentation of vocal music. Units include musical and text analysis, character development, focus choices, gestures, attitudes, dramatic arcs and interpretive methods for presenting sung repertoire in public settings.

Career
Graduate

MUSI60170 - Piano Accompanying

Department(s)
Music

Long Description (Catalog Description)
1/2 semester hour.

Career
Graduate

MUSI60180 - Collegium Musicum

Department(s)
Music

Long Description (Catalog Description)
1/2 semester hour.

Career
Graduate

MUSI60182 - Piano Chamber Music Performance

Department(s)
Music

Long Description (Catalog Description)

Prerequisite: Graduate standing in music. Intensive study of selected works of chamber music with piano. Emphasis on developing the musical and interactive skills needed for chamber music through rehearsal and performance. Weekly coaching with faculty.

Career

Graduate

MUSI60190 - Jazz Ensemble

Department(s)

Music

Long Description (Catalog Description)

1/2 semester hour.

Career

Graduate

MUSI60191 - Vocal Coaching for Pianists

Department(s)

Music

Long Description (Catalog Description)

Prerequisites: Graduate Collaborative Piano Majors. This is designed to train the pianist in vocal coaching techniques. It will include working with the pianist's vocal partner and giving lessons on vocal coaching one on one. There will be one individual coaching each week with the class meeting together every other week. The pianist will learn to give comments on the repertoire, including song translation, pronunciation and information on the composer and style.

Career

Graduate

MUSI60200 - Graduate Steel Band I

Department(s)

Music

Long Description (Catalog Description)

The purpose of this course is to provide graduate percussion students with rehearsal and performance experience within a steel band setting.

Career

Graduate

MUSI60201 - Graduate Music Theory Review - Aural/Oral

Department(s)

Music

Long Description (Catalog Description)

Prerequisites: For Master's students only: Incoming Master's students are placed in this course if the results of their Master's Music Theory Assessment and Placement Exam indicates the need for leveling in the areas of Aural and Oral skills as well as Musical Form. Graduate Music Theory Review - Aural/Oral, is designed to provide leveling in areas of basic music literacy for entering Masters' students. Placement in this course is based upon the results of the Master's Music Theory Assessment Examination given each August before the beginning of the Fall semester. Students are advised into this course so that they might strengthen their proficiency in the areas of Aural and Oral skills.

Career

Graduate

MUSI60203 - Graduate Piano Pedagogy and Practicum I

Department(s)

Music

Long Description (Catalog Description)

The study of learning theories, methods, materials, curriculum development, and musical assessment for teaching piano with focus on group instruction at the college and university levels. Student teaching is required.

Career

Graduate

MUSI60210 - Symphonic Band

Department(s)

Music

Long Description (Catalog Description)

1/2 semester hour.

Career

Graduate

MUSI60213 - Graduate Piano Pedagogy and Practicum II

Department(s)

Music

Long Description (Catalog Description)

Prerequisite: MUSI 60203. The student of learning theories, methods, materials, curriculum development, and musical assessment for teaching piano with focus on the elementary and intermediate student. Student teaching is required.

Career

Graduate

MUSI60220 - Special Studies in Conducting

Department(s)

Music

Long Description (Catalog Description)

Prerequisite: Admission to the Master of Music in Conducting degree program and/or permission of the instructor. An intensive study of the technique and philosophy of conducting with the student's major professor. Required of all students in the Master of Music in Conducting degree during each semester of study in the program. One hour of credit each semester for a maximum of four credits.

Career

Graduate

MUSI60223 - Current Trends and Research in Piano Pedagogy

Department(s)

Music

Long Description (Catalog Description)

Reading and writing assignments which explore the body of knowledge in the field of piano pedagogy, with emphasis on recent research studies. Selection and development of a research topic for the lecture/recital.

Career
Graduate

MUSI60230 - Internship in Teaching

Department(s)
Music

Long Description (Catalog Description)

Observation and teaching in a specialized area chosen in consultation with the instructor.

Career
Graduate

MUSI60232 - Score Reading

Department(s)
Music

Long Description (Catalog Description)

Prerequisite: Admission into the Master of Music in Conducting degree program or permission of instructor. Further development of skills in the reading of all clefs and the most common transpositions and structured analysis of large scores. Score analysis and the simultaneous reading of multiple lines in both full and condensed scores.

Career
Graduate

MUSI60233 - Teaching Intermediate and Advanced Piano Students

Department(s)
Music

Long Description (Catalog Description)

Prerequisites: MUSI 60203 and 60213. A study of piano literature with a focus on curriculum development and strategies for teaching piano students at the intermediate through advanced levels.

Career
Graduate

MUSI60240 - Graduate Steel Band II

Department(s)
Music

Long Description (Catalog Description)

The purpose of this course is to provide graduate percussion students with rehearsal and performance experience within a steel band setting.

Career
Graduate

MUSI60243 - Piano Ensemble Teaching and Performance Literature

Department(s)
Music

Long Description (Catalog Description)

Prerequisites: Graduate standing in music. A study of the teaching and performance literature for piano duet, two pianos, and multiple pianos, and teaching applications for the elementary through advanced levels.

Career
Graduate

MUSI60250 - Mariachi Ensemble

Department(s)
Music

Long Description (Catalog Description)

Prerequisites: Graduate standing in the School of Music or permission of instructor. All students enrolled in a mariachi course must be able to play a mariachi-based instrument; therefore, vocalists will be asked to learn a mariachi-based instrument if they do not know how to play one already. This course will introduce fundamental music techniques, music theory relevant to Mariachi, and Mexican historical background necessary to read, understand and interpret Mariachi music in a culturally authentic manner. The course will promote ensemble technique as well as individual growth in Mariachi performance skills. Students will reinforce their aural and reading skills as they will engage in hands-on exercises that will develop and refine their creative and intellectual performance ability and musical understanding of Mariachi. Students will be expected to participate in select public performances representing TCU and the university community. This ensemble is open to all TCU students, but is designed for students with some formal music education. All students enrolled in a mariachi course must be able to play an instrument; therefore, vocalists will be asked to learn a mariachi-based instrument if they do not know how to play one already.

Career
Graduate

MUSI60300 - Special Problems in Music Education

Department(s)
Music

Long Description (Catalog Description)

Special Problems in Music Education.

Career
Graduate

MUSI60301 - Graduate Music Theory Review - Written

Department(s)
Music

Long Description (Catalog Description)

Prerequisites: For Master's students only: Incoming Master's students are placed in this course if the results of their Master's Music Theory Assessment and Placement Exam indicates the need for leveling in the areas of Music Fundamentals, Tonal Harmony, and/or Form. Graduate Music Theory Review - Written, is designed to provide leveling in areas of basic music literacy for entering Masters' students. Placement in this course is based upon the results of the Master's Music Theory Assessment Examination given each August before the beginning of the Fall semester. Students are advised into this course so that they might strengthen their proficiency in the areas of Music Fundamentals, Tonal Harmony, and Form.

Career
Graduate

MUSI60303 - History of Music Notation

Department(s)
Music

Long Description (Catalog Description)

Prerequisites: grad standing in music. This course traces the history of music notation in the Western tradition from Ancient Greece to the end of the 16th century through readings, manuscripts, and prints. Students will gain practical transcription and editing experience.

Career

Graduate

MUSI60320 - Graduate Percussion Ensemble II

Department(s)

Music

Long Description (Catalog Description)

The purpose of this course is to provide graduate percussion students with rehearsal and performance experience within a percussion ensemble setting.

Career

Graduate

MUSI60350 - TCU Cello Ensemble

Department(s)

Music

Long Description (Catalog Description)

Study and performance of music for cello ensemble.

Career

Graduate

MUSI60360 - TCU Harp Ensemble

Department(s)

Music

Long Description (Catalog Description)

The study and performance of music for harp ensemble

Career

Graduate

MUSI60400 - Special Topics in Piano Pedagogy

Department(s)

Music

Long Description (Catalog Description)

Prerequisites: Graduate standing in music; permission of instructor. Specialized work in student's area of concentration. (1-6 hours.)

Career

Graduate

MUSI60413 - Seminar in Opera Literature

Department(s)

Music

Long Description (Catalog Description)

Prerequisites: MUSI 50413. An intensive study of a specific area of opera literature, such as the works of a selected composer or of a specific genre of opera. Active research in the historical style and musico-textual relationship through reading, listening, and writing will lead to effective performance. The specific content of this course will change from semester to semester.

Career

Graduate

MUSI60420 - Graduate Symphony Orchestra - Strings

Department(s)

Music

Long Description (Catalog Description)

Graduate Symphony Orchestra - Strings. This course is for string players playing in Symphony Orchestra. Winds, Brass, and Percussion should enroll in MUSI 60120.

Career

Graduate

MUSI60433 - Seminar in Keyboard Literature

Department(s)

Music

Long Description (Catalog Description)

Prerequisites: Graduate standing in music. A study of a specific area of piano literature, such as the works of a selected composer or a specific genre. The specific content of this course will change from semester to semester.

Career

Graduate

MUSI60453 - Musicians in Fiction

Department(s)

Music

Long Description (Catalog Description)

Prerequisites: grad standing in Music (non-music majors welcome). This seminar will investigate the role of the musician in selected short stories and novels.

Career

Graduate

MUSI60473 - Seminar in Song Literature

Department(s)

Music

Long Description (Catalog Description)

Prerequisites: MUSI 50473. An in-depth study of a specific area of art song history and literature. Content will change from semester to semester. Active research on an aspect of solo voice repertoire development in the musical treatment of the text through reading, listening, and writing, will lead to effective performance of the works studied.

Career

Graduate

MUSI60483 - Instrumental Collaborative Piano Literature

Department(s)

Music

Long Description (Catalog Description)

Prerequisites: This course is designed specifically for students enrolled in the Master of Music in Collaborative Piano degree or with permission of Instructor. The purpose of this course is to give students a deeper knowledge of the vast repertoire that exists in the realm of instrumental collaborative piano. The course

is designed to survey both the standard repertoire as well as introduce more esoteric, yet substantial music. Instrumental duos, chamber works and orchestral reductions of all periods will be discussed and analyzed within an historical and theoretical perspective.

Career
Graduate

MUSI60500 - Seminar in Musicology

Department(s)
Music

Long Description (Catalog Description)
Prerequisite: Graduate standing in music, consent of instructor.

Career
Graduate

MUSI60553 - Analysis of Music: 1880-1950

Department(s)
Music

Long Description (Catalog Description)
Prerequisite: Graduate standing. An analysis of 20th Century compositions, with emphasis on atonal music. Study of contemporary compositional techniques and pitch-class analysis. Readings on set analysis and recent developments in contemporary composition.

Career
Graduate

MUSI60563 - Analysis of Music: 1950 to Present

Department(s)
Music

Long Description (Catalog Description)
Prerequisites: Acceptance into the School of Music DMA program or consent of instructor.

Career
Graduate

MUSI60630 - Composition

Department(s)
Music

Long Description (Catalog Description)
Prerequisite: Permission of instructor. Study of compositional methods. The course may be taken twice for 6 total hours with a maximum load of 3 hours per semester.

Career
Graduate

MUSI60643 - Computer Music

Department(s)
Music

Long Description (Catalog Description)
Prerequisite: Permission of instructor. An investigation of basic acoustic and electronic principles, psychoacoustics, synthesis fundamentals, synthesis using distortion techniques, subtractive synthesis, speech synthesis, reverberation,

auditory localization and other sound processing techniques, aleatoric and deterministic composition with computers and real-time performance of computer music.

Career
Graduate

MUSI60700 - Special Studies in Music Theory

Department(s)
Music

Long Description (Catalog Description)
Prerequisites: Graduate standing in music, consent of instructor. Special topics in the theory of music, affording students an opportunity to carry on individual programs of study.

Career
Graduate

MUSI60800 - Seminar in Music Theory

Department(s)
Music

Long Description (Catalog Description)
Seminar in music theory.

Career
Graduate

MUSI60801 - Composition Seminar

Department(s)
Music

Long Description (Catalog Description)
Prerequisites: Graduate standing in Music. These weekly meetings feature guest speakers, TCU faculty, and graduate students presenting on specific topics in music composition and presenting works for consideration and analysis.

Career
Graduate

MUSI60913 - Psychology of Music

Department(s)
Music

Long Description (Catalog Description)
The study of the sociological and psychological aspects of music as well as musical aptitude, human learning theory and theories of music learning.

Career
Graduate

MUSI60923 - Philosophy of Music Education

Department(s)
Music

Long Description (Catalog Description)
A study of the concepts involved in the philosophy of music education with respect to the place of music as a moral, social and cultural force.

Career
Graduate

MUSI70203 - Analysis for Performance

Department(s)
Music

Long Description (Catalog Description)

Prerequisites: MUSI 50203. In this course students learn to apply analytical techniques learned in MUSI 50203, Musical Structure and Style to performance of musical works. Students will be required to analyze works, articulate the implications for performance suggested by these analyses, critique performance editions and performances in terms of these analyses, and apply their finds to performance and the production of performance editions.

Career
Graduate

MUSI70220 - Doctoral Conducting

Department(s)
Music

Long Description (Catalog Description)

Prerequisites: must be a DMA conducting student. Advanced conducting lessons for doctoral (DMA) students.

Career
Graduate

MUSI70630 - Doctoral Composition

Department(s)
Music

Long Description (Catalog Description)

Prerequisites: must be a doctoral student in Music Composition. Private lessons in composition are dedicated to the student application of advanced techniques in the field through the creation of new works. In doctoral level lessons the student is expected to use the aforementioned techniques in the context of developing his or her own creative voice.

Career
Graduate

MUSI70771 - Non-Thesis

Department(s)
Music

Long Description (Catalog Description)

Selected when enrolling only for non-thesis examination or preparation for the examination.

Career
Graduate

MUSI70903 - Music Theory Treatise

Department(s)
Music

Long Description (Catalog Description)

Prerequisites: Doctoral student in music. Students do intensive study in the area of musical analysis and produce a significant document related to this study by semester's end.

Career
Graduate

MUSI70950 - Special Problems in Musicology

Department(s)
Music

Long Description (Catalog Description)

Prerequisite: Graduate standing in music; consent of instructor. Special topics in the history of music, affording students an opportunity to carry on individual programs of study.

Career
Graduate

MUSI70971 - Recital I

Department(s)
Music

Long Description (Catalog Description)

Recital I.

Career
Graduate

MUSI70972 - Lecture Recital

Department(s)
Music

Long Description (Catalog Description)

Preparation and delivery of a lecture-recital on a pedagogical topic. Culminates in a major paper and a large-scale workshop presentation.

Career
Graduate

MUSI70980 - Thesis I

Department(s)
Music

Long Description (Catalog Description)

Thesis I

Career
Graduate

MUSI70981 - Recital II

Department(s)
Music

Long Description (Catalog Description)

Recital II.

Career
Graduate

MUSI70990 - Thesis II

Department(s)
Music

Long Description (Catalog Description)

Thesis II

Career
Graduate

MUSI80110 - Doctoral Transfer Credit in Music History

Department(s)
Music

Course Typically Offered	Career
Contact Department For Details	Graduate

MUSI80120 - Doctoral Transfer Credit - Music Theory

Department(s)
Music

Career
Graduate

MUSI80971 - Doctoral Pedagogy Workshop I

Department(s)
Music

Long Description (Catalog Description)

Prerequisites: MUSI 60203 and 60213. The preparation of a public workshop for piano teachers at least five hours in length addressing topics related to teaching techniques, teaching materials, and piano literature.

Career
Graduate

MUSI80981 - Doctoral Pedagogy Workshop II

Department(s)
Music

Long Description (Catalog Description)

Prerequisites: MUSI 80971. The presentation of a public workshop for piano teachers at least five hours in length addressing topics related to teaching techniques, teaching materials, and piano literature.

Career
Graduate

MUSI90970 - DMA Document

Department(s)
Music

Long Description (Catalog Description)

Requisites: Doctoral students in music. DMA Document. May be repeated for credit; 6 hours required.

Career
Graduate

MUSI90980 - DMA Composition Dissertation

Department(s)
Music

Long Description (Catalog Description)

Prerequisites: Doctoral student in Music. Capstone document in Music composition. This will be a musical composition or set of compositions of major scope.

Career
Graduate

MUSI90990 - DMA Composition Dissertation

Department(s)
Music

Long Description (Catalog Description)

Prerequisites: Doctoral student in Music. Capstone Document in Music Composition. This will be a musical composition or set of compositions of major scope.

Career
Graduate

MUSN60210 - Graduate Piano for Non-Majors

Department(s)
Music

Long Description (Catalog Description)

Prerequisites: Graduate Standing in an area other than piano. Graduate Piano for Non-Majors. Studio Performance Lessons for the Non-Piano Major. This course allows students to study piano in a one-to-one setting with an instructor, developing musical and technical skills beyond the student's current musicianship and technical skill.

Career
Graduate

MUSP50210 - Artist Diploma Lessons

Department(s)
Music

Long Description (Catalog Description)

Prerequisites: Acceptance to Artist Diploma program, Post-Baccalaureate.

Career
Graduate

MUSP50961 - Artist Diploma Recital I

Department(s)
Music

Long Description (Catalog Description)

Prerequisites: Acceptance to Artist Diploma Program, Post-Baccalaureate. First recital in a sequence of four required for the Artist Diploma program in the School of Music.

Career
Graduate

MUSP50971 - Artist Diploma Recital II

Department(s)
Music

Long Description (Catalog Description)

Prerequisites: Acceptance to Artist Diploma Program, Post-Baccalaureate. Second recital in a sequence of four required for the Artist Diploma program in the School of Music.

Career
Graduate

MUSP50981 - Artist Diploma Recital III

Department(s)
Music

Long Description (Catalog Description)

Prerequisites: MUSP 50971. Third recital in a sequence of four required for the Artist Diploma program in the School of Music.

Career
Graduate

MUSP50991 - Artist Diploma Recital IV

Department(s)
Music

Long Description (Catalog Description)

Prerequisites: MUSP 50971. Fourth recital in a sequence of four required for the Artist Diploma program in the School of Music.

Career
Graduate

MUSP60110 - Voice

Department(s)
Music

Long Description (Catalog Description)

Voice

Career
Graduate

MUSP60120 - Vocal Coaching Graduate

Department(s)
Music

Long Description (Catalog Description)

Prerequisites: Enrollment in Studio Voice MUSP 60110. Individual instruction providing an introduction to professional methods used in opera companies and music theatre for aspiring professional vocalists. Students will concentrate on in-depth study of details of text and style, ensuring authentic sounding diction and appropriate stylistic interpretation. Repertoire studied will be assigned by the studio teacher along with repertoire being prepared for performance on campus and off. Course may be taken for 1 or 2 credits and repeated for credit.

Career
Graduate

MUSP60130 - Applied Voice Technology

Department(s)
Music

Long Description (Catalog Description)

Concurrent enrollment in MUSP 60110. This elective course teaches the student to employ the Kay-elementrics Computerized Speech Lab, the Voce Vista program (with electroglottography), and video and recording equipment in furthering the development of their own vocal technique and in devising strategies for the teaching studio by applying measurable analyses to the coordination of vocal-fold vibration, airflow and resonation factors. Students may examine recordings from their studio lessons and compare technical strategies of recorded professional singers. Research projects may be developed.

Career
Graduate

MUSP60141 - Collaborative Piano Practicum

Department(s)
Music

Long Description (Catalog Description)

Prerequisites: Graduate Collaborative Piano Majors. This course is a laboratory course designed to give the student practical experience in collaborating with vocalists and instrumentalists, large ensemble collaboration i.e. opera, choir, music theater, orchestra, wind symphony, continuo and early music accompanying. Students will be expected to play in studio lessons, studio performance classes, recitals, and juries while adhering to a consistent rehearsal schedule with his/her assigned partner/partners. This practicum trains students in a full range of professional skills. May be repeated for credit.

Career
Graduate

MUSP60210 - Piano

Department(s)
Music

Long Description (Catalog Description)

Piano

Career
Graduate

MUSP60220 - Organ

Department(s)
Music

Long Description (Catalog Description)

Organ

Career
Graduate

MUSP60230 - Jazz Piano

Department(s)
Music

Long Description (Catalog Description)

Jazz Piano

Career
Graduate

MUSP60240 - Harpsichord

Department(s)
Music

Long Description (Catalog Description)

Harpsichord

Career
Graduate

MUSP60310 - Violin

Department(s)
Music

Long Description (Catalog Description)
Violin

Career
Graduate

MUSP60312 - Applied Collaborative Piano

Department(s)
Music

Long Description (Catalog Description)
Prerequisites: This course is designed specifically for students enrolled in the Master of Music in Collaborative Piano degree or with permission of Instructor. This course provides the student with instruction in the learning of collaborative repertoire as well as instruction in the performance practice of stage collaboration with other musicians. The exact course content will vary according to the specific repertoire the student is working on in his/her collaborative activities, such as choral, chamber and private instrumental/vocal studios. Repertoire will also be determined from the professor's assessment of the student's developmental stage and needs. Additional requirements may include engaging in outside work in the vocal and instrumental studios or ensembles.

Career
Graduate

MUSP60320 - Viola

Department(s)
Music

Long Description (Catalog Description)
Viola

Career
Graduate

MUSP60330 - Violoncello

Department(s)
Music

Long Description (Catalog Description)
Violoncello

Career
Graduate

MUSP60340 - Double Bass

Department(s)
Music

Long Description (Catalog Description)
Double Bass

Career
Graduate

MUSP60350 - Viola da Gamba

Department(s)
Music

Long Description (Catalog Description)
Viola da Gamba

Career
Graduate

MUSP60360 - Jazz Bass

Department(s)
Music

Long Description (Catalog Description)
Jazz Bass

Career
Graduate

MUSP60410 - Flute

Department(s)
Music

Long Description (Catalog Description)
Flute

Career
Graduate

MUSP60420 - Oboe

Department(s)
Music

Long Description (Catalog Description)
Oboe

Career
Graduate

MUSP60430 - Clarinet

Department(s)
Music

Long Description (Catalog Description)
Clarinet

Career
Graduate

MUSP60440 - Saxophone

Department(s)
Music

Long Description (Catalog Description)
Saxophone

Career
Graduate

MUSP60450 - Bassoon

Department(s)
Music

Long Description (Catalog Description)
Bassoon

Career
Graduate

MUSP60460 - Jazz Saxophone

Department(s)
Music

Long Description (Catalog Description)
Advanced study and performance of saxophone in the jazz style. Emphasis will be placed on maintaining an authentic sound, style and interpretation of jazz repertoire dating from the 1940's to the present. Instruction consists of one on one interaction between faculty and student and is offered for one or two credit hours.

Career
Graduate

MUSP60510 - French Horn

Department(s)
Music

Long Description (Catalog Description)
French Horn

Career
Graduate

MUSP60520 - Trumpet

Department(s)
Music

Long Description (Catalog Description)
Trumpet

Career
Graduate

MUSP60530 - Trombone

Department(s)
Music

Long Description (Catalog Description)
Trombone

Career
Graduate

MUSP60540 - Baritone

Department(s)
Music

Long Description (Catalog Description)
Baritone

Career
Graduate

MUSP60550 - Tuba

Department(s)
Music

Long Description (Catalog Description)
Tuba

Career
Graduate

MUSP60560 - Euphonium

Department(s)
Music

Long Description (Catalog Description)
Euphonium

Career
Graduate

MUSP60610 - Percussion

Department(s)
Music

Long Description (Catalog Description)
Percussion

Career
Graduate

MUSP60620 - Jazz Drumset

Department(s)
Music

Long Description (Catalog Description)
Jazz Drumset

Career
Graduate

MUSP60710 - Harp

Department(s)
Music

Long Description (Catalog Description)
Harp

Career
Graduate

MUSP60810 - Guitar

Department(s)
Music

Long Description (Catalog Description)
Guitar

Career
Graduate

MUSP60910 - Jazz Guitar

Department(s)
Music

Long Description (Catalog Description)
Jazz Guitar

Career
Graduate

MUSP70110 - Doctoral Voice

Department(s)
Music

Long Description (Catalog Description)
Prerequisite: DMA students only. Advanced study in voice for DMA students.

Career
Graduate

MUSP70210 - Doctoral Piano

Department(s)
Music

Long Description (Catalog Description)
Prerequisite: DMA students only. Advanced study in piano for DMA students.

Career
Graduate

MUSP70220 - Doctoral Organ

Department(s)
Music

Long Description (Catalog Description)
Prerequisite: DMA students only. Advanced study in organ for DMA students.

Career
Graduate

MUSP70310 - Doctoral Violin

Department(s)
Music

Long Description (Catalog Description)
Prerequisite: DMA students only. Advanced study in violin for DMA students.

Career
Graduate

MUSP70320 - Doctoral Viola

Department(s)
Music

Long Description (Catalog Description)
Prerequisite: DMA students only. Advanced study in viola for DMA students

Career
Graduate

MUSP70330 - Doctoral Violoncello

Department(s)
Music

Long Description (Catalog Description)
Prerequisite: DMA students only. Advanced study in violoncello for DMA students.

Career
Graduate

MUSP70340 - Doctoral Double Bass

Department(s)
Music

Long Description (Catalog Description)
Prerequisite: DMA students only. Advanced study in double bass for DMA students.

Career
Graduate

MUSP70410 - Doctoral Flute

Department(s)
Music

Long Description (Catalog Description)
Prerequisite: DMA students only. Advanced study in flute for DMA students.

Career
Graduate

MUSP70420 - Doctoral Oboe

Department(s)
Music

Long Description (Catalog Description)
Prerequisite: DMA students only. Advanced study in oboe for DMA students.

Career
Graduate

MUSP70430 - Doctoral Clarinet

Department(s)
Music

Long Description (Catalog Description)
Prerequisite: DMA students only. Advanced study in clarinet for DMA students.

Career
Graduate

MUSP70440 - Doctoral Saxophone

Department(s)
Music

Long Description (Catalog Description)
Prerequisite: DMA students only. Advanced study in saxophone for DMA students

Career
Graduate

MUSP70450 - Doctoral Bassoon

Department(s)
Music

Long Description (Catalog Description)

Prerequisite: DMA students only. Prerequisite: DMA students only. Advanced study in bassoon for DMA students

Career
Graduate

MUSP70510 - Doctoral French Horn

Department(s)
Music

Long Description (Catalog Description)

Prerequisite: DMA students only. Advanced study in French Horn for DMA students.

Career
Graduate

MUSP70520 - Doctoral Trumpet

Department(s)
Music

Long Description (Catalog Description)

Prerequisite: DMA students only. Advanced study in trumpet for DMA students.

Career
Graduate

MUSP70530 - Doctoral Trombone

Department(s)
Music

Long Description (Catalog Description)

Prerequisite: DMA students only. Advanced study in trombone for DMA students.

Career
Graduate

MUSP70550 - Doctoral Tuba

Department(s)
Music

Long Description (Catalog Description)

Prerequisite: DMA students only. Advanced study in tuba for DMA students

Career
Graduate

MUSP70610 - Doctoral Percussion

Department(s)
Music

Long Description (Catalog Description)

Prerequisite: DMA students only. Advanced study in percussion for DMA students.

Career
Graduate

MUSP70971 - Recital I

Department(s)
Music

Long Description (Catalog Description)

Recital I

Career
Graduate

MUSP70981 - Recital II

Department(s)
Music

Long Description (Catalog Description)

Recital II

Career
Graduate

MUSP71971 - Collaborative Piano Recital I

Department(s)
Music

Long Description (Catalog Description)

Prerequisites: Completed at least one semester of classwork toward the MM in Collaborative Piano. This is the first of two required degree recitals that include string, brass, woodwind, vocal and/or chamber works between the two recitals. The recital is approved by hearing of the recital committee four weeks prior to the recital.

Career
Graduate

MUSP72971 - Collaborative Piano Recital II

Department(s)
Music

Long Description (Catalog Description)

Prerequisites: Completed at least one semester of classwork toward the MM in Collaborative Piano. This is the second and final of two required degree recitals that include string, brass, woodwind, vocal and/or chamber works between the two recitals. The recital is approved by a hearing of the recital committee four weeks prior to the recital.

Career
Graduate

MUSP80961 - DMA Lecture Recital

Department(s)
Music

Long Description (Catalog Description)

Prerequisites: Limited to doctoral students in music. A lecture/performance employing a synthesis of scholarship and performance skills in the examination of a topic related to the candidate's area of performance

Career
Graduate

MUSP80971 - DMA Recital I

Department(s)
Music

Long Description (Catalog Description)

Prerequisites: Doctoral student in Music only. A public recital presented by the doctoral student in music.

Career
Graduate

MUSP80981 - DMA Recital II

Department(s)
Music

Long Description (Catalog Description)

Prerequisites: Must be a Doctoral student in music. A public recital presented by the doctoral student in music.

Career
Graduate

MUSP80991 - DMA Recital III

Department(s)
Music

Long Description (Catalog Description)

Prerequisites: Must be a doctoral student in music. A public recital presented by the doctoral student in music.

Career
Graduate

NAPN84201 - Prescribing for Advanced Practice Registered Nurses

Department(s)
Nursing

Long Description (Catalog Description)

Prerequisites: NURS 50022; NURS 50053 (or concurrent enrollment). This course focuses on the prescribing guidelines for advanced practice registered nurses (APRNs) including opioids and other controlled substances. Emphasis is placed on safe prescribing practices and federal and state regulatory guidelines. ER/LA Opioid Risk Evaluation and Mitigation Strategy (REMS) resources are discussed.

Career
Graduate

NAPN84202 - Promoting Health and Wellness in Primary Care

Department(s)
Nursing

Long Description (Catalog Description)

Prerequisites: NURS 50022. This course focuses on the role of the nurse practitioner in promoting wellness in the primary care setting, and communities. Principles of health promotion, disease prevention, and behavioral modification for individuals, aggregates, and populations are integrated. The environmental, socioeconomic, epidemiological, and cultural context of health behaviors will be explored. Population health models and frameworks used for health program planning and initiatives will be examined.

Course Typically Offered
Fall

Career
Graduate

NAPN84212 - Business and Legal Aspects for the Nurse Practitioner

Department(s)
Nursing

Long Description (Catalog Description)

Prerequisites: NURS 50022. This course focuses on the business and legal aspects surrounding nurse practitioners. Incorporated are concepts of legal and ethical parameters of practice, business management, models of practice, and risk management. In addition, resources to measure practice outcomes and strategies for ongoing improvement will be discussed.

Course Typically Offered
Spring

Career
Graduate

NAPN84213 - Primary Care Adult-Gerontology I

Department(s)
Nursing

Long Description (Catalog Description)

Prerequisites: NURS 50003; NURS 50013; NAPN 84201; NURS 50053; NAPN 84222 (or concurrent enrollment); NURS 50022. This course is taken concurrently with NAPN 84282. This course focuses on the theoretical and clinical foundation of advanced practice nursing management of health care problems common to the adult-gerontology population across the lifespan including the older adult. Emphasis is placed on prevention, screening, diagnosis, and patient care management of selected acute and chronic conditions in the context of the primary care setting. Interprofessional collaboration among health care providers is promoted.

Course Typically Offered
Spring

Career
Graduate

NAPN84223 - Diagnostic Methods and Procedures for the Advanced Practice Registered Nurse

Department(s)
Nursing

Long Description (Catalog Description)

Prerequisites: NURS 50003; NURS 50053. This course prepares the advanced practice registered nurse (APRN) for utilization, interpretation, and application of selected laboratory and diagnostic methods and procedures. Students will interpret objective diagnostic clinical data to develop critical thinking and decision-making skills necessary for advanced practice management of health problems across the lifespan. Wound care, suturing, and other common office procedures will be introduced.
Student Fee \$250

Career
Graduate

NAPN84283 - FNP Practicum I

Department(s)
Nursing

Long Description (Catalog Description)

Prerequisites: NURS 50003; NURS 50013; NAPN 84201; NURS 50053; NAPN 84222 (or concurrent enrollment); NURS 50022. This course is taken concurrently with NAPN 84213. This clinical practicum course focuses on the advanced practice nursing management of health care problems common to the adult and gerontology populations. Students participate in a direct patient care supervised practicum in an adult-gerontology care setting with a qualified preceptor. Application of evidence based clinical practice guidelines, tools and methods for promoting safe, patient-centered care will be emphasized. Student Fee \$250

Career

Graduate

NAPN84323 - Primary Care Adult-Gerontology II

Department(s)

Nursing

Long Description (Catalog Description)

Prerequisites: NURS 50003; NURS 50013; NAPN 84201; NURS 50053; NAPN 84222; NURS 50022; NAPN 84213; NAPN 84282. This course is taken concurrently with NAPN 84382. This course is the second of two courses that focuses on the theoretical and clinical foundation of advanced practice nursing management of health care problems common to the adult-gerontology population across the lifespan including the frail elderly. Emphasis is placed on prevention, screening, diagnosis, and patient care management of selected acute and chronic conditions in the context of the primary care setting. Interprofessional collaboration among health care providers is promoted.

Course Typically Offered

Summer

Career

Graduate

NAPN84333 - Primary Care of the Young Family

Department(s)

Nursing

Long Description (Catalog Description)

Prerequisites: NURS 50003; NURS 50013; NAPN 84201; NURS 50053; NAPN 84222; NAPN 84213; NAPN 84282; NAPN 84323; NAPN 84382. This course is taken concurrently with NAPN 84392. This course focuses on the theoretical and clinical foundation of advanced practice nursing management of childrearing families including infants, children, adolescents and pregnant women within a family context as appropriate for the family nurse practitioner. Course content includes the principles of health promotion, disease prevention, prenatal care, diagnosis and management of common acute and chronic health problems, family dysfunction, and behavioral problems. Interprofessional collaboration and appropriate referral are integrated throughout the course.

Course Typically Offered

Fall

Career

Graduate

NAPN84383 - FNP Practicum II

Department(s)

Nursing

Long Description (Catalog Description)

Prerequisites: NURS 50003; NURS 50013; NAPN 84201; NURS 50053; NAPN 84222; NURS 50022; NAPN 84213; NAPN 84282. This course is taken concurrently with NAPN 84323. This clinical practicum course focuses on the advanced practice nursing management of health care problems common to the adult and gerontology populations. Students participate in a direct patient care supervised practicum in an adult-gerontology care setting with a qualified

preceptor. Application of evidence based clinical practice guidelines, tools and methods for promoting safe, patient-centered care will be emphasized.

Student Fee \$250

Course Typically Offered

Summer

Career

Graduate

NAPN84385 - FNP Practicum IV

Department(s)

Nursing

Long Description (Catalog Description)

Prerequisites: NURS 50003; NURS 50013; NAPN 84201; NURS 50053; NAPN 84222; NURS 50022; NAPN 84213; NAPN 84282; NAPN 84323; NAPN 84382; NAPN 84333; NAPN 84392. This course is the final synthesis of the theoretical and clinical foundation of advanced practice nursing in the primary care management of individuals and families across the lifespan. Students participate in a direct patient care supervised practicum in a primary care setting with a qualified preceptor. Implementation of the Family Nurse Practitioner role in a collaborative practice model is emphasized. Related professional, ethical, and legal issues are addressed.

Student Fee \$250

Course Typically Offered

Spring

Career

Graduate

NAPN84392 - Primary Care of the Young Family Practicum

Department(s)

Nursing

Long Description (Catalog Description)

Prerequisites: NURS 50003; NURS 50013; NAPN 84201; NURS 50053; NAPN 84222; NAPN 84213; NAPN 84282; NAPN 84323; NAPN 84382. This course is taken concurrently with NAPN 84333-Primary Care of the Young Family. This clinical practicum course focuses on the health promotion, disease prevention, and treatment of acute and chronic health problems in childrearing families including infants, children, adolescents and women. Students participate in a direct patient care supervised practicum in a primary care setting with a qualified preceptor. Application of evidence based clinical practice guidelines, tools and methods for promoting safe, patient-centered care will be emphasized. Collaborative care with the interprofessional team, community resources and appropriate referral are integrated into this clinical experience.

Course Typically Offered

FALL

Career

Graduate

NAPN84393 - FNP Practicum III

Department(s)

Nursing

Long Description (Catalog Description)

Prerequisites: NURS 50003; NURS 50013; NAPN 84201; NURS 50053; NAPN 84222; NAPN 84213; NAPN 84282; NAPN 84323; NAPN 84382. This course is taken concurrently with NAPN 84333-Primary Care of the Young Family. This clinical practicum course focuses on the health promotion, disease prevention, and treatment of acute and chronic health problems in childrearing families including infants, children, adolescents and women. Students participate in a direct patient care supervised practicum in a primary care setting with a qualified preceptor. Application of evidence based clinical practice guidelines, tools and methods for promoting safe, patient-centered care will be emphasized. Collaborative care with the interprofessional team, community resources and appropriate referral are integrated into this clinical experience.

Student Fee \$250

Course Typically Offered
Fall

Career
Graduate

NAPN85183 - Intro to Acute Care Adult-Gerontology Practicum

Department(s)
Nursing

Long Description (Catalog Description)

Prerequisites: NURS 50003, 50013, NAPN 84201, NURS 50053, NAPN 84223 (or concurrent enrollment), NURS 50022. This course is taken concurrently with NAPN 84213. This clinical practicum course focuses on the acquisition of diagnostic decision-making skills necessary to practice as a nurse practitioner in an adult-gerontology acute care setting caring for patients over the continuum of wellness through acute care. Students participate in a direct patient care supervised practicum in an adult-gerontology care setting with a qualified preceptor. Application of evidence-based clinical practice guidelines, tools, and methods for promoting safe, patient-centered care will be emphasized.

Student Fee \$250

Career
Graduate

NAPN85213 - Acute Care Adult-Gerontology I

Department(s)
Nursing

Long Description (Catalog Description)

Prerequisites: NURS 50003, 50013, 50053, 50022, NAPN 84202, 84213, 84282, 85282 (or concurrent enrollment). This course focuses on assessment, diagnosis, and collaborative management of acutely ill physiologically unstable adolescents, adults, and elders with complex multisystem dysfunction. Content will focus on patients with selected acute and complex chronic illnesses, as well as related ethical, legal, and professional practice issues.

Course Typically Offered
Summer

Career
Graduate

NAPN85223 - Acute Care Adult-Gerontology II

Department(s)
Nursing

Long Description (Catalog Description)

Prerequisites: NURS 50003, 50013, 50053, 50022, NAPN 84202, 84213, 84282, 85213, 85382 (or concurrent enrollment). This course integrates advanced practice nursing competencies with comprehensive assessment, diagnostic reasoning, analysis of differential diagnoses, and collaborative management of acutely ill physiologically unstable adolescents, adults, and elders with complex multisystem dysfunction. Course will build on Acute Care Adult-Gerontology I content and focus on patients with selected acute and complex chronic illnesses, as well as related ethical, legal, and professional practice issues.

Course Typically Offered
Fall

Career
Graduate

NAPN85283 - Acute Care Adult-Gerontology I Practicum

Department(s)
Nursing

Long Description (Catalog Description)

Prerequisites: NURS 50003; NURS 50013; NAPN 84202, 84213, 85183; NURS 50053; NAPN 84223 (or concurrent enrollment); NURS 50022. This course is taken concurrently with NAPN 85213. This clinical practicum course focuses on the advanced practice nursing management of health care problems common to the adult and gerontology populations. Students participate in a direct patient care supervised practicum in an adult-gerontology care setting with a qualified preceptor. Application of evidence based clinical practice guidelines, tools and methods for promoting safe, patient-centered care will be emphasized.

Student Fee \$250

Course Typically Offered
Summer

Career
Graduate

NAPN85382 - Acute Care Adult-Gerontology II Practicum

Department(s)
Nursing

Long Description (Catalog Description)

Prerequisites: NURS 50003, 50013, 50053, 50022, NAPN 84202, 84213, 84282, 85213, 85282, 85223 (or concurrent enrollment). This continued clinical practicum course focuses on the role of the Adult-Gerontology Acute Care nurse practitioner working with a multidisciplinary team to facilitate and accelerate the patient's return to optimal health. Students apply critical thinking and evidence based clinical decision making skills to develop, implement, and evaluate management plans for adolescents, adults, and elders with acute, critical, and/or complex chronic illnesses in specialty practice and high acuity health care settings. Focus is on the provision of safe and effective advance practice nursing care to diverse populations.

Course Typically Offered
FALL

Career
Graduate

NAPN85383 - Acute Care Adult-Gerontology II Practicum

Department(s)
Nursing

Long Description (Catalog Description)

Prerequisites: NURS 50003, 50013, 50053, 50022, NAPN 84202, 84213, 84282, 85213, 85282, 85223 (or concurrent enrollment). This continued clinical practicum course focuses on the role of the Adult-Gerontology Acute Care nurse practitioner working with a multidisciplinary team to facilitate and accelerate the patient's return to optimal health. Students apply critical thinking and evidence based clinical decision making skills to develop, implement, and evaluate management plans for adolescents, adults, and elders with acute, critical, and/or complex chronic illnesses in specialty practice and high acuity health care settings. Focus is on the provision of safe and effective advance practice nursing care to diverse populations.

Student Fee \$250

Career
Graduate

NAPN85384 - Acute Care Adult-Gerontology Advanced Practicum

Department(s)
Nursing

Long Description (Catalog Description)

Prerequisites: NURS 50003, 50013, 50053, 50022, NAPN 84202, 84213, 84282, 85213, 85282, 85223 and 85382. Clinical supervised preceptorship course focuses on the role of the Adult-Gerontology Acute Care Nurse Practitioner

working with a multidisciplinary team to facilitate and accelerate the patient's return to optimal health. Clinical experiences in specialty practice and high acuity health care settings on managing adolescents, adults, and elders with acute, critical, and/or complex chronic illnesses, Implementation of the Adult-Gerontology Acute Care Nurse Practitioner role in a collaborative practice model is emphasized. Related professional, ethical, and legal issues are addressed.

Course Typically Offered
SPRING

Career
Graduate

NAPN85385 - Acute Care Adult-Gerontology III Practicum

Department(s)
Nursing

Long Description (Catalog Description)

Prerequisites: NURS 50003, 50013, 50053, 50022, NAPN 84202, 84213, 84282, 85213, 85282, 85223 and 85382. Clinical supervised preceptorship course focuses on the role of the Adult-Gerontology Acute Care Nurse Practitioner working with a multidisciplinary team to facilitate and accelerate the patient's return to optimal health. Clinical experiences in specialty practice and high acuity health care settings on managing adolescents, adults, and elders with acute, critical, and/or complex chronic illnesses, Implementation of the Adult-Gerontology Acute Care Nurse Practitioner role in a collaborative practice model is emphasized. Related professional, ethical, and legal issues are addressed
Student Fee \$250

Career
Graduate

NAPN86212 - Psychotherapy Concepts for the Psychiatric-Mental Health Nurse Practitioner

Department(s)
Nursing

Long Description (Catalog Description)

Prerequisites: NURS, 50003, 50013, 50053. This course focuses on evidenced based approaches to practicing psychotherapy for the Psychiatric-Mental Health Nurse Practitioner. Emphasis is placed upon psychiatric illness across the lifespan including depression, schizophrenia, addiction and related disorders, childhood and adolescent onset mental illness, and cognitive disorders. Students will earn to provide evidenced based psychotherapy (crisis intervention, brief psychotherapy, group, individual, and family therapy) based upon client assessment and diagnosis. Student Fee \$250

Career
Graduate

NAPN86213 - Psychopharmacology and Neurobiology of Mental Illness

Department(s)
Nursing

Long Description (Catalog Description)

Prerequisites: NURS 50003 and 50053. This course offers students a fundamental understanding of neurobiology, encompassing pharmacogenomics, cellular and molecular neuroscience, neural circuitry, and higher cognitive functions. It examines the interaction between psychopharmacological drugs and the nervous system, focusing on mechanisms of action and therapeutic uses. Students will explore the therapeutic benefits of psychotropics and their potential adverse effects on neural function and behavior throughout the lifespan.

Career
Graduate

NAPN86223 - Psychiatric Care of Adult and Geriatric Populations

Department(s)
Nursing

Long Description (Catalog Description)

Prerequisites: NURS 50003, 50013, 50022, 50053, NAPN 86212, 86213, 86283 (concurrent enrollment). This course will focus on assessment, diagnosis and management of psychiatric disorders in the adults and geriatric population. Emphasis will be placed on various psychiatric illnesses (including schizophrenia, mood, addictive, and cognitive disorders) and the care and treatment of the individual, family, and significant others. This course assists in the development of knowledge and skills for the role of the Psychiatric-Mental Health Nurse Practitioner. This course is taken concurrently with NAPN 86283 Advanced Clinical Practicum I Psychiatric-Mental Health: Adult and Geriatrics.

Career
Graduate

NAPN86283 - Psychiatric-Mental Health Practicum I

Department(s)
Nursing

Long Description (Catalog Description)

Prerequisites: NURS 50003, 50013, 50022, 50053, NAPN 86212, 86213, 86223 (concurrent enrollment). This clinical practicum course focuses on the advanced practice nursing management of psychiatric mental health care problems common to the adult and gerontology populations. Students participate in a direct patient care supervised practicum in an adult-geriatric psychiatric care setting with a qualified preceptor. Application of evidence based clinical practice guidelines, tools and methods for promoting safe, patient-centered care will be emphasized. This course is taken concurrently with NAPN 86223 Psychiatric Care of Adult and Geriatric Populations.
Student Fee \$250

Career
Graduate

NAPN86333 - Psychiatric Care of Children and Adolescents

Department(s)
Nursing

Long Description (Catalog Description)

Prerequisites: NURS 50003, 50013, 50022, 50053, NAPN 86212, 86213, 86223 (or with permission), 86283 (or with permission), 86383 (concurrent enrollment). This course will focus on assessment, diagnosis and management of psychiatric disorder in children and adolescents. Emphasis will be placed on various psychiatric illnesses (including schizophrenia, mood, addictive, and cognitive disorders) and the care and treatment of the individual, family, and significant others. This course assists in the development of knowledge and skills for the role of the Psychiatric-Mental Health Nurse Practitioner. This course is taken concurrently with NAPN 86383 Advanced Clinical Practicum II Psychiatric-Mental Health: Children and Adolescents.

Career
Graduate

NAPN86383 - Psychiatric-Mental Health Practicum II

Department(s)
Nursing

Long Description (Catalog Description)

Prerequisites: NURS 50003, 50013, 50022, 50053, NAPN 86212, 86213, 86233 (or with permission), 86283 (or with permission), 86333 (concurrent enrollment). This course is taken concurrently with NAPN 86333 Psychiatric Care of Children and Adolescents. This clinical practicum course focuses on the advanced practice nursing management of psychiatric mental health care problems common to the children and adolescent populations. Students participate in a direct patient care supervised practicum in a children and adolescent psychiatric care setting with a qualified preceptor. Application of evidence based clinical practice guidelines, tools and methods for promoting safe, patient-centered care will be emphasized. Student Fee \$250

Career
Graduate

NAPN86384 - Advanced Clinical Practicum III Psychiatric Mental Health Nurse Practitioner Preceptorship

Department(s)
Nursing

Long Description (Catalog Description)

Prerequisites: NURS 50003, 50013, 50022, 50053, NAPN 86212, 86222, 86213, 84212, 86223, 86283, 86333, 86383. This course is the final synthesis of the theoretical and clinical foundation of advanced practice nursing in the psychiatric mental health care management of individuals and families across the lifespan. Students participate in a direct patient care supervised practicum in a psychiatric mental health care setting with a qualified preceptor. Implementation of the Psychiatric Mental Health Nurse Practitioner role in a collaborative practice model is emphasized. Related professional, ethical, and legal issues are addressed.

Career
Graduate

NAPN86386 - Psychiatric-Mental Health Practicum III

Department(s)
Nursing

Long Description (Catalog Description)

Prerequisites: NURS 50003, 50013, 50022, 50053, NAPN 86212, 86222, 86213, 84212, 86223, 86283, 86333, 86383. This course is the final synthesis of the theoretical and clinical foundation of advanced practice nursing in the psychiatric mental health care management of individuals and families across the lifespan. Students participate in a direct patient care supervised practicum in a psychiatric mental health care setting with a qualified preceptor. Implementation of the Psychiatric Mental Health Nurse Practitioner role in a collaborative practice model is emphasized. Related professional, ethical, and legal issues are addressed. Student Fee \$250

Career
Graduate

NCNS60412 - Advanced Care of Adult-Gerontology Populations

Department(s)
Nursing

Long Description (Catalog Description)

Prerequisites: NURS 50003, 50013, 50053, and 50022. This course is taken concurrently with NCNS 60482. This course emphasizes the patient/client domain of advanced nursing practice with adult-gerontology populations and synthesizes methods of population assessment and planning to construct population-appropriate interventions for health care delivery systems. The focus is on safe, quality, and culturally-appropriate advanced nursing practices to meet emerging global needs.

Course Typically Offered
Summer

Career
Graduate

NCNS60492 - Advanced Care of Adult-Gerontology Populations Practicum

Department(s)
Nursing

Long Description (Catalog Description)

Prerequisites: NURS 50003, 50013, 50053, and 50022. This course is taken concurrently with NCNS 60412. This course consists of supervised practicum experience focusing on advanced nursing practice with individuals in the selected population (adult-gerontology). The application of health maintenance, health promotion, illness prevention and developmental transitions will be incorporated. Application of evidence-based techniques, tools, and methods for promoting care of the selected population will be emphasized. Student Fee \$250

Course Typically Offered
Summer

Career
Graduate

NCNS60512 - The CNS and Professional Practice

Department(s)
Nursing

Long Description (Catalog Description)

Prerequisites: NURS 50003, 50013, 50053, and 50022. This course is taken concurrently with NCNS 60582. This course explores the professional practice domain of the CNS role. Content is organized according to competencies related to identifying, defining, and collaborating on problems and opportunities in nursing practice. The CNS subroles of expert practitioner, educator, researcher, change agent, mentor, and consultant are examined.

Course Typically Offered
Fall

Career
Graduate

NCNS60582 - The CNS and Professional Practice Practicum

Department(s)
Nursing

Long Description (Catalog Description)

Prerequisites: NURS 50003, 50013, 50053, and 50022. This course is taken concurrently with NCNS 60512. This course consists of supervised practicum experience in the professional practice domain of the CNS role integrating the CNS Spheres of Influence. The role of the CNS in supporting nursing personnel as expert practitioner, educator, research, change agent, mentor, and consultant are applied. Particular emphasis is placed on identifying and defining problems and

opportunities in nursing practice, identifying and articulating factors contributing to resource management needs and outcomes, developing innovative solutions, and evaluating the effect of solution strategies.

Student Fee \$250

Course Typically Offered
Fall

Career
Graduate

NCNS60613 - The CNS and Systems Leadership

Department(s)
Nursing

Long Description (Catalog Description)

Prerequisites: NURS 50003, 50013, 50053, and 50022. This course is taken concurrently with NCNS 60682. This course explores the systems/organizations domain of CNS practice. Content is organized according to competencies related to identifying and defining problems and opportunities in nursing practice, identifying and articulating resource management needs and factors contributing to outcomes, developing innovative solutions, and evaluating the effect of solution strategies.

Course Typically Offered
Fall

Career
Graduate

NCNS60683 - The CNS and Systems Leadership Practicum

Department(s)
Nursing

Long Description (Catalog Description)

Prerequisites: NURS 50003, 50013, 50053, and 50022. This course is taken concurrently with NCNS 60613. This course emphasizes the systems/organizations domain of CNS practice integrating CNS Spheres of Influence. The particular emphasis is placed on identification of problems and opportunities, resource management needs, desired outcomes, and development of innovative evidence-based solutions to meet organizational goals and priorities.

Student Fee \$250

Course Typically Offered
Fall

Career
Graduate

NCNS60712 - Advanced Care of Pediatric Populations

Department(s)
Nursing

Long Description (Catalog Description)

Prerequisites: NURS 50003, 50013, 50053, and 50022. This course emphasizes the patient/client domain of advanced nursing practice with pediatric populations and synthesizes methods of population assessment and planning to construct population-appropriate interventions for health care delivery systems. The focus is on safe, quality, and culturally-appropriate advanced nursing practices to meet emerging global needs.

Course Typically Offered
Summer

Career
Graduate

NCNS60713 - Diagnostic Reasoning and Advanced Patient Management of the Adult-Gerontology Patient

Department(s)
Nursing

Long Description (Catalog Description)

Prerequisites: NURS 50003, 50013, 50053, 50022, NCNS 60412 and 60482. This course is taken concurrently with NCNS 60783. This course emphasizes the diagnosis and management of the common acute and chronic disruptions of health experienced by adult and geriatric patients across the lifespan. Students will assimilate knowledge from advanced assessment, advanced pathophysiology, and advanced pharmacotherapeutics to develop diagnoses and treatment plans within their scope of practice to include development of prescribing skills.

Course Typically Offered
Spring

Career
Graduate

NCNS60723 - Diagnostic Reasoning and Advanced Patient Management of the Pediatric patient

Department(s)
Nursing

Long Description (Catalog Description)

Prerequisites: NURS 50003, 50013, 50053, 50022, NCNS 60742, 60492. This course is taken concurrently with NCNS 60793. This course emphasizes the diagnosis and management of the common acute and chronic disruptions of health experienced by pediatric patients across the lifespan. Students will assimilate knowledge from advanced assessment, advanced pathophysiology, and advanced pharmacotherapeutics to develop diagnoses and treatment plans within their scope of practice to include development of prescribing skills.

Course Typically Offered
Spring

Career
Graduate

NCNS60782 - Advanced Care of Pediatric Populations Practicum

Department(s)
Nursing

Long Description (Catalog Description)

Prerequisites: NURS 50003, 50013, 50053, 50022. This course consists of supervised practicum experience focusing on advanced nursing practice with individuals in the pediatric population. The application of health maintenance, health promotion, illness prevention and developmental transitions will be incorporated. Application of evidence-based techniques, tools, and methods for promoting care of the selected population will be emphasized. Students must be concurrently enrolled in NCNS 60742, Advanced Care of Pediatric Populations. Student Fee \$250

Course Typically Offered
Summer

Career
Graduate

NCNS60783 - Diagnostic Reasoning and Advanced Patient Management of the Adult-Gerontology Patient Practicum

Department(s)
Nursing

Long Description (Catalog Description)

Prerequisites: NURS 50003, 50013, 50053, and 50022, NCNS 60412, NCNS 60482. This course is taken concurrent with NCNS 60713. This preceptored practicum allows students to gain skill in the diagnosis and treatment of individuals in their selected population (adult-gerontology). Students will work closely with a preceptor to gain knowledge and skill in clinical diagnosis and prescription of drugs and other therapies. Development of diagnostic reasoning and management skills will be emphasized.

Student Fee \$250

Course Typically Offered

Spring

Career

Graduate

NCNS60793 - Diagnostic Reasoning and Advanced Patient Management of the Pediatric Patient Practicum

Department(s)

Nursing

Long Description (Catalog Description)

Prerequisites: NURS 50003, 50013, 50053, 50022, NCNS 60412, 60482. This precepted practicum allows students to gain skill in the diagnosis and treatment of patients in their specialty (pediatric). Students will work closely with a preceptor to gain knowledge and skill in clinical diagnosis and prescription of drugs and other therapies. This practicum is part of the coursework needed to meet state recognized requirements that allow students to obtain prescriptive authority.

Student Fee \$250

Course Typically Offered

Spring

Career

Graduate

NDNP81103 - Role of the DNP in Health Care

Department(s)

Nursing

Long Description (Catalog Description)

Prerequisites: Admission to the Graduate Program or permission of the instructor is required to register for this course. This course will facilitate transition to the DNP role through exploration of leadership, professional and practice perspectives within the metaparadigm of nursing. This course will prepare students to implement evidence-based innovations to impact health care.

Career

Graduate

NDNP81113 - Health Innovation & Complexity Science

Department(s)

Nursing

Long Description (Catalog Description)

Prerequisites: Admission to the Graduate Program or permission of the instructor is required to register for this course. The purpose of this course is to examine complexity and innovation as they relate to health care systems, delivery, and population health. Areas of focus are health equity, quality and safety, and entrepreneurship. The course provides a broad foundation from which to approach resolution of complex clinical situations and improve practice environments.

Course Typically Offered

Fall

Career

Graduate

NDNP81123 - Health Care Data Management & Analysis

Department(s)

Nursing

Long Description (Catalog Description)

Prerequisites: Admission to the Graduate Program or permission of the instructor is required for this course. This course is intended to apply standard statistical methods to develop knowledge and skills, enabling students to understand data collection and analysis methods, interpretation and reporting of statistical results to critically read and evaluate nursing and the healthcare literature. The emphasis is to provide the foundation and skills in data management and statistical analysis essential to conduct evidence-based improvement.

Course Typically Offered

Summer

Career

Graduate

NDNP81133 - Systems & Organization Leadership

Department(s)

Nursing

Long Description (Catalog Description)

Prerequisites: Admission to the Graduate Program or permission of the instructor is required to register for this course. This course will focus on innovative strategies to facilitate systems and organizational change and business management. Students will explore the role of the DNP as a systems leader and change agent within health care systems.

Career

Graduate

NDNP81143 - Population Health & Epidemiology

Department(s)

Nursing

Long Description (Catalog Description)

Prerequisites: Admission to the Graduate Program or permission of the instructor is required to register for this course. Provides theoretical foundation and a framework for examining health promotion, population health, health equity and the implementation of community-based interventions. Students will develop and evaluate evidence-based population health programs to empower community action. Principles of epidemiology, community and systems organizational assessment will be applied to determine population diagnosis and priority setting. The student will use theories to guide development of system level approaches to reduce population health risk, and measure outcomes using available benchmarks. The student will analyze a population topic of interest, examine the social determinants of health, existing disparities, identify gaps, and propose solutions.

Career

Graduate

NDNP81222 - Synthesis in Evidence-Based Practice

Department(s)

Nursing

Long Description (Catalog Description)

Prerequisites: NDNP 81123 Health Care Data Management and Analysis. This course is designed to prepare the student to synthesize best evidence to guide decision making in health care.

Career
Graduate

NDNP81233 - Health Informatics & Technology

Department(s)
Nursing

Long Description (Catalog Description)

The purpose of this course is to examine information and communication technologies and informatics processes used to manage and improve the delivery of safe, high-quality, and efficient health care services. Emphasis will be on health information technology analysis, planning, implementation and evaluation.

Course Typically Offered	Career
Spring	Graduate

NDNP81233 - Decision Science and Informatics

Department(s)
Nursing

Long Description (Catalog Description)

The purpose of this course is to examine the methods and applications of decision analysis in healthcare practice, information technology, and resource allocation. Areas of focus are systems, organizations, informatics, and different models/frameworks for decision making. The course provides a broad foundation from which to approach resolution of complex clinical situations and improve practice environments.

Course Typically Offered	Career
SPRING	Graduate

Cross Listed Courses
NRAN81233 Decision Science & Informatics

NDNP81242 - Translation in Evidence-Based Practice

Department(s)
Nursing

Long Description (Catalog Description)

Prerequisite: Admission to the graduate program or permission of the instructor if in a graduate program in another department. This course is designed to prepare the student to translate best evidence to guide decision making in health care.

Course Typically Offered	Career
Fall	Graduate

NDNP81252 - Leadership in Complex Health Environments

Department(s)
Nursing

Long Description (Catalog Description)

Prerequisites: Admission to the Graduate Program or permission of the instructor is required to register for this course. This course focuses on leadership development focused on transformative, diverse, innovative, strategic, and business-minded health care initiatives for health care leaders. The DNP student will be prepared to assume leadership roles in complex health care systems.

Career
Graduate

NDNP81282 - Advanced Leadership Practicum

Department(s)
Nursing

Long Description (Catalog Description)

Prerequisites: Admission to the Graduate Program or permission of the instructor is required to register for this course. This course will prepare students to assume advanced leadership roles in health care. With a focus on personal leadership skills, health innovation and entrepreneurship, and transformative experiences in complex health systems, students will develop competencies in advanced leadership roles. Students will explore advanced communication, conflict management, board and executive positions, decision-making, and team-based collaboration.
Student Fee \$250

Career
Graduate

NDNP81353 - Health Policy, Finance & Economics

Department(s)
Nursing

Long Description (Catalog Description)

Prerequisite: Admission to the Graduate Program or permission of the instructor if in a graduate program in another department. This course explores policy and financial leadership with an emphasis on stakeholders and the economic forces that drive decision-making in health care. The legislative process, administrative ruling, regulations, and policy decisions at the institutional, local, state, national, and global level will be explored. The course will prepare students to monitor and respond to trends and issues in health finance and economics integrating systems thinking, health policy, and leadership to advance health systems and care delivery.

Career
Graduate

NDNP82282 - Advanced Practicum II

Department(s)
Nursing

Long Description (Catalog Description)

This course is a continuation of NDNP 82272 Advanced Practicum I and provides opportunities for students to synthesize and apply knowledge and skills gained through the program to effectively incorporate aspects of The Essentials for Doctoral Nursing Education for Advanced Nursing Practice. (This course is only offered as P/NC.)

Course Typically Offered	Career
Fall and Spring	Graduate

NDNP86712 - Foundations of Evidence-Based Practice and Research

Department(s)
Nursing

Long Description (Catalog Description)

Prerequisites for new course: Admission to the Graduate Program or permission of the instructor is required to register for this course. This course focuses on evidence-based practice including nursing research methods and theory. Content includes an overview of basic research concepts, evidence-based practice models, research methodologies and designs, and an overview of descriptive and inferential statistics.

Career
Graduate

NDNP88061 - DNP Scholarly Project I

Department(s)
Nursing

Long Description (Catalog Description)

Prerequisite: Completion of all doctoral course work or approval of the Division Director, Graduate Nursing. In this course, the DNP student will propose an evidence-based scholarly project.

Course Typically Offered	Career
Summer	Graduate

NDNP88071 - DNP Scholarly Project II

Department(s)
Nursing

Long Description (Catalog Description)

Prerequisites: Completion of all doctoral course work or approval of the Division Director, Graduate Nursing. In this course, the DNP student will plan an evidence-based scholarly project.

Course Typically Offered	Career
Fall	Graduate

NDNP88182 - DNP Scholarly Project III

Department(s)
Nursing

Long Description (Catalog Description)

Prerequisites: Completion of all doctoral course work or approval of the Division Director, Graduate Nursing. In this course, the DNP student will implement and evaluate an evidence-based scholarly project.

Course Typically Offered	Career
Spring	Graduate

NDNP88191 - DNP Scholarly Project IV

Department(s)
Nursing

Long Description (Catalog Description)

Prerequisites: NDNP 88061, 88071, and 88182. In this course, the DNP student will disseminate the evidence-based scholarly project results.

Career
Graduate

NETE60003 - An Introduction to the New Testament

Department(s)
BIBL

Long Description (Catalog Description)

An introductory and survey course of the New Testament. Students will become familiar with the content of the New Testament and related primary sources. A variety of methods and approaches to interpretation will be introduced. Special attention will be given to texts at the center of contemporary theological and cultural debates.

Career
Brite

NETE60200 - General Transfer Credit

Department(s)
BIBL

Long Description (Catalog Description)

General Transfer Credit

Career
Brite

NETE65013 - Exegesis in the Gospels and Acts

Department(s)
BIBL

Long Description (Catalog Description)

Prerequisite: NETE 60003 or equivalent. Method and practice in English exegesis of the Gospels, or the Acts of the Apostles. May be repeated for credit under different topics for up to 9 hours.

Career
Brite

NETE65023 - Exegesis in the New Testament Epistles and Revelation

Department(s)
BIBL

Long Description (Catalog Description)

Prerequisite: NETE 60003 or equivalent. Method and practice in English exegesis of the Epistles. May be repeated for credit under different topics for up to 9 hours.

Career
Brite

NETE65033 - Exegesis in the Gospels and Acts (Greek)

Department(s)
BIBL

Long Description (Catalog Description)

Prerequisite: NETE 60003 and 70013 or equivalent. Method and practice in Greek exegesis of the Gospels or the Acts of the Apostles, including use of concordances, Bible dictionaries, and commentaries that NETE 70013 has made possible. May be repeated for credit under different topics for up to 9 hours.

Career
Brite

NETE65043 - Exegesis in the New Testament Epistles and Revelation (Greek)

Department(s)
BIBL

Long Description (Catalog Description)

Prerequisite: NETE 60003 and NETE 70013 or equivalent. Method and practice in Greek exegesis of the epistles, including use of concordances, Bible dictionaries, and commentaries that NETE 70013 has made possible. May be repeated for credit under different topics for up to 9 hours.

Career
Brite

NETE70013 - Basics of Biblical Greek

Department(s)
BIBL

Long Description (Catalog Description)

This course is a graduate-level introduction to New Testament Greek which will facilitate the student's learning sufficient vocabulary and grammar to enable her/him to study the New Testament in the Greek exegesis course offered the second semester. It presupposes that the student will continue into the exegesis course. (1 or 3 semester hours)

Career
Brite

NETE70153 - New Testament, Gender and Sexuality

Department(s)
BIBL

Long Description (Catalog Description)

Prerequisites: NETE 60003 or instructor's permission. This course will engage both classic and more recent scholarship on the New Testament, Gender and Sexuality. Topics of special focus may include interpretations framed by feminist, womanist, and queer methods and approaches. Students will learn to identify both distinctive features of relevant methods and approaches, and also intersections among them.

Career
Brite

NETE70970 - Special Topics: New Testament Studies

Department(s)
BIBL

Long Description (Catalog Description)

May be repeated for credit under different topics. (1-3 semester hours)

Career
Brite

NETE75013 - Biblical Greek II

Department(s)
BIBL

Long Description (Catalog Description)

Prerequisites: NETE 70013. Continuation of grammar and syntax with focus on reading early Christian texts.

Career
Brite

NETE75053 - Extra-Canonical Early Christian Literature

Department(s)
BIBL

Long Description (Catalog Description)

Prerequisite: NETE 60003 or equivalent. Study of selected historical or theological issues in early Christian literature not included in the New Testament. May be repeated for credit under different topics for up to 9 hours.

Career
Brite

NETE75063 - New Testament Ethics

Department(s)
BIBL

Long Description (Catalog Description)

Prerequisite: NETE 60003 or equivalent. Selected New Testament texts will be interpreted both descriptively in their historical context and constructively in their relationship to modern ethical theories and practical questions.

Career
Brite

NETE75073 - The Greco-Roman Environment of Early Christianity

Department(s)
BIBL

Long Description (Catalog Description)

Prerequisite: NETE 60003 or equivalent. Study of Greco-Roman archaeology (Pompeii, Corinth); urban and domestic life; Cynic, Stoic, Epicurean, and Platonic philosophical thought and practice; religious experience in the mystery religions (Dionysus, Isis, and Mithras); Hellenistic Judaism (Philo and Josephus). Each semester the professor will choose one primary Greco-Roman author to read (Epictetus, Dio Chrysostom, Lucian, Plutarch, Philo, or Josephus). May be repeated for credit under different topics for up to 9 hours.

Career
Brite

NETE75083 - Theology of the New Testament

Department(s)
BIBL

Long Description (Catalog Description)

Prerequisite: 3 hours of New Testament and 3 hours of Christian Theology, or instructor's permission. A systematic investigation of the major theological traditions represented in the New Testament, or a study of a selected problem in New Testament Theology.

Career
Brite

NETE75093 - Seminar in New Testament Literature

Department(s)
BIBL

Long Description (Catalog Description)

Prerequisite: 3 hours of New Testament or permission. Selected problems in the literary study of the New Testament. May be repeated for credit under different topics for up to 9 hours.

Career
Brite

NETE75113 - Seminar in the History of New Testament Research

Department(s)
BIBL

Long Description (Catalog Description)

Prerequisites: one 60000-level course in NETE and one 60000-level course in CHHI or equivalent. An examination of selected major periods, issues, trends and scholars in the history of New Testament research from the Enlightenment t the present. See CHHI 75023.

Career
Brite

NETE75123 - Readings in the Greek Bible (Septuagint)

Department(s)
BIBL

Long Description (Catalog Description)

Prerequisite: NETE 70013 or equivalent. Practice in reading the Septuagint, the Bible of many New Testament authors. The goals are simply to read Greek more rapidly than we do in an exegesis course and to expand our experience of scriptures that were generative for New Testament authors. May be repeated for credit under different topics.

Career
Brite

NETE75133 - Biblical Interpretation for Preaching

Department(s)
BIBL

Long Description (Catalog Description)

Prerequisites: NETE 60003 or HEBI 60003. A biblical book or theme will be examined in the light of recent exegetical and hermeneutical approaches, with a view to proclamation in the church. Sermons from the selected book or theme will be prepared, presented in written form to the class, and discussed. May be repeated for credit under different topics for up to 9 hours. See HEBI 80113 and HOML 75033.

Career
Brite

NETE75143 - New Testament, Gender and Sexuality

Department(s)
BIBL

Long Description (Catalog Description)

Prerequisites: NETE 60003 or instructor's permission. This course will engage both classic and more recent scholarship on the New Testament, Gender and Sexuality. Topics of special focus may include interpretations framed by feminist, womanist, and queer methods and approaches, and also intersections among them.

Career
Brite

NETE75901 - M.T.S. final Exercise

Department(s)
BIBL

Long Description (Catalog Description)

Prerequisites: Admittance to the M.T.S. degree program. An independent research study course, taken in the final semester in program, that integrates material covered in earlier coursework, and produces a final paper, normally 20-30 pages in length.

Career
Brite

NETE75903 - Final Exercise

Department(s)
BIBL

Long Description (Catalog Description)

Prerequisite: Admittance to the M.T.S. degree program. An independent research study course, taken in the final semester in program, that integrates material covered in earlier coursework and produces a final paper, normally 20-30 pages in length.

Career
Brite

NETE80153 - New Testament, Gender and Sexuality

Department(s)
BIBL

Long Description (Catalog Description)

Prerequisites: NETE 60003 or instructor's permission. This course will engage both classic and more recent scholarship on the New Testament, Gender and Sexuality. Topics of special focus may include interpretations framed by feminist, womanist, and queer methods and approaches. Students will learn to identify both distinctive features of relevant methods and approaches, and also intersections among them.

Career
Brite

NETE80970 - Special Topics in New Testament Studies

Department(s)
BIBL

Long Description (Catalog Description)

May be repeated for credit under different topics. (1-3 semester hours)

Career
Brite

NETE85013 - Exegesis in the Gospels and Acts

Department(s)
BIBL

Long Description (Catalog Description)

Method and practice in English exegesis of the Gospels, or the Acts of the Apostles. May be repeated for credit under different topics for up to 9 hours.

Career
Brite

NETE85023 - Exegesis in the New Testament Epistles and Revelation

Department(s)
BIBL

Long Description (Catalog Description)

Method and practice in English exegesis of the Epistles. This course may be repeated for credit under different topics for up to 9 hours.

Career
Brite

NETE85033 - Exegesis in the Gospels and Acts (Greek)

Department(s)
BIBL

Long Description (Catalog Description)

Method and practice in Greek exegesis of the Gospels or the Acts of the Apostles, including use of concordances, Bible dictionaries, and commentaries that NETE 70013 has made possible. May be repeated for credit under different topics for up to 9 hours.

Career
Brite

NETE85043 - Exegesis in the New Testament Epistles and Revelation (Greek)

Department(s)
BIBL

Long Description (Catalog Description)

Method and practice in Greek exegesis of the epistles, including use of concordances, Bible dictionaries, and commentaries that NETE 70013 has made possible. May be repeated for credit under different topics for up to 9 hours.

Career
Brite

NETE85053 - Extra-Canonical Early Christian Literature

Department(s)
BIBL

Long Description (Catalog Description)

Study of selected historical or theological issues in early Christian literature not included in the New Testament. May be repeated for credit under different topics for up to 9 hours.

Career
Brite

NETE85063 - New Testament Ethics

Department(s)
BIBL

Long Description (Catalog Description)

Selected New Testament texts will be interpreted both descriptively in their historical context and constructively in their relationship to modern ethical theories and practical questions.

Career
Brite

NETE85073 - The Greco-Roman Environment of Early Christianity

Department(s)
BIBL

Long Description (Catalog Description)

Study of Greco-Roman archaeology (Pompeii, Corinth); urban and domestic life; Cynic, Stoic, Epicurean, and Platonic philosophical thought and practice; religious experience in the mystery religions (Dionysus, Isis, and Mithras); Hellenistic Judaism (Philo and Josephus). Each semester the professor will choose one primary Greco-Roman author to read (Epictetus, Dio Chrysostom, Lucian, Plutarach, Philo, or Josephus). May be repeated for credit under different topics for up to 9 hours.

Career
Brite

NETE85083 - Theology of the New Testament

Department(s)
BIBL

Long Description (Catalog Description)

A systematic investigation of the major theological traditions represented in the New Testament, or a study of a selected problem in New Testament Theology.

Career
Brite

NETE85093 - Seminar in New Testament Literature

Department(s)
BIBL

Long Description (Catalog Description)

Selected problems in the literary study of the New Testament. May be repeated for credit under different topics for up to 9 hours.

Career
Brite

NETE85113 - Seminar in the History of New Testament Research

Department(s)
BIBL

Long Description (Catalog Description)

An examination of selected major periods, issues, trends and scholars in the history of New Testament research from the Enlightenment to the present. See CHHI 85023.

Career
Brite

NETE85123 - Readings in the Greek Bible (Septuagint)

Department(s)
BIBL

Long Description (Catalog Description)

Practice in reading the Septuagint, the Bible of many New Testament authors. The goals are simply to read Greek more rapidly than we do in an exegesis course and to expand our experience of scriptures that were generative for New Testament authors. May be repeated for credit under different topics.

Career
Brite

NETE85133 - Biblical Interpretation for Preaching

Department(s)
BIBL

Long Description (Catalog Description)

A biblical book or theme will be examined in the light of recent exegetical and hermeneutical approaches, with a view to proclamation in the church. Sermons from the selected book or theme will be prepared, presented in written form to the class, and discussed. May be repeated for credit with different books or themes. See HEBI 80113 and HOML 85033.

Career
Brite

NETE85143 - New Testament, Gender and Sexuality

Department(s)
BIBL

Long Description (Catalog Description)

Prerequisites: NETE 60003 or instructor's permission. This course will engage both classic and more recent scholarship on the New Testament, Gender and Sexuality. Topics of special focus may include interpretations framed by feminist, womanist, and queer methods and approaches, and also intersections among them.

Career
Brite

NETE90123 - Exegesis in Epistles

Department(s)
BIBL

Long Description (Catalog Description)

Method and practice in English exegesis of the Epistles. May be repeated for credit under different topics for up to 9 hours.

Career
Brite

NETE90153 - New Testament, Gender and Sexuality

Department(s)
BIBL

Long Description (Catalog Description)

Prerequisites: NETE 60003 or instructor's permission. This course will engage both classic and more recent scholarship on the New Testament, Gender and Sexuality. Topics of special focus may include interpretations framed by feminist, womanist, and queer methods and approaches. Students will learn to identify both distinctive features of relevant methods and approaches, and also intersections among them.

Career
Brite

NETE90970 - Special Topics in New Testament Studies

Department(s)
BIBL

Long Description (Catalog Description)

May be repeated for credit under different topics. (1-3 semester hours).

Career
Brite

NETE94013 - Independent Research Study and Thesis

Department(s)
BIBL

Long Description (Catalog Description)

Prerequisites: Admittance to the Th.M. program and completion of required academic seminars. Independent research study and writing of the Master of Theology thesis.

Career
Brite

NETE95033 - Exegesis in the Gospels and Acts (Greek)

Department(s)
BIBL

Long Description (Catalog Description)

Admittance to the ThM or PhD program. Method and practice in Greek exegesis of the Gospels or the Acts of the Apostles, including use of concordances, Bible dictionaries, and commentaries that NET 70013 has made possible. May be repeated for credit under different topics for up to 9 hours.

Career
Brite

NETE95043 - Exegesis in the New Testament Epistles and Revelation (Greek)

Department(s)
BIBL

Long Description (Catalog Description)

Method and practice in Greek exegesis of the epistles, including use of concordances, Bible dictionaries, and commentaries that NETE 70013 has made possible. May be repeated for credit under different topics for up to 9 hours.

Career
Brite

NETE95053 - Extra-Canonical Early Christian Literature

Department(s)
BIBL

Long Description (Catalog Description)

Study of selected historical or theological issues in Early Christian literature not included in the New Testament. May be repeated for credit under different topics for up to 9 hours.

Career
Brite

NETE95063 - New Testament Ethics

Department(s)
BIBL

Long Description (Catalog Description)

Selected New Testament texts will be interpreted both descriptively in their historical context and constructively in their relationship to modern ethical theories and practical questions.

Career
Brite

NETE95073 - The Greco-Roman Environment of Early Christianity

Department(s)
BIBL

Long Description (Catalog Description)

Study of Greco-Roman archaeology (Pompeii, Corinth); urban and domestic life; Cynic, Stoic, Epicurean, and Platonic philosophical thought and practice; religious experience in the mystery religions (Dionysus, Isis, and Mithras); Hellenistic Judaism (Philo and Josephus). Each semester the professor will choose one primary Greco-Roman author to read (Epictetus, Dio Chrysostom, Lucian, Plutarch, Philo, or Josephus). May be repeated for credit under different topics for up to 9 hours.

Career
Brite

NETE95083 - Theology of the New Testament

Department(s)
BIBL

Long Description (Catalog Description)

A systematic investigation of the major theological traditions represented in the New Testament, or a study of a selected problem in New Testament Theology.

Career
Brite

NETE95093 - Seminar in New Testament Literature

Department(s)
BIBL

Long Description (Catalog Description)

Selected problems in the literary study of the New Testament. May be repeated for credit under different topics for up to 9 hours.

Career
Brite

NETE95113 - Seminar in the History of New Testament Research

Department(s)
BIBL

Long Description (Catalog Description)

An examination of selected major periods, issues, trends and scholars in the history of New Testament research from the Enlightenment to the present. See CHHI 95023.

Career
Brite

NETE95123 - Readings in the Greek Bible (Septuagint)

Department(s)
BIBL

Long Description (Catalog Description)

Practice in reading the Septuagint, the Bible of many New Testament authors. The goals are simply to read Greek more rapidly than we do in an exegesis course and to expand our experience of scriptures that were generative for New Testament authors. May be repeated for credit under different topics.

Career
Brite

NETE95143 - New Testament, Gender and Sexuality

Department(s)
BIBL

Long Description (Catalog Description)

Prerequisites: NETE 60003 or instructor's permission. This course will engage both classic and more recent scholarship on the New Testament, Gender and Sexuality. Topics of special focus may include interpretations framed by feminist, womanist, and queer methods and approaches, and also intersections among them.

Career
Brite

NETE95713 - Critical Introduction to the New Testament

Department(s)
BIBL

Long Description (Catalog Description)

Prerequisite: Admittance to the Th.M. or Ph.D. program or special permission from the Office of the Assistant Dean of Academic Affairs. A selected examination of methods of biblical interpretation.

Career
Brite

NETE95963 - Issues in New Testament Studies

Department(s)
BIBL

Long Description (Catalog Description)

Prerequisite: Admittance to the Th.M. or Ph.D. program or special permission from the Office of the Assistant Dean of Academic Affairs. An issue related to the literature, theology, history, or exegesis of the New Testament will be selected. May be repeated for credit under different topics for up to 9 hours.

Career

Brite

NEUR81202 - LIC Clinical Neurology

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

The Neurology Longitudinal Integrated Clerkship equips medical students to develop a systematic approach to the evaluation, diagnosis, and management of neurologic problems and conditions. Using an understanding of neuroanatomy, students will develop fundamental localization skills and the ability to recognize common neurologic conditions and neurologic emergencies. Students will work primarily in the outpatient setting and will evaluate patients and develop assessment and management plans under direct supervision of a senior practitioner. Students will be exposed to inpatient neurology either through specific inpatient burst immersion experiences or in continuity care for their panel of patients who require inpatient hospitalization for diagnosis and/or treatment.

Career

Medical School

NEUR86001 - Neurorehabilitation

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Neurorehabilitation; clinical, 4 week, home elective

Career

Medical School

NEUR86002 - Neurology

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Neurology, 4 week clinical elective

Career

Medical School

NEUR86500 - Sub-Internship Neurology

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Sub-Internship Neurology, 4 weeks, clinical away

Career

Medical School

NEUR86501 - Advanced Neurology

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

4 weeks, clinical away elective

Career

Medical School

NEUR87010 - Neurological Critical Care

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Neurological Critical Care, home elective, clinical

Career

Medical School

NONC60811 - Advanced Oncology Practicum I

Department(s)

Nursing

Long Description (Catalog Description)

Co-requisites: NURS 60813. This course provides an opportunity to explore evidence-based practice guidelines and research and their application to promote healthy lifestyles, monitor cancer risk, address integrative oncology practices, facilitate access to care, and reduce health care disparities for populations at risk and diagnosed with cancer, and cancer survivors. This course is taken concurrently with NURS 60813.

Career

Graduate

NONC60813 - Advanced Oncology Nursing I

Department(s)

Nursing

Long Description (Catalog Description)

Prerequisites: NURS 50003, 50013, and 50053. This course provides an introduction to cancer epidemiology and pathophysiology, cancer genetics, prevention, risk assessment and reduction for specific cancers, screening techniques, and diagnostic procedures and criteria to support patients, caregivers, and communities. This course is taken concurrently with NURS 60811.

Career

Graduate

NONC60821 - Advanced Oncology Nursing II: Practicum

Department(s)

Nursing

Long Description (Catalog Description)

Prerequisites: NURS 60813, 60811. The emphasis of this course is on the development of advanced clinical decision making skills in identifying multiple alterations resulting from cancer and cancer therapy. The course is taken concurrently with NURS 60823.

Career

Graduate

NONC60823 - Advanced Oncology Nursing II

Department(s)

Nursing

Long Description (Catalog Description)

Prerequisites: NURS 60813, 60811. Principles of cancer treatment, associated responses and symptom management are presented. Emphasis is on the development of advanced clinical decision making skills in identifying multiple alterations resulting from cancer and cancer therapy. Concurrent with NURS 60821.

Career
Graduate

NONC60832 - Advanced Oncology Nursing Residency

Department(s)
Nursing

Long Description (Catalog Description)

Prerequisites: NURS 60813, 60823, 60811, and 60821. Emphasis is on the application of critical thinking and diagnostic reasoning skills in advanced clinical decision making. Students assess, diagnose, and manage the care of oncology patients with a variety of cancers. The delivery of care and evaluation of role effectiveness across the full spectrum of the cancer care continuum are examined.

Career
Graduate

NONC60834 - Palliative and End of Life Care

Department(s)
Nursing

Long Description (Catalog Description)

Prerequisites: NURS 60823, 60821, or with permission of the faculty. This course provides students with advanced knowledge in the care of patients/families experiencing life-limiting progressive illness. Students will explore current and emerging models of care deliver; ranging from palliative care, hospice care, and family support services in bereavement. Students will engage in holistic assessment of pain and quality of life for patients with advanced illnesses in a variety of settings under the direction of a skilled clinician in palliative care. New trends, advances, and issues in home management of complex conditions, innovative delivery systems, legal, ethical and policy considerations will be explored.

Career
Graduate

NPHD80112 - Philosophy of Nursing Science & Theory

Department(s)
Nursing

Long Description (Catalog Description)

Prerequisites: Admission to the DNP-PhD Bridge Program. This course provides a critical analysis of historical and current views of knowledge development as philosophies of science generally as well as specific to nursing science. Theoretical approaches in the development of nursing knowledge will be emphasized.

Career
Graduate

NPHD80122 - Implementation Science

Department(s)
Nursing

Long Description (Catalog Description)

Prerequisites: NPHD 80112, HCHS 80213, HCHS 70913. This course is designed for students to learn how to develop research protocols to study the implementation of evidence-based interventions using the knowledge and tools of implementation science.

Career
Graduate

NPHD80132 - Nursing Research Proposal Development

Department(s)
Nursing

Long Description (Catalog Description)

Prerequisites: NPHD 80112; NPHD 80122; HCHS 80213; HCHS 80223. This course provides the student an opportunity to demonstrate a comprehensive understanding of the research process through design of a robust research project that will contribute to evidence-based practice and the advancement of nursing science.

Career
Graduate

NRAN80113 - Research in Nurse Anesthesia

Department(s)
Nurse Anesthesia

Long Description (Catalog Description)

Emphasizes the evaluation and use of a variety of theories and research methods as a foundation for advanced practice in nurse anesthesia. Includes application of theory and research to improve practice and patient outcomes and identification of outcome studies needed to improve practice. Incorporates legal and ethical foundations of practice and policy.

Career
Graduate

NRAN80323 - Physical Science in Nurse Anesthesia

Department(s)
Nurse Anesthesia

Long Description (Catalog Description)

Introduction to structural recognition and nomenclature of organic compounds. Includes an introduction to amino acids, lipids, membranes, protein structure and function, and overview of the bioenergetics of the cell. (Includes experiences with the human patient simulator.)

Career
Graduate

NRAN80334 - Advanced Pharmacology

Department(s)
Nurse Anesthesia

Long Description (Catalog Description)

Study of the principles of pharmacology, including pharmacodynamics, pharmacokinetics, and pharmacogenetics as related to various classes of pharmaceutical agents encountered in anesthesia practice. Application of principles as they pertain to various organ systems is emphasized. RNs seeking a graduate level course must obtain permission of the Director if not an admitted nurse anesthesia student.

Career
Graduate

NRAN80345 - Advanced Anatomy, Physiology, and Pathophysiology I

Department(s)
Nurse Anesthesia

Long Description (Catalog Description)

Study of structure and function in health and disease of human nervous, endocrine, and excretory systems including fluid, electrolyte and acid-base balance.

Career
Graduate

NRAN80402 - Essentials of Anesthesia and Simulation

Department(s)
Nurse Anesthesia

Long Description (Catalog Description)

Prerequisites: Successful completion of Semesters 1, 2, and 3. This course provides the nurse anesthesia student with the tools necessary for the administration of anesthesia. This course teaches a basic level of expertise in the safe and competent use of anesthesia equipment, along with an introduction to the art and science of nurse anesthesia. This course presents the basic concepts of anesthesia and introduces the student to procedures and principles of nurse anesthesia. Students are also provided with a clinical simulator component which includes fundamental patient interaction under the direct supervision of an instructor.

Career
Graduate

NRAN80413 - Advanced Anatomy, Physiology and Pathophysiology III

Department(s)
Nurse Anesthesia

Long Description (Catalog Description)

Study of structure and function of health and disease in the human cardiovascular system.

Career
Graduate

NRAN80424 - Pharmacology of Anesthesia Agents

Department(s)
Nurse Anesthesia

Long Description (Catalog Description)

This course is designed to provide an in-depth understanding of the classification, mechanism of action, pharmacokinetics, pharmacodynamics, clinical uses, and interactions of the drugs commonly used in the practice of both general and regional anesthesia. This will include the intravenous sedative-hypnotics, opioids, local anesthetics, inhaled agents, and the muscle relaxants. Also discussed are other drugs necessary to the practice of anesthesia, including vasoactive medications, antiemetics, anticholinergics and pertinent antibiotics.

Career
Graduate

NRAN80434 - Advanced Anatomy, Physiology and Pathophysiology II

Department(s)
Nurse Anesthesia

Long Description (Catalog Description)

Study of structure and function of health and disease in the human respiratory, gastrointestinal tract, and endocrine systems.

Career
Graduate

NRAN80516 - Principles of Anesthesia Practice I

Department(s)
Nurse Anesthesia

Long Description (Catalog Description)

Prerequisites: Progression to third semester Phase I. This course presents the basic concepts of anesthesia and also introduces the student to procedures and principles of nurse anesthesia. Principles presented include monitoring and assessment skills, airway management (including endotracheal intubation), the anesthesia machine and related current technology. Students are also provided with a clinical simulator component which includes fundamental patient interaction under the direct supervision of an instructor.

Career
Graduate

NRAN80526 - Principles of Anesthesia Practice II

Department(s)
Nurse Anesthesia

Long Description (Catalog Description)

Prerequisites: NRAN 60316. This course is intended to provide the student with basic principles of regional anesthesia, selected disease states and their anesthetic implications, basic principles of patient assessment, preparation and interpretation of preoperative data in obstetrics. Emphasis is placed on the physiologic response to surgery, medications, and disease. Students are also provided with a clinical simulator component which includes fundamental patient interaction under the direct supervision of an instructor.

Career
Graduate

NRAN80672 - Advanced Pathophysiology and Clinical Management I

Department(s)
Nurse Anesthesia

Long Description (Catalog Description)

Prerequisites: Successful completion of Phase I. An integrated series of lectures, clinical conferences, and seminars designed to provide the clinical resident with an in-depth education in the anesthetic management and considerations of various surgical procedures on patients with diverse pathological conditions. Emphasis is placed on the pathophysiologic aspects and their anesthesia implications. Topics include respiratory, thoracic, neurological, cardiovascular, regional, pediatric, and special areas of anesthesia. Integrates legal and ethical foundations from practice.

Career
Graduate

NRAN80683 - Clinical Residency I

Department(s)
Nurse Anesthesia

Long Description (Catalog Description)

Initial exposure to the clinical arena. Provides the opportunity to develop the basic skills and master the course objectives. The nurse anesthesia resident is responsible for the objectives as they pertain to American Society of Anesthesiologists' Classification I, I-E, and II patients and any assigned specialty rotations. (This course is only offered as P/NC.)

Career
Graduate

NRAN80772 - Advanced Pathophysiology and Clinical Management II

Department(s)
Nurse Anesthesia

Long Description (Catalog Description)

Prerequisites: NRAN 60572, 60583. An integrated series of lectures, clinical conferences, and seminars designed to provide the clinical resident with an in-depth education in the anesthetic management and considerations of various surgical procedures on patients with diverse pathological conditions. Emphasis is placed on the pathophysiologic aspects and their anesthesia implications. Topics include respiratory, thoracic, neurological, cardiovascular, regional, pediatric, and special areas of anesthesia. Integrates legal and ethical foundations from practice.

Career
Graduate

NRAN80783 - Clinical Residency II

Department(s)
Nurse Anesthesia

Long Description (Catalog Description)

Builds on theoretical knowledge acquired in Phase I. A formative period allows the nurse anesthesia resident to learn the new skills required in this practicum. The nurse anesthesia resident is responsible for the following objectives as they pertain to American Society of Anesthesiologists' Classification I, I-E, II, II-E, III, and III-E patients and any assigned specialty rotations. (This course is only offered as P/NC.)

Career
Graduate

NRAN80882 - Clinical Residency III

Department(s)
Nurse Anesthesia

Long Description (Catalog Description)

Builds upon theoretical knowledge acquired in Phase I. A formative period allows the acquisition of new skills required in this residency. The nurse anesthesia resident is responsible for the following objectives as they pertain to ALL American Society of Anesthesiologists' Classifications of patients and assigned specialty rotations. (This course is only offered as P/NC.)

Career
Graduate

NRAN80972 - Clinical Concepts

Department(s)
Nurse Anesthesia

Long Description (Catalog Description)

Overview of selected topics from Phase I and Phase II, integrating research, basic sciences and anesthetic problems.

Career
Graduate

NRAN80983 - Clinical Residency IV

Department(s)
Nurse Anesthesia

Long Description (Catalog Description)

Builds upon the previous residency and the theoretical knowledge acquired in Phase I. A formative period is not included in this residency. The nurse anesthesia resident is responsible for the objectives as they pertain to all classes and types of patients and any assigned specialty rotation. (This course is only offered as P/NC.)

Career
Graduate

NRAN81123 - Biostatistics for the Advanced Practitioner

Department(s)
Nurse Anesthesia

Long Description (Catalog Description)

This course is intended to apply standard statistical methods to develop knowledge and skills, enabling students to understand data collection and analysis methods, interpretation and reporting of statistical results to critically read and evaluate nursing and the healthcare literature. The emphasis is to provide the foundation and skills in data management and statistical analysis essential to conduct evidence-based improvement.

Career
Graduate

NRAN81153 - Emerging Sciences, Complexity & Innovation in Health Care

Department(s)
Nurse Anesthesia

Long Description (Catalog Description)

The purpose of this course is to examine complexity and innovation as they relate to healthcare systems, emerging sciences, and healthcare delivery. Areas of focus are systems, organizations, individuals, with a focus on current and developing scientific and technological advances, health disparities and ethical decision making. The course provides a broad foundation from which to approach resolution of complex clinical situations and improve practice environments.

Career
Graduate

NRAN81233 - Decision Science and Informatics

Department(s)
Nurse Anesthesia

Long Description (Catalog Description)

The purpose of this course is to examine the methods and applications of decision analysis in healthcare practice, information technology, and resource allocation. Areas of focus are systems, organizations, informatics, and different models/frameworks for decision making. The course provides a broad foundation from which to approach resolution of complex clinical situations and improve practice environments.

Career

Graduate

NRAN81243 - Translational Research

Department(s)

Nurse Anesthesia

Long Description (Catalog Description)

Prerequisite: Admission to the graduate program or permission of the instructor if in a graduate program in another department. This course provides the foundation for the application of evidence into clinical practice. Emphasis is placed on identification of practice/healthcare system queries and a systematic approach to finding and critically evaluating the evidence for successful translation into practice. The course will prepare students to demonstrate advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence based care to improve population outcomes.

Career

Graduate

NRAN81353 - Health Care Policy and Politics

Department(s)

Nurse Anesthesia

Long Description (Catalog Description)

Prerequisite: Admission to the Graduate Program or permission of the instructor if in a graduate program in another department. Examines the current and future dilemmas of the healthcare system and how health plans, healthcare professionals, policymakers, and consumer groups can work together to find innovative solutions. Explores role of health politics in the work place, organization, government, and community with emphasis on involvement and advocacy. Also offered as NDNP 81353.

Career

Graduate

NRAN81443 - Advanced Health Assessment: Anesthesia Focus

Department(s)

Nurse Anesthesia

Long Description (Catalog Description)

An integrated series of lectures and laboratory experiences designed to provide the anesthesia student with an in-depth education in providing a comprehensive history and physical assessment. Included within the course is the history, physical, and psychological assessment of signs and symptoms, pathophysiologic changes, and psychosocial variations of a patient. The assessment includes an evaluation of the body and its functions using inspection, palpation, percussion, auscultation and advanced assessment techniques, including diagnostic testing, as appropriate. (Includes experiences with the human patient simulator.)

Career

Graduate

NRAN82111 - Comprehensive Pain Management Clinical Practicum-I

Department(s)

Nurse Anesthesia

Long Description (Catalog Description)

Prerequisites: Admission to the Pain Management Fellowship. This course is the first of two related supervised clinical practicums to address the hands-on skills required to perform a focused neuromuscular examination and provide various image-guided neuraxial, muscular, and joint injections. This course will also offer an orientation to the organization, set up, functional operation, and management of various types of pain clinics. A minimum of 120 clinical hours are required during clinical practicum 1. Completion of a (1) basic and (2) intermediate assessed non-surgical pain management (INSPM) cadaver workshop is required prior to enrollment in NRAN 82111.

Career

Graduate

NRAN82133 - Imaging and Radiation Safety

Department(s)

Nurse Anesthesia

Long Description (Catalog Description)

Prerequisites: Admission to the Pain Fellowship. This course focuses on the use of radiologic imaging for interventional pain management techniques. It also incorporates the principles of radiation safety requirements.

Career

Graduate

NRAN82143 - Special Topics in Advanced Pain Management

Department(s)

Nurse Anesthesia

Long Description (Catalog Description)

Prerequisites: Admission to the Advanced Pain Management Program. This course focuses on Special Topics for Advanced Pain Management including: Research initiatives and issues in pain management, an overview of functional medicine and its value in pain management, identification and treatment considerations for special patient populations suffering from chronic pain, and the business aspects of establishing and maintaining a pain management practice.

Career

Graduate

NRAN82211 - Comprehensive Pain Management Clinical Practicum-II

Department(s)

Nurse Anesthesia

Long Description (Catalog Description)

Prerequisites: Admission to the Pain Management Fellowship. This course is the second of two related supervised clinical practicums to address the hands-on skills required to perform a focused neuromuscular examination and provide various image-guided neuraxial, muscular, and joint injections. This course will also offer an orientation to the organization, set up, functional operation, and management of various types of pain clinics. A minimum of 120 clinical hours are required during clinical practicum 2.

Career

Graduate

NRAN82221 - Psychology and Spirituality in Pain Management

Department(s)
Nurse Anesthesia

Long Description (Catalog Description)

Prerequisite: Admission to the Advanced Pain Management Program. A fundamental goal of the pain management program is the development of an authentic holistic lens that the CRNA pain practitioner sees through. This course focuses on (1) the psychological aspects of the chronic pain experience in humans and (2) presenting a spiritual perspective for the pain management practitioner to develop a rapport and connect with persons experiencing pain. These aspects include, but are not limited to sensory, affective, cognitive, social, developmental, cultural and spiritual. Topics will include measurement of pain, opiates, addiction, and motivation in pain patients. Treatment discussions will include, but are not limited to: medications, counseling, and mindfulness practices. The interconnectedness of the body, mind, and spirit is explored.

Career
Graduate

NRAN82223 - Pain Evaluation and Treatment

Department(s)
Nurse Anesthesia

Long Description (Catalog Description)

Prerequisites: Admission to the Advanced Pain Management Fellowship. This foundational course is intended to impart and help the participant internalize and understanding of the changes in normal mechanical, physical, and biochemical functions, caused by disease, trauma, or a dysfunctional physiological process. Specifically, how these alterations produce pain and present to the clinician. Comprehensive knowledge of the pathophysiology associated with pain is the foundation of outstanding pain management.

Career
Graduate

NRAN82233 - Pharmacology for Pain Management

Department(s)
Nurse Anesthesia

Long Description (Catalog Description)

Prerequisites: Admission to the Advanced Pain Management Program. This class will focus on the pharmacologic management of the patient with chronic pain including the history and challenges of opioid use, alternatives to opioid therapy, and alternatives to opioid use in the management of pain. This class will provide valuable information regarding the medications and other substances that can be prescribed for chronic pain.

Career
Graduate

NRAN82323 - Interventional Pain Strategies for Advanced Pain Practice

Department(s)
Nurse Anesthesia

Long Description (Catalog Description)

Prerequisites: Admission to the Advanced Pain Management Program. This course focuses on both didactic training for diagnostic and therapeutic injections for interventional management of acute and chronic pain.

Career
Graduate

NRAN82331 - Anatomy and Physiology for Pain Management

Department(s)
Nurse Anesthesia

Long Description (Catalog Description)

Prerequisites: Admission to the Pain Fellowship. This course focuses on anatomy and physiology core concepts relating to the nervous and musculoskeletal systems for the advanced pain management CRNA.

Career
Graduate

NRAN87891 - Advanced Simulation

Department(s)
Nurse Anesthesia

Long Description (Catalog Description)

Prerequisites: Successful progression to clinical phase of program. NRAN 87891 examines methods and applications of simulation specifically related to anesthesia and healthcare practice, building on current student critical care practice. The course provides a broad foundation from which to approach resolution of complex clinical situations and improve practice environments. Each simulated experience incorporates anesthesia crisis resource management and Team STEPPS concepts embedded within a dynamic framework of experiential clinical pathology. Advanced Simulation provides a foundation for the DNP-oriented nurse anesthetist related to navigating high-risk, low-exposure clinical experiences as well as providing a foundation for decision making in anesthesia-specific situations. This course does not have one text but supports exploration of quality Internet and TCU library resources. Recommended readings within each unit can foster the exploration process. Students may also be required to search for pertinent resources

Career
Graduate

NRAN88080 - Advanced Project

Department(s)
Nurse Anesthesia

Long Description (Catalog Description)

Prerequisites: NDNP 81113, 81123, 81233, 81243, 81353, 81363. This course emphasizes the synthesis, critique, and application of learning gained in the program to support quality clinical practice and organizational systems. The DNP candidate, in consultation with their academic adviser, proposes a project that begins with a thorough and scientific evaluation of a current healthcare issue requested by an approved healthcare entity. Following approval of the proposal by the academic adviser and project committee, the DNP candidate will complete the doctoral project within two academic years as evidenced by the rendering of recommendation(s) or design of an innovative clinical practice or program solving an actual healthcare issue. (This course is only offered as P/NC.)

Career
Graduate

NSGY86001 - Neurosurgery

Department(s)
Burnett School of Medicine

Long Description (Catalog Description)

Neurosurgery; clinical, 4 weeks, home elective

Career

Medical School

NSGY86002 - Pediatric Neurosurgery

Department(s)

Burnett School of Medicine

Long Description (Catalog Description)

4 week, clinical home elective

Career

Medical School

NSGY86500 - Acting Internship Neurosurgery

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Acting Internship Neurosurgery, 4 weeks, clinical, away elective

Career

Medical School

NSGY86501 - Neurosurgery

Department(s)

Burnett School of Medicine

Long Description (Catalog Description)

Neurosurgery; clinical, 4 weeks, away elective

Career

Medical School

NSGY86502 - Sub-I Neurological Surgery

Department(s)

Burnett School of Medicine

Long Description (Catalog Description)

Sub-I Neurological Surgery; clinical, 4 weeks, away elective

Career

Medical School

NSGY86511 - Advanced Neurosurgery

Department(s)

Burnett School of Medicine

Long Description (Catalog Description)

Advanced Neurosurgery; clinical, 4 weeks, away elective

Career

Medical School

NTDT50223 - Culinary Medicine Seminar

Department(s)

Nutritional Sciences

Long Description (Catalog Description)

Prerequisites: Junior or above undergraduate standing or graduate standing. This seminar will provide the student with an advanced exploration and study of culinary medicine principles. The field of culinary medicine blends culinary skills with the science of medicine and nutrition. Through this course, students will gain skills and knowledge in both areas. Learning activities include lectures, group discussions, and cooking demonstrations, application, and food tasting. The course is designed for students pursuing clinical and healthcare-related fields of study.

Career

Undergraduate

NTDT50323 - Gut Microbiota and Health

Department(s)

Nutritional Sciences

Long Description (Catalog Description)

Prerequisites: BIOL 20234 or BIOL 30304 or permission of instructor. This class will cover the composition and function of the human gut microbiota, its relevance to health, and the different environmental factors that play a role on its configuration. The class also addresses the gut microbial changes that have been linked to the incidence of diseases and the potential therapeutics that can be employed to prevent and/or treat diseases by modifying the gut microbiota. Lastly, antibiotics, antibiotic resistance, and antibiotic stewardship will be reviewed.

Career

Undergraduate

Cross Listed Courses

NTDT55323 Gut Microbiota and Health

NTDT50343 - Biochemical, Physiological, and Molecular Aspects of Human Nutrition

Department(s)

Nutritional Sciences

Long Description (Catalog Description)

Prerequisites: NTDT 40343 or BIOL 40513, graduate status in the department of Nutritional Sciences, or instructor approval. This course provides an advanced study of the principles of nutrition in relation to the biochemical, physiological, and molecular aspects of the human body.

Career

Undergraduate

Cross Listed Courses

NTDT55343 Aspects of Human Nutrition

NTDT50353 - Experimental Food Science

Department(s)

Nutritional Sciences

Long Description (Catalog Description)

Prerequisites: NTDT 10103, NTDT 20403, and CHEM 30123. Advanced theory and methods used in study of chemical and physical factors affecting food preparation and processing. Application of analytical methods to sensory and instrumental evaluation of food quality.

Career

Undergraduate

Cross Listed Courses

NTDT55353 Experimental Food Science

NTDT50363 - Community Nutrition and Public Health

Department(s)
Nutritional Sciences

Long Description (Catalog Description)

Prerequisites: NTDT 30123 and NTDT 30303. Course explores nutritional problems and the services available in the community. Management of nutrition services, provision of nutrition information to the public, and the legislative process are studied. Activities to prevent disease and promote health at the local, state, national and global levels will be examined.

Career
Undergraduate

Cross Listed Courses
NTDT55363 Community Nutr and Public Hlth

NTDT50973 - Nutritional Sciences Seminar

Department(s)
Nutritional Sciences

Long Description (Catalog Description)

Prerequisites: Graduate status in the department of Nutritional Sciences, or instructor approval. This seminar will provide the student with an advanced exploration and study of selected topics and emerging issues in food, nutrition, and dietetics. Topics will be determined by faculty to enhance the required curriculum and to satisfy competencies mandated by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics.

Career
Undergraduate

Cross Listed Courses
NTDT55973 Nutritional Sciences Seminar

NTDT55323 - Gut Microbiota and Health

Department(s)
Nutritional Sciences

Long Description (Catalog Description)

Prerequisites: BIOL 20234 or BIOL 30304 or permission of instructor. This class will cover the composition and function of the human gut microbiota, its relevance to health, and the different environmental factors that play a role on its configuration. The class also addresses the gut microbial changes that have been linked to the incidence of diseases and the potential therapeutics that can be employed to prevent and/or treat diseases by modifying the gut microbiota. Lastly, antibiotics, antibiotic resistance, and antibiotic stewardship will be reviewed.

Career
Undergraduate

Cross Listed Courses
NTDT50323 Gut Microbiota and Health

NTDT55343 - Biochemical, Physiological, and Molecular Aspects of Human Nutrition

Department(s)
Nutritional Sciences

Long Description (Catalog Description)

Prerequisites: NTDT 40343 or BIOL 40513, graduate status in the department of Nutritional Sciences, or instructor approval. This course provides an advanced study of the principles of nutrition in relation to the biochemical, physiological, and molecular aspects of the human body.

Career
Undergraduate

Cross Listed Courses
NTDT50343 Aspects of Human Nutrition

NTDT55353 - Experimental Food Science

Department(s)
Nutritional Sciences

Long Description (Catalog Description)

Prerequisites: NTDT 10103, NTDT 20403, and CHEM 30123. Advanced theory and methods used in study of chemical and physical factors affecting food preparation and processing. Application of analytical methods to sensory and instrumental evaluation of food quality.

Career
Undergraduate

Cross Listed Courses
NTDT50353 Experimental Food Science

NTDT55363 - Community Nutrition and Public Health

Department(s)
Nutritional Sciences

Long Description (Catalog Description)

Prerequisites: NTDT 30123 and NTDT 30303. Course explores nutritional problems and the services available in the community. Management of nutrition services, provision of nutrition information to the public, and the legislative process are studied. Activities to prevent disease and promote health at the local, state, national and global levels will be examined.

Career
Undergraduate

Cross Listed Courses
NTDT50363 Community Nutr and Public Hlth

NTDT55973 - Nutritional Sciences Seminar

Department(s)
Nutritional Sciences

Long Description (Catalog Description)

Prerequisites: Graduate status in the department of Nutritional Sciences, or instructor approval. This seminar will provide the student with an advanced exploration and study of selected topics and emerging issues in food, nutrition, and dietetics. Topics will be determined by faculty to enhance the required curriculum and to satisfy competencies mandated by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics.

Career
Undergraduate

Cross Listed Courses
NTDT50973 Nutritional Sciences Seminar

NTDT60020 - Advanced Research Practice

Department(s)
Nutritional Sciences

Long Description (Catalog Description)

Prerequisites: NTDT 40000, NTDT 40010 and graduate status in Department of Nutritional Sciences MS in Dietetics. Student will apply scientific principles of investigation and communication of research findings by compiling nutrition research data into visual materials appropriate for presentation at local, state, and/or national professional meetings. Student will present research poster at the annual TCU College of Science and Engineering Annual Michael and Sally McCracken Student Research Symposium (SRS). Student will submit research for presentation at a professional local, state or national meeting. (1-3 hours).

Career
Graduate

NTDT60101 - DPD Graduate Seminar

Department(s)
Nutritional Sciences

Long Description (Catalog Description)

Prerequisites: Graduate status in the Department of Nutritional Sciences MS in Nutrition with DPD Verification. This course consists of seminar topics that introduce professional practice expectations in nutrition and dietetics, leadership and career skills, and the supervised practice application process. This course is designed for students pursuing Didactic Program in Dietetics (DPD) verification required for advancement to an accredited supervised practice program and subsequent eligibility to take the Registration Examination for Registered Dietitian Nutritionists.

Career
Graduate

NTDT60303 - Advanced Supervised Practice I

Department(s)
Nutritional Sciences

Long Description (Catalog Description)

Prerequisites: NTDT 40403, 40313, and graduate status in Department of Nutritional Sciences MS in Dietetic. Supervised practice experiences are in selected clinical and community nutrition care facilities with an emphasis on medical nutrition therapy in clinical and community health and nutrition education.

Career
Graduate

NTDT60313 - Advanced Supervised Practice II

Department(s)
Nutritional Sciences

Long Description (Catalog Description)

Prerequisites: NTDT 40303, 40313, 60303; graduate status in Department of Nutritional Sciences MS in Dietetics. Continuation of supervised practice experiences in selected clinical and community nutrition care facilities.

Career
Graduate

NTDT60324 - Advanced Supervised Practice III

Department(s)
Nutritional Sciences

Long Description (Catalog Description)

Prerequisites: NTDT 40303, 40313, 60303, 60313, graduate status in Department of Nutritional Sciences MS in Dietetics. Capstone supervised practice rotations are in selected culminating dietetics experiences with a concentration in leadership, event planning and professional development.

Career
Graduate

NTDT60443 - Integrative Functional Nutrition and Nutritional Genomics

Department(s)
Nutritional Sciences

Long Description (Catalog Description)

Prerequisites: NTDT 55343, graduate status in the department of Nutritional Sciences, or instructor approval. This course offers an advanced study of nutritional genomics, nutrigenomics, the effect of diet on gene expression, and how genetic differences affect nutrient uptake and metabolism. This course examines the impact of dietary regulation of gene function on human disease.

Career
Graduate

NTDT60453 - Nutrition Ecology, Food, and Sustainability

Department(s)
Nutritional Sciences

Long Description (Catalog Description)

Prerequisites: Graduate status in the Department of Nutritional Sciences, or instructor approval. Course content will examine how food is produced, distributed, consumed, and disposed of, as well as the effects of these processes on human and environmental health, society and the economy. Course will focus on defining contributing problems regarding nutrition ecology and evaluation of proposed sustainable solutions in addressing them.

Career
Graduate

NTDT60973 - Nutritional Sciences Graduate Seminar

Department(s)
Nutritional Sciences

Long Description (Catalog Description)

Prerequisites: Graduate status in the department of Nutritional Sciences, or instructor approval. This graduate seminar will provide the student with an advanced exploration and study of selected topics and emerging issues in food, nutrition, and dietetics. Topics will be determined by faculty to enhance the required curriculum and to satisfy competencies mandated by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics.

Career
Graduate

NTDT70980 - Thesis

Department(s)
Nutritional Sciences

Long Description (Catalog Description)

Prerequisites: Graduate status in the department of Nutritional Sciences. Enrolled MS students will pursue their thesis research under the direction of their advisors.

Career

Graduate

NTDT70990 - Thesis

Department(s)

Nutritional Sciences

Long Description (Catalog Description)

Prerequisites: NTDT 70980. Enrolled MS students will pursue their thesis research under the direction of their advisors.

Career

Graduate

NUED60713 - Learning and Instruction in Nursing Education

Department(s)

Nursing

Long Description (Catalog Description)

Prerequisites: Permission of faculty. This course examines teaching and learning theories used in nursing education. Students will explore the roles and responsibilities of the educator in various settings and analyze applicable teaching strategies as appropriate to diverse groups of students.

Course Typically Offered

Fall

Career

Graduate

NUED60721 - Interprofessional Education Strategies

Department(s)

Nursing

Long Description (Catalog Description)

Prerequisites: Completion of NUED/HNHS 60712 and permission of instructor. This course engages the student in principles of interprofessional education to foster safety and quality in team-based care and collaborative practice.

Course Typically Offered

Spring

Career

Graduate

NUED60723 - Curriculum and Program Development in Nursing Education

Department(s)

Nursing

Long Description (Catalog Description)

Prerequisites: Permission of faculty. This course examines the educator role in relation to curriculum and program development. Students will explore legal, professional, societal, and ethical dimensions influencing education at various levels.

Course Typically Offered

Fall

Career

Graduate

NUED60733 - Evaluation in Nursing Education

Department(s)

Nursing

Long Description (Catalog Description)

Prerequisites: NUED 60713, 60723, and permission of faculty. This course examines principles of evaluation applicable in nursing education. Analysis of methods for assessing individual, course, and program outcomes will occur.

Course Typically Offered

Spring

Career

Graduate

NUED60742 - Principles of Simulation in Education

Department(s)

Nursing

Long Description (Catalog Description)

Prerequisites: Completion of NUED/HNHS 60712 and admission to graduate program or permission of faculty. This course provides the student with the basic principles of healthcare simulation to enhance clinical judgment related to patient safety and delivery of quality care.

Course Typically Offered

Fall

Career

Graduate

NUED60783 - Teaching Practicum

Department(s)

Nursing

Long Description (Catalog Description)

Prerequisites: NUED 60713, 60723, and permission of faculty. This practicum experience enables students to apply knowledge and skills of education in varied learning settings. Students will incorporate multiple strategies for assessing, teaching, styles, assessment, exam composition, and creating a syllabus under the supervision of the professor of record.
Student Fee \$250

Career

Graduate

NURS50003 - Advanced Pathophysiology

Department(s)

Nursing

Long Description (Catalog Description)

Prerequisites: Admission to Graduate Program or permission of instructor. Provides an understanding of advanced knowledge base of pathophysiologic processes underlying human illness. Content includes systems approach to pathophysiologic processes associated with altered health states in adults and children.

Course Typically Offered

Fall

Career

Graduate

NURS50013 - Advanced Health Assessment

Department(s)

Nursing

Long Description (Catalog Description)

Prerequisites: Admission to Graduate Program or permission of instructor. This course focuses on developing comprehensive health assessment knowledge and skill required for advanced practice nursing practice across the life span.

Diagnostic and inferential skills are emphasized through systematic approaches. The course includes didactic and practicum experiences.
Student Fee \$250

Course Typically Offered	Career
Fall and Spring	Graduate

NURS50022 - Professional Aspects of the Advanced Practice Registered Nurse

Department(s)
Nursing

Long Description (Catalog Description)

Prerequisites: Admission to Graduate Program. The course will facilitate transition to the role of the DNP prepared advanced practice registered nurse (APRN) through exploration of leadership, profession, and practice prospectives within the metaparadigm of nursing. Emphasis is placed on exploring roles within advance practice, theories of change, collaboration, advocacy, autonomy, titling, certification, and licensure issues.

Course Typically Offered	Career
Contact Department For Details	Undergraduate

NURS50053 - Advanced Pharmacotherapeutics

Department(s)
Nursing

Long Description (Catalog Description)

Prerequisites: Admission to Graduate Program or permission of instructor. Emphasizes pharmacological principles fundamental to the selection of pharmacologic agents in altered health states in individuals across the lifespan. Includes the pharmacodynamic, pharmacokinetic and pharmacotherapeutic properties of drug categories and specific agents, clinical responses to the use of pharmacologic agents, efficacy and cost-effectiveness issues, client education, and adherence. Safe drug administration and prescribing practices will be addressed.

Course Typically Offered	Career
Spring	Graduate

NURS60000 - Independent Study: Advanced Nursing Practice

Department(s)
Nursing

Long Description (Catalog Description)

This course is designed to afford students the opportunity to focus on a phenomenon of interest in advanced nursing practice.

Course Typically Offered	Career
Rarely	Graduate

NURS60013 - Health Care Policy, Law and Ethics

Department(s)
Nursing

Long Description (Catalog Description)

Prerequisites: Admission to the Graduate Program or permission of the instructor if in a graduate program in another department. This course integrates concepts of health care policy, law and ethics as a foundation for high quality cost-effective care and for participation in the design and implementation of care in health care

delivery systems. Content includes knowledge of how health policy is formulated, how to affect this process, and how it impacts clinical practice and health care delivery. Philosophical/ethical/legal dimensions of health care policy, organization and economics are analyzed.

Course Typically Offered	Career
Summer	Graduate

NURS60030 - Professional Project

Department(s)
Nursing

Long Description (Catalog Description)

Prerequisites: NURS 60043. Emphasis is placed on improving clinical, financial, or system outcomes through an evidence-based quality improvement project within a specified area of advanced practice and strategies for utilization within the practice setting. (This course is only offered as P/NC.)

Career
Graduate

NURS60043 - Advanced Nursing Research and Theory

Department(s)
Nursing

Long Description (Catalog Description)

Prerequisites: Admission to the Graduate Program. This course emphasizes the evaluation, utilization and integration of a wide variety of theories and research methodologies as a foundation for advanced nursing practice. Content includes application of theoretical frameworks to research designs to improve practice and patient outcomes. Evidenced-based interventions are analyzed followed by identification of outcome studies needed to improve practice.

Course Typically Offered	Career
Fall and Summer	Graduate

NURS60053 - Critical Inquiry in Advanced Nursing Practice

Department(s)
Nursing

Long Description (Catalog Description)

This course emphasizes the utilization of knowledge gained from the inquiry process to provide high quality health care, initiate change and improve health care delivery at all levels. Content includes the identification of clinical practice problems, evaluation of research in relation to those problems, application of the inquiry process to clinical issues as a basis for clinical and organizational decision-making and the use of information technologies in inquiry and research.

Career
Graduate

NURS60303 - Seminar in Women's Health

Department(s)
Nursing

Long Description (Catalog Description)

Explores holistic women's health in the contexts of history, culture, science. Examines the influence of race, gender, age, and class on women's embodied experiences and women's health. Reviews effect of oppression and influence of power and privilege on systems and processes. Analyzes the impact of social construction of gender on women as consumers and providers of health care.

Reframes contemporary systems to challenge prevailing social values and actions; suggests alternative practices and research agendas. Promotes women's ownership and self-agency in naming misogyny, understanding health behaviors and selected problems; identifying choices in prevention and care. Introduces global considerations in women's health.

Career
Graduate

NURS60413 - CNS Concepts I

Department(s)
Nursing

Long Description (Catalog Description)

Prerequisites: NURS 50003, 50013, 50053, 60043. This course emphasizes the patient/client domain of CNS practice. The health maintenance, health promotion, and illness prevention needs of adults, individually and collectively, are examined through the introduction and implementation of the outcomes management role. Content includes management of commonly encountered symptoms, functional problems, and risk behaviors commonly encountered in adults.

Career
Graduate

NURS60443 - Financial Concepts in Health Care

Department(s)
Nursing

Long Description (Catalog Description)

Prerequisites: Admission to Master's or Doctoral Program. This course provides an overview of the financial concepts necessary to functioning in the advanced practice registered nurse (APRN) and clinical nurse leader (CNL) role as a case/outcomes manager. Content includes financial accounting, planning and control, resource management, and management information systems.

Course Typically Offered	Career
Summer	Graduate

NURS60444 - Clinical Interpretation of Assessment and Diagnostic Data

Department(s)
Nursing

Long Description (Catalog Description)

This course emphasizes the interpretation of multi-dimensional assessment data for the purpose of planning, implementing and evaluating a course of care for the client receiving case management services. The relationship between these data and the health and illness needs of clients is used to provide a basis for the service requirements needed to maintain and restore clients' optimal health.

Career
Graduate

NURS60714 - Diagnostic Reasoning in Adult and Geriatric Patients

Department(s)
Nursing

Long Description (Catalog Description)

Prerequisites: NURS 50003, 50013, and 50053, and concurrent enrollment in NURS 60782. This course emphasizes the diagnosis and management of the common acute and chronic disruptions of health experienced by adult and geriatric

patients across the lifespan. Students will assimilate knowledge from advanced assessment, advanced pathophysiology, and advanced pharmacotherapeutics to develop diagnoses and treatment plans within their scope of practice. This course completes the state recognized requirements that allow students to obtain prescriptive authority.

Career
Graduate

NURS60716 - Diagnostic Reasoning

Department(s)
Nursing

Long Description (Catalog Description)

Prerequisites: NURS 50003, 50004, and 50053. Emphasizes diagnosis and management of common acute and chronic disruptions of health experienced by adults across the lifespan. Concepts from advanced assessment, advanced pathophysiology, and advanced pharmacotherapeutics assimilated to develop diagnoses and treatment plans within the scope of practice. Clinical practice of diagnostic and treatment skills in 6 hours weekly. Completes nationally recognized requirements for prescriptive authority.

Career
Graduate

NURS60724 - Diagnostic Reasoning in Pediatric Patients

Department(s)
Nursing

Long Description (Catalog Description)

Prerequisites: NURS 50003, 50013, and 50053; co-requisite: NURS 60714. This course emphasizes the diagnosis and management of the common acute and chronic disruptions of health experienced by pediatric patients. Students will assimilate knowledge from advanced assessment, advanced pathophysiology, and advanced pharmacotherapeutics to develop diagnoses and treatment plans within their scope of practice. This course completes the state recognized requirements that allow students to obtain prescriptive authority.

Career
Graduate

NURS60782 - Diagnostic Reasoning Combined Practicum

Department(s)
Nursing

Long Description (Catalog Description)

Prerequisites: NURS 50003, 50013, and 50053, and concurrent enrollment in NURS 60714 or 60724. This precepted practicum allows students to gain skill in the diagnosis and treatment of patients in their specialty (adult/geriatric or pediatric). Students will work closely with a preceptor to gain knowledge and skill in clinical diagnosis and prescription of drugs and other therapies. This practicum is part of the coursework needed to meet state recognized requirements that allow students to obtain prescriptive authority.

Career
Graduate

NURS70030 - Special Topics in Nursing

Department(s)
Nursing

Long Description (Catalog Description)

Special topics and innovations in the broad field of nursing will be discussed.

Career

Graduate

OBN81204 - LIC Clinical Obstetrics and Gynecology

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

The Obstetrics and Gynecology Longitudinal Integrated Clerkship exposes students to the care of women throughout their life cycle. The Ob/Gyn clerkship will start with a 3-week inpatient immersion experience within the hospital and on labor and delivery. Students will learn the essential management of women during the labor and delivery process. During this time, students may also have exposure to emergent gynecology admissions and surgeries. After the inpatient immersion, students will complete their longitudinal experience with an Ob/Gyn physician. Students will experience the care of women in the ambulatory setting, including well woman exams; contraception; work up, evaluation, and treatment of gynecologic conditions; and the care of patients throughout pregnancy and postpartum. They will follow their pregnant panel patients into the hospital for delivery as well as their gynecologic panel patients for gynecologic surgery or emergencies. They may have the chance to follow their patients into the sub-specialty services as well. Students will also have to complete 2 experiences in Ob/Gyn sub-specialties. This can include experiences in gynecologic oncology, maternal fetal medicine, pelvic reconstructive surgery, reproductive endocrinology and infertility, family planning, pediatric and adolescent gynecology, and ultrasound.

Career

Medical School

OBN86001 - Female Pelvic Medicine and Reconstructive Surgery

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Female Pelvic Medicine and Reconstructive Surgery; home elective, clinical

Career

Medical School

OBN86002 - Gynecology and Women's Health

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Gynecology and Women's Health, home elective.

Career

Medical School

OBN86003 - Reproductive Endocrinology and Infertility

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Reproductive Endocrinology and Infertility, 4 weeks, clinical home elective

Career

Medical School

OBN86004 - Gynecological Oncology

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Gynecological Oncology; home elective, clinical

Career

Medical School

OBN86005 - Maternal-Fetal Medicine

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Maternal-Fetal Medicine; home elective, clinical

Career

Medical School

OBN86006 - Peds/Adolescent Gynecology

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Peds/Adolescent Gynecology; clinical, 4 weeks, home elective

Career

Medical School

OBN86500 - Inpatient Obstetrics

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Inpatient Obstetrics, away elective, clinical.

Career

Medical School

OBN86501 - High Risk Obstetrics

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

High Risk Obstetrics, 4 weeks, clinical, Away

Career

Medical School

OBN86502 - Urogynecology

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Urogynecology; 4 week, clinical, away elective

Career

Medical School

OBGN86503 - Maternal-Fetal Medicine

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Maternal-Fetal Medicine; 4 weeks, clinical, away elective, clinical

Career

Medical School

OBGN86504 - Gynecological Oncology

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Gynecological Oncology; 4 weeks, clinical, away elective

Career

Medical School

OBGN86505 - Sub-Internship Maternal/Fetal Medicine

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Sub-Internship Maternal/Fetal Medicine; 4 weeks, clinical, away elective

Career

Medical School

OBGN86506 - Acting Internship Obstetrics and Gynecology

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Acting Internship Obstetrics and Gynecology, 4 weeks, clinical, away elective

Career

Medical School

OBGN86507 - Family Planning

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Family Planning, 4 weeks clinical away elective

Career

Medical School

OBGN86508 - Obstetrics and Gynecology

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Obstetrics and Gynecology, 4 weeks, clinical AWAY elective

Career

Medical School

OBGN86509 - Ambulatory Gynecology

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Ambulatory Gynecology, 4 week, away elective, clinical

Career

Medical School

OBGN86510 - Fundamental Ultrasound for OB

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Fundamental Ultrasound for OB, 2 week, away elective, clinical

Career

Medical School

OBGN86511 - Subinternship Obstetrics and Gynecology

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Subinternship Obstetrics and Gynecology; clinical, 4 weeks away elective

Career

Medical School

OBGN86512 - OBGYN Audition

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

OBGYN Audition; clinical, 4 weeks, away elective

Career

Medical School

OBGN86513 - Externship in Obstetrics

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Externship in Obstetrics; clinical, 4 weeks, away elective

Career

Medical School

OBN86514 - Acting Internship Maternal-Fetal Medicine

Department(s)
Medical School Acad Dept

Long Description (Catalog Description)
Acting Internship Maternal-Fetal Medicine; clinical, 4 weeks, away elective

Career
Medical School

OBN86515 - Subinternship Labor/Delivery

Department(s)
Medical School Acad Dept

Long Description (Catalog Description)
Subinternship Labor/Delivery; clinical, 4 weeks, away elective

Career
Medical School

OBN86516 - Labor/Delivery Night Rotation

Department(s)
Medical School Acad Dept

Long Description (Catalog Description)
Labor/Delivery Night Rotation; clinical, 4 weeks, away elective

Career
Medical School

OBN86517 - Complex Family Planning

Department(s)
Medical School Acad Dept

Long Description (Catalog Description)
Complex Family Planning; clinical, 4 weeks, away elective

Career
Medical School

OBN86518 - Acting Internship General Gynecology

Department(s)
Medical School Acad Dept

Long Description (Catalog Description)
Acting Internship General Gynecology; clinical, 4 weeks, away elective

Career
Medical School

OBN86519 - Advanced Reproductive Endocrinology and Infertility

Department(s)
Medical School Acad Dept

Long Description (Catalog Description)
4 weeks, clinical away elective

Career
Medical School

OBN86520 - Acting Internship Labor & Delivery

Department(s)
Medical School Acad Dept

Long Description (Catalog Description)
4 weeks, clinical away elective

Career
Medical School

OBN86521 - Transgender Medicine & Surgery

Department(s)
Medical School Acad Dept

Long Description (Catalog Description)
4 weeks, clinical away elective

Career
Medical School

OBN86522 - Inpatient Gynecology

Department(s)
Medical School Acad Dept

Long Description (Catalog Description)
4 weeks, clinical away elective

Career
Medical School

OBN86523 - Advanced Sonography

Department(s)
Medical School Acad Dept

Long Description (Catalog Description)
4 weeks, clinical away elective

Career
Medical School

OBN86524 - Minimally Invasive Gynecologic Surgery

Department(s)
Medical School Acad Dept

Long Description (Catalog Description)
4 weeks, clinical away elective

Career
Medical School

OBN86525 - Outpatient Obstetrics & Gynecology

Department(s)
Medical School Acad Dept

Long Description (Catalog Description)

4 weeks, clinical away

Career

Medical School

OBGN86526 - Sub-Internship Gynecological Oncology

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

4 weeks, clinical away elective course.

Career

Medical School

OBGN86527 - Sub-Internship Urogynecology

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

4 weeks, clinical away elective course

Career

Medical School

OBGN87020 - Advanced Inpatient Sub-Internship OB/GYN

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Advanced Inpatient Sub-Internship OB/GYN; home elective, clinical

Career

Medical School

OMFS86001 - Oral Maxillofacial Surgery

Department(s)

Burnett School of Medicine

Long Description (Catalog Description)

Oral Maxillofacial Surgery, 4 weeks, clinical elective

Career

Medical School

OPHT86001 - Ophthalmology

Department(s)

Burnett School of Medicine

Long Description (Catalog Description)

Ophthalmology, 4 weeks, clinical home elective

Career

Medical School

OPHT86002 - Pediatric Ophthalmology

Department(s)

Burnett School of Medicine

Long Description (Catalog Description)

4 week, clinical home elective

Career

Medical School

OPHT86500 - Ophthalmology

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Ophthalmology, 4 week clinical away elective

Career

Medical School

OPHT86501 - Subinternship Ophthalmology

Department(s)

Burnett School of Medicine

Long Description (Catalog Description)

Subinternship Ophthalmology; clinical, 4 weeks, away elective

Career

Medical School

OPHT86502 - Ophthalmology Inpatient & Outpatient

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Ophthalmology Inpatient & Outpatient, 4 weeks clinical, away elective

Career

Medical School

OPHT86503 - Disease of the Eye: Cornea & Anterior Segment

Department(s)

Burnett School of Medicine

Long Description (Catalog Description)

Disease of the Eye: Cornea & Anterior Segment; clinical, 4 weeks, away elective

Career

Medical School

OPHT86504 - Clerkship Ophthalmology

Department(s)

Burnett School of Medicine

Long Description (Catalog Description)

Clerkship Ophthalmology, 4 weeks clinical away elective course

Career

Medical School

OPHT86505 - Advanced Ophthalmology

Department(s)

Burnett School of Medicine

Long Description (Catalog Description)

4 weeks, clinical away elective

Career

Medical School

ORTH86001 - Hand Surgery

Department(s)

Burnett School of Medicine

Long Description (Catalog Description)

Hand Surgery, home elective, clinical, 2 weeks

Career

Medical School

ORTH86002 - Pediatric Orthopaedic Surgery

Department(s)

Burnett School of Medicine

Long Description (Catalog Description)

Pediatric Orthopaedic Surgery, home elective.

Career

Medical School

ORTH86003 - Orthopaedic Surgery

Department(s)

Burnett School of Medicine

Long Description (Catalog Description)

Orthopaedic Surgery, home elective, clinical

Career

Medical School

ORTH86004 - Hip and Knee Arthroplasty

Department(s)

Burnett School of Medicine

Long Description (Catalog Description)

Hip and Knee Arthroplasty, 4 weeks, clinical, home elective

Career

Medical School

ORTH86005 - Orthopaedic Trauma

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Orthopaedic Trauma, 4 week clinical home elective.

Career

Medical School

ORTH86500 - Advanced Inpatient Orthopaedic Surgery

Department(s)

Burnett School of Medicine

Long Description (Catalog Description)

Advanced Inpatient Orthopaedic Surgery, away elective, clinical.

Career

Medical School

ORTH86501 - Orthopaedic Surgery

Department(s)

Burnett School of Medicine

Long Description (Catalog Description)

Orthopaedic Surgery, 4 weeks, clinical, away

Career

Medical School

ORTH86502 - Orthopaedic Trauma

Department(s)

Burnett School of Medicine

Long Description (Catalog Description)

Orthopaedic Trauma; away elective, clinical

Career

Medical School

ORTH86503 - Orthopaedics

Department(s)

Burnett School of Medicine

Long Description (Catalog Description)

Orthopaedics, 4 weeks, clinical, away

Career

Medical School

ORTH86504 - Musculoskeletal Oncology

Department(s)

Burnett School of Medicine

Long Description (Catalog Description)

Musculoskeletal Oncology; away elective, clinical

Career

Medical School

ORTH86505 - Acting Internship Orthopaedic Surgery

Department(s)

Burnett School of Medicine

Long Description (Catalog Description)

Acting Internship Orthopaedic Surgery; 4 weeks, clinical, away elective

Career

Medical School

ORTH86506 - Orthopaedic Surgery & Rehabilitation

Department(s)
Burnett School of Medicine

Long Description (Catalog Description)
Orthopaedic Surgery & Rehabilitation; clinical, 4 weeks, away elective

Career
Medical School

ORTH86507 - Subinternship Orthopaedic Surgery

Department(s)
Burnett School of Medicine

Long Description (Catalog Description)
Subinternship Orthopaedic Surgery; clinical, 4 weeks, away elective

Career
Medical School

ORTH86509 - Sub-Internship Orthopaedics

Department(s)
Burnett School of Medicine

Long Description (Catalog Description)
4 weeks, clinical away elective

Career
Medical School

ORTH86510 - Advanced Orthopaedic Surgery

Department(s)
Burnett School of Medicine

Long Description (Catalog Description)
4 weeks, clinical away elective.

Career
Medical School

OTHP55805 - Applied Functional Anatomy

Department(s)
Occupational Therapy

Long Description (Catalog Description)
Prerequisites: Admission and Matriculation into the graduate professional Doctor of Occupational Therapy (OTD) Program; a fixed, sequentially progressive curriculum. Students must pass all preceding coursework to progress. This course teaches the anatomy, structure and function of the human body pertaining to occupational performance utilizing a virtual 3D anatomy platform following a systems model approach including, but not limited to musculoskeletal, neurological, respiratory, cardiovascular, integumentary, urogenital and digestive systems

Career
Graduate

OTHP55814 - Applied Neuroscience for the OT

Department(s)
Occupational Therapy

Long Description (Catalog Description)
Prerequisites: Admission and Matriculation into the graduate professional Doctor of Occupational Therapy (OTD) Program; a fixed, sequentially progressive curriculum. Students must pass all preceding coursework to progress. Teaches the structure and function of the human nervous system (neuroanatomy and neurophysiology); a neuroscience systems model approach including, but not limited to understanding of the somatosensory, motor, cognitive, and vestibular systems related to occupational performance across the lifespan. Includes rehabilitation management for eurologically-based health conditions commonly seen across the lifespan and how these conditions impact occupational performance.

Career
Graduate

OTHP55824 - Functional Biomechanics and Kinesiology for OT

Department(s)
Occupational Therapy

Long Description (Catalog Description)
Prerequisites: Admission and Matriculation into the graduate professional Doctor of Occupational Therapy (OTD) Program; a fixed, sequentially progressive curriculum. Students must pass all preceding coursework to progress. Teaches the basis for understanding and evaluating human movement using biomechanical principles and analysis. This leverages the foundational structure and function knowledge gained from Applied Functional Anatomy focused toward the neuromusculoskeletal system related to occupational performance. Laboratory components provide competency in goniometric measurement and manual muscle testing.

Career
Graduate

OTHP55833 - Conditions in OT

Department(s)
Occupational Therapy

Long Description (Catalog Description)
Prerequisites: Admission and Matriculation into the graduate professional Doctor of Occupational Therapy (OTD) Program; a fixed, sequentially progressive curriculum. Students must pass all preceding coursework to progress. Provides symptomology, etiology, medical and rehabilitation management for health conditions commonly seen across the lifespan and how these conditions impact occupational performance.

Career
Graduate

OTHP55903 - Introduction to Occupational and Rehabilitation Science Theory

Department(s)
Occupational Therapy

Long Description (Catalog Description)
Prerequisites: Admission and Matriculation into the graduate professional Doctor of Occupational Therapy (OTD) Program; a fixed, sequentially progressive curriculum. Students must pass all preceding coursework to progress. Introduction to the profession of Occupational Therapy. Conceptualization evaluation and

synthesis of existing models of practice, frames of reference, and theories in occupational therapy as part of the rehabilitation sciences; intro to activity analysis.

Career
Graduate

OTHP66013 - Occupational Performance Assessment and Evaluation

Department(s)
Occupational Therapy

Long Description (Catalog Description)
Prerequisites: Admission and Matriculation into the graduate professional Doctor of Occupational Therapy (OTD) Program; a fixed, sequentially progressive curriculum. Students must pass all preceding coursework to progress. Teaches the foundational concepts for the evaluation process in Occupational Therapy practice; use of standardized assessments, understanding of psychometric properties and measurement theory.

Career
Graduate

OTHP66023 - Professional Reasoning and Communication in OT

Department(s)
Occupational Therapy

Long Description (Catalog Description)
Prerequisites: Admission and Matriculation into the graduate professional Doctor of Occupational Therapy (OTD) Program; a fixed, sequentially progressive curriculum. Students must pass all preceding coursework to progress. Teaches application of professional and reflective reasoning, documentation, communication (oral and written), and learning styles to support the therapeutic process, knowledge translation and professional development.

Career
Graduate

OTHP66201 - Level I Fieldwork in OT (A)

Department(s)
Occupational Therapy

Long Description (Catalog Description)
Prerequisites: Admission and Matriculation into the graduate professional Doctor of Occupational Therapy (OTD) Program; a fixed, sequentially progressive curriculum. Students must pass all preceding coursework to progress. Students synthesize knowledge and demonstrate professional skills and foundational competency of the occupational therapy process through guided observation and participation in clinical practice settings supervised by professionals; Placements range across a variety of practice settings (e.g., pediatrics/schools, hospitals, nursing homes, rehab facilities, home health or mental health settings). Prerequisite for Level II Fieldwork. 40hr week

Career
Graduate

OTHP66211 - Level I Fieldwork in OT (B)

Department(s)
Occupational Therapy

Long Description (Catalog Description)

Prerequisites: Admission and Matriculation into the graduate professional Doctor of Occupational Therapy (OTD) Program; a fixed, sequentially progressive curriculum. Students must pass all preceding coursework to progress. Students synthesize knowledge and demonstrate professional skills and foundational competency of the occupational therapy process through guided observation and participation in clinical practice settings supervised by professionals; Placements range across a variety of practice settings (e.g., pediatrics/schools, hospitals, nursing homes, rehab facilities, home health agencies or mental health settings). Prerequisite for Level II Fieldwork. 40hr week.

Career
Graduate

OTHP66221 - Level I Fieldwork in OT (C)

Department(s)
Occupational Therapy

Long Description (Catalog Description)
Prerequisites: Admission and Matriculation into the graduate professional Doctor of Occupational Therapy (OTD) Program; a fixed, sequentially progressive curriculum. Students must pass all preceding coursework to progress. Students synthesize knowledge and demonstrate professional skills and foundational competency of the occupational therapy process through guided observation and participation in clinical practice settings supervised by professionals; Placements range across a variety of practice settings (e.g., pediatrics/schools, hospitals, nursing homes, rehab facilities, home health agencies or mental health settings). Prerequisite for Level II Fieldwork. 40hr week.

Career
Graduate

OTHP66413 - Functional Cognition in OT

Department(s)
Occupational Therapy

Long Description (Catalog Description)
Prerequisites: Admission and Matriculation into the graduate professional Doctor of Occupational Therapy (OTD) Program; a fixed, sequentially progressive curriculum. Students must pass all preceding coursework to progress. Provides understanding for the theoretical and neurological foundations (body function and structure) of cognition and perception related to functional and occupational performance. Students will use evidence-based reasoning to analyze, synthesize, evaluate, diagnose, and treat cognitive and perceptual-based problems related to occupational performance.

Career
Graduate

OTHP66430 - Principles of Rehabilitation Engineering and Assistive Technology in OT

Department(s)
Occupational Therapy

Long Description (Catalog Description)
Prerequisites: Admission and Matriculation into the graduate professional Doctor of Occupational Therapy (OTD) Program; a fixed, sequentially progressive curriculum. Students must pass all preceding coursework to progress. This course teaches on the theory and science of assistive technology practice in occupational therapy; human factors and technology interface with contextual implications across the lifespan; including the appropriate use of physical agent modalities.

Career
Graduate

OTHP66503 - Participation & Wellness in OT

Department(s)
Occupational Therapy

Long Description (Catalog Description)

Prerequisites: Admission and Matriculation into the graduate professional Doctor of Occupational Therapy (OTD) Program; a fixed, sequentially progressive curriculum. Students must pass all preceding coursework to progress. Students learn about enabling clients to maximize their capacity to participate in life activities that are important and meaningful to them, to promote overall health and wellness; leveraging the importance of habits and routines; self-management, risk/prevention for disability, impact of health literacy; for individuals, families and society.

Career
Graduate

OTHP66514 - Pediatric Theory and Practice in OT

Department(s)
Occupational Therapy

Long Description (Catalog Description)

Prerequisites: Admission and Matriculation into the graduate professional Doctor of Occupational Therapy (OTD) Program; a fixed, sequentially progressive curriculum. Students must pass all preceding coursework to progress. Students learn how to use evidence-based reasoning to analyze, synthesize, evaluate, diagnose, and treat pediatric-based problems related to occupational performance; pediatric populations: infants, children, and adolescents.

Career
Graduate

OTHP66524 - Integrated Approaches to Physical Disability and Neuro-Rehabilitation OT

Department(s)
Occupational Therapy

Long Description (Catalog Description)

Prerequisites: Admission and Matriculation into the graduate professional Doctor of Occupational Therapy (OTD) Program; a fixed, sequentially progressive curriculum. Students must pass all preceding coursework to progress. Students learn how to use evidence-based reasoning to analyze, synthesize, evaluate, diagnose, and treat neurological and disability-based problems related to occupational performance.

Career
Graduate

OTHP66533 - Mental Health Theory and Practice in OT

Department(s)
Occupational Therapy

Long Description (Catalog Description)

Prerequisites: Admission and Matriculation into the graduate professional Doctor of Occupational Therapy (OTD) Program; a fixed, sequentially progressive curriculum. Students must pass all preceding coursework to progress. Students

learn how to use evidence-based reasoning to analyze, synthesize, evaluate, diagnose, and treat psychosocial and mental health-based problems related to occupational performance; group dynamics, therapeutic use of self and self-management.

Career
Graduate

OTHP66543 - Principles of Orthopedics in OT

Department(s)
Occupational Therapy

Long Description (Catalog Description)

Prerequisites: Admission and Matriculation into the graduate professional Doctor of Occupational Therapy (OTD) Program; a fixed, sequentially progressive curriculum. Students must pass all preceding coursework to progress. Provides the foundational concepts for design, fabrication, application and fitting of orthoses used to enhance occupational performance and participation. Students will use evidence-based reasoning to analyze, synthesize, evaluate, diagnose, and treat upper extremity problems related to occupational performance; including the appropriate use of physical agent modalities.

Career
Graduate

OTHP66553 - Geriatric Theory and Practice in OT

Department(s)
Occupational Therapy

Long Description (Catalog Description)

Prerequisites: Admission and Matriculation into the graduate professional Doctor of Occupational Therapy (OTD) Program; a fixed, sequentially progressive curriculum. Students must pass all preceding coursework to progress. Students will learn how to use evidence-based reasoning to analyze, synthesize, evaluate, diagnose, and treat Adult/Older adult-based problems related to occupational performance.

Career
Graduate

OTHP66563 - Occupations of Work and Industry

Department(s)
Occupational Therapy

Long Description (Catalog Description)

Prerequisites: Admission and Matriculation into the graduate professional Doctor of Occupational Therapy (OTD) Program; a fixed, sequentially progressive curriculum. Students must pass all preceding coursework to progress. Students will learn how to use evidence-based reasoning to analyze, synthesize, evaluate, diagnose, and treat work/vocational-based problems related to occupational performance with an emphasis on environmental assessment, ergonomics, occupational safety and health, industrial/occupational rehabilitation and ecological validity.

Career
Graduate

OTHP66603 - Principles of Research in OT

Department(s)
Occupational Therapy

Long Description (Catalog Description)

Prerequisites: Admission and Matriculation into the graduate professional Doctor of Occupational Therapy (OTD) Program; a fixed, sequentially progressive curriculum. Students must pass all preceding coursework to progress. An introduction to the research process in occupational and rehabilitation science; understanding and application of qualitative and quantitative methodologies, descriptive and inferential statistics, levels of evidence and research design.

Career
Graduate

OTHP66612 - Evidence-Based Practice and Translational Research in OT

Department(s)
Occupational Therapy

Long Description (Catalog Description)

Prerequisites: Admission and Matriculation into the graduate professional Doctor of Occupational Therapy (OTD) Program; a fixed, sequentially progressive curriculum. Students must pass all preceding coursework to progress. Students will demonstrate scientific and clinical reasoning in occupational therapy assuring practice is evidence-based. By developing critical thinking skills, critically evaluating the literature, and following the tenants of best practice students become contemporary practitioners. Presentations of evidence-based practice outcomes is an expectation.

Career
Graduate

OTHP66802 - Guided Research I in OT

Department(s)
Occupational Therapy

Long Description (Catalog Description)

Prerequisites: Admission and Matriculation into the graduate professional Doctor of Occupational Therapy (OTD) Program; a fixed, sequentially progressive curriculum. Students must pass all preceding coursework to progress. Students will integrate research knowledge for developing and designing a faculty-guided research project; Develop a problem and purpose statement with supporting research questions to be addressed; literature review and proposed methodology for engaging in scholarly research and plan for knowledge translation.

Career
Graduate

OTHP66812 - Guided Research II in OT

Department(s)
Occupational Therapy

Long Description (Catalog Description)

Prerequisites: Admission and Matriculation into the graduate professional Doctor of Occupational Therapy (OTD) Program; a fixed, sequentially progressive curriculum. Students must pass all preceding coursework to progress. Students engage in knowledge translation by discussing and disseminating their research findings; results, conclusions, impact on practice and direction for future research.

Career
Graduate

OTHP77012 - Case-Based Learning I

Department(s)
Occupational Therapy

Long Description (Catalog Description)

Prerequisites: Admission and Matriculation into the graduate professional Doctor of Occupational Therapy (OTD) Program; a fixed, sequentially progressive curriculum. Students must pass all preceding coursework to progress. This course utilizes standardized patient case simulation to integrate learned knowledge for further developing clinical reasoning skills and evaluate treatment alternatives for persons with occupational performance limitations across the lifespan.

Career
Graduate

OTHP77023 - Case-Based Learning II with IPE Seminar

Department(s)
Occupational Therapy

Long Description (Catalog Description)

Prerequisites: Admission and Matriculation into the graduate professional Doctor of Occupational Therapy (OTD) Program; a fixed, sequentially progressive curriculum. Students must pass all preceding coursework to progress. CBL-II: This course utilizes standardized patient case simulation to integrate learned knowledge for further developing clinical reasoning skills and evaluate treatment alternatives for persons with occupational performance limitations across the lifespan. Interprofessional Education (IPE) Seminar: Students engage in interprofessional collaborative competencies learning respect for the unique cultures, values roles and responsibilities of other health professionals; demonstrating professional communication for effective interprofessional teamwork.

Career
Graduate

OTHP77503 - Leadership and Management in OT

Department(s)
Occupational Therapy

Long Description (Catalog Description)

Prerequisites: Admission and Matriculation into the graduate professional Doctor of Occupational Therapy (OTD) Program; a fixed, sequentially progressive curriculum. Students must pass all preceding coursework to progress. This course examines the leadership and management opportunities for the occupational therapist as they deliver services in both traditional healthcare and community-based settings. Leadership models, collaborative communication, supervision, managed care, managerial functions, professionalism, ethics, and public policy are emphasized.

Career
Graduate

OTHP77512 - Program Development and Evaluation

Department(s)
Occupational Therapy

Long Description (Catalog Description)

Prerequisites: Admission and Matriculation into the graduate professional Doctor of Occupational Therapy (OTD) Program; a fixed, sequentially progressive curriculum. Students must pass all preceding coursework to progress. Provides

students with the foundation and principles for conducting a needs assessment and literature review for guiding their doctoral capstone experience with individualized project. Program development models, forms of assessment/evaluation outcomes, dissemination and program/policy improvement will be emphasized.

Career
Graduate

OTHP77522 - Principles of Teaching and Transformative Learning in OT

Department(s)
Occupational Therapy

Long Description (Catalog Description)

Prerequisites: Admission and Matriculation into the graduate professional Doctor of Occupational Therapy (OTD) Program; a fixed, sequentially progressive curriculum. Students must pass all preceding coursework to progress. Provides the foundation of teaching and learning theories and methodologies; developing a teaching philosophy; pedagogy and andragogy.

Career
Graduate

OTHP77606 - Level II Fieldwork in OT (A)

Department(s)
Occupational Therapy

Long Description (Catalog Description)

Prerequisite: OTHP 66201, 66211 & 66221. Admission and Matriculation into the graduate professional Doctor of Occupational Therapy (OTD) Program; a fixed, sequentially progressive curriculum. Students must pass all preceding coursework to progress. Students will engage in a 12-week clinical experience to develop practice competency as an entry-level occupational therapist. Placements range across a variety of practice settings (e.g., pediatrics/schools, hospitals, nursing homes, rehab facilities, home health agencies or mental health settings)..

Career
Graduate

OTHP77616 - Level II Fieldwork in OT (B)

Department(s)
Occupational Therapy

Long Description (Catalog Description)

Prerequisites: OTHP 77606 and Admission and Matriculation into the graduate professional Doctor of Occupational Therapy (OTD) Program; a fixed, sequentially progressive curriculum. Students must pass all preceding coursework to progress. . Students will engage in a 12-week clinical experience to develop practice competency as an entry-level occupational therapist. Placements range across a variety of practice settings (e.g., pediatrics/schools, hospitals, nursing homes, rehab facilities, home health agencies or mental health settings).

Career
Graduate

OTHP77703 - Advanced and Emerging Practice Skills

Department(s)
Occupational Therapy

Long Description (Catalog Description)

Prerequisites: Admission and Matriculation into the graduate professional Doctor of Occupational Therapy (OTD) Program; a fixed, sequentially progressive curriculum. Students must pass all preceding coursework to progress. This course provides advanced experiential, clinical, & didactic educational experiences designed to complemen the student's area of interest in a variety of practice and emerging practice areas (traditional and nontraditional).

Career
Graduate

OTHP77711 - Professional Development Seminar in OT I

Department(s)
Occupational Therapy

Long Description (Catalog Description)

Prerequisites: Admission and Matriculation into the graduate professional Doctor of Occupational Therapy (OTD) Program; a fixed, sequentially progressive curriculum. Students must pass all preceding coursework to progress. Students reflectively explore leadership topics supporting the advancement of the profession in areas such as clinical skills, research, administration, program development and evaluation, policy development, advocacy, education and leadership; integrating knowledge from prior coursework and their Level II Fieldwork to inform their professional development plan and map their Doctoral Capstone Experience with Project.

Career
Graduate

OTHP77721 - Professional Development Seminar in OT II

Department(s)
Occupational Therapy

Long Description (Catalog Description)

Prerequisites: Admission and Matriculation into the graduate professional Doctor of Occupational Therapy (OTD) Program; a fixed, sequentially progressive curriculum. Students must pass all preceding coursework to progress. Students reflectively explore leadership topics supporting the advancement of the profession in areas such as clinical skills, research, administration, program development and evaluation, policy development, advocacy, education and leadership; integrating knowledge from prior coursework and their Level II Fieldwork to inform their professional development plan and map their Doctoral Capstone Experience with Project.

Career
Graduate

OTHP77801 - Comprehensive Exam for the Occupational Therapist

Department(s)
Occupational Therapy

Long Description (Catalog Description)

Prerequisites: Admission and Matriculation into the graduate professional Doctor of Occupational Therapy (OTD) Program; a fixed, sequentially progressive curriculum. Students must pass all preceding coursework to progress. Students complete a formative competency assessment demonstrating their readiness for entry level practice with summary performance report for informing a study-plan for National Board Exam.

Career
Graduate

OTHP77907 - Doctoral Capstone Experience

Department(s)
Occupational Therapy

Long Description (Catalog Description)

Prerequisites: Admission and Matriculation into the graduate professional Doctor of Occupational Therapy (OTD) Program; a fixed, sequentially progressive curriculum. Students must pass all preceding coursework to progress. Students will independently engage in a mentored 14-week, in-depth professional Doctoral Capstone Experience which encompasses one or more of the following areas of focus: clinical skills, research skills, administration, program development and evaluation, policy development, advocacy, education and leadership; to fit their professional development goals.

Career
Graduate

OTHP77912 - Professional Development Seminar for OT

Department(s)
Occupational Therapy

Long Description (Catalog Description)

Prerequisites: Admission and Matriculation into the graduate professional Doctor of Occupational Therapy (OTD) Program; a fixed, sequentially progressive curriculum. Students must pass all preceding coursework to progress. Students will conduct a summative review and disseminate the outcomes of their innovative experience to faculty, peers and future colleagues; evaluation of their Doctoral Capstone Project and demonstrate synthesis of advanced knowledge developed throughout the curriculum.

Career
Graduate

PATH86001 - Pathology

Department(s)
Burnett School of Medicine

Long Description (Catalog Description)

Pathology; home elective, clinical

Career
Medical School

PATH86002 - Forensic Pathology

Department(s)
Burnett School of Medicine

Long Description (Catalog Description)

Forensic Pathology; clinical, 4 weeks, home elective

Career
Medical School

PATH86003 - Pediatric Pathology

Department(s)
Burnett School of Medicine

Long Description (Catalog Description)

Pediatric Pathology; clinical, 4 weeks, home elective

Career
Medical School

PATH86500 - Death Investigation & Rural Coroners

Department(s)
Burnett School of Medicine

Long Description (Catalog Description)

Death Investigation & Rural Coroners, away elective, clinical

Career
Medical School

PEDS81206 - LIC Clinical Pediatrics

Department(s)
Medical School Acad Dept

Long Description (Catalog Description)

On the Pediatrics Longitudinal Integrated Clerkship, medical students will gain an understanding of the pediatric patient from birth to adolescence. The student will appreciate the importance of regular health maintenance visits to physical and emotional wellbeing and child development. Learners will recognize the relationship between pediatric patients and their caregivers and the implications of this interdependent relationship. Through the course of this clerkship, medical students will learn to care for pediatric patients with common acute illnesses as well as chronic conditions in the inpatient and ambulatory settings.

Career
Medical School

PEDS85301 - LIC 3: Advanced Inpatient Experience - Pediatrics

Department(s)
Medical School Acad Dept

Career
Medical School

PEDS85302 - LIC 3: Advanced Inpatient Experience-Surgical Pediatrics

Department(s)
Medical School Acad Dept

Career
Medical School

PEDS86001 - Pediatric Cardiology

Department(s)
Medical School Acad Dept

Long Description (Catalog Description)

Pediatric Cardiology; home elective, clinical

Career
Medical School

PEDS86002 - Pediatric Emergency Medicine

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Pediatric Emergency Medicine, home elective.

Career

Medical School

PEDS86011 - Child Abuse Pediatrics

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Child Abuse Pediatrics; clinical, 4 weeks, home elective

Career

Medical School

PEDS86003 - Pediatric Genetics

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Pediatric Genetics, home elective, clinical

Career

Medical School

PEDS86012 - Indigent and Rural Healthcare

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Indigent and Rural Healthcare; home elective, clinical

Career

Medical School

PEDS86004 - Pediatric Nephrology

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Pediatric Nephrology, home elective.

Career

Medical School

PEDS86013 - Pediatric Neurology

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Pediatric Neurology; clinical, 4 weeks, home elective

Career

Medical School

PEDS86005 - Pediatric Pulmonology and Sleep

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Pediatric Pulmonology and Sleep, 4 week, clinical elective

Career

Medical School

PEDS86501 - Pediatric Hematology/Oncology

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Pediatric Hematology/Oncology; 4 weeks, away elective, clinical

Career

Medical School

PEDS86006 - Pediatric Endocrinology

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Pediatric Endocrinology; 4 weeks, clinical, home elective

Career

Medical School

PEDS86502 - Pediatric Neurology

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Pediatric Neurology; 4 weeks, clinical, away elective

Career

Medical School

PEDS86007 - Pediatric Hematology/Oncology

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Pediatric Hematology/Oncology; 4 weeks, clinical; home elective

Career

Medical School

PEDS86503 - Pediatric Gastroenterology

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Pediatric Gastroenterology; 4 weeks, clinical, away elective

Career

Medical School

PEDS86504 - Delivery of High Value Care

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Delivery of High Value Care, 2 weeks non-clinical away elective

Career

Medical School

PEDS86505 - Neonatal Intensive Care Sub-Internship

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Neonatal Intensive Care Sub-Internship, 4 weeks, clinical, away elective

Career

Medical School

PEDS86506 - Pediatric Intensive Care Unit

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Pediatric Intensive Care Unit; clinical, 4 weeks, away elective

Career

Medical School

PEDS86507 - Sub-Internship Pediatrics

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

4 weeks, clinical away elective

Career

Medical School

PEDS86508 - Pediatric Nephrology

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

4 weeks, clinical away elective

Career

Medical School

PEDS86509 - Pediatric Ultrasound

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

4 weeks, clinical away elective

Career

Medical School

PEDS86510 - Child Abuse & Neglect

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

4 weeks clinical away elective.

Career

Medical School

PEDS86511 - Acting Internship Pediatric Neonatology

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

4 weeks clinical away elective

Career

Medical School

PEDS86512 - Neonatology

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

4 weeks, clinical away

Career

Medical School

PEDS86515 - Pediatric Genetics

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

4 weeks, clinical away elective.

Career

Medical School

PEDS87010 - Pediatric Critical Care

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Pediatric Critical Care, home elective

Career

Medical School

PEDS87011 - Pediatric Neonatal Critical Care

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Pediatric Neonatal Critical Care, home elective, clinical

Career

Medical School

PEDS87020 - Advanced Inpatient Sub-Internship Pediatrics

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Advanced Inpatient Sub-Internship Pediatrics; home elective

Career

Medical School

PHIL50970 - Directed Studies in Philosophy

Department(s)

Philosophy

Long Description (Catalog Description)

Prerequisite: Permission of instructor.

Course Typically Offered

Contact Department For Details

Career

Undergraduate

PHYS50030 - Seminar in Contemporary Physics & Astronomy

Department(s)

Physics

Long Description (Catalog Description)

Prerequisite: Permission of instructor. Students enrolled will be expected to participate in, prepare, and lead discussions on selected topics in physics and astronomy as suggested by the current journal literature. (1-4 hours)

Career

Undergraduate

PHYS50713 - Contemporary Topics in Physics & Astronomy

Department(s)

Physics

Long Description (Catalog Description)

Prerequisite: Permission of department chair. Three hours of lecture in an area of physics & astronomy of current interest.

Course Typically Offered

Every other spring

Career

Undergraduate

PHYS50723 - Introduction to Solid State Physics

Department(s)

Physics

Long Description (Catalog Description)

Prerequisites: PHYS 30493 and MATH 30524. Crystal structure, lattice dynamics, free electron theory, band theory, optical, electric and magnetic properties of solids.

Course Typically Offered

Every other spring

Career

Undergraduate

PHYS50733 - Computational Physics

Department(s)

Physics

Long Description (Catalog Description)

Prerequisites: PHYS 30313, PHYS 30493 and MATH 30524 all with a C- or better, or graduate standing and PHYS 60323, or permission of instructor. Computational methods used in physics, systems of linear equations, eigenvalues problems, numerical solution of differential equations using Python.

Course Typically Offered

Every other spring

Career

Undergraduate

PHYS50743 - Stellar Astrophysics

Department(s)

Physics

Long Description (Catalog Description)

Prerequisites: PHYS 30313, PHYS 30493 and MATH 30524 all with a C- or better, or graduate standing and PHYS 60323, or permission of instructor. This course explores how stars emit light and how astronomers interpret observations of them, including the processes that affect the spectral energy distribution of the light as it travels from the cores of stars, through the atmosphere of stars, and through the intervening medium. This course includes topics on radiative transfer, stellar interiors, stellar atmospheres, and stellar evolution.

Course Typically Offered

Every other spring

Career

Undergraduate

PHYS50753 - Topics in Biophysics

Department(s)

Physics

Long Description (Catalog Description)

Prerequisites: PHYS 20484 or PHYS 20485 or PHYS 10164 and MATH 10524, or graduate standing, or permission of instructor. This course will introduce students to a variety of biophysics topics focusing on the application of physics principles to biological systems. Topics covered might include membrane transport, impulses in nerve cells, external electric and magnetic fields, imaging, ultrasound, electromagnetic radiation, radiation therapy, nuclear magnetic resonance, crystallography, spectroscopy and signal analysis.

Course Typically Offered

Fall

Career

Undergraduate

PHYS50763 - Experimental Methods in Biochemistry and Biophysics

Department(s)

Physics

Long Description (Catalog Description)

Prerequisite: Permission of instructor. This course will introduce students to experimental techniques developed and used to investigate biological systems. It will discuss modern techniques used in the biomedical sciences, drug discovery and other biophysical and biochemical fields. The course includes lectures, demonstrations, and hands-on exercises in the TCU Biophysics Laboratory and on instrumentation at the Center for Commercialization of Fluorescence Technologies (CCFT) at the UNT Health Sciences Center campus. (Crosslisted as CHEM/PHYS 50763.)

Course Typically Offered

Spring

Career

Undergraduate

Cross Listed Courses

CHEM50763 Exp Methods Biochem Biophys

PHYS50773 - Cosmology

Department(s)

Physics

Long Description (Catalog Description)

Prerequisites: PHYS 30113, PHYS 30493 and permission of instructor or graduate standing. Three hours of lectures per week covering concepts including the early universe, dark matter, dark energy and a theoretical understanding of early galaxy formation and evolution.

Career

Undergraduate

PHYS50813 - Meteorites, Asteroids, and Planets

Department(s)

Physics

Long Description (Catalog Description)

Prerequisite: GEOL 30213 or PHYS 30493, or permission of instructor. Three hours of lectures per week. An interdisciplinary course exploring the history and formation of the Solar System from the Big Bang through the formation and evolution of the planets. (Crosslisted as GEOL/PHYS 50813.)

Course Typically Offered

Spring

Career

Undergraduate

Cross Listed Courses

GEOL50813 Meteorites, Asteroids, Planets

PHYS50901 - Scientific Citizenship

Department(s)

Physics

Long Description (Catalog Description)

Prerequisites: Junior, Senior, or Graduate standing. This is a senior and graduate seminar for majors to prepare advanced undergraduates and graduate students for success within and beyond the TCU Physics and Astronomy program. This class will provide basic skills and knowledge essential for student academic and career success. Five-week topics will rotate on a two to three year cycle and include topics such as: Career Skills, Scientific & Public Communication, Intro to Scientific Programing, Publishing & Grants, Basic Research Statistics, Research Policy, and Ethics & Diversity. Course may be repeated for credit.

Career

Undergraduate

PHYS50970 - Special Problems in Physics

Department(s)

Physics

Long Description (Catalog Description)

Prerequisite: Permission of department chair. Advanced work in physics, the nature of which is to be determined by the previous preparation and interest of the individual. Credit will depend upon the nature of the study and the amount of work taken. (1-12 hours)

Course Typically Offered

Fall and Spring

Career

Undergraduate

PHYS60003 - Methods of Advanced Physics

Department(s)

Physics

Long Description (Catalog Description)

Prerequisites: Graduate Standing. This is a first semester course for graduate physics majors that will teach new methods and provide refreshment of key skills and knowledge essential for success in graduate physics curriculum. Topics include mathematical methods across physics topics.

Career

Graduate

PHYS60203 - Classical Mechanics

Department(s)

Physics

Long Description (Catalog Description)

Prerequisite: PHYS 30553 or equivalent. Variational principles and Lagrange equations, rigid body motion, Hamiltonian mechanics, canonical transformation, Lagrange and Poisson brackets, Hamilton- Jacobi theory, continuous systems and fields.

Course Typically Offered

Every other spring

Career

Graduate

PHYS60303 - Quantum Mechanics

Department(s)

Physics

Long Description (Catalog Description)

Prerequisite: PHYS 40113 or equivalent. Foundations of quantum mechanics, with applications to atomic, molecular, solid state, and nuclear physics.

Course Typically Offered

Fall

Career

Graduate

PHYS60313 - Quantum Mechanics

Department(s)

Physics

Long Description (Catalog Description)

Prerequisite: PHYS 60303. Continuation of 60303.

Course Typically Offered

Spring

Career

Graduate

PHYS60323 - Advanced Analysis & Modeling

Department(s)

Physics

Long Description (Catalog Description)

Prerequisites: Graduate Standing. Fundamental statistical analysis techniques, plotting, and data management. Introduction to Python programming, coding standards, documentation, and version control. Database query skills, introduction to instrument control systems.

Career

Graduate

PHYS60403 - Electrodynamics

Department(s)

Physics

Long Description (Catalog Description)

Prerequisite: PHYS 40653 or equivalent. Electrostatic and magnetostatic fields. Time-dependent electromagnetic phenomena. Maxwell's equations and general electrodynamic theorems derivable therefrom. Electromagnetic radiation. Covariant formulation of the electromagnetic field equations.

Course Typically Offered

Every other fall

Career

Graduate

PHYS60413 - Electrodynamics

Department(s)

Physics

Long Description (Catalog Description)

Prerequisite: PHYS 60403 or permission of instructor. This is a second part of the two semester course. It includes electromagnetic radiation, coherent optics, diffraction, Fourier optics, wave guides, lasers and discussion of non-linear phenomena.

Course Typically Offered

Every other spring

Career

Graduate

PHYS60503 - Solid State Physics

Department(s)

Physics

Long Description (Catalog Description)

Prerequisites: PHYS 60303 and 60313 and 50723 or equivalent. Symmetry and crystal structure, ionic and covalent bonds, metals, band theory, thermal and optical effects in solids, and selected topics on magnetic properties, superconductivity and surface science.

Course Typically Offered

Every other fall

Career

Graduate

PHYS60603 - Statistical Physics

Department(s)

Physics

Long Description (Catalog Description)

Prerequisites: PHYS 30603 or equivalent and PHYS 60203 and 60313. General principles, kinetic theory, partition functions, Bosons and Fermions, linked cluster expansions, distribution functions, Brownian motion.

Course Typically Offered

Every other spring

Career

Graduate

PHYS60743 - Galactic & Extragalactic Astrophysics

Department(s)

Physics

Long Description (Catalog Description)

Prerequisite: Permission of department chair. Structure and evolution of star clusters and galaxies, evolution of individual stars and their kinematics, chemistry, and spectral energy distributions, the effects such evolution have on populations of stars with both simple and complex star formation histories. Qualitative and quantitative discussion of various types of galaxies (ellipticals, spirals, dwarf, starburst), including groups and clusters of galaxies, active galaxies, and galaxy

evolution. The course introduces fundamental tools of Galactic astronomy, with topics including methods for assessing the size, shape, age, and dynamics of the Milky Way and other stellar systems.

Course Typically Offered

Every other spring

Career

Graduate

PHYS60753 - Gaseous Astrophysics

Department(s)

Physics

Long Description (Catalog Description)

Prerequisites: Permission of department chair. This course explores gaseous material in, surrounding, and between galaxies. Topics include radiative transfer, gas heating and cooling processes, and methods for analyzing and interpreting astrophysical data.

Career

Graduate

PHYS60803 - Nonlinear Dynamics with Applications

Department(s)

Physics

Long Description (Catalog Description)

Prerequisite: PHYS 30553 or equivalent. Techniques for analyzing nonlinear and pattern-forming systems with a focus on biological systems. Topics covered may include maps, bifurcations, strange attractors, fractals, linear stability methods, amplitude equations, defects, instabilities and traveling waves, Lyapunov spectra and correlation functions. Students will learn to build models of biological systems and to use analytical tools to develop intuition and make quantitative predictions about the system's behavior.

Career

Graduate

PHYS60823 - Optical Spectroscopy and Fluorescence

Department(s)

Physics

Long Description (Catalog Description)

Prerequisite: PHYS 40113 or equivalent. This course introduces students to the basics of light-matter interactions and advanced aspects of optical spectroscopy. Modern spectroscopic approaches used in chemical and biomedical sciences, drug discovery, and other fields are discussed. The course includes theoretical lectures and discussions of recent scientific works and discoveries published in peer-reviewed journals.

Career

Graduate

PHYS60870 - Research Problems in Astronomy

Department(s)

Physics

Long Description (Catalog Description)

Prerequisite: Permission of department chair. Directed research in the following areas: Observational astronomy, Galaxy structure and evolution, Stellar populations, Large-scale structure

Course Typically Offered

All Sessions

Career

Graduate

PHYS60901 - Scientific Citizenship

Department(s)

Physics

Long Description (Catalog Description)

Prerequisites: Graduate standing. This is a graduate seminar for majors that will teach and provide refreshment of key basic skills and knowledge essential for student academic and career success within and beyond the TCU. Five-week topics will rotate on a two to three year cycle and include topics such as: Career Skills, Scientific & Public Communication, Intro to Scientific Programing, Publishing & Grants, Basic Research Statistics, Research Policy, and Ethics and & Diversity. Course may be repeated for credit.

Career

Graduate

PHYS60960 - Physics Seminar

Department(s)

Physics

Long Description (Catalog Description)

Prerequisite: Graduate standing in Physics or permission of instructor. Participation in graduate colloquium and occasional presentation of appropriate topics to graduate faculty.

Course Typically Offered

Fall and Spring

Career

Graduate

PHYS60970 - Research Problems

Department(s)

Physics

Long Description (Catalog Description)

Prerequisite: Permission of department chair. Directed research in the following areas: Atom optics, Electron-atom collisions, Molecular and solid state physics, Statistical physics, Positron annihilation spectroscopy, Biophysics.

Course Typically Offered

All Sessions

Career

Graduate

PHYS70133 - Atomic Collision Physics

Department(s)

Physics

Long Description (Catalog Description)

Prerequisites: PHYS 60303 and 60313. Theoretical, computational and experimental techniques used in electron, photon, atomic and molecular collision physics.

Career

Graduate

PHYS70203 - Nuclear and Particle Physics

Department(s)

Physics

Long Description (Catalog Description)

Prerequisite: PHYS 60313. Nuclear and particle classifications and properties; nuclear two-body problem; nuclear models; passage of radiation through matter; detection methods and accelerators; nuclear and particle spectroscopy; gamma decay, beta decay and the weak interactions, Kaons, particle resonances; nuclear reactions; experiments at high energy.

Career

Graduate

PHYS70303 - Advanced Quantum Mechanics

Department(s)

Physics

Long Description (Catalog Description)

Prerequisite: PHYS 60313. An introduction to the relativistic Dirac theory of the electron and to the non-relativistic quantum mechanical many-body problem.

Career

Graduate

PHYS70413 - Statistical Physics

Department(s)

Physics

Long Description (Catalog Description)

Prerequisite: PHYS 60603. Lattice statistics, critical phenomena, propagators and methods for distribution functions, transport phenomena and irreversibility, second quantization and Green's functions.

Course Typically Offered

All Sessions

Career

Graduate

PHYS70503 - Molecular Physics

Department(s)

Physics

Long Description (Catalog Description)

Prerequisite: Graduate standing in physics or permission of instructor. Electronic, vibrational and rotational spectroscopy of polyatomic molecules. Applications of group theory to molecular spectra and structure. Fourier transform laser, electron paramagnetic resonance and other spectroscopic techniques.

Course Typically Offered

All Sessions

Career

Graduate

PHYS70703 - Chemical Physics

Department(s)

Physics

Long Description (Catalog Description)

Prerequisite: PHYS 60303. Quantum Chemistry, structure of molecules and intermolecular forces, molecular relaxation processes, light scattering, nonlinear optical methods, molecular beams, NMR and other experimental techniques.

Course Typically Offered

All Sessions

Career

Graduate

PHYS70743 - Advanced Topics in Astrophysics

Department(s)

Physics

Long Description (Catalog Description)

Prerequisite: PHYS 60870 or permission of department chair. Regularly scheduled course on advanced topics in astronomy and astrophysics, including the following: Stellar Atmospheres: Basic methods and applications of radiative transfer. Theory and interpretation of astronomical spectra: line profiles, LTE and non-LTE line formation, abundances, model atmospheres, curve-of-growth. Stellar Interiors: Solution of the equations of stellar structure, analytic approximations and theory relating to equilibrium stellar models, nucleosynthesis in massive stars, final phases of stellar evolution. Galactic Structure: The interstellar medium, galaxy kinematics, interacting galaxies, evolution and classification of galaxies, extragalactic radio sources, quasars, cosmological models.

Course Typically Offered

All Sessions

Career

Graduate

PHYS70753 - Advanced Topics in Biophysics

Department(s)

Physics

Long Description (Catalog Description)

Prerequisite: Permission of instructor. This course will cover advanced topics in biophysics based on current research and new developments. Selected topics may include fluorescence microscopy: Forster resonance energy transfer, fluorescence-based sensing and diagnostics, atomic force microscopy (AFM); nanophotonics and plasmonics; and computational biophysics; ensemble modeling, time series analysis, method of surrogate data, genetic algorithms.

Career

Graduate

PHYS70771 - Non-Thesis

Department(s)

Physics

Long Description (Catalog Description)

Selected when enrolling only for non-thesis examination or preparation for the examination.

Career

Graduate

PHYS70803 - Theoretical Atomic and Molecular Physics

Department(s)

Physics

Long Description (Catalog Description)

Prerequisites: PHYS 60303 and 60313. Theoretical study of electronic structure and molecular vibrations and rotation, Hartree-Fock and Many Body Perturbation Theory. Computer calculation of electronic structure.

Career

Graduate

PHYS70903 - Quantum Optics

Department(s)

Physics

Long Description (Catalog Description)

Prerequisites: PHYS 60303 and 60313. Study of Laser Physics, interaction of light and matter, nonlinear phenomena and quantum nature of light.

Course Typically Offered

All Sessions

Career

Graduate

PHYS70980 - Thesis

Department(s)

Physics

Long Description (Catalog Description)

Prerequisite: Permission of department chair. A minimum of 3 hours of PHYS 70980 Thesis is required.

Course Typically Offered

All Sessions

Career

Graduate

PHYS70990 - Thesis

Department(s)

Physics

Long Description (Catalog Description)

Prerequisite: PHYS 70980 and admission to candidacy. A minimum of 3 hours of PHYS 70990 Thesis is required.

Course Typically Offered

All Sessions

Career

Graduate

PHYS80090 - The Teaching of Physics at the College Level

Department(s)

Physics

Long Description (Catalog Description)

Prerequisite: Graduate standing in physics and permission of instructor. Supervised preparation and delivery of lectures and demonstrations, and preparation and evaluation of examinations.

Course Typically Offered

Fall and Spring

Career

Graduate

PHYS90960 - Seminar in Theoretical Physics

Department(s)

Physics

Long Description (Catalog Description)

Prerequisites: Graduate standing and permission of instructor.

Career

Graduate

PHYS90970 - Research Problems in Physics

Department(s)

Physics

Long Description (Catalog Description)

Prerequisites: Graduate standing and permission of department chair.

Course Typically Offered

All Sessions

Career

Graduate

PHYS90980 - Dissertation

Department(s)
Physics

Long Description (Catalog Description)

Prerequisites: Permission of department chair. A minimum of 6 hours of PHYS 90980 Dissertation is required.

Course Typically Offered	Career
All Sessions	Graduate

PHYS90990 - Dissertation

Department(s)
Physics

Long Description (Catalog Description)

Prerequisites: PHYS 90980 and admission to candidacy. A minimum of 6 hours of PHYS 90990 Dissertation is required.

Course Typically Offered	Career
All Sessions	Graduate

PMRM86001 - Physical Medicine and Rehabilitation

Department(s)
Burnett School of Medicine

Long Description (Catalog Description)

Physical Medicine and Rehabilitation, home elective.

Career
Medical School

PMRM86500 - Physical Medicine and Rehabilitation

Department(s)
Burnett School of Medicine

Long Description (Catalog Description)

Physical Medicine and Rehabilitation, 4 weeks, clinical, away

Career
Medical School

PMRM86501 - Cancer Rehabilitation (Inpatient and Outpatient)

Department(s)
Burnett School of Medicine

Long Description (Catalog Description)

Cancer Rehabilitation (Inpatient and Outpatient), 4 weeks, clinical, away

Career
Medical School

PRTH60003 - Congregational Leadership

Department(s)
MINI

Long Description (Catalog Description)

An introduction to leadership and administration in the local congregation, with attention to leadership styles, congregational dynamics, administering congregations of varying sizes and organizing for mission.

Career
Brite

PRTH60011 - Theological Resources Seminar

Department(s)
MINI

Long Description (Catalog Description)

This introduction to the information resources available to Brite students is designed to equip students with the skills needed to locate effectively book, periodical, and electronic resources that are relevant to graduate study in religion. (This course is only offered as P/NC.)

Career
Brite

PRTH60033 - The Church's Mission and the Minister's Vocation

Department(s)
MINI

Long Description (Catalog Description)

An orientation to the vocation of ministry as it relates to the mission and nature of the church; historical, theological, and sociological aspects of church and ministry.

Career
Brite

PRTH60043 - Transforming Leadership

Department(s)
MINI

Long Description (Catalog Description)

This course assumes that organizations are networks of relationships that create cultures, politics, values, and power. Consequently, learning how to lead well requires understanding extant organizational and interpersonal dynamics as well as personal strengths and limits. Good leadership requires significant self-awareness and other-awareness. These will be increased in this course through readings, practices, exercises, discussion, and lectures.

Career
Brite

PRTH60200 - General Transfer Credit

Department(s)
MINI

Long Description (Catalog Description)

General Transfer Credit

Career
Brite

PRTH65013 - Supervised Ministry I

Department(s)
MINI

Long Description (Catalog Description)

Prerequisite: 21 hours and instructor's permission. An intensive group experience aimed at the integration of theology and practice. (This course is only offered as P/NC.)

Career
Brite

PRTH65023 - Supervised Ministry II

Department(s)
MINI

Long Description (Catalog Description)

Prerequisite: PRTH 65013 and instructor's permission. An intensive group experience aimed at the integration of theology and practice. (This course is only offered as P/NC.)

Career
Brite

PRTH70123 - The Minister as Practical Theologian

Department(s)
MINI

Long Description (Catalog Description)

A study of Practical theology as discrete discipline, situated as the third great moment in theology; methodological approaches to questions of ecclesial praxis and practice; reassessment and reappropriation of *lex orandi, lex credendi et agendi*, as a means of recovering the liturgy as an integral source for practical theology; shared experience of participating students.

Career
Brite

PRTH70163 - Ministry in the Lesbian, Gay, Bisexual and Transgendered Community

Department(s)
MINI

Long Description (Catalog Description)

This class is designed for ministers-in-training who will likely participate in conversations about homosexuality in their churches and communities, provide ministry and pastoral care to Lesbian/Gay/Bisexual/Transgendered persons, or assume leadership roles in hermeneutical/theological debates about homosexuality. Given this likelihood, this course seeks to equip ministers with a base of essential material about LGBT experience, including literature and videography in the field, biblical criticism, and theological constructions. The voices of LGBT persons themselves will be the primary sources for this course.

Career
Brite

PRTH70212 - United Methodist Polity

Department(s)
MINI

Long Description (Catalog Description)

The organization, polity and comprehensive program of the United Methodist Church. Required of United Methodist students for ordination.

Career
Brite

PRTH70223 - Evangelism

Department(s)
MINI

Long Description (Catalog Description)

An exploration into the theology and methods of evangelism in mainline Protestantism, with focus on the development of a congregation's evangelism ministry.

Career
Brite

PRTH70333 - Conflict and Reconciliation

Department(s)
MINI

Long Description (Catalog Description)

The identification of conflicts, and means of their prevention, containment and resolution.

Career
Brite

PRTH70443 - Stewardship

Department(s)
MINI

Long Description (Catalog Description)

Biblical, historical and theological perspectives on the Christian as "steward," with analyses of stewardship programs and emphases in the congregation, and coverage of such related topics as congregational budgeting, personal fiscal management and estate planning.

Career
Brite

PRTH70970 - Special Topics in Practical Theology

Department(s)
MINI

Long Description (Catalog Description)

May be repeated for credit under different topics. (1-3 semester hours)

Career
Brite

PRTH75013 - Integrative Seminar on Pastoral Ministry

Department(s)
MINI

Long Description (Catalog Description)

Prerequisite: 27 hours. A seminar designed to challenge the student to develop a holistic understanding of the various dimensions of pastoral ministry.

Career
Brite

PRTH80043 - Transforming Leadership

Department(s)
MINI

Long Description (Catalog Description)

This course assumes that organizations are networks of relationships that create cultures, politics, values, and power. Consequently, learning how to lead well requires understanding extant organizational and interpersonal dynamics as well as personal strengths and limits. Good leadership requires significant self-awareness and other-awareness. These will be increased in this course through readings, practices, exercises, discussion, and lectures.

Career
Brite

PRTH80123 - The Minister as Practical Theologian

Department(s)
MINI

Long Description (Catalog Description)

A study of Practical theology as discrete discipline, situated as the third great moment in theology; methodological approaches to questions of ecclesial praxis and practice; reassessment and reappropriation of *lex orandi*, *lex credendi* et *agendi*, as a means of recovering the liturgy as an integral source for practical theology; shared experience of participating students.

Career
Brite

PRTH80163 - Ministry in the Lesbian, Gay, Bisexual and Transgendered Community

Department(s)
MINI

Long Description (Catalog Description)

This class is designed for ministers-in-training who will likely participate in conversations about homosexuality in their churches and communities, provide ministry and pastoral care to Lesbian/Gay/Bisexual/Transgendered persons, or assume leadership roles in hermeneutical/theological debates about homosexuality. Given this likelihood, this course seeks to equip ministers with a base of essential material about LGBT experience, including literature and videography in the field, biblical criticism, and theological constructions. The voices of LGBT persons themselves will be the primary sources for this course.

Career
Brite

PRTH80223 - Evangelism

Department(s)
MINI

Long Description (Catalog Description)

An exploration into the theology and methods of evangelism in mainline Protestantism, with focus on the development of a congregation's evangelism ministry.

Career
Brite

PRTH80333 - Conflict and Reconciliation

Department(s)
MINI

Long Description (Catalog Description)

The identification of conflicts, and means of their prevention, containment and resolution.

Career
Brite

PRTH80443 - Stewardship

Department(s)
MINI

Long Description (Catalog Description)

Biblical, historical and theological perspectives on the Christian as "steward," with analyses of stewardship programs and emphases in the congregation, and coverage of such related topics as congregational budgeting, personal fiscal management and estate planning.

Career
Brite

PRTH80970 - Special Topics in Practical Theology

Department(s)
MINI

Long Description (Catalog Description)

May be repeated for credit under different topics (1-3 semester hours)

Career
Brite

PRTH85013 - Integrative Seminar on Pastoral Ministry

Department(s)
MINI

Long Description (Catalog Description)

A seminar designed to challenge the student to develop a holistic understanding of the various dimensions of pastoral ministry.

Career
Brite

PRTH90970 - Special Topics in Practical Theology

Department(s)
MINI

Long Description (Catalog Description)

Special Topics in Practical Theology.

Career
Brite

PSYC50213 - Interactive Data Analysis

Department(s)
Psychology

Long Description (Catalog Description)

Prerequisite: PSYC 30503. Introduction to SPSS in application to research in the behavioral sciences, including use of SPSS functions for data analysis. Attention is also given to the use of univariate and multivariate methods of exploratory data analysis.

Course Typically Offered
Rarely

Career
Undergraduate

PSYC50401 - Neurobiology of Aging

Department(s)
Psychology

Long Description (Catalog Description)

Prerequisites: permission of instructor. The current literature associated with the neurobiology of aging, modern research techniques and recent developments in neuroscience and aging research are discussed. This is a participation course in which advanced undergraduate and graduate students will present manuscripts, explain research hypotheses and methodologies and explain results. Open discussion of these papers will include faculty from Biology and Psychology. Topics presented will differ by semester. The course may be repeated three times (taken a maximum of four semesters in all.) (Crosslisted as BIOL/PSYC 50401.)

Course Typically Offered
Fall and Spring

Career
Undergraduate

Cross Listed Courses

BIOL50401 Neurobiology of Aging

PSYC50403 - Advanced Neuroscience

Department(s)
Psychology

Long Description (Catalog Description)

Prerequisite: Senior or Graduate standing and PSYC 30463 or permission of instructor. An in depth analysis of the neural and endocrine components of normal and abnormal behavior with emphasis on classic studies in the field.

Course Typically Offered
Every other fall

Career
Undergraduate

PSYC50433 - Trauma & Relationships

Department(s)
Psychology

Long Description (Catalog Description)

Prerequisite: Junior standing. This course is the first of a two-part series of multidisciplinary courses which examine children who have experienced complex developmental trauma, including outcomes, assessments, and interventions through a study of peer-reviewed articles and evidence-based interventions, including Trust-Based Relational Intervention (TBRI). TBRI is an attachment based, trauma-informed intervention designed to meet the complex needs of children through connecting, empowering, and correcting. Emphasis in this course will be attachment theory and the development of healthy relationships. Completing this course is recommended to work at The Hope Connection 2.0 therapeutic camp. (Crosslisted as CHDV/PSYC 50433.)

Course Typically Offered
Fall and Summer

Career
Undergraduate

Cross Listed Courses

CHDV50433 Trauma & Relationships

PSYC50443 - Trauma & Behavior

Department(s)
Psychology

Long Description (Catalog Description)

Prerequisites: CHDV/PSYC 50433 and junior standing. This course is the second of a two-part series of multidisciplinary courses which examine children who have experienced complex developmental trauma. Emphasis in Trauma and Behavior is on understanding the effects of trauma on the body, brain, and behavior, as well as demonstrating trauma-informed intervention strategies and skills. Completing this course is recommended to work at The Hope Connection 2.0 therapeutic camp. (Crosslisted as CHDV/PSYC 50443.)

Course Typically Offered
Spring

Career
Undergraduate

Cross Listed Courses

CHDV50443 Trauma & Behavior

PSYC50463 - Functional Neuroanatomy

Department(s)
Psychology

Long Description (Catalog Description)

Prerequisite: Graduate or senior standing or permission of instructor. The fundamentals of functional neuroanatomy and neurophysiology with an emphasis on experimental and theoretical analysis of the basic brain behavior relationships. (Crosslisted as BIOL/PSYC 50463.)

Course Typically Offered
Every other spring

Career
Undergraduate

Cross Listed Courses

BIOL50463 Functional Neuroanatomy

PSYC50503 - Curricular Practical Training Internship

Department(s)
Psychology

Long Description (Catalog Description)

Prerequisites: 2.75 GPA in major, completion of either at least 20 credit hours in the department OR graduate status, and approval of department chair. Practical experience in the field of Psychology-related research that may involve work both at TCU and/or outside of TCU (but inside the state of Texas), including field work, internships, part-time jobs, and unpaid volunteer positions, all of which are to be centered around providing real-world training that would enhance the possibility of obtaining a career in a psychology-related research area. Must include a minimum of 260 work hours. This course may only be taken pass/no credit.

Course Typically Offered
Contact Department For Details

Career
Undergraduate

PSYC50513 - Psychopharmacology

Department(s)
Psychology

Long Description (Catalog Description)

Prerequisite: PSYC 10213 or 10514 or 10524, and junior standing. Theory and principles of behavioral and biochemical methods of assaying drug action, with primary emphasis on the study of the effects of neuropharmacological agents or endogenous systems.

Course Typically Offered

All Sessions

Career

Undergraduate

PSYC50523 - Analysis of Variance

Department(s)

Psychology

Long Description (Catalog Description)

Prerequisite: Permission of instructor. The planning and design of behavioral research including the specification of research problems, development of appropriate designs, the use of appropriate analytic techniques and the interpretation of results. Primary attention is given to analysis of variance models as analytic techniques, but multivariate techniques such as regression and discriminant function models are also considered.

Course Typically Offered

Every other spring

Career

Undergraduate

PSYC50533 - Case Studies in Child Development

Department(s)

Psychology

Long Description (Catalog Description)

Prerequisite: Junior standing. This course is designed to present an integrated and comprehensive overview of numerous issues in child development as well as treatments/solutions for those issues. This diverse array of developmental problems will be presented in a series of case-studies by professors from several departments as well as by community professionals who specialize in children's issues. This course is a requirement for the Child Development Minor as well as an elective course in Psychology. (Crosslisted as CHDV/PSYC 50533.)

Career

Undergraduate

Cross Listed Courses

CHDV50533 Case Studies in Child Dev

PSYC50603 - Contemporary Learning Theory

Department(s)

Psychology

Long Description (Catalog Description)

Prerequisite: Senior or graduate standing in psychology, or permission of instructor. Selected theoretical principles important for understanding complex behavior, and their recent extensions and application to human social behavior, autonomic and psychosomatic function, etc.

Course Typically Offered

All Sessions

Career

Undergraduate

PSYC60000 - Special Study

Department(s)

Psychology

Long Description (Catalog Description)

Prerequisite: Permission of department chair. Directed independent study in field of specialization.

Course Typically Offered

Rarely

Career

Graduate

PSYC60553 - Conditioning and Learning

Department(s)

Psychology

Long Description (Catalog Description)

Prerequisite: Graduate standing in psychology or permission of instructor. Basic research in the field of learning, emphasizing empirical study of classical conditioning, instrumental conditioning, generalization, discrimination and extinction.

Course Typically Offered

Fall

Career

Graduate

PSYC60573 - Operant Conditioning: Theory and Application

Department(s)

Psychology

Long Description (Catalog Description)

In-depth exploration of selected topics from the literature on operant conditioning, covering theory, methods, and applications.

Career

Graduate

PSYC60583 - Cognition

Department(s)

Psychology

Long Description (Catalog Description)

Prerequisite: Graduate standing in psychology, or permission of instructor. Current topics in the area of cognition including thinking, language, memory, decision making, and problem solving.

Course Typically Offered

Rarely

Career

Graduate

PSYC60623 - Regression Analysis

Department(s)

Psychology

Long Description (Catalog Description)

Prerequisites: Graduate standing in psychology Ph.D. program and permission of department chair. A basic overview of regression analysis. Typical topics include assumptions and diagnostics, multiple regression, unpacking interactions in multiple regression, simple slopes analyses, and nonlinear regression.

Course Typically Offered

Every other fall

Career

Graduate

PSYC60633 - Generalized Linear Models

Department(s)

Psychology

Long Description (Catalog Description)

Prerequisites: Graduate standing in psychology Ph.D. program and permission of department chair. A general introduction to generalized linear models. Typical topics include distributions and inference for categorical data, contingency tables, generalized linear models, logistic regression, logit models for multinomial responses, loglinear models, models for matched pairs, multilevel models for categorical data,

Course Typically Offered

Every other spring

Career

Graduate

PSYC60643 - Structural Equation Models

Department(s)

Psychology

Long Description (Catalog Description)

Prerequisites: Graduate standing in psychology Ph.D. program and permission of department chair. A general introduction to structural equation models. Typical topics include model notation, covariances, path analysis, multiple regression, causal models, linear models, structural equation models with observed variables, consequences of measurement error, measurement models, confirmatory factor analysis, and the general model.

Course Typically Offered

Every other fall

Career

Graduate

PSYC60653 - Multilevel/Hierarchical Models

Department(s)

Psychology

Long Description (Catalog Description)

Prerequisites: Graduate standing in psychology Ph.D. program and permission of department chair. A general introduction to multilevel/hierarchical models. Typical topics include fitting regression models, simulation and regression inference, causal inference, multilevel structure, multilevel linear models, modeling time and change, debugging and speeding convergence, statistical power, and summarizing fitted models.

Course Typically Offered

Every other spring

Career

Graduate

PSYC60663 - Advanced Social Psychology

Department(s)

Psychology

Long Description (Catalog Description)

Prerequisite: Graduate standing in psychology or permission of instructor. A survey of the literature of social psychology with emphasis upon recent research.

Course Typically Offered

Every other spring

Career

Graduate

PSYC60673 - Advanced Structural Equation Modeling

Department(s)

Psychology

Long Description (Catalog Description)

Prerequisites: Graduate standing in psychology Ph.D. program and permission of department chair, and PSYC 60643. This course is designed for graduate students who have taken an introductory course in structural equation modeling (SEM) and who are interested in exploring advanced topics within this framework. The class is

structures as a seminar. Students select topics of particular interest which they research and present to the class. Some days may be designated as lab days when students analyze data sets provided by the instructor or other students.

Career

Graduate

PSYC60743 - Longitudinal Data Analysis

Department(s)

Psychology

Long Description (Catalog Description)

Prerequisites: Graduate standing in psychology and permission of department chair. A general introduction to longitudinal data analysis. Typical topics include longitudinal study designs, longitudinal data management, univariate and multivariate ANOVA for repeated measures, multilevel model for change, latent growth curve modeling, nonlinear change, random and fixed effects, and summarizing fitted models.

Career

Graduate

PSYC60753 - Theories of Development

Department(s)

Psychology

Long Description (Catalog Description)

Prerequisite: Senior or graduate standing in psychology, or permission of instructor. Theory, data and research methods related to the development of the human organism from its prenatal origins through old age.

Course Typically Offered

Fall and Spring

Career

Graduate

PSYC60903 - Developmental Trauma Capstone Course

Department(s)

Psychology

Long Description (Catalog Description)

This course is the capstone course for the Master of Science in Developmental Trauma program. Students complete a treatise and several professional development activities under the advisement of a faculty member in the program. (Crosslisted as CHDV/PSYC 60903)

Career

Graduate

Cross Listed Courses

CHDV60903 Dev Trauma Capstone

PSYC60913 - Evolutionary Social Psychology

Department(s)

Psychology

Long Description (Catalog Description)

Prerequisites: Graduate standing in psychology Ph.D. program and permission of department chair. Students will learn how to use concepts in evolutionary biology to derive novel predictions about research topics in social psychology and will review current research employing this approach.

Course Typically Offered

Every other spring

Career

Graduate

PSYC60933 - Writing Psychology Research

Department(s)
Psychology

Long Description (Catalog Description)

Prerequisites: Graduate standing in psychology Ph.D. program and permission of department chair. Writing and submitting empirical articles for psychology research journals.

Career
Graduate

PSYC70130 - Teaching of Psychology

Department(s)
Psychology

Long Description (Catalog Description)

Prerequisite: MS degree (or Master's equivalency with 30 hours of coursework at TCU) and permission of department chair. Supervised curriculum development includes (but is not limited to) the preparation and delivery of lectures, leading classroom discussions, and student assessment.

Course Typically Offered	Career
Rarely	Graduate

PSYC70980 - Thesis

Department(s)
Psychology

Long Description (Catalog Description)

Prerequisites: Graduate standing and permission of director of graduate studies in psychology. A minimum of 3 hours of PSYC 70980 Thesis is required.

Course Typically Offered	Career
All Sessions	Graduate

PSYC70990 - Thesis

Department(s)
Psychology

Long Description (Catalog Description)

Prerequisites: PSYC 70980 and admission to candidacy. A minimum of 3 hours of PSYC 70990 Thesis is required.

Course Typically Offered	Career
All Sessions	Graduate

PSYC80100 - Special Topics in Quantitative Methods

Department(s)
Psychology

Long Description (Catalog Description)

Prerequisite: Permission of department chair. Seminars or other special courses.

Course Typically Offered	Career
All Sessions	Graduate

PSYC80200 - Special Topics in Learning and Motivation

Department(s)
Psychology

Long Description (Catalog Description)

Prerequisite: Permission of department chair. Seminars or other special courses.

Course Typically Offered	Career
All Sessions	Graduate

PSYC80300 - Special Topics in Development and Cognition

Department(s)
Psychology

Long Description (Catalog Description)

Prerequisite: Permission of department chair. Seminars or other special courses.

Course Typically Offered	Career
All Sessions	Graduate

PSYC80400 - Special Topics in Physiological Psychology

Department(s)
Psychology

Long Description (Catalog Description)

Prerequisite: Permission of department chair. Seminars or other special courses.

Course Typically Offered	Career
All Sessions	Graduate

PSYC80500 - Special Topics in Social Psychology and Personality

Department(s)
Psychology

Long Description (Catalog Description)

Prerequisite: Permission of department chair. Seminars or other special courses.

Course Typically Offered	Career
All Sessions	Graduate

PSYC80600 - Special Topics in Contemporary Psychology

Department(s)
Psychology

Long Description (Catalog Description)

Prerequisite: Permission of department chair. Seminars or other special courses.

Course Typically Offered	Career
All Sessions	Graduate

PSYC90100 - Advanced Studies in Quantitative Methods

Department(s)
Psychology

Long Description (Catalog Description)

Prerequisite: Permission of department chair. Individual study or research.

Course Typically Offered

All Sessions

Career

Graduate

PSYC90200 - Advanced Studies in Learning and Motivation

Department(s)

Psychology

Long Description (Catalog Description)

Prerequisite: Permission of department chair. Individual study or research.

Course Typically Offered

All Sessions

Career

Graduate

PSYC90300 - Advanced Studies in Development and Cognition

Department(s)

Psychology

Long Description (Catalog Description)

Prerequisite: Permission of department chair. Individual study or research.

Course Typically Offered

All Sessions

Career

Graduate

PSYC90400 - Advanced Studies in Physiological Psychology

Department(s)

Psychology

Long Description (Catalog Description)

Prerequisite: Permission of department chair. Individual study or research.

Course Typically Offered

All Sessions

Career

Graduate

PSYC90500 - Advanced Studies in Social Psychology and Personality

Department(s)

Psychology

Long Description (Catalog Description)

Prerequisite: Permission of department chair. Individual study or research.

Course Typically Offered

All Sessions

Career

Graduate

PSYC90600 - Advanced Studies in Contemporary Psychology

Department(s)

Psychology

Long Description (Catalog Description)

Prerequisite: Permission of department chair. Individual study or research.

Course Typically Offered

All Sessions

Career

Graduate

PSYC90980 - Dissertation

Department(s)

Psychology

Long Description (Catalog Description)

Prerequisite: Permission of the department chair. A minimum of 6 hours of PSYC 90980 Dissertation is required.

Course Typically Offered

All Sessions

Career

Graduate

PSYC90990 - Dissertation

Department(s)

Psychology

Long Description (Catalog Description)

Prerequisite: PSYC 90980 and admission to candidacy. A minimum of 6 hours of PSYC 90990 Dissertation is required.

Course Typically Offered

All Sessions

Career

Graduate

PSYM81202 - LIC Clinical Psychiatry

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

The Psychiatry Clerkship is designed to create meaningful experiences that complement the educational objectives from all specialties. This clerkship will introduces students to the care of psychiatric patients with the goal of helping students recognize, diagnose, and treat psychopathologies using empathetic, patient-centered care. It is primarily conducted in the outpatient setting, but also includes inpatient experiences, including shifts in the psychiatry emergency department.

Career

Medical School

PSYM86001 - Child and Adolescent Psychiatry

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Child and Adolescent Psychiatry, home elective, clinical

Career

Medical School

PSYM86002 - Psychiatry, Inpatient

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Psychiatry, Inpatient; home elective, clinical

Career

Medical School

PSYM86003 - Addiction Medicine

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Addiction Medicine; clinical, 4 weeks, home elective

Career

Medical School

PSYM86500 - Psychiatry

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Psychiatry; clinical, 4 weeks, away elective

Career

Medical School

PSYM86501 - Adult Psych Intellectual Development Disability Clinic

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Adult Psych Intellectual Development Disability Clinic, 4 weeks, clinical, away

Career

Medical School

PSYM86502 - Ambulatory Outpatient Evaluation and Treatment

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Ambulatory Outpatient Evaluation and Treatment, 4 weeks, clinical

Career

Medical School

PSYM86503 - Outpatient Psychiatry

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Outpatient Psychiatry, 4 weeks, clinical, away elective

Career

Medical School

PSYM86504 - Consultation/Liaison & HIV Psych

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Consultation/Liaison & HIV Psych, 4 weeks clinical away elective

Career

Medical School

PSYM86505 - Rural Psychiatry

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Rural Psychiatry, 4 weeks, clinical, away

Career

Medical School

PSYM86506 - Cognitive Behavioral Therapy

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Cognitive Behavioral Therapy; clinical, 4 weeks, away elective

Career

Medical School

PSYM86507 - Inpatient Psychiatry

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Inpatient Psychiatry; clinical, 4 weeks, away elective

Career

Medical School

PSYM86508 - Emergency Psychiatry & Crisis Intervention

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Emergency Psychiatry & Crisis Intervention; clinical, 4 weeks, away elective

Career

Medical School

PSYM86509 - Consultation & Inpatient Child Psychiatry

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

4 weeks, clinical away elective

Career

Medical School

PSYM86510 - Advanced Child/Adolescent Psychiatry

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

4 weeks, clinical away elective

Career
Medical School

PSYM86511 - Triple Board Psychiatry

Department(s)
Medical School Acad Dept

Long Description (Catalog Description)
4 weeks, clinical away elective

Career
Medical School

PSYM86512 - Dual Diagnosis Treatment

Department(s)
Medical School Acad Dept

Long Description (Catalog Description)
4 weeks, clinical away elective

Career
Medical School

PSYM86513 - Psychiatry Inpatient Community Sub-Internship

Department(s)
Medical School Acad Dept

Long Description (Catalog Description)
4 weeks clinical away elective

Career
Medical School

PSYM86514 - Neuroscience Perspectives in Psychiatry

Department(s)
Medical School Acad Dept

Long Description (Catalog Description)
Non-clinical, two-week away elective.

Career
Medical School

PSYM86515 - Compassion, Resilience, and Emotional Awareness Training and Education

Department(s)
Medical School Acad Dept

Long Description (Catalog Description)
2 week, virtual, non-clinical elective

Career
Medical School

PSYM86516 - Women's Mental Health

Department(s)
Medical School Acad Dept

Long Description (Catalog Description)
4 weeks, clinical away elective

Career
Medical School

PTPC60003 - Pastoral Care in a Complex World

Department(s)
PTPC

Long Description (Catalog Description)
Defines and describes the field of pastoral care with attention to understanding pastoral identity, roles and functions; developing relevant skills in pastoral assessment and pastoral conversation; identifying pastoral resources; utilizing pastoral theological methods; and learning how to provide pastoral care during developmental stages, transitions and crises.

Career
Brite

PTPC60200 - General Transfer Credit

Department(s)
PTPC

Long Description (Catalog Description)
Transfer credit.

Career
Brite

PTPC70013 - Forgiveness, Justice and Community in Pastoral Theology and Pastoral Care

Department(s)
Brite

Long Description (Catalog Description)
This course examines the intersection of forgiveness, justice, and community in the context of pastoral theology, care, and counseling. A primary assumption of this course is that the issues of justice, community and forgiveness are integrally related. This course draws upon a variety of disciplines during the semester, including pastoral theology, theological and biblical studies, narratives, and psycho-social interpretations.

Career
Brite

PTPC70953 - Advanced Supervised Pastoral Counseling, Unit I

Department(s)
PTPC

Long Description (Catalog Description)
Prerequisites: PTPC 75023 and three additional PTPC courses normally including PTPC 75053, 75083, and PTPC Permanent Faculty approval. Counseling experience for a minimum of two consecutive semesters (Units I and II), supervised by the PTPC department and consultants.

Career
Brite

PTPC70963 - Advanced Supervised Pastoral Counseling, Unit II

Department(s)
PTPC

Long Description (Catalog Description)

Prerequisite: PTPC 70953. Counseling experience supervised by the PTPC department and consultants.

Career
Brite

PTPC75013 - Sexuality and Pastoral Practice

Department(s)
Brite

Long Description (Catalog Description)

Prerequisites: PTPC 60003. Sexuality is central to our identity and a pervasive dimension of any human interaction. The influence of sexuality on the practice of ministry is equally significant though complicated by the church's ambivalence about or distrust of it as God's good gift and the politicization of sexuality in church and culture. In this seminar we will review matters related to sexuality through physiological, developmental, relationship, ethical, and biblical/theological perspectives relevant for ministerial leadership in congregational and chaplaincy contexts.

Career
Brite

PTPC75023 - Short-Term Pastoral Counseling

Department(s)
PTPC

Long Description (Catalog Description)

Prerequisite: PTPC 60003 or its equivalent. Discussion, demonstration, and practice of a number of specific pastoral counseling methods.

Career
Brite

PTPC75033 - Caring Community: Issues of Health and Justice

Department(s)
PTPC

Long Description (Catalog Description)

Prerequisites: PTPC 60003 or equivalent. Exploration of health-related ministries in the local church from a pastoral care perspective. Emerging definitions of health and community illustrate multiple viewpoints from biblical and pastoral theological sources, as well as social service and medical practices.

Career
Brite

PTPC75043 - Pastoral Conversation and Collaboration

Department(s)
Brite

Long Description (Catalog Description)

Masters Prerequisite: PTPC 60003 or equivalent. Students will explore the "art" and skill of pastoral conversation across a range of pastoral care situations. Class members will increase awareness of their current practices of listening and responding, and learn to use pastoral authority in a collaborative manner. The influence of context and difference in shaping pastoral responses will be assessed.

Career
Brite

PTPC75053 - Clinical Pastoral Education

Department(s)
PTPC

Long Description (Catalog Description)

Prerequisites: PTPC 60003 or equivalent, acceptance into a basic unit of CPE in a program accredited by the Association of Clinical Pastoral Education, and departmental approval. Supervised clinical training related to ministry in human crises. Students serve as chaplains at hospitals and other institutions. Learning through didactic seminars, self-awareness groups, case conferences, and individual supervision. Offered in ten week courses during the summer, fourteen week courses during semesters, and in extended units from October to April. (3 semester hours; offered Pass/No Credit)

Career
Brite

PTPC75063 - Pastoral Care with Children

Department(s)
PTPC

Long Description (Catalog Description)

Prerequisite: PTPC 60003 or its equivalent. A study of psychosocial and faith development; the effects of various crises such as illness, loss, death, divorce, abuse, and adoption on theological/spiritual concepts; and methodologies for facilitating pastoral conversation such as art, play, and storytelling.

Career
Brite

PTPC75073 - Pastoral Care and the Aging

Department(s)
PTPC

Long Description (Catalog Description)

Prerequisite: PTPC 60003 or its equivalent. The contributions of gerontology and geriatric research to the physiological, sociological and psychological understanding of aging. Emphasis on theological issues which inform spiritual guidance, pastoral care and counseling with the elderly.

Career
Brite

PTPC75083 - Pastoral Counseling with Couples and Families

Department(s)
PTPC

Long Description (Catalog Description)

Prerequisite: PTPC 60003 or its equivalent. Discussion of the principles of family systems and presentation of the methods of marriage and family counseling for pastors.

Career
Brite

PTPC75093 - Bilingual/Bicultural Clinical Pastoral Education

Department(s)
Brite

Long Description (Catalog Description)

Prerequisites: PTPC 60003 or equivalent, acceptance into a basic unit of bilingual/bicultural CPE in a program accredited by the Association of Clinical Pastoral Education, departmental approval, basic Spanish conversational skills. Supervised clinical training related to bilingual/bicultural ministry in human crisis. Students serve as chaplains at a hospital. Learning through didactic seminars, self-awareness groups, case conferences, and individual supervision. (3 semester hours; offered Pass/No Credit)

Career
Brite

PTPC75103 - Sexuality, Race and Class in Pastoral Practice

Department(s)
Brite

Long Description (Catalog Description)

The construction of gender, gender identity, and sexual orientation, the "rules" and practices of diverse racial and cultural groups, and the differences shaped by socioeconomic class illustrate the cultural relativity of personal, family, and relational life. In this course we will critique our own internalization of these "rules" and practices and pursue perspectives that encourage and affirm respect for diversity in various relational systems. We will explore the way sexism, heterosexism, genderism, racism, and classism function oppressively limiting possibilities for well-being in relationships as well as structurally and systemically and shaping the context of care, and we will develop personal and professional strategies for resisting their destructive effects. Using the lenses of gender, sexual orientation, gender identity, race, and class we will explore appropriate clinical interventions and continuing care strategies.

Career
Brite

PTPC75423 - Pastoral Theology: Selected Issues

Department(s)
PTPC

Long Description (Catalog Description)

Prerequisite: PTPC 60003 or its equivalent. An analysis of the correlations between the classical field of theology and the clinical field of pastoral care paying attention to theological issues commonly encountered in pastoral care situations. (3-6 semester hours)

Career
Brite

PTPC75433 - Pastoral Care in Times of Crisis

Department(s)
PTPC

Long Description (Catalog Description)

Prerequisite: PTPC 60003 or its equivalent. An introduction to the field of crisis intervention which offers methods that can be effectively used in pastoral care. Specific crisis situations frequently encountered in the parish will be highlighted.

Career
Brite

PTPC75443 - Pastoral Care in Grief and Loss

Department(s)
PTPC

Long Description (Catalog Description)

Masters prerequisite: PTPC 60003 or equivalent. A study of the process of grief in various types of loss with special attention to effective pastoral care responses.

Career
Brite

PTPC75970 - Special Topics in Pastoral Care

Department(s)
PTPC

Long Description (Catalog Description)

Prerequisite: PTPC 60003 or its equivalent. Advanced research focused on contemporary issues in the field of pastoral care and counseling. May be repeated for credit under different topics. (1-3 semester hours)

Career
Brite

PTPC80013 - Forgiveness, Justice and Community in Pastoral Care

Department(s)
Brite

Long Description (Catalog Description)

This course examines the intersection of forgiveness, justice, and community in the context of pastoral theology, care, and counseling. A primary assumption of this course is that the issues of justice, community and forgiveness are integrally related. This course draws upon a variety of disciplines during the semester, including pastoral theology, theological and biblical studies, narratives, and psycho-social interpretations.

Career
Brite

PTPC80023 - Introduction to Chaplaincy Studies

Department(s)
Brite

Long Description (Catalog Description)

Prerequisites: The course is required of all students in the Chaplaincy Concentration of the Revised DMin program that starts Fall 24. The course offers a critical introduction to the practice of Chaplaincy in a range of contexts (military, health systems, universities, other agencies). The course will be offered on a rotating basis by a member of the Brite faculty.

Career
Brite

PTPC80033 - Chaplaincy: Military or Health

Department(s)
Brite

Long Description (Catalog Description)

Prerequisites: The course is required of all students in the Chaplaincy Concentration of the Revised DMin program that starts Fall 24. The course offers an in-depth study and analysis of the practice of Military or Health Care Chaplaincy. The course will be offered in different terms by different Brite Divinity School faculty members or qualified contracted contingent faculty.

Career
Brite

PTPC81503 - Clinical Pastoral Education, Unit I

Department(s)
PTPC

Long Description (Catalog Description)

Prerequisites: Admittance to the D.Min. program and acceptance into a CPE program accredited by the Association for Clinical Pastoral Education. Supervised clinical training related to ministry in human crises. Students serve as chaplains at hospitals and other institutions. Learning through didactic seminars, self-awareness groups, case conferences, and individual supervision. Offered in ten week courses during the summer, fourteen week courses during semesters, and in extended units from October to April. (Offered Pass/No Credit)

Career
Brite

PTPC81513 - Clinical Pastoral Education, Unit II

Department(s)
PTPC

Long Description (Catalog Description)

Prerequisites: Admittance to the D.Min. program, completion of PTPC 81503 and acceptance into a CPE program accredited by the Association for Clinical Pastoral Education. Continuation of PTPC 81503. (Offered Pass/No Credit)

Career
Brite

PTPC81523 - Advanced Clinical Pastoral Education

Department(s)
PTPC

Long Description (Catalog Description)

Prerequisites: Admittance to the D.Min program, completion of PTPC 81513 and acceptance into an advanced CPE program accredited by the Association for Clinical Pastoral Education. An advanced unit of training approved by standardized consultation procedures with the Association for Clinical Pastoral Education. (Offered Pass/No Credit)

Career
Brite

PTPC81603 - Supervised Pastoral Counseling, Unit I

Department(s)
PTPC

Long Description (Catalog Description)

Prerequisites: Admittance to the D.Min. program, PTPC 81503 or equivalent and approval by the department faculty. Supervised experience in pastoral counseling. This training experience requires 20 hours per week.

Career
Brite

PTPC81613 - Supervised Pastoral Counseling, Unit II

Department(s)
PTPC

Long Description (Catalog Description)

Prerequisites: Admittance to the D.Min. program, PTPC 81603 or equivalent and approval by the department faculty. Continuation of PTPC 81603.

Career
Brite

PTPC81623 - Supervised Pastoral Counseling, Unit III

Department(s)
PTPC

Long Description (Catalog Description)

Prerequisites: Admittance to the D.Min. program, PTPC 81613 or equivalent and approval by the department faculty. Continuation of PTPC 81613.

Career
Brite

PTPC81633 - Supervised Pastoral Counseling, Unit IV

Department(s)
PTPC

Long Description (Catalog Description)

Prerequisites: Admittance to the D.Min. program, PTPC 81623 or equivalent and approval by the department faculty. Continuation of PTPC 81623.

Career
Brite

PTPC85013 - Sexuality and Pastoral Practice

Department(s)
Brite

Long Description (Catalog Description)

Prerequisites: Admission to the D. Min. program or special permission of the Office of the Associate Dean for Academic Affairs. Sexuality is central to our identity and a pervasive dimension of any human interaction. The influence of sexuality on the practice of ministry is equally significant though complicated by the church's ambivalence about or distrust of it as God's good gift and the politicization of sexuality in church and culture. In this seminar we will review matters related to

sexuality through physiological, developmental, relationship, ethical, and biblical/theological perspectives relevant for ministerial leadership in congregational and chaplaincy contexts.

Career
Brite

PTPC85023 - Short-Term Pastoral Counseling

Department(s)
PTPC

Long Description (Catalog Description)

Prerequisites: Admittance to the D.Min. program. Discussion, demonstration, and practice of a number of specific pastoral counseling methods.

Career
Brite

PTPC85033 - Caring Community: Issues of Health and Justice

Department(s)
PTPC

Long Description (Catalog Description)

Prerequisites: Admittance to the D.Min. program. Exploration of health-related ministries in the local church from a pastoral care perspective. Emerging definitions of health and community illustrate multiple viewpoints from biblical and pastoral theological sources, as well as social service and medical practices.

Career
Brite

PTPC85043 - Pastoral Conversation and Collaboration

Department(s)
Brite

Long Description (Catalog Description)

Prerequisites: Admittance to the D.Min. program. Students will explore the "art" and skill of pastoral conversation across a range of pastoral care situations. Class members will increase awareness of their current practices of listening and responding, and learn to use pastoral authority in a collaborative manner. The influence of context and difference in shaping pastoral responses will be assessed.

Career
Brite

PTPC85063 - Pastoral Care with Children

Department(s)
PTPC

Long Description (Catalog Description)

Prerequisites: Admittance to the D.Min. program. A study of psychosocial and faith development; the effects of various crises such as illness, loss, death, divorce, abuse, and adoption on theological/spiritual concepts; and methodologies for facilitating pastoral conversation such as art, play, and storytelling.

Career
Brite

PTPC85073 - Pastoral Care and the Aging

Department(s)
PTPC

Long Description (Catalog Description)

Prerequisites: Admittance to the D.Min. program. The contributions of gerontology and geriatric research to the physiological, sociological and psychological understanding of aging. Emphasis on theological issues which inform spiritual guidance, pastoral care and counseling with the elderly.

Career
Brite

PTPC85083 - Pastoral Counseling with Couples and Families

Department(s)
PTPC

Long Description (Catalog Description)

Prerequisites: Admittance to the D.Min. program. Discussion of the principles of family systems and presentation of the methods of marriage and family counseling for pastors.

Career
Brite

PTPC85103 - Sexuality, Race and Class in Pastoral Practice

Department(s)
Brite

Long Description (Catalog Description)

Prerequisites: admission to the Doctor of Ministry Program. The construction of gender, gender identity, and sexual orientation, the "rules" and practices of diverse racial and cultural groups, and the differences shaped by socioeconomic class illustrate the cultural relativity of personal, family, and relational life. In this course we will critique our own internalization of these "rules" and practices and pursue perspectives that encourage and affirm respect for diversity in various relational systems. We will explore the way sexism, heterosexism, genderism, racism, and classism function oppressively limiting possibilities for well-being in relationships as well as structurally and systemically and shaping the context of care, and we will develop personal and professional strategies for resisting their destructive effects. Using the lenses of gender, sexual orientation, gender identity, race, and class we will explore appropriate clinical interventions and continuing care strategies.

Career
Brite

PTPC85423 - Pastoral Theology: Selected Issues

Department(s)
PTPC

Long Description (Catalog Description)

Prerequisites: Admittance to the D.Min. program. An analysis of the correlations between the classical field of theology and the clinical field of pastoral care paying attention to theological issues commonly encountered in pastoral care situations. (3-6 semester hours)

Career
Brite

PTPC85433 - Pastoral Care in Times of Crisis

Department(s)
PTPC

Long Description (Catalog Description)

Prerequisites: Admittance to the D.Min. program. An introduction to the field of crisis intervention which offers methods that can be effectively used in pastoral care. Specific crisis situations frequently encountered in the parish will be highlighted.

Career
Brite

PTPC85443 - Pastoral Care in Grief and Loss

Department(s)
PTPC

Long Description (Catalog Description)

Prerequisites: Admittance to the D.Min. program. A study of the process of grief in various types of loss with special attention to effective pastoral care responses.

Career
Brite

PTPC85970 - Special Topics in Pastoral Care

Department(s)
PTPC

Long Description (Catalog Description)

Prerequisites: Admittance to the D.Min. program. Advanced research focused on contemporary issues in the field of pastoral care and counseling. May be repeated for credit under different topics. (1-3 semester hours)

Career
Brite

PTPC90013 - Forgiveness, Justice and Community in Pastoral Care

Department(s)
Brite

Long Description (Catalog Description)

This course examines the intersection of forgiveness, justice, and community in the context of pastoral theology, care, and counseling. A primary assumption of this course is that the issues of justice, community and forgiveness are integrally related. This course draws upon a variety of disciplines during the semester, including pastoral theology, theological and biblical studies, narratives, and psycho-social interpretations.

Career
Brite

PTPC90703 - Clinical Pastoral Education I

Department(s)
PTPC

Long Description (Catalog Description)

Prerequisites: Admittance to the Th.M. or Ph.D. program and acceptance into a CPE program accredited by the Association for Clinical Pastoral Education. Supervised clinical training related to ministry in human crises. Students serve as chaplains at hospitals and other institutions. Learning through didactic seminars,

self-awareness groups, case conferences, and individual supervision. Offered in ten week courses during the summer, fourteen week courses during semesters, and in extended units from October to April. (Offered Pass/No Credit)

Career
Brite

PTPC90713 - Clinical Pastoral Education II

Department(s)
PTPC

Long Description (Catalog Description)

Prerequisites: Admittance to the Th.M. or Ph.D. program, completion of PTPC 90703, and acceptance into a CPE program accredited by the Association for Clinical Pastoral Education. Continuation of PTPC 90703. (Offered Pass/No Credit)

Career
Brite

PTPC90723 - Advanced Clinical Pastoral Education

Department(s)
PTPC

Long Description (Catalog Description)

Prerequisites: Admittance to the Ph.D. program, completion of PTPC 90713 and acceptance into an advanced CPE program accredited by the Association for Clinical Pastoral Education. An advanced unit of training approved by standardized consultation procedures with the Association for Clinical Pastoral Education. (Offered Pass/No Credit.)

Career
Brite

PTPC94013 - Independent Research Study and Thesis

Department(s)
PTPC

Long Description (Catalog Description)

Prerequisites: Admittance to the Th.M. program and completion of required academic seminars. Independent research study and writing of the Master of Theology thesis.

Career
Brite

PTPC95023 - Short-Term Pastoral Counseling

Department(s)
PTPC

Long Description (Catalog Description)

Prerequisite: Admittance to the Th.M. or Ph. D. program. Discussion, demonstration, and practice of a number of specific pastoral counseling methods.

Career
Brite

PTPC95033 - Caring Community: Issues of Health and Justice

Department(s)
PTPC

Long Description (Catalog Description)

Prerequisite: Admittance to the Th.M. or Ph.D. program. Exploration of health-related ministries in the local church from a pastoral care perspective. Emerging definitions of health and community illustrate multiple viewpoints from biblical and pastoral theological sources, as well as social service and medical practices.

Career
Brite

PTPC95043 - Pastoral Conversation and Collaboration

Department(s)
Brite

Long Description (Catalog Description)

Prerequisite: Admittance to the Th.M. or Ph.D. program. Students will explore the "art" and skill of pastoral conversation across a range of pastoral care situations. Class members will increase awareness of their current practices of listening and responding, and learn to use pastoral authority in a collaborative manner. The influence of context and difference in shaping pastoral responses will be assessed.

Career
Brite

PTPC95063 - Pastoral Care with Children

Department(s)
PTPC

Long Description (Catalog Description)

Prerequisite: Admittance to the Th.M. or Ph.D. program. A study of psychosocial and faith development; the effects of various crises such as illness, loss, death, divorce, abuse, and adoption on theological/spiritual concepts; and methodologies for facilitating pastoral conversation such as art, play, and storytelling.

Career
Brite

PTPC95073 - Pastoral Care and the Aging

Department(s)
PTPC

Long Description (Catalog Description)

Prerequisite: Admittance to the Th.M. or Ph.D. program. The contributions of gerontology and geriatric research to the physiological, sociological and psychological understanding of aging. Emphasis on theological issues which inform spiritual guidance, pastoral care and counseling with the elderly.

Career
Brite

PTPC95083 - Pastoral Counseling with Couples and Families

Department(s)
PTPC

Long Description (Catalog Description)

Prerequisite: Admittance to the Th.M. or Ph.D. program. Discussion of the principles of family systems and presentation of the methods of marriage and family counseling for pastors.

Career
Brite

PTPC95123 - Theological Anthropologies: Critical Conversations for Pastoral Theology

Department(s)
PTPC

Long Description (Catalog Description)

Prerequisite: Admittance to the Ph.D. program or special permission from the Office of the Associate Dean for Academic Affairs. This seminar presumes the central importance of theological anthropology for the field of Pastoral Theology. The seminar focuses attention on two constructive types of engagement: 1. The constructive theological implications for pastoral theology posed by critically engaging various theological anthropologies and 2. Discerning theological implications found through critically engaging several theoretical approaches for understanding human beings in cognate fields such as personality theory, cultural theory, the neurosciences, and critical theories. Students will research and develop a constructive pastoral theological position paper on a significant issue for discussion in the seminar.

Career
Brite

PTPC95173 - Current Issues in Pastoral Theology and Pastoral Counseling

Department(s)
PTPC

Long Description (Catalog Description)

Prerequisite: Admittance to the Ph.D. program or special permission from the Office of the Associate Dean for Academic Affairs. A study of current issues in the disciplines of pastoral theology and pastoral counseling. May be repeated for credit under different topics.

Career
Brite

PTPC95223 - Sexuality, Race and Class: Implications for Pastoral Theology

Department(s)
Brite

Long Description (Catalog Description)

Admission to PTPC PhD program. This seminar will focus on current theoretical and theological resources for critically and imaginatively engaging gender, race, and class in contemporary, constructive pastoral theology in ecclesiastical and cultural contexts. We will explore the particularities and intersecting dynamics of gender, sexual orientation, gender identity, race, and class as they arise and endure in relationships and as matters of debate in larger systemic contexts. Participants in the seminar will also explore the ways in which these aspects of social location inform their own self-understanding. We will also address pedagogical and clinical strategies for confronting oppressive aspects of these forms of social location.

Career
Brite

PTPC95233 - Teaching and Learning in Pastoral Theology, Care and Counseling

Department(s)

Brite

Long Description (Catalog Description)

Prerequisites: Acceptance into the PTPC Ph.D. program. Intentional reflection on teaching and learning is important for doctoral programs who train teachers in pastoral theology, care, and counseling. This course explores critical issues for the teaching of pastoral theology in multiple contexts, including philosophical, theological, and practical commitments. Students create a variety of documents for a teaching portfolio, such as an introductory course syllabus, a philosophy of teaching statement, a lesson plan and class presentation, and a research presentation on a pedagogical issues of particular interest to them.

Career

Brite

PTPC95243 - Historical and Contemporary Perspectives in Pastoral Theology, Care and Counseling

Department(s)

Brite

Long Description (Catalog Description)

Prerequisites: Admittance to the Ph.D. or Th.M. program. This course examines the historical development of the fields of pastoral theology, care, and counseling. In addition, the course connects historical developments with current and future trajectories in the field.

Career

Brite

PTPC95253 - Pastoral Theological Methods in Context

Department(s)

Brite

Long Description (Catalog Description)

Prerequisites: Admittance to the Ph.D. or Th.M. program. An investigation of the role of context and method in Pastoral Theology will be central to this course. This is the first of a two-part course in which students are engaged in a context where they are responsible for some aspect of pastoral care or counseling. While reflecting on their context, students will be involved in a general examination of pastoral theological methods, assessing their relevance, limitations, and potential. This course is a prerequisite for the second course, Methods in Constructive Pastoral Theology.

Career

Brite

PTPC95263 - Methods in Constructive Pastoral Theology

Department(s)

Brite

Long Description (Catalog Description)

Prerequisites: Admittance to the Ph.D. or Th.M. program; PTPC 95253.

Career

Brite

PTPC95273 - Theories of Personality

Department(s)

Brite

Long Description (Catalog Description)

This seminar assists students in developing capacities for understanding and engaging key claims and theoretical assumptions of personality theory that inform the literature of pastoral theology and care.

Career

Brite

PTPC95423 - Pastoral Theology: Selected Issues

Department(s)

PTPC

Long Description (Catalog Description)

Prerequisite: Admittance to the Th.M. or Ph.D. program. An analysis of the correlations between the classical field of theology and the clinical field of pastoral care paying attention to theological issues commonly encountered in pastoral care situations. (3-6 semester hours)

Career

Brite

PTPC95433 - Pastoral Care in Times of Crisis

Department(s)

PTPC

Long Description (Catalog Description)

Prerequisite: Admittance to the Th.M. or Ph.D. program. An introduction to the field of crisis intervention which offers methods that can be used in pastoral care. Specific crisis situations frequently encountered in the parish will be highlighted.

Career

Brite

PTPC95443 - Pastoral Care in Grief and Loss

Department(s)

PTPC

Long Description (Catalog Description)

Prerequisite: Admittance to the Th.M. or Ph.D. program. A study of the process of grief in various types of loss with special attention to effective pastoral care responses.

Career

Brite

PTPC95803 - Pastoral Counseling, Unit I

Department(s)

PTPC

Long Description (Catalog Description)

Prerequisites: Admittance to the Ph.D. program and approval by the department faculty. Supervised experience in pastoral counseling. This training experience requires 20 hours per week.

Career

Brite

PTPC95813 - Pastoral Counseling, Unit II

Department(s)
PTPC

Long Description (Catalog Description)

Prerequisites: Admittance to the Ph.D. program, PTPC 95803 or equivalent and approval by the department faculty. Continuation of PTPC 95803.

Career
Brite

PTPC95823 - Advanced Pastoral Counseling, Unit III

Department(s)
PTPC

Long Description (Catalog Description)

Prerequisites: Admittance to the Ph.D. program, PTPC 95813 or equivalent and approval by the department faculty. Continuation of PTPC 95813.

Career
Brite

PTPC95970 - Special Topics in Pastoral Care

Department(s)
PTPC

Long Description (Catalog Description)

Prerequisite: Admittance to the Th.M. or Ph.D. program. Advanced research focused on contemporary issues in the field of pastoral care and counseling. May be repeated for credit under different topics. (1-3 semester hours)

Career
Brite

RADS86001 - Interventional Radiology

Department(s)
Burnett School of Medicine

Long Description (Catalog Description)

Interventional Radiology, home elective.

Career
Medical School

RADS86002 - Neuroradiology

Department(s)
Burnett School of Medicine

Long Description (Catalog Description)

Neuroradiology, home elective, clinical, two weeks

Career
Medical School

RADS86003 - Radiology

Department(s)
Burnett School of Medicine

Long Description (Catalog Description)

Radiology, home elective

Career
Medical School

RADS86500 - Interventional Radiology

Department(s)
Burnett School of Medicine

Long Description (Catalog Description)
Interventional Radiology, away elective, clinical

Career
Medical School

RADS86501 - Radiology

Department(s)
Burnett School of Medicine

Long Description (Catalog Description)
Radiology; 4 weeks, clinical, away elective

Career
Medical School

RADS86503 - Radiology Diversity Internship Program Elective

Department(s)
Burnett School of Medicine

Long Description (Catalog Description)
Radiology Diversity Internship Program Elective, away, clinical

Career
Medical School

RADS86504 - Sub-Internship Vascular & Interventional Radiology

Department(s)
Medical School Acad Dept

Long Description (Catalog Description)
Sub-Internship Vascular & Interventional Radiology; 4 weeks, away elective, clinical

Career
Medical School

RADS86505 - Diagnostic Radiology

Department(s)
Medical School Acad Dept

Long Description (Catalog Description)
Diagnostic Radiology, 4 weeks, clinical, away elective

Career
Medical School

RADS86506 - Pediatric Imaging

Department(s)
Burnett School of Medicine

Long Description (Catalog Description)

Pediatric Imaging; clinical, variable credit, away course

Career

Medical School

RADS86507 - Nuclear Medicine

Department(s)

Burnett School of Medicine

Long Description (Catalog Description)

Nuclear Medicine, clinical, 4 weeks, away course

Career

Medical School

RADS86508 - Introduction to Radiation Oncology

Department(s)

Burnett School of Medicine

Long Description (Catalog Description)

4 week away elective, clinical

Career

Medical School

RADS86509 - Sub-Internship Interventional Radiology

Department(s)

Burnett School of Medicine

Long Description (Catalog Description)

4 weeks, clinical away

Career

Medical School

RAMA50213 - Ranch Business Management

Department(s)

Ranch Management

Long Description (Catalog Description)

Business law as applied to the livestock producer, business organization, estate planning, labor relations, application of management principles to ranching.

Course Typically Offered

Spring

Career

Undergraduate

RAMA50503 - Range Management

Department(s)

Ranch Management

Long Description (Catalog Description)

Principles of plant growth and reproduction; economic characteristics and field identification of range plants; ecology of range plants and animals; management of rangeland for all its uses including setting and adjusting stocking rates, distribution of grazing, grazing methods and supporting practices; preparation of ranch management plan.

Course Typically Offered

Fall

Career

Undergraduate

RAMA50603 - Ranch Records and Finance

Department(s)

Ranch Management

Long Description (Catalog Description)

Basic records needed for management and income tax reports - records of income and expense, inventories, net worth statements, budgets, production records; term problem in which all records for a year's operation are recorded and financial statements are prepared; sources of credit for ranch operations.

Course Typically Offered

Fall

Career

Undergraduate

RAMA50803 - Marketing of Livestock and Meats

Department(s)

Ranch Management

Long Description (Catalog Description)

Relation of production to marketing, trends in marketing and consumption, meat processing and distribution, U.S.D.A. activities, market outlets and procedures, futures, seasonal and cyclical influences on prices, selection of time and place to market, handling and transportation of livestock to improve weighing conditions and minimize losses, merchandising purebred livestock.

Course Typically Offered

Spring

Career

Undergraduate

RECU60013 - Religious Plurality:Theologies and Geopolitics of Religion

Department(s)

THET

Long Description (Catalog Description)

the recognition of religious plurality could be the antidote to tensions, conflicts, genocide, and religious annihilation based on the religious superiorism by a dominant religion in today's world. Affirming the existence of "other" religions requires one to fundamentally re-examine and re-conceptualize the nature and vision of Christian ministries and theologies. The primary expectation for students in this course is that students will finish the course with an in-depth understanding of the discourses and practices of other religions than Christianity. This course deals with such complex issues as religious orientalism, a geopolitical dimension of multiple realities of "world religions," some understanding and Christian theological discourses on "other" religions, which are interconnected to the conceptual frameworks of Theo-logy, Christology, and soteriology in Christian theological and ministerial formation and practice.

Career

Brite

RECU60023 - Christian Theology of Religions

Department(s)

THET

Long Description (Catalog Description)

This course will examine various models of theological approaches to other religions and deal with some of the essential differences and similarities of Christian theology of religion among different Christian churches.

Career

Brite

RECU60033 - Religious Fundamentalism

Department(s)
THET

Long Description (Catalog Description)

The surge of religious fundamentalism since the 1970s in culturally distinct areas of the globe has raised concern and interest among scholars and citizens. It is necessary to acknowledge that religious fundamentalism is not just within Islam or Christianity. All religious are based on 'fundamentals' and all have their fundamentalists. This course is first to examine the theological/theoretical and historical sources, and the nature and rhetoric of fundamentalism in Christianity, Judaism, Hinduism, Islam and Buddhism, and further to explore its theological and sociopolitical implications and practice.

Career
Brite

RECU60043 - Interreligious Dialogue

Department(s)
THET

Long Description (Catalog Description)

Religions have always interacted with each other, but in modern times explicit and intentional dialogue has become more widespread and sustained. This course explores some key reasons for, approaches to, issues in and outcomes of Christian encounter with other religions.

Career
Brite

RECU60063 - World Religions and Gender

Department(s)
THET

Long Description (Catalog Description)

Religion is an enormously powerful force in human society, shaping the ideals, hopes, desires and needs of humanity. Because religion has played such a significant role in human society, it is very important to examine religion from multiple angles. The aim of the course is to develop familiarity with the issues and methodology of gender analysis with reference to the study of world religions. The approach is theoretical, phenomenological, comparative, and interdisciplinary.

Career
Brite

RECU60073 - Introduction to U.S. Latino/a Christianity

Department(s)
THET

Long Description (Catalog Description)

This course serves as a general introduction to the study of the history, experiences, and faith of U.S. Latino/a Christians. The course will focus on developing critical interpretative skills in understanding and analyzing a variety of Latino/a historical and cultural contexts, religious expressions, and theologies.

Career
Brite

RECU60200 - General Transfer Credit

Department(s)
THET

Long Description (Catalog Description)

General Transfer Credit

Course Typically Offered
Administrative Use Only

Career
Brite

RECU65013 - Seminar: Social Ethics

Department(s)
THET

Long Description (Catalog Description)

Prerequisite: CHET 60013, CHTH 60003 or equivalent. Alternative philosophical and theological perspectives on the principles and methods of social ethics. (May be repeated for credit under different topics for up to 9 credit hours.)

Career
Brite

RECU65033 - Religion and Violence

Department(s)
THET

Long Description (Catalog Description)

Prerequisites: CHET 60013, or CHTH 60003, or equivalent. Surveys recent efforts to comprehend violence as a cultural phenomenon, from psychological, historical, and theological perspectives.

Career
Brite

RECU65053 - African-American Experience and Perspectives in Social Ethics

Department(s)
THET

Long Description (Catalog Description)

Prerequisites: CHET 60013, CHTH 60003, or equivalent. This course explores the ways in which African-American religious, theological, and cultural thinkers articulate traditions of justice, flourishing, and fulfillment in North America from the 1700s to present. This course maintains that African-American experiences have been historically shaped by interlocking oppressions in America, particularly racial injustice. Because of such oppressions, black religious and cultural thought continues to fashion liberative traditions of social ethics as critique to American hegemony and domination. This course explores both 1) interlocking oppressions that shape African-American experiences in America and 2) liberative black traditions of social ethics that castigate such hegemony and exploitations.

Career
Brite

RECU65083 - Feminism in American Culture

Department(s)
THET

Long Description (Catalog Description)

Prerequisites: CHET 60013, CHTH 60003, or equivalent. A survey of feminist thought in various disciplines, including theology, and feminist perspectives on women and men in church and community.

Career
Brite

RECU70003 - Introduction to Black Church Traditions and Culture

Department(s)
THET

Long Description (Catalog Description)

This course introduces students to the historical legacies and social witness of black churches in North America. This course uncovers the textures, traditions, and practices of black churches from slavery to post-civil rights era. This course is interdisciplinary as it draws on black theology, black religion, and black cultural studies in the articulation of how black church traditions have historically related to culture and how black churches might continue its social relevancy, particularly when turning to the new cultural politics of difference within America.

Career
Brite

RECU70013 - Community Contexts of Ministry

Department(s)
THET

Long Description (Catalog Description)

Exposure to selected aspects of current sociological, psychological, economic, political, and social factors as basis for the theological reflection upon the church's ministry in the world.

Career
Brite

RECU70053 - Studies in World Christianity

Department(s)
THET

Long Description (Catalog Description)

"World Christianity," as an independent area of study, has recently emerged in the academia. This course seeks to understand Christian faith and practice in various regions of the world, which are expressed through diverse ecclesiastical traditions and theological discourses and constructed by the complex historical, socio-cultural, and geopolitical contexts.

Career
Brite

RECU70063 - Faith and Film

Department(s)
THET

Long Description (Catalog Description)

This course introduces Masters students to critical ways of understanding the medium of film, with a focus on 1) the language of film, 2) theological perspectives on film, and 3) approaches to interpreting particular films in dialogue with various faith perspectives.

Career
Brite

RECU70970 - Special Topics in Religion and Culture

Department(s)
THET

Long Description (Catalog Description)

May be repeated for credit under different topics. (1-3 semester hours.)

Course Typically Offered
Contact Department For Details

Career
Brite

RECU75901 - M.T.S. Final Exercise

Department(s)
THET

Long Description (Catalog Description)

Prerequisites: Admittance to the M.T.S. degree program. An independent research study course, taken in the final semester in program, that integrates material covered in earlier coursework, and produces a final paper, normally 20-30 pages in length.

Career
Brite

RECU75903 - M.T.S. Final Exercise

Department(s)
THET

Long Description (Catalog Description)

Prerequisite: Admittance to the M.T.S. degree program. An independent research study course, taken in the final semester in program, that integrates material covered in earlier coursework and produces a final paper, normally 20-30 pages in length.

Career
Brite

RECU80033 - Religious Fundamentalism

Department(s)
THET

Long Description (Catalog Description)

The surge of religious fundamentalism since the 1970s in culturally distinct areas of the globe has raised concern and interest among scholars and citizens. It is necessary to acknowledge that religious fundamentalism is not just within Islam or Christianity. All religious are based on 'fundamentals' and all have their fundamentalists. This course is first to examine the theological/theoretical and historical sources, and the nature and rhetoric of fundamentalism in Christianity, Judaism, Hinduism, Islam and Buddhism, and further to explore its theological and sociopolitical implications and practice.

Career
Brite

RECU80043 - Interreligious Dialogue

Department(s)
THET

Long Description (Catalog Description)

Religions have always interacted with each other, but in modern times explicit and intentional dialogue has become more widespread and sustained. This course explores some key reasons for, approaches to, issues in and outcomes of Christian encounter with other religions.

Career
Brite

RECU80053 - Studies in World Christianity

Department(s)
THET

Long Description (Catalog Description)

"World Christianity," as an independent area of study, has recently emerged in the academia. This course seeks to understand Christian faith and practice in various regions of the world, which are expressed through diverse ecclesiastical traditions and theological discourses and constructed by the complex historical, socio-cultural, and geopolitical contexts.

Career
Brite

RECU80063 - World Religions and Gender

Department(s)
THET

Long Description (Catalog Description)

Religion is an enormously powerful force in human society, shaping the ideals, hopes, desires and needs of humanity. Because religion has played such a significant role in human society, it is very important to examine religion from multiple angles. The aim of the course is to develop familiarity with the issues and methodology of gender analysis with reference to the study of world religions. The approach is theoretical, phenomenological, comparative, and interdisciplinary.

Career
Brite

RECU80970 - Special Topics in Religion and Culture

Department(s)
THET

Long Description (Catalog Description)

Prerequisite: Admittance to the D.Min. program or special permission from the Office of the Associate Dean for Academic Affairs. May be repeated for credit under different topics. (1-3 semester hours.)

Course Typically Offered	Career
Contact Department For Details	Brite

RECU85013 - Seminar: Social Ethics

Department(s)
THET

Long Description (Catalog Description)

Alternative philosophical and theological perspectives on the principles and methods of social ethics. (May be repeated for credit under different topics for up to 9 credit hours.)

Career
Brite

RECU85033 - Religion and Violence

Department(s)
THET

Long Description (Catalog Description)

Surveys recent efforts to comprehend violence as a cultural phenomenon, from psychological, historical, and theological perspectives

Career
Brite

RECU85083 - Feminism in American Culture

Department(s)
THET

Long Description (Catalog Description)

A survey of feminist thought in various disciplines, including theology, and feminist perspectives on women and men in church and community.

Career
Brite

RECU90033 - Religious Fundamentalism

Department(s)
THET

Long Description (Catalog Description)

The surge of religious fundamentalism since the 1970s in culturally distinct areas of the globe has raised concern and interest among scholars and citizens. It is necessary to acknowledge that religious fundamentalism is not just within Islam or Christianity. All religious are based on 'fundamentals' and all have their fundamentalists. This course is first to examine the theological/theoretical and historical sources, and the nature and rhetoric of fundamentalism in Christianity, Judaism, Hinduism, Islam and Buddhism, and further to explore its theological and sociopolitical implications and practice.

Career
Brite

RECU90043 - Interreligious Dialogue

Department(s)
THET

Long Description (Catalog Description)

Religions have always interacted with each other, but in modern times explicit and intentional dialogue has become more widespread and sustained. This course explores some key reasons for, approaches to, issues in and outcomes of Christian encounter with other religions.

Career
Brite

RECU90053 - Studies in World Christianity

Department(s)
THET

Long Description (Catalog Description)

"World Christianity," as an independent area of study, has recently emerged in the academia. This course seeks to understand Christian faith and practice in various regions of the world, which are expressed through diverse ecclesiastical traditions and theological discourses and constructed by the complex historical, socio-cultural, and geopolitical contexts.

Career
Brite

RECU90063 - World Religions and Gender

Department(s)
THET

Long Description (Catalog Description)

Religion is an enormously powerful force in human society, shaping the ideals, hopes, desires and needs of humanity. Because religion has played such a significant role in human society, it is very important to examine religion from multiple angles. The aim of the course is to develop familiarity with the issues and methodology of gender analysis with reference to the study of world religions. The approach is theoretical, phenomenological, comparative, and interdisciplinary.

Career

Brite

RECU90970 - Special Topics in Religion and Culture

Department(s)

THET

Long Description (Catalog Description)

Prerequisite: Admittance to the Th.M. or Ph.D. program or special permission from the Office of the Associate Dean for Academic Affairs. May be repeated for credit under different topics. (1-3 semester hours.)

Course Typically Offered

Contact Department For Details

Career

Brite

RECU94013 - Independent Research Study and Thesis

Department(s)

THET

Long Description (Catalog Description)

Prerequisites: Admittance to the Th.M. program and completion of required academic seminars. Independent research study and writing of the Master of Theology thesis.

Career

Brite

RECU95013 - Seminar: Social Ethics

Department(s)

THET

Long Description (Catalog Description)

Alternative philosophical and theological perspectives on the principles and methods of social ethics. (May be repeated for credit under different topics for up to 9 credit hours.)

Career

Brite

RECU95033 - Religion and Violence

Department(s)

THET

Long Description (Catalog Description)

Surveys recent efforts to comprehend violence as a cultural phenomenon, from psychological, historical, and theological perspectives.

Career

Brite

RECU95083 - Feminism in American Culture

Department(s)

THET

Long Description (Catalog Description)

A survey of feminist thought in various disciplines, including theology, and feminist perspectives on women and men in church and community.

Career

Brite

REED60003 - Religious Education in Ministry

Department(s)

MINI

Long Description (Catalog Description)

The purpose of this course is to introduce students to a broad understanding of Religious Education that goes beyond the Sunday School classroom. Students will explore ways in which diverse disciples are being formed in faith communities in intentional and unintentional and explicit and implicit ways? What is being learned about who God is, the nature of faith, and how we are to live through the ways in which the church or community organization carries out its ministries in its own ecclesial and community contexts? In light of our own contexts, what educational methods might be seen as inclusive, compassionate, just, and effective?

Career

Brite

REED60200 - General Transfer Credit

Department(s)

MINI

Long Description (Catalog Description)

General Transfer Credit

Career

Brite

REED70013 - Children and the Bible

Department(s)

MINI

Long Description (Catalog Description)

This course will explore the interpretation of Bible passages in light of the role and nature of children in the ancient world, with special attention to emerging "childist" interpretations of Scripture. Students will also analyze the ways in which the Bible has been adapted and appropriated for children. Finally, students will examine and practice models and methods of teaching the Bible to children.

Career

Brite

REED70023 - Preparing to Do Justice: Religious Education for Advocacy and Social Action

Department(s)

MINI

Long Description (Catalog Description)

This is a religious education course. Students will reflect on acts of social and eco justice action and methods of religious education designed to motivate and sustain ministry teams that are involved in those ministries. Students will prepare a lesson designed to inspire and call people to ministries of social action and advocacy, participate in an activity of action or advocacy and reflect upon it using practical

theology resources, and prepare and teach lessons designed to train and support ministry teams. Depending on the class size, students will lead one or two short in-class lessons. The focus of this course is upon preparing volunteers to carry out these ministries rather than upon creating and administrating the ministries themselves. Students will have the opportunity to focus their assignments on justice-related issues that they are passionate about and that are relevant to their own contexts

Career
Brite

REED70323 - Christian Education of Youth

Department(s)
MINI

Long Description (Catalog Description)

Students will work on developing an overall approach and strategy for youth ministry. The first half of this course focuses more on understanding today's adolescents and their needs than on techniques for youth group meetings or youth socials. In the latter part of the course students will go on to explore a number of aspects of working with youth, including approaches to teaching youth in traditional Sunday School settings, pastoral care and spiritual direction of youth, designing youth mission projects, youth group meetings, and working with families of teenagers.

Career
Brite

REED70970 - Special Topics in Christian Education

Department(s)
MINI

Long Description (Catalog Description)

May be repeated for credit under different topics. (1-3 semester hours)

Career
Brite

REED75013 - Christian Education of Children

Department(s)
MINI

Long Description (Catalog Description)

Prerequisite: REED 60003 or equivalent. Purpose, structures, and resources for congregational education of children, with particular emphasis on child development.

Career
Brite

REED75023 - Christian Education in the Black Church

Department(s)
MINI

Long Description (Catalog Description)

Masters prerequisite: REED 60003 or equivalent. This course will explore a variety of issues in Christian education and formation in relation to the special opportunities and challenges existing in the context of the Black church.

Career
Brite

REED75033 - Seminar: Current Issues in Christian Education

Department(s)
MINI

Long Description (Catalog Description)

Prerequisites: REED 60003 or equivalent. Seminar on a current issue in Christian education, such as church membership education, human sexuality education, religion and public education, etc.

Career
Brite

REED80013 - Children and the Bible

Department(s)
MINI

Long Description (Catalog Description)

This course will explore the interpretation of Bible passages in light of the role and nature of children in the ancient world, with special attention to emerging "childist" interpretations of Scripture. Students will also analyze the ways in which the Bible has been adapted and appropriated for children. Finally, students will examine and practice models and methods of teaching the Bible to children.

Career
Brite

REED80023 - Preparing to Do Justice: Religious Education for Advocacy and Social Action

Department(s)
MINI

Long Description (Catalog Description)

This is a religious education course. Students will reflect on acts of social and eco justice action and methods of religious education designed to motivate and sustain ministry teams that are involved in those ministries. Students will prepare a lesson designed to inspire and call people to ministries of social action and advocacy, participate in an activity of action or advocacy and reflect upon it using practical theology resources, and prepare and teach lessons designed to train and support ministry teams. Depending on the class size, students will lead one or two short in-class lessons. The focus of this course is upon preparing volunteers to carry out these ministries rather than upon creating and administrating the ministries themselves. Students will have the opportunity to focus their assignments on justice-related issues that they are passionate about and that are relevant to their own contexts

Career
Brite

REED80323 - Christian Education of Youth

Department(s)
MINI

Long Description (Catalog Description)

Students will work on developing an overall approach and strategy for youth ministry. The first half of this course focuses more on understanding today's adolescents and their needs than on techniques for youth group meetings or youth socials. In the latter part of the course students will go on to explore a number of aspects of working with youth, including approaches to teaching youth in traditional Sunday School settings, pastoral care and spiritual direction of youth, designing youth mission projects, youth group meetings, and working with families of teenagers.

Career
Brite

Course Typically Offered
Contact Department For Details

Career
Undergraduate

REED80970 - Special Topics in Christian Education

Department(s)
MINI

Long Description (Catalog Description)
May be repeated for credit under different topics (1-3 semester hours)

Career
Brite

REED85013 - Christian Education of Children

Department(s)
MINI

Long Description (Catalog Description)
Prerequisite: REED 60003 or equivalent. Purpose, structures, and resources for congregational education of children, with particular emphasis on child development.

Career
Brite

REED85023 - Christian Education in the Black Church

Department(s)
MINI

Long Description (Catalog Description)
Masters prerequisite: REED 60003 or equivalent. This course will explore a variety of issues in Christian education and formation in relation to the special opportunities and challenges existing in the context of the Black church.

Career
Brite

REED85033 - Seminar: Current Issues in Christian Education

Department(s)
MINI

Long Description (Catalog Description)
Prerequisite: REED 60003 or equivalent. Seminar on a current issue in Christian education, such as church membership education, human sexuality education, religion and public education, etc.

Career
Brite

RELI50130 - Seminar in Biblical Studies

Department(s)
Religion

Long Description (Catalog Description)
Prerequisite: approval of instructor. A particular topic in Biblical Studies will be selected for detailed study. (3-6 semester hours)

RELI50970 - Directed Study in Religion

Department(s)
Religion

Long Description (Catalog Description)
1 - 6 semester hours

Course Typically Offered
Administrative Use Only

Career
Undergraduate

RLEM60070 - Directed Studies

Department(s)
SE Non-Departmental Programs

Long Description (Catalog Description)
Prerequisites: Admission into the Ralph Lowe Energy Management Graduate Certificate Program. The RLEM Directed Studies class will address identified weaknesses for each student in a specific technical or analytical skillset on an individual basis. While all students may take the same class with a common topic, each student will engage in critical investigation and interaction with a mentor to develop a knowledge base of a previously unknown component of the energy industry.

Career
Graduate

RLEM61003 - Oil & Gas Development

Department(s)
SE Non-Departmental Programs

Long Description (Catalog Description)
Prerequisites: Admission into the Ralph Lowe Energy Management Graduate Certificate Program. This course is a broad overview of the geologic, engineering, and business sides of the oil and gas industry, focusing on the small, independent operators. The course will acquaint students with the major steps in the production of oil and gas, from developing a prospect to delivering the raw product. Students will also become acquainted with the legal, regulatory, and environmental issues encountered in drilling for oil and gas. Basic understanding of the geology of oil and gas. Familiarity with the business, financial, and legal aspects of oil and gas exploration and production. Familiarity with how a well is drilled, completed, and produced.

Career
Graduate

RLEM61011 - Energy and Global Geostrategy Seminar 1

Department(s)
SE Non-Departmental Programs

Long Description (Catalog Description)
Prerequisites: Admission into the Ralph Lowe Energy Management Graduate Certificate Program. This course introduces students to energy issues from a geopolitical perspective and provides them with relevant professional development opportunities. the opportunities include field trips to energy industry sites (i.e. drilling rig, natural gas drilling sites, windfarm, solar, and hydroelectric plants), professional conferences (i.e. Solar Texas Power Conference, Wind Power Finance and Investment Summit), off campus industry classes (OCGI Evaluating Shale Resources, Training for Renewable Energy Experts), and active participation in the Ralph Lowe Energy Management (RLEM) internship/mentorship program.

Students will initiate the required collaborative capstone project. Professional development and off campus industry classes will be customized to meet the specific needs of the students. Students enrolled in the RLEM program are required to complete a combined total of 18 professional development hours (activities in RLEM 61011 and 61021).

Career
Graduate

RLEM61013 - Energy in the 21st Century

Department(s)
SE Non-Departmental Programs

Long Description (Catalog Description)
Prerequisites: Admission into the Ralph Lowe Energy Management Graduate Certificate Program. This is an interdisciplinary, team taught course in four sections that provides a broad-based overview of energy: its exploration and production, its controversies, its geopolitics and the process by which it is provided.

Career
Graduate

RLEM61021 - Energy and Global Geostrategy Seminar 2

Department(s)
SE Non-Departmental Programs

Long Description (Catalog Description)
Prerequisites: Admission into the Ralph Lowe Energy Management Graduate Certificate Program. This course introduces students to energy issues from a geopolitical perspective and provides them with relevant professional development opportunities. The opportunities include field trips to energy industry sites (i.e. drilling rig, natural gas drilling sites, windfarm, solar and hydroelectric plants), professional conferences (i.e. Solar Texas Power Conference, Wind Power Finance and Investment Summit), off campus industry classes (OCGI Evaluating Shale Resources, Training for Renewable Energy Experts), and active participation in the Ralph Lowe Energy Management (RLEM) internship/mentorship program. Students will complete the required collaborative Capstone Project. Professional development and off campus industry classes will be customized to meet the specific needs of the students. Students enrolled in the RLEM program are required to complete a combined total of 18 professional development hours/activities in RLEM 61011 and 61021.

Career
Graduate

RLEM61023 - Overview of Petroleum Engineering

Department(s)
SE Non-Departmental Programs

Long Description (Catalog Description)
Prerequisites: Admission into the Ralph Lowe Energy Management Graduate Certificate Program. Petroleum engineering concepts and technology that are needed to find and produce oil and gas are discussed. This course covers drilling and completions, production operations, reservoir engineering, and reservoir management. When possible, industry professionals will visit to discuss current technologies for producing hydrocarbon fluids. Students will be expected to prepare and present a case study using current literature.

Career
Graduate

RLEM61031 - Ethics and Energy

Department(s)
SE Non-Departmental Programs

Long Description (Catalog Description)
Prerequisites: Admission into the Ralph Lowe Energy Management Graduate Certificate Program. This course will examine ethical decision making in the context of the energy industry and a focus on fossil fuels. This course will explore the psychological and philosophical foundations of moral judgment and reasoning and introduce strategies that support ethical decision-making. Ethical dilemmas and case studies will focus on the benefits and risks of using fossil fuels to meet our energy needs.

Career
Graduate

RLEM61033 - Global Energy Sources, Uses, and Issues

Department(s)
SE Non-Departmental Programs

Long Description (Catalog Description)
Prerequisites: Admission into the Ralph Lowe Energy Management Graduate Certificate Program. This course focuses on the physical and economic infrastructure through which energy resources are obtained, transformed and used, and energy related challenges and responses.

Career
Graduate

RLEM61041 - Environmental Issues in Energy

Department(s)
SE Non-Departmental Programs

Long Description (Catalog Description)
Prerequisites: Admission into the Ralph Lowe Energy Management Graduate Certificate Program. This course is designed to ask students to move beyond just learning the science behind environmental issues in energy but to give them the framework to assist students to become facilitators in the discussion of these issues with multiple stakeholders. This course is also designed to give students practice in analyzing critical constraints in energy development through the use of scenarios.

Career
Graduate

SOCI50610 - Directed Study in Sociology

Department(s)
Sociology and Anthropology

Long Description (Catalog Description)
Prerequisite: permission of instructor, and graduate standing. Supervised reading, research and completion of a substantial paper. May be taken for credit ranging from 1-6 semester hours and may be taken more than once.

Career
Graduate

SOEN50104 - Programming Structures

Department(s)
Computer Science

Long Description (Catalog Description)

Prerequisite: Departmental permission. Not applicable toward degree requirements for the B.S. in Computer Science. Introduction to block structure language including scope rules, recursion, pointer variables, and control constructs. Study of data structures including arrays, stacks, linked lists, trees, graphs, and files. Examples are selected from operating systems, compilers, and systems programming. A number of programming assignments in Pascal, C, or Ada will be made.

Career

Undergraduate

SOEN50123 - Object-Oriented Design and Programming

Department(s)

Computer Science

Long Description (Catalog Description)

Prerequisite: COSC 30403 or permission of instructor. Introduction to object-oriented techniques including design methodologies and programming language support. Survey of new languages and extensions to existing languages which provide support for encapsulation, inheritance, and polymorphism.

Career

Undergraduate

SOEN50143 - Introduction to Software Engineering

Department(s)

Computer Science

Long Description (Catalog Description)

May be taken with SOEN 50104. An introduction to software engineering with emphasis on process models. The evolution of conceptual process models is traced from the earliest waterfall model through incremental development to present day process architectures. An overview is also given of techniques for systems analysis, software cost analysis, configuration management, quality assurance, and maintenance. Software economics, planning, and management are introduced.

Career

Undergraduate

SOEN50503 - Artificial Intelligence

Department(s)

Computer Science

Long Description (Catalog Description)

Prerequisite: Knowledge of a high level programming language such as Pascal or C, and previous exposure to predicate logic. Foundations of Artificial Intelligence; topics include logic, forward and backward chaining, state-space search, expert systems and automated reasoning. Projects may utilize the Prolog, Lisp and Clips programming languages.

Career

Undergraduate

SOEN60013 - Software Design and Development with Ada

Department(s)

Computer Science

Long Description (Catalog Description)

Prerequisite: SOEN 50143. Ada is used as a vehicle to study modern software design and development techniques. Special emphasis is placed on the use of abstraction, information hiding, and safe programming practices such as strong typing. The unique features of Ada, such as packages, the use of generics, and tasking, are contrasted with much "smaller" languages such as C. Proposed extensions to Ada are also examined in terms of the additional complexity and overhead that these changes incur relative to the added generality that is obtained.

Career

Graduate

SOEN60023 - Advanced Topics in Software Engineering

Department(s)

Computer Science

Long Description (Catalog Description)

Advanced topics of current interest in software engineering, such as User Interface Development, Object-Oriented Architecture, Networking and Distributed Systems, Software Environments, Expert Systems, etc. Students will study current literature. May be repeated for credit when topic changes.

Career

Graduate

SOEN60043 - Software Quality Assurance and Metrics

Department(s)

Computer Science

Long Description (Catalog Description)

The principles and practices related to assurance of software quality through all life cycle development phases are studied. Metrics linked to productivity and software quality assurance requirements are studied, and their use in current software development processes is reviewed by examining samples of measurement practices at successful organizations.

Career

Graduate

SOEN60053 - Software Safety, Security, and Reliability

Department(s)

Computer Science

Long Description (Catalog Description)

A study of the problems and legal issues involved in building safety-critical software systems, secure systems, and systems that require high reliability. Similarities and differences in these problem areas and procedures to deal with them are considered using current literature, case studies, etc.

Career

Graduate

SOEN60113 - Software Requirements and Design

Department(s)

Computer Science

Long Description (Catalog Description)

A comprehensive study of state-of-the-art techniques for requirements definition and design of software systems. Customer to contractor communication practices and specification standards are discussed. Structured analysis, PSL/PSA, and other formal methods of software requirements definition are studied. Functional decomposition, data flow, data structure, and object-oriented software design methodologies are studied. Emphasis is placed on comparing and contrasting these methodologies and on selecting a methodology appropriate to various software engineering problems. A course project provides hands-on experience with the use of Computer Aided Software Engineering CASE tools for software requirements definition and design.

Career
Graduate

SOEN60123 - Software Generation, Testing, and Maintenance

Department(s)
Computer Science

Long Description (Catalog Description)

The concluding phases of the software lifecycle from implementation through customer support are covered. Procedural language programming and alternative methods of software generation are discussed. Formal and pragmatic methods of module testing, software integration testing, and system verification and validation are studied. Software maintenance topics are considered from the viewpoint of reducing the customer's total software lifecycle cost. The course project begun in SOEN 6113 is completed and demonstrated.

Career
Graduate

SOEN60153 - Management of Software Development

Department(s)
Computer Science

Long Description (Catalog Description)

A comprehensive study of process considerations in software systems development. Included are software project estimating, planning, monitoring and controlling mechanisms; leadership and team building strategies; quality assurance issues; configuration management; and maintenance considerations.

Career
Graduate

SOEN60173 - Computers Systems Architecture

Department(s)
Computer Science

Long Description (Catalog Description)

The logical organization and functional behavior of computers are studied from the user's viewpoint. Fundamental principles in the design of the CPU, memory, and I/O devices of the traditional von Neu, and multiprocessing are addressed. Several existing multiprocessor systems are studied in detail. Substitute courses may be taken with permission of the chair or faculty advisor.

Career
Graduate

SOEN60183 - Database Systems

Department(s)
Computer Science

Long Description (Catalog Description)

The requirements analysis and design criteria of database systems are studied with emphasis on relational databases. Design issues, including the use of normalized forms to optimize relational databases, are discussed. Students make use of the industry standard interactive command language SQL. Impacts of the operational environment, quality control, security, human/system interface requirements, systems specification and design are investigated.

Career
Graduate

SOEN70113 - Software Implementation Project I

Department(s)
Computer Science

Long Description (Catalog Description)

This course is the first of a contiguous two-semester sequence which applies the techniques of modern software development to actual problem solutions. Group projects will be assigned, based in part on the student's professional background. The projects will require the development of operational software, emphasizing group development processes to accomplish feasibility analysis, costing, planning, requirements specifications and preliminary design of the assigned project.

Career
Graduate

SOEN70123 - Software Implementation Project II

Department(s)
Computer Science

Long Description (Catalog Description)

Preliminary design of the project assigned in SOEN 70113 is reviewed and the detailed design is executed. A critical design review is performed and the implementation, testing, and documentation are completed as a group process. Acceptance testing is accomplished to ensure that the software satisfies the user specification requirements.

Career
Graduate

SOEN70131 - Individual Study and Technical Communication

Department(s)
Computer Science

Long Description (Catalog Description)

Students will study some element of current coursework or a related area with the chosen faculty advisor and will prepare a technical paper of publishable quality. The paper will be submitted to an appropriate journal for publication.

Career
Graduate

SOEN70771 - Non-Thesis

Department(s)
Computer Science

Long Description (Catalog Description)

Selected when enrolling only for non-thesis examination or preparation for the examination.

Career
Graduate

SOEN70980 - Thesis

Department(s)
Computer Science

Long Description (Catalog Description)

Departmental permission is required.

Career
Graduate

SOEN70990 - Thesis

Department(s)
Computer Science

Long Description (Catalog Description)

Prerequisites: 70980 and admission to candidacy.

Career
Graduate

SOWO61803 - Professional Foundation

Department(s)
Social Work

Long Description (Catalog Description)

Students will learn about the social work profession, critically explore a variety of social problems, and review how social workers seek to address these problems. Topics include the history of social work, issues faced by marginalized groups with an emphasis on gender and sexism, careers in social work, and advocacy efforts at the micro, mezzo, and macro levels of social work practice.

Career
Graduate

SOWO61813 - Research Methods in Social Work

Department(s)
Social Work

Long Description (Catalog Description)

Students will learn the scientific method and how to conduct evidence based practice. Students will learn how to find, read, and assess research studies found in academic articles and apply what they learn to social work practice. Knowledge, values, and skills taught in this course align with the generalist practice approach.

Career
Graduate

SOWO61823 - Diversity and Social Justice

Department(s)
Social Work

Long Description (Catalog Description)

Students will learn to think critically about diversity. This course helps students distinguish between myths and realities related to cultural, ethnic, gender, sexual orientation, age, and ability differences. The course stresses experiential content and learning, and applies to both American and global contexts.

Career
Graduate

SOWO61833 - Macro Practice

Department(s)
Social Work

Long Description (Catalog Description)

This course introduces theories and skills related to macro social work practice and focuses on issues related to spatial justice and critical competence. It utilizes an interprofessional approach by examining the various macro systems that impact communities and ways in which community organizations utilize community assets to create large-scale change. This course introduces and utilizes skills related to community organizing, community development, community and organizational assessments and evaluations, and community and organizational research.

Career
Graduate

SOWO61843 - Human Behavior and the Social Environment 1

Department(s)
Social Work

Long Description (Catalog Description)

This course focuses on physical, cognitive, and socioemotional dimensions of development from prenatal stage into adolescence. Through developmental theories and research, the course examines the effects of trauma, identity characteristics, group membership, and marginalization on children's developmental outcomes. Special emphasis is placed how the environment influences outcomes such as trauma, violence, healthcare access, and policies that specifically affect women and girls.

Career
Graduate

SOWO61853 - Human Behavior and the Social Environment 2

Department(s)
Social Work

Long Description (Catalog Description)

The course focuses on physical, cognitive and socioemotional development during emerging to late adulthood. It critically examines the effects of trauma, identity characteristics, group membership and marginalization on healthy aging. Although the course is part of a two-course sequence, it can be taken independently. It can also be taken concurrently, before, or after SOWO 61843.

Career
Graduate

SOWO61863 - Social Welfare Policies and Services

Department(s)
Social Work

Long Description (Catalog Description)

This course covers the historical development of social policies and the impact of these policies on various people groups, particularly within the U.S. context. Students will engage fundamental knowledge and skills related to policy analysis and social welfare issues as well as methods for working toward policy change.

Career
Graduate

SOWO61873 - Micro Practice

Department(s)
Social Work

Long Description (Catalog Description)

Students will learn how to conduct an initial client interview. Skill areas include informed consent, gathering data, motivation and rapport, assessment, goal setting, and referrals and resources. Knowledge, values, and skills taught in this course align with the generalist practice approach.

Career
Graduate

SOWO61883 - Field Education 1

Department(s)
Social Work

Long Description (Catalog Description)

This foundation-level field seminar course provides students the opportunity to integrate knowledge, values, and skills learned in the classroom with what they will do in the internship setting. In this course, students begin to work in the field of social work practice; the course is a bridge to becoming a professional social worker. Through experiences in the student's agency and field seminar, students gain a sense of professional identity and apply social work knowledge and skills in human service delivery. There are additional fees associated with this course. A grade of B or better is required in SOWO 61883 to continue to SOWO 61893.

Career
Graduate

SOWO61893 - Field Education 2

Department(s)
Social Work

Long Description (Catalog Description)

Prerequisite: Grade of B or better in SOWO 61883. This foundation-level field seminar course is a continuation of SOWO 61883. In this course, students continue opportunities to integrate knowledge, values, and skills learned in the classroom with what they will do in the internship setting. There are additional fees associated with this course.

Career
Graduate

SOWO63500 - Directed Study in Social Work

Department(s)
Social Work

Long Description (Catalog Description)

Prerequisites: Admittance to the MSW Program or by instructor permission. This course is designed for students who undertake readings or projects in social work in consultation with an instructor.

Career
Graduate

SOWO63503 - Treatment of Addictions

Department(s)
Social Work

Long Description (Catalog Description)

Prerequisite: Admittance to the MSW Program or by instructor permission. Through this course, students will examine the various theories and methods of the treatment of addictions. Students will learn to engage, assess, intervene, and evaluate interventions among various client populations that are affected by addictions.

Career
Graduate

SOWO63513 - Social Work and the Law for Children and Families

Department(s)
Social Work

Long Description (Catalog Description)

Prerequisite: Admittance to the MSW Program or by instructor permission. This course introduces social work students to the law and legal systems, legal issues for professional social workers, and legal issues pertaining to social work practice, with a specific focus on how laws and legal systems impact children and families.

Career
Graduate

SOWO63523 - Advanced Family Treatment

Department(s)
Social Work

Long Description (Catalog Description)

Prerequisites: SOWO 61893. This course builds on the content from previous practice classes and students learn advanced practice content that encompasses knowledge and skills to work with families as client groups. This content includes engaging clients in an appropriate working relationship, identifying issues, problems, needs, resources, and assets; collecting and assessing information; and planning for service delivery.

Career
Graduate

SOWO63533 - Global Poverty, Inequality, and Social Justice

Department(s)
Social Work

Long Description (Catalog Description)

Prerequisites: SOWO 61823 or equivalent credit. This course explores questions of contemporary global poverty, economic and social inequality, social injustice, and environmental degradation. The course perspective includes Western and non-western interpretations of poverty, inequality, and social injustice to ensure that students evaluate a diverse set of theories and understandings about these social problems.

Career
Graduate

SOWO63543 - Contemporary Topics in Social Work

Department(s)
Social Work

Long Description (Catalog Description)

Prerequisites: Admittance to the MSW Program or by instructor permission. This course is constructed around current interests in social work. Possible course topics would evolve as current events and evolutions in the profession make these important for further investigation.

Career
Graduate

SOWO63553 - Social Work Practice in Health Care

Department(s)
Social Work

Long Description (Catalog Description)

Prerequisite: Admittance to the MSW Program or by instructor permission. This course exposes students to some of the varied practice settings that exist under the umbrella of medical social work. It builds on generalist practice classes and interprofessional education to provide students with an opportunity to enrich their social work knowledge and skills inside a healthcare context.

Career
Graduate

SOWO63563 - Comparative Social Policy

Department(s)
Social Work

Long Description (Catalog Description)

Prerequisite: SOWO 61863. Students will study and compare complex issues that affect social and economic justice through social policy and social service delivery. Students will gain an understanding of global problems such as poverty, homelessness, hunger, and health care, and how each country responds through policy and service delivery.

Career
Graduate

SOWO63573 - Interventions with Children and Families

Department(s)
Social Work

Long Description (Catalog Description)

Prerequisite: Admittance to the MSW Program or by instructor permission. This course is designed to provide students with a strong foundation for working in micro, mezzo, and macro-practice contexts with children, adolescents and their families, with an emphasis on theory, empirical research, and practical application of knowledge. Through course readings, class discussions, and class assignments, students will become familiar with guiding child and family theories and interventions, the importance of cultural humility when working within family systems, evidence-based practices for therapeutic, school, and community-based settings that serve families, and about the current state of child welfare services.

Career
Graduate

SOWO63583 - Program Development, Grant Writing, and Fund Raising

Department(s)
Social Work

Long Description (Catalog Description)

Prerequisites: SOWO 61863. This course provides students with the knowledge and skills to plan and design agency programs and write grant proposals to secure funding for agency initiatives. Emphasis is on identifying and using evidence based practice strategies in program development to ensure that clients receive the most effective services.

Career
Graduate

SOWO63593 - Crisis Intervention

Department(s)
Social Work

Long Description (Catalog Description)

Prerequisites: SOWO 61873 or equivalent credit. Through this course, students gain the knowledge and skills needed to assess, engage, and intervene in crisis situations. Students learn how to respond to crisis with diverse clients in a variety of situations and settings. Crisis Theory is used as a counterpoint and foundation for crisis intervention.

Career
Graduate

SOWO63603 - Intimate Partner Violence

Department(s)
Social Work

Long Description (Catalog Description)

Prerequisites: Admittance to the MSW Program or by instructor permission. The focus of this course will be on models of service delivery to address the impact of intimate partner violence across the lifespan. The course will provide an overview of conceptual models of violence, consider risk factors and trauma effects of victimization and suggest clinical and macro level interventions. Theories for abuse behavior including socio-cultural theories, psychological theories, and ecological frameworks will be reviewed. The intersectionality of culture, ethnicity, place, age, sexual orientation, immigration status as well as global issues will be addressed.

Career
Graduate

SOWO65803 - Administration and Management

Department(s)
Social Work

Long Description (Catalog Description)

Prerequisite: Admittance to the MSW Program or by instructor permission. This advanced methods course in human services administration and management covers topics in organizational theory, program and agency planning, performance appraisal, and financial management. The course prepares students to assume leadership roles in human service organizations and social change systems.

Career
Graduate

SOWO65813 - Evaluation Research

Department(s)
Social Work

Long Description (Catalog Description)

Prerequisite: Admittance to the MSW Program or by instructor permission. This advanced course, building on prior coursework covering research concepts and methods, equips students with specialized knowledge and skills needed to rigorously evaluate social work interventions.

Career
Graduate

SOWO65823 - Field Seminar 3

Department(s)
Social Work

Long Description (Catalog Description)

Prerequisites: Admittance to the MSW Program or by instructor permission. The Field Seminar course (SOWO 65823) is the first field education course of a two consecutive semester requirement. The course is seminar style, primarily discussion-based. The course facilitates student application of classroom learning in a social work field setting and allows students the opportunity to demonstrate their advanced level competency in all nine Council on Social Work Education (CSWE) areas of social work practice competency.

Career
Graduate

SOWO65833 - Perspectives on Mental Health Practice

Department(s)
Social Work

Long Description (Catalog Description)

Prerequisite: Admittance to the MSW Program or by instructor permission. Through this course, students learn about major forms of emotional distress and mental disorders in children, youth, and adults. The course provides an introduction to clinical syndromes and diagnostic methodology, and challenges students to embody social work values when assessing individuals who meet the diagnostic criteria for mental disorder(s).

Career
Graduate

SOWO65843 - Trauma-Informed Social Work Practice

Department(s)
Social Work

Long Description (Catalog Description)

Prerequisites: SOWO 65883. The purpose of this course is to provide an overview of current, multi-system level definitions of trauma (individual, family, organizational, community, historical, etc.) and an introduction to recovery-oriented and ecologically and culturally sensitive trauma-informed social work practice. Building on this foundational knowledge base, students will apply course concepts and principles to their own practice areas of interest as well as identify the importance of ongoing professional development and personal self-care.

Career
Graduate

SOWO65853 - Applied Evaluation Research

Department(s)
Social Work

Long Description (Catalog Description)

Prerequisites: SOWO 65813. This course continues the research project designed in SOWO 65813 and has the student finalizing and presenting their research in various outlets.

Career
Graduate

SOWO65863 - Field Seminar 4

Department(s)
Social Work

Long Description (Catalog Description)

Prerequisites: SOWO 65823. The Field Seminar course (SOWO 65623) is the second field education course of a two consecutive semester requirement. The course is seminar style, primarily discussion-based. This course facilitates student application of classroom learning in a social work field setting and allows students the opportunity to demonstrate their advanced level competency in all nine Council on Social Work Education (CSWE) areas of social work practice competencies.

Career
Graduate

SOWO65873 - Advanced Practice

Department(s)
Social Work

Long Description (Catalog Description)

Prerequisite: Admittance to the MSW Program or by instructor permission. This course builds on the generalist perspective and focuses on relating a range of intervention theories to various client populations within social work settings. Theoretical underpinnings and critical examination of various treatment approaches are explored.

Career
Graduate

SOWO65883 - Field Education 3

Department(s)
Social Work

Long Description (Catalog Description)

Prerequisite: Admittance to the MSW Program or by instructor permission. Advanced field education helps to extend and deepen the development of social work knowledge and practice skills with clients. Supervised by experienced social workers, students gain autonomy and independence in working in agency settings. Students develop leadership skills, particularly in the areas of social work with children and families and in health and mental health settings.

Career
Graduate

SOWO65893 - Field Education 4

Department(s)
Social Work

Long Description (Catalog Description)

Prerequisite: SOWO 65883 with a B or better grade. In this final field education course, students continue to extend and deepen their development of social work knowledge and practice skills with clients. Supervised by experienced social workers, students gain autonomy and independence in working in agency settings. Students develop leadership skills, particularly in the areas of social work with children and families and in health and mental health settings.

Career

Graduate

SPAN50203 - Graduate Study in Hispanic Topics

Department(s)

Spanish and Hispanic Studies

Long Description (Catalog Description)

Special topics in Hispanic literature, culture, language, or pedagogy. May be repeated for credit, up to 9 credits. Taught in Spanish.

Course Typically Offered

Rarely

Career

Undergraduate

SPIR60003 - Spiritual Life and Leadership

Department(s)

Brite

Long Description (Catalog Description)

This course introduces the practice of the Christian spiritual life and the work of spiritual formation in Christian community. Attention will be given to both classical and contemporary expressions of Christian spirituality, the integration of spirituality, theology, and ethics, and to the role of spiritual discipline in the lives of seminarians and religious leaders. Significant class time will be devoted to experimentation with and practice of spiritual disciplines, and reflection on those experiences.

Career

Brite

SPIR65013 - Spirituality and Ecological Justice

Department(s)

Brite

Long Description (Catalog Description)

Prerequisites: Any course in SPIR or CHTH or CHET; admittance to the M.Div., or M.T.S., or M.A.C.S. program or C.T.S. program. An advanced elective in spirituality, this course explores Christian spirituality, theology and ethics in light of our current ecological context. The course explores spiritual foundations for ecojustice, the practice of ecojustice as an expression of faith, and the role of ecojustice in ministerial practice and church life.

Career

Brite

SPIR70013 - Themes and Perspectives in American Spirituality

Department(s)

Brite

Long Description (Catalog Description)

Exploration of the history of the spiritual quest in America and how our own 20th-century religious experience has influenced its theological, historical, cultural, and geographical situation.

Career

Brite

SPIR70023 - Spiritual Resources and Disciplines

Department(s)

Brite

Long Description (Catalog Description)

Prayer, meditation and other resources and disciplines for personal Christian growth. Attention is given to classical and contemporary expressions in terms both of theory and practice, and with special reference to the life of the seminarian and religious professional (Offered Pass/No Credit.)

Career

Brite

SPIR70033 - The Practice of Spiritual Direction

Department(s)

Brite

Long Description (Catalog Description)

Spiritual direction (variously referred to as spiritual guidance, spiritual friendship, spiritual companionship, soul care) is an ancient Christian practice that is experiencing contemporary renewal across ecumenical lines. This course will introduce the practice by reviewing its history, considering various models of spiritual direction and diverse approaches to the practice, addressing common issues encountered in direction, and acquiring skills for spiritual conversation.

Career

Brite

SPIR70043 - Howard Thurman: Spirituality and the Quest for Justice

Department(s)

Brite

Long Description (Catalog Description)

Howard Washington Thurman has been called a mystic, a prophet, philosopher, theologian, educator, pastor, and mentor to leaders of the civil rights movement. One of the most significant 20th century religious figures in the United States, Thurman left a legacy of writings, speeches, and sermons that articulate a spirituality that integrates a sophisticated analysis of the inner life, mystical experience, a rich aesthetic of nature, and pointed social criticism on racism, nonviolence, human sufferings, and resistance to oppression. In this course we will encounter Thurman's work directly through some of his major writings and speeches. Through a sustained engagement with Thurman's spiritual and social writings, we will consider how he speaks to our own "inward journeys" and how spirituality and the quest for justice are integrated in our lives.

Career

Brite

SPIR70053 - Eros of God: The Song of Songs in Christian and Jewish Spirituality

Department(s)

Brite

Long Description (Catalog Description)

Once considered the supreme source and expression of Christian spiritual life, the subject of more Christian sermons and commentaries than almost any other book, the Song of Songs has largely disappeared from Christian spirituality, worship, and

preaching. This course will consider the historical role of the Song of Songs in Christian and Jewish mysticism and spirituality, and the possibilities for its role in contemporary spirituality. Through a close examination of the text and its history of reception, and drawing on diverse recent scholarship on the Song, we will consider how it may continue to inform Christian and Jewish spirituality today.

Career
Brite

SPIR70063 - Soul Care Amidst Climate Crisis

Department(s)
Brite

Long Description (Catalog Description)

Climate change has been called an "existential crisis" for humanity and ecotheologian Willis Jenkins has stated that the "environmental crisis forms a new global dimension of religious experience." As the scope and scale of climate crisis becomes ever clearer, and evidence of its toll on human communities, the human psyche, and the human spirit mounts (eco-anxiety, climate-related trauma, and the material impacts of environmental racism, food apartheid, and eco-colonialism), this course explores what it means to nurture courage and hope in the presence of this grave threat to planetary life. We will examine what it means to practice care of souls - our own and those of others - amidst the mounting impacts of climate crisis.

Career
Brite

SPIR70213 - Spiritual Themes in Literature

Department(s)
Brite

Long Description (Catalog Description)

An investigation of spiritual themes in the literary works of such writers as C.S. Lewis, Nikos Kazantzakis or others. (May be repeated for credit under different topics for up to 9 credit hours.) See CHTH 70213.

Career
Brite

SPIR70403 - Martyrs, Monks, and Mystics: History of Christian Spirituality

Department(s)
Brite

Long Description (Catalog Description)

This course introduces students to the history and historiography of Christian spirituality. Emphasizing the global scope of Christian spirituality within its various cultural contexts, the course surveys significant persons, movements, and themes comprising the diverse history of the Christian quest for encounter with the Sacred. The course will involve the practice of various spiritual practices drawn from the history we study and consideration of what the spiritualities of the past inform the spiritual life today.

Career
Brite

SPIR70970 - Special Topics in Spirituality

Department(s)
Brite

Long Description (Catalog Description)

May be repeated for credit under different topics. (1-3 semester hours)

Career
Brite

SPIR80013 - Themes and Perspectives in American Spirituality

Department(s)
Brite

Long Description (Catalog Description)

Prerequisite: Admittance to D.Min. program. Exploration of the history of the spiritual quest in America and how our own 20th-century religious experience has influenced its theological, historical, cultural, and geographical situation.

Career
Brite

SPIR80023 - Spiritual Resources and Disciplines

Department(s)
Brite

Long Description (Catalog Description)

Prerequisite: Admittance to D.Min. program. Prayer, meditation and other resources and disciplines for personal Christian growth. Attention is given to classical and contemporary expressions in terms both of theory and practice, and with special reference to the life of the seminarian and religious professional (Offered Pass/No Credit.)

Career
Brite

SPIR80033 - Practice of Spiritual Direction

Department(s)
Brite

Long Description (Catalog Description)

Spiritual direction (variously referred to as spiritual guidance, spiritual friendship, spiritual companionship, soul care) is an ancient Christian practice that is experiencing contemporary renewal across ecumenical lines. This course will introduce the practice by reviewing its history, considering various models of spiritual direction and diverse approaches to the practice, addressing common issues encountered in direction, and acquiring skills for spiritual conversation.

Career
Brite

SPIR80043 - Howard Thurman: Spirituality and the Quest for Justice

Department(s)
Brite

Long Description (Catalog Description)

Howard Washington Thurman has been called a mystic, a prophet, philosopher, theologian, educator, pastor, and mentor to leaders of the civil rights movement. One of the most significant 20th century religious figures in the United States, Thurman left a legacy of writings, speeches, and sermons that articulate a spirituality that integrates a sophisticated analysis of the inner life, mystical experience, a rich aesthetic of nature, and pointed social criticism on racism, nonviolence, human sufferings, and resistance to oppression. In this course we will encounter Thurman's work directly through some of his major writings and

speeches. Through a sustained engagement with Thurman's spiritual and social writings, we will consider how he speaks to our own "inward journeys" and how spirituality and the quest for justice are integrated in our lives.

Career
Brite

SPIR80053 - Eros of God: The Song of Songs in Christian and Jewish Spirituality

Department(s)
Brite

Long Description (Catalog Description)

Once considered the supreme source and expression of Christian spiritual life, the subject of more Christian sermons and commentaries than almost any other book, the Song of Songs has largely disappeared from Christian spirituality, worship, and preaching. This course will consider the historical role of the Song of Songs in Christian and Jewish mysticism and spirituality, and the possibilities for its role in contemporary spirituality. Through a close examination of the text and its history of reception, and drawing on diverse recent scholarship on the Song, we will consider how it may continue to inform Christian and Jewish spirituality today.

Career
Brite

SPIR80063 - Soul Care Amidst Climate Crisis

Department(s)
Brite

Long Description (Catalog Description)

Climate change has been called an "existential crisis" for humanity and ecotheologian Willis Jenkins has stated that the "environmental crisis forms a new global dimension of religious experience." As the scope and scale of climate crisis becomes ever clearer, and evidence of its toll on human communities, the human psyche, and the human spirit mounts (eco-anxiety, climate-related trauma, and the material impacts of environmental racism, food apartheid, and eco-colonialism), this course explores what it means to nurture courage and hope in the presence of this grave threat to planetary life. We will examine what it means to practice care of souls - our own and those of others - amidst the mounting impacts of climate crisis.

Career
Brite

SPIR80213 - Spiritual Themes in Literature

Department(s)
Brite

Long Description (Catalog Description)

Prerequisite: Admittance to D.Min. program. An investigation of spiritual themes in the literary works of such writers as C.S. Lewis, Nikos Kazantzakis or others. (May be repeated for credit under different topics for up to 9 credit hours.) See CHTH 70213.

Career
Brite

SPIR80403 - Martyrs, Monks, and Mystics: History of Christian Spirituality

Department(s)
Brite

Long Description (Catalog Description)

This course introduces students to the history and historiography of Christian spirituality. Emphasizing the global scope of Christian spirituality within its various cultural contexts, the course surveys significant persons, movements, and themes comprising the diverse history of the Christian quest for encounter with the Sacred. The course will involve the practice of various spiritual practices drawn from the history we study and consideration of what the spiritualities of the past inform the spiritual life today.

Career
Brite

SPIR80970 - Special Topics in Spirituality

Department(s)
Brite

Long Description (Catalog Description)

Prerequisite: Admittance to D.Min. program. May be repeated for credit under different topics. (1-3 semester hours)

Career
Brite

SPIR85013 - Spirituality and Ecological Justice

Department(s)
Brite

Long Description (Catalog Description)

Prerequisites: Admittance to the D.Min. program. An advanced elective in spirituality, this course explores Christian spirituality, theology and ethics in light of our current ecological context. The course explores spiritual foundations for ecojustice, the practice of ecojustice as an expression of faith, and the role of ecojustice in ministerial practice and church life.

Career
Brite

SPIR90403 - Martyrs, Monks, and Mystics: History of Christian Spirituality

Department(s)
Brite

Long Description (Catalog Description)

This course introduces students to the history and historiography of Christian spirituality. Emphasizing the global scope of Christian spirituality within its various cultural contexts, the course surveys significant persons, movements, and themes comprising the diverse history of the Christian quest for encounter with the Sacred. The course will involve the practice of various spiritual practices drawn from the history we study and consideration of what the spiritualities of the past inform the spiritual life today.

Career
Brite

STCO50123 - Foundations and Theory

Department(s)
Strategic Communication

Long Description (Catalog Description)

The course will provide an introduction to the foundations of strategic communication, with a focus on theories of advertising, public relations, and media communication and how theory and practice inform each other. Students will discuss and analyze significant issues in strategic communication, incorporating

related literature, research areas, and professional practice. Students must earn a C or higher in each strategic communication course required for credit toward completion of STCO major degree requirements.

Course Typically Offered	Career
All Sessions	Graduate

STCO50133 - Management of Public Relations and Advertising Departments/Firms or Agencies

Department(s)
Strategic Communication

Long Description (Catalog Description)

The course will examine management techniques, tactics, concerns and issues in handling public relations and advertising departments within organizations, corporate and nonprofit, and agencies or firms, from small independent operations to subsidiaries of larger entities.

Course Typically Offered	Career
All Sessions	Graduate

STCO50183 - Management and Leadership

Department(s)
Strategic Communication

Long Description (Catalog Description)

This course will give students a survey of some of the latest management and leadership communication theories and practices, including a new sense of social responsibility. Students will apply theories to solve problems in existing case studies. Students must earn a C or higher in each strategic communication course required for credit toward completion of STCO major degree requirements.

Course Typically Offered	Career
All Sessions	Graduate

STCO50333 - Advertising and the Consumer

Department(s)
Strategic Communication

Long Description (Catalog Description)

This course presents theories and models from psychology, sociology, marketing and communications to examine consumers -- how they react to advertising and promotion and their subsequent consumer behavior. Students must earn a C or higher in each strategic communication course required for credit toward completion of STCO major degree requirements.

Course Typically Offered	Career
All Sessions	Undergraduate

STCO50383 - History of Strategic Communication

Department(s)
Strategic Communication

Long Description (Catalog Description)

Seminar designed to explore the history of strategic communication. Issues discussed in this class will improve historical knowledge about the mass media and give a foundation for understanding the professional development of strategic communication. Students must earn a C or higher in each strategic communication course required for credit toward completion of STCO major degree requirements.

Course Typically Offered
All Sessions

Career
Undergraduate

STCO50523 - Information Law and Policy

Department(s)
Strategic Communication

Long Description (Catalog Description)

Prerequisites: Open to graduate students in Strategic Communication. Undergraduate students must have passed STCO 46403 (Law) with a grade of C or higher and must have permission of the instructor. Advanced media law course for students focusing on contemporary challenges faced by strategic communication professionals. The course emphasizes how the law of mass communication has adapted to new and emerging technologies such as the Internet and social media, with a particular focus on privacy, access to information, and intellectual property. Students will learn and apply normative legal research methods to answer modern questions relevant to professional communicators. Students must earn a C or higher in each strategic communication course required for credit toward completion of STCO major degree requirements.

Course Typically Offered	Career
All Sessions	Undergraduate

STCO50970 - Special Topics

Department(s)
Strategic Communication

Long Description (Catalog Description)

Prerequisites: Permission of administrator in the Department of Communication. Specific issues requiring independent or small group research and study in strategic communication. Students must earn a C or higher in each strategic communication course required for credit toward completion of STCO major degree requirements.

Course Typically Offered	Career
All Sessions	Undergraduate

STCO53483 - Crisis Communication

Department(s)
Strategic Communication

Long Description (Catalog Description)

Prerequisite: Grade of C or higher in each of the gateway courses: STCO 11103, STCO 16103, STCO 23113, and STCO 23123 and a combined GPA of 2.5 or higher in these courses, or Graduate admission. Non-majors require permission of the instructor. This course examines the way issues of public concerns are detected by news media and strategic communication professionals as the issues develop, and it examines how the crisis management and communication of government, corporate and nonprofit organizations' concerns affect public perceptions and opinions. The course emphasizes practical application of theories, strategies and tactics of communicating to multiple stakeholders in crisis situations. Students must earn a C or higher in each strategic communication course required for credit toward completion of STCO major degree requirements.

Course Typically Offered	Career
All Sessions	Undergraduate

STCO60113 - Research Methods

Department(s)
Strategic Communication

Long Description (Catalog Description)

Introduction to quantitative and qualitative methods commonly used in journalism and strategic communication.

Career

Graduate

STCO60123 - Theory

Department(s)

Strategic Communication

Long Description (Catalog Description)

An introduction to the theories of advertising, public relations, and mass communication, with attention to how theories inform practice and practice informs theory.

Career

Graduate

STCO60133 - Ethics

Department(s)

Strategic Communication

Long Description (Catalog Description)

Principles of media and strategic communication ethics, codes and practices. Provides students with theoretical foundation to identify and think critically about ethical issues in strategic communication and media, with focus on applying principles to contemporary issues and practices.

Career

Graduate

STCO60173 - Project in Strategic Communication

Department(s)

Strategic Communication

Long Description (Catalog Description)

This course will allow students an opportunity to take a workplace problem that has a strong research component and develop it for course credit and for application on the job. Projects could be creating a campaign, developing a program for a special public, such as an ethnic group or a particular age group, exploring new policies to solve workplace difficulties or potential problems, studying the way different publics view the organization with the idea of placing that opinion more in line with management objectives, planning a Web site or any other workplace assignment that lends itself to research and writing a proposal

Career

Graduate

STCO60183 - Global Strategic Communication

Department(s)

Strategic Communication

Long Description (Catalog Description)

This course examines the theories and practices of effective communication messaging for a global audience. Students will also learn how technology, culture, and social structures impact strategic communication in an international arena.

Career

Graduate

STCO60193 - Global Cases and Campaigns

Department(s)

Strategic Communication

Long Description (Catalog Description)

A study of persuasive cases and campaigns that are international in scope. Documented cases will be reviewed for insight into elements that contributed to the effectiveness of the effort, and campaigns, such as some United Nations health campaigns that will be studied for their tactics and strategy as adjusted for different cultures.

Career

Graduate

STCO60203 - Integrated Marketing Communications

Department(s)

Strategic Communication

Long Description (Catalog Description)

This course provides an introduction to the components and considerations involved in integrated marketing communications (IMC) strategy decisions. The course will consist of an overview and discussions of assigned readings and cases, guest speakers, and either a research project or applied project for a client.

Career

Graduate

STCO60970 - Special Topics

Department(s)

Strategic Communication

Long Description (Catalog Description)

Specific issues requiring independent or small group research and study in strategic communication. (Maximum of 3 hours credit per semester; may be repeated for a maximum of 6 credit hours.)

Career

Graduate

STCO61423 - Feature Writing

Department(s)

Strategic Communication

Long Description (Catalog Description)

Prerequisites: Strategic Communication graduate student status, or by permission of instructor. Students learn and practice writing features, opinion pieces and other reports for target audiences. Emphasis on developing style, content and structure for a variety of print and digital formats for target audiences.

Career

Graduate

STCO63143 - Sports Communication

Department(s)

Strategic Communication

Long Description (Catalog Description)

Prerequisites: Permission of instructor. An exploration and study of historical and current sports advertising, sports in advertising, licensing, endorsements, team promotion and marketing, and career paths.

Career
Graduate

STCO63803 - New Media

Department(s)
Strategic Communication

Long Description (Catalog Description)

Prerequisites: Strategic Communication graduate status, or by permission of instructor. Introduces the fields of advertising and public relations in new media. Topics covered include digital persuasion techniques, interactive media theory, new media planning and measurement, analytics, social media and interactive design considerations.

Career
Graduate

STCO66723 - Social Responsibility

Department(s)
Strategic Communication

Long Description (Catalog Description)

Prerequisites: Strategic Communication graduate student status, or by permission of the instructor. Examines the global Corporate Social Responsibility movement and explores its challenges. Students examine how to bridge successful partnerships between corporations and causes, how to improve the quality of life for employees and communities and to measure outcomes. Students will embark on a hands-on project that uses their communication and leadership skills.

Career
Graduate

STCO67523 - Crisis Communication

Department(s)
Strategic Communication

Long Description (Catalog Description)

Prerequisites: Strategic Communication graduate student status, or by permission of instructor. This course covers the way issues of public concerns are detected by news media and strategic communication professionals, how communication of government policies as well as corporate and nonprofit organizations' concerns affect public opinion, and analyzes a variety of crises, using real cases as examples.

Career
Graduate

STCO67533 - Case Studies

Department(s)
Strategic Communication

Long Description (Catalog Description)

Prerequisites: Strategic Communication graduate student status, or by permission of instructor. Use of the case study method to scrutinize organizational events and problems to discover best practices and solutions, based on theory, principles and models related to public relations and advertising. Course content may focus on advocacy and public affairs cases when the Texas Legislature is in session.

Career
Graduate

STCO68300 - Internship

Department(s)
Strategic Communication

Long Description (Catalog Description)

Prerequisites: At least 18 hours completed in the STCO M.S. program; overall GPA of 3.0 or higher in graduate-level courses; permission of the graduate director and the internship professor. Practical experience in advertising, public relations, or related communication disciplines. Students develop and apply theoretical and analytical understanding of strategic communication concepts to experience in a workplace setting. A maximum credit of three hours can apply to the degree. The course requires a minimum of 75 hours worked for each semester hour credit.Credits 1.00-3.00

Career
Graduate

STCO70980 - Thesis

Department(s)
Strategic Communication

Long Description (Catalog Description)

Student completes a thesis proposal and submits it to her/his committee for approval. Then the student must complete a literature review and a research methodology plan and submit both to the committee for approval. Students who intend to conduct research with human subjects will need to submit a research proposal to the Departmental Review Board.

Career
Graduate

STCO70990 - Thesis

Department(s)
Strategic Communication

Long Description (Catalog Description)

Student completes the research for the thesis and writes the results and conclusion. The student submits the final thesis one month before the deadline for final submission for the committee for a defense. After the committee votes, the student must finalize the work.

Career
Graduate

SURG81206 - LIC Clinical Surgery

Department(s)
Medical School Acad Dept

Long Description (Catalog Description)

The General Surgery Longitudinal Integrated Clerkship will expose students to the foundations of surgical disease. Learners will explore the presentation, work-up, and surgical management of patients with emergent, urgent, and elective surgical disease. The students begin with a three week in-hospital experience, with a focus on emergent and inpatient management of surgical problems. This will include learning the principles of treatment of surgical conditions including urgent care through the emergency department and trauma. The student then completes the longitudinal experience, spending the majority of their surgical experience paired with a surgeon and having time both in the clinic and the operating room. The aim is to teach the basic principles of surgical evaluation and treatment, and also to gain prolonged exposure to a surgical faculty mentor.

Career
Medical School

SURG85301 - LIC3: Advanced Inpatient Experience - Surgery

Department(s)
Medical School Acad Dept

Career
Medical School

SURG86001 - Advanced Hepatopancreatobiliary

Department(s)
Medical School Acad Dept

Career
Medical School

SURG86002 - Breast Surgery

Department(s)
Medical School Acad Dept

Long Description (Catalog Description)
Breast Surgery, 4 weeks, clinical, home elective

Career
Medical School

SURG86003 - Colon and Rectal Surgery

Department(s)
Medical School Acad Dept

Long Description (Catalog Description)
Colon and Rectal Surgery, 4 weeks, clinical home elective

Career
Medical School

SURG86004 - Pediatric Plastic Surgery

Department(s)
Medical School Acad Dept

Long Description (Catalog Description)
Pediatric Plastic Surgery, 4 weeks, clinical home elective

Career
Medical School

SURG86005 - Pediatric Surgery

Department(s)
Medical School Acad Dept

Long Description (Catalog Description)
Pediatric Surgery; home elective, clinical

Career
Medical School

SURG86006 - Plastic Surgery

Department(s)
Medical School Acad Dept

Long Description (Catalog Description)
Plastic Surgery, home elective

Career
Medical School

SURG86007 - Transplant and Hepatobiliary Surgery

Department(s)
Medical School Acad Dept

Long Description (Catalog Description)
Transplant and Hepatobiliary Surgery; clinical, 4 weeks, home elective

Career
Medical School

SURG86008 - Cardiothoracic Surgery

Department(s)
Medical School Acad Dept

Long Description (Catalog Description)
Cardiothoracic Surgery; home elective

Career
Medical School

SURG86009 - Vascular Surgery

Department(s)
Medical School Acad Dept

Long Description (Catalog Description)
Vascular Surgery, home elective, clinical, 4 weeks

Career
Medical School

SURG86010 - Reconstructive Surgery

Department(s)
Medical School Acad Dept

Long Description (Catalog Description)
Reconstructive Surgery, 4 weeks, clinical, home elective

Career
Medical School

SURG86011 - Aesthetic Plastic Surgery

Department(s)
Medical School Acad Dept

Long Description (Catalog Description)
4 weeks clinical home elective

Career
Medical School

SURG86500 - General Surgery

Department(s)
Medical School Acad Dept

Long Description (Catalog Description)

General Surgery; clinical elective, AWAY rotation

Career

Medical School

SURG86501 - Thoracic and Cardiovascular Surgery

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Thoracic and Cardiovascular Surgery; clinical elective, AWAY rotation

Career

Medical School

SURG86502 - Plastic and Reconstructive Surgery

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Plastic and Reconstructive Surgery; clinical elective, AWAY rotation

Career

Medical School

SURG86503 - Advanced General Surgery

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Advanced General Surgery, 4 weeks, clinical, away

Career

Medical School

SURG86504 - Sub-Internship Burn Surgery

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Sub-Internship Burn Surgery, 4 weeks, clinical, away

Career

Medical School

SURG86505 - Cardiac Surgery

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Cardiac Surgery; 4 week, away elective, clinical

Career

Medical School

SURG86506 - Surgery Sub-Internship

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Surgery Sub-I Team; 4 weeks, away elective, clinical

Career

Medical School

SURG86507 - Plastic Surgery Sub-Internship

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Plastic Surgery Sub-Internship; 4 weeks, away elective, clinical

Career

Medical School

SURG86508 - Surgery Acute Care

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Surgery Acute Care, 4 weeks, away elective, clinical

Career

Medical School

SURG86509 - Acting Internship General Surgery

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Acting Internship General Surgery; 4 week, away elective, clinical

Career

Medical School

SURG86510 - Hepatobiliary Pancreas Surgery

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Hepatobiliary Pancreas Surgery; 4 weeks, clinical, away elective

Career

Medical School

SURG86511 - Sub-Internship Thoracic Surgery

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Sub-Internship Thoracic Surgery; 4 weeks, clinical, away

Career

Medical School

SURG86512 - Subinternship Pediatric Surgery

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Subinternship Pediatric Surgery, 4 weeks, clinical, away elective

Career

Medical School

SURG86513 - Research in Surgery

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Research in Surgery, 4 week, non-clinical away elective

Career

Medical School

SURG86514 - Plastic Surgery

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Plastic Surgery, 4 weeks clinical away elective

Career

Medical School

SURG86515 - Breast Surgical Oncology

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Breast Surgical Oncology, 4 weeks, clinical, away elective

Career

Medical School

SURG86516 - Surgical Oncology and Endocrinology

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Surgical Oncology and Endocrinology, 4 weeks, clinical, away elective

Career

Medical School

SURG86517 - Surgical Oncology

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Surgical Oncology; clinical, 4 week, away elective

Career

Medical School

SURG86518 - Subinternship Trauma Surgery

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Subinternship Trauma Surgery; clinical, 4 weeks, away elective

Career

Medical School

SURG86519 - Subinternship Plastic and Reconstructive Surgery

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Subinternship Plastic and Reconstructive Surgery; clinical, 4 weeks, away elective

Career

Medical School

SURG86520 - Acting Internship Plastic Surgery

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Acting Internship Plastic Surgery; clinical, 4 weeks, away elective

Career

Medical School

SURG86521 - Trauma and Emergency Surgery

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Trauma and Emergency Surgery; clinical, 4 weeks, away elective

Career

Medical School

SURG86522 - Acting Internship Emergency Surgery

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Acting Internship Emergency Surgery; clinical, 4 weeks, away elective

Career

Medical School

SURG86523 - Acute Trauma

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Acute Trauma; clinical, 4 weeks, away elective

Career

Medical School

SURG86524 - Advanced Plastic Surgery

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Advanced Plastic Surgery; clinical, 4 weeks, away elective

Career

Medical School

SURG86525 - Vascular Surgery

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Vascular Surgery, 4 weeks clinical away elective

Career

Medical School

SURG86526 - Sub-Internship Vascular/ Endovascular Surgery

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Sub-Internship Vascular/Endovascular Surgery, 4 weeks clinical away elective

Career

Medical School

SURG86528 - Trauma-Critical Care

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

4 weeks, clinical away elective

Career

Medical School

SURG86530 - Acting Internship Burn Surgery

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

4 weeks, clinical away elective

Career

Medical School

SURG86531 - Colorectal Surgery

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

4 weeks, clinical away elective

Career

Medical School

SURG86535 - Trauma Surgery

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

4 weeks clinical away elective

Career

Medical School

SURG87010 - Surgical/Trauma Critical Care

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Surgical/Trauma Critical Care; home elective, clinical

Career

Medical School

SURG87020 - Advanced Inpatient Sub-Internship Surgery

Department(s)

Medical School Acad Dept

Long Description (Catalog Description)

Advanced Inpatient Sub-Internship Surgery; home elective, clinical

Career

Medical School

TRAN60200 - General Transfer Credit

Department(s)

Brite

Long Description (Catalog Description)

General Transfer Credit

Career

Brite

TRAN60550 - General Transfer Credit

Department(s)

TCU

Long Description (Catalog Description)

General Transfer Credit

Career

Graduate

UROG86001 - Urology

Department(s)

Burnett School of Medicine

Long Description (Catalog Description)

Urology; home elective, clinical

Career

Medical School

UROG86500 - Urology

Department(s)
Burnett School of Medicine

Long Description (Catalog Description)
Urology, away elective, clinical

Career
Medical School

UROG86501 - Advanced Urology

Department(s)
Burnett School of Medicine

Long Description (Catalog Description)
Advanced Urology; 4 weeks, clinical, away elective

Career
Medical School

UROG86502 - Clerkship Urology

Department(s)
Burnett School of Medicine

Long Description (Catalog Description)
Clerkship Urology; clinical, 4 weeks, away elective

Career
Medical School

UROG86503 - Subinternship Urology

Department(s)
Burnett School of Medicine

Long Description (Catalog Description)
Subinternship Urology; clinical, 4 weeks, away elective

Career
Medical School

UROG86504 - Urology Diversity Scholars

Department(s)
Burnett School of Medicine

Long Description (Catalog Description)
Urology Diversity Scholars; clinical, 4 weeks, away elective

Career
Medical School

UROG86505 - Acting Internship Urological Surgery

Department(s)
Burnett School of Medicine

Long Description (Catalog Description)
4 weeks, clinical away elective

Career
Medical School

UROG86506 - Urological Surgery

Department(s)
Burnett School of Medicine

Long Description (Catalog Description)
4 weeks clinical away elective

Career
Medical School

WGST50103 - Feminist/Queer Inquiry

Department(s)
Women & Gender Studies

Long Description (Catalog Description)
Prerequisites: WGST 20003. This interdisciplinary course considers key concepts in contemporary feminist theories as they are applied in praxis. Drawing on readings from a range of feminist scholarly traditions, students carry out inquiry projects grounded in key historical trends and social issues linked to the study of gender and sexuality in varying cultural contexts.

Career
Undergraduate

WGST60003 - Colloquium on Feminist Theory

Department(s)
Women & Gender Studies

Long Description (Catalog Description)
This course aims to provide graduate students with a thorough grounding in the basics of feminist theory since the early modern period. We will cover the major themes of education, biological determinism vs. social constructivism, feminist analysis, psychoanalysis, and language theory, as well as other approaches specific to disciplinary background (visual, historical, literary analysis).

Course Typically Offered	Career
Spring	Graduate

WGST60973 - Directed Study in Women & Gender Studies

Department(s)
Women & Gender Studies

Long Description (Catalog Description)
Prerequisites: For graduate students enrolled in the Women & Gender Studies Certificate program. Directed Study in Women and Gender Studies.

Career
Graduate

WGST71813 - Curriculum Studies Seminar (WGST)

Department(s)
Women & Gender Studies

Long Description (Catalog Description)
Prerequisites: Must be admitted to Graduate Education. A series of seminars that explore issues in curriculum studies with interdisciplinary attention to women, gender, and sexuality studies (WGST). Each seminar in the series explores particular issues, such as: feminist theory & methodology, queer theory, Noddings & care, new material feminism, etc. Specific offerings will be listed as, EDUC

72813: Curriculum Studies Seminar (WGST): Feminist Theory & Methodology, for example. This course may be taken for Education and WGST graduate credit. May be repeated for credit.

Career

Graduate

Cross Listed Courses

EDUC71813 Curriculum Studies (WGST)

WRIT55103 - Style

Department(s)

English

Long Description (Catalog Description)

Prerequisites: ENGL 10803, 20803, and at least one 10000- or 20000-level ENGL/ WRIT course. Analysis of the ways in which writers deploy vocabulary and syntax to create a prose voice that is responsive to the demands of audience, purpose, and occasion. Student cannot receive credit for WRIT 55103 and WRIT 30263.

Course Typically Offered

Contact Department For Details

Career

Undergraduate

WRIT55113 - Multimedia Authoring Image and Hypertext

Department(s)

English

Long Description (Catalog Description)

Investigates the relationship between new media, culture, and design, with particular emphasis on multimodal, interactive texts. Course emphasizes concepts in rhetoric, multimedia, and authorship in digital environments. Students design and compose a variety of multimedia products incorporating print, image, and other modes. Student cannot receive credit for WRIT 55113 and WRIT 40163.

Course Typically Offered

Contact Department For Details

Career

Undergraduate

WRIT55123 - Language Rhetoric and Culture

Department(s)

English

Long Description (Catalog Description)

Prerequisites: ENGL 10803, 20803, and at least one 10000-or 20000-level ENGL/ WRIT course. Explores the role of language in human communication and culture, with attention to the implications of language ideologies to various forms of communicative interaction. Review and critique of theories of language and communication as a social and political phenomena. Student cannot receive credit for WRIT 55123 and WRIT 40333.

Course Typically Offered

Contact Department For Details

Career

Undergraduate

WRIT55133 - Multimedia Authoring: Image and Hypertext

Department(s)

English

Long Description (Catalog Description)

Investigates the relationship between new media, culture, and design, with particular emphasis on mulimodal, interactive texts. Course emphasizes concepts in rhetoric, multimedia, and authorship in digital environments. Students design and compose a variety of multimedia products incorporating print, image, and other modes. Student cannot receive credit for WRIT 55133 and WRIT 40163.

Career

Undergraduate

WRIT55143 - Multimedia Authoring: Sound & Podcasting

Department(s)

English

Long Description (Catalog Description)

Explores the complex relationship between new media, culture, and design, with particular emphasis on the production of sound and podcasting. Course emphasizes concepts in rhetoric, multimedia, and authorship in digital environments. Students design and compose a variety of multimedia products incorporating sound, print, image, and other modes. Student cannot receive credit for WRIT 55143 and WRIT 40563.

Career

Undergraduate

WRIT55153 - Rhetoric of Social Media

Department(s)

English

Long Description (Catalog Description)

Prerequisites: ENGL 10803, 20803, and at least one 10000- or 20000-level ENGL/ WRIT course. This course explores the characteristics, affordances, and effects of social media as rhetoric, with special attention to the ways in which the uniquely digital qualities of social media such as speed, interactivity, anonymity, remix, and networked circulation complicate the traditional rhetorical situation of rhetor, audience, text, and context. Student cannot receive credit for WRIT 55153 and WRIT 30603.

Career

Undergraduate

Cross Listed Courses

WRIT30603 Rhetoric of Social Media

WRIT55163 - Writing Cross-cultural Differences

Department(s)

English

Long Description (Catalog Description)

Prerequisites: ENGL 20803. Students will write their own texts in multiple genres and carry out rhetorical analysis of writing that addresses questions about cultural differences--across individual identities, within various communities, and in connection with social issues. Strategies writers use to engage with intersectional domains such as race, ethnicity, social class, gender, regionalism, national vision, and other social affiliations will be examined. Addresses the Rhetoric & Culture category for Writing majors and the Writing category for English majors. Student cannot receive credit for WRIT 55163 and WRIT 30613.

Career

Undergraduate

Cross Listed Courses

WRIT30613 Writ Cross-cultural Difference

WRIT55173 - Intersections of Literacies, Pedagogies, and Black Feminisms

Department(s)
English

Long Description (Catalog Description)

Prerequisites: Admission to the graduate program in English. Offering a theoretical foundation in Black feminist thought alongside current literacy and educational texts related to race, gender, and sexuality, the course centers the unique contributions of Black Feminist thought and its transformative potential for classrooms, schools, and communities. Student cannot receive credit for WRIT 55173 and ENGL 80623.

Career

Undergraduate

Cross Listed Courses

ENGL80623 Black Feminist Pedagogies

WRIT55223 - Advanced Technical Writing

Department(s)
English

Long Description (Catalog Description)

Prerequisites: ENGL 10803 and either ENGL 20803, or WRIT 20113. A course in practical communication with a concentration on topics in technical writing and information design, including oral presentations and use of visual materials and digital tools. Assignments are tailored to fit students' major fields and professional interests. Student cannot receive credit for WRIT 55223 and WRIT 30223.

Course Typically Offered

Contact Department For Details

Career

Undergraduate

Cross Listed Courses

WRIT30223 Advanced Technical Writing

WRIT55233 - Writing for Publication

Department(s)
English

Long Description (Catalog Description)

Prerequisites: ENGL 10803, ENGL 20803, and at least one 10000- or 20000-level ENGL/WRIT course. A survey of the possibilities of writing for magazine publication and the construction of essays and articles for specific markets. Student cannot receive credit for WRIT 55233 and WRIT 40233.

Course Typically Offered

Contact Department For Details

Career

Undergraduate

WRIT55243 - Seminar in Rhetoric

Department(s)
English

Long Description (Catalog Description)

A study of selected major figures and issues in the history of rhetoric. Student cannot receive credit for WRIT 55243 and ENGL 80703.

Course Typically Offered

Contact Department For Details

Career

Undergraduate

Cross Listed Courses

ENGL80703 Seminar in Rhetoric

WRIT55253 - Rhetorical Traditions

Department(s)
English

Long Description (Catalog Description)

Prerequisites: ENGL 10803, ENGL 20803, and at least one 10000- or 20000-level ENGL/WRIT course. An introduction to the ideas, issues and individuals that shaped rhetoric and its relationship to literature and poetics, including the relationship between orality and literacy, the impact of cultural and religious views on discourse, and the role of technology in communication. Student cannot receive credit for WRIT 55253 and WRIT 30253.

Course Typically Offered

Contact Department For Details

Career

Undergraduate

Cross Listed Courses

WRIT30253 Rhetorical Traditions

WRIT55263 - Multimedia Authoring: Animation and Film

Department(s)
English

Long Description (Catalog Description)

Prerequisites: ENGL 20803 and one 20000-level CRWT or WRIT course. An intermediate-to-advanced course on the authoring of multimedia texts, with a focus on moving images, including animation, film, and video. Course emphasizes concepts in rhetoric, multimedia, and authorship in digital environments. Students design and compose a variety of multimedia products incorporating moving images, sound, text, and other modes. Student cannot receive credit for WRIT 55263 and WRIT 40263.

Course Typically Offered

Contact Department For Details

Career

Undergraduate

Cross Listed Courses

WRIT40263 Multimedia Authrng:Animatn&Flm

WRIT55273 - Classical Rhetoric

Department(s)
English

Long Description (Catalog Description)

Prerequisite: Junior or senior standing, permission of instructor. This course examines the emergence of rhetoric in Antiquity and traces the impact of classical rhetoric up to the Middle Ages. A substantial amount of the course is devoted to learning about the relationship between oral and written discourse, the impact of literacy, and the adaptability of systems of communication to technology and society. The implications of such phenomena are examined in different periods in an effort to develop an historical perspective about the relationship between cognition and expression within cultural conditions. Student cannot receive credit for WRIT 55273 and ENGL 50253.

Course Typically Offered

Contact Department For Details

Career

Undergraduate

Cross Listed Courses

ENGL50253 Classical Rhetoric

WRIT55283 - Editing and Publishing

Department(s)
English

Long Description (Catalog Description)

Prerequisites: ENGL 10803, ENGL 20803, and at least one 10000- or 20000-level ENGL/WRIT course. Introduces students to the practice of editing manuscripts intended for publication. Topics include the editorial process (both academic and commercial), the ethics of editing, and the role of the editor in publishing. Students will engage in extensive editing practice of journal and book manuscripts. Student cannot receive credit for WRIT 55283 and WRIT 40283.

Course Typically Offered

Contact Department For Details

Career

Undergraduate

Cross Listed Courses

WRIT40283 Editing and Publishing

WRIT55303 - Modern Rhetoric

Department(s)

English

Long Description (Catalog Description)

Major theories of rhetoric and important rhetoricians of the twentieth century. Student cannot receive credit for WRIT 55303 and 60713.

Course Typically Offered

Contact Department For Details

Career

Undergraduate

Cross Listed Courses

ENGL60713 Modern Rhetoric

WRIT55313 - Research Practices in Composition and Rhetoric

Department(s)

English

Long Description (Catalog Description)

History, practices, and methodological concerns; use of archives and information systems; publishing and disciplinary conventions; assessment; fieldwork; ethics, thesis and dissertation problems and procedures. Student cannot receive credit for WRIT 55313 and ENGL 60723.

Course Typically Offered

Contact Department For Details

Career

Undergraduate

Cross Listed Courses

ENGL60723 Res Practices:Comp&Rhetoric

WRIT55353 - Introduction to Composition Studies

Department(s)

English

Long Description (Catalog Description)

A survey of the major contemporary theoretical statements about composing and the teaching of composition. Student cannot receive credit for WRIT 55353 and ENGL 60703.

Course Typically Offered

Contact Department For Details

Career

Undergraduate

Cross Listed Courses

ENGL60703 Intro to Composition Studies

WRIT55363 - History of Rhetoric

Department(s)

English

Long Description (Catalog Description)

A study of the major authors and issues in the history of rhetoric from antiquity to the present day. Student cannot receive credit for WRIT 55363 and ENGL 70703.

Course Typically Offered

Contact Department For Details

Career

Undergraduate

Cross Listed Courses

ENGL70703 History of Rhetoric

WRIT55473 - Non-Human Rhetoric and Representation

Department(s)

English

Long Description (Catalog Description)

Non-Human Rhetoric and Representation challenges students to reevaluate non-human actors by interrogating a variety of theoretical, literary and filmic texts, including theory, fiction, documentary, and children's literature. Student cannot receive credit for ENGL 55473 and WRIT 30293.

Course Typically Offered

Contact Department For Details

Career

Undergraduate

WRIT55483 - Anti-Racist Pedagogies in Writing Studies and Rhetorical Education

Department(s)

English

Long Description (Catalog Description)

Prerequisites: Admission to the graduate program in English. Drawing from scholarship that centers Black studies, critical composition/literacy studies, decolonization, queer of color critique, and feminisms of color, students will examine theories and examples of intersecting anti-racist pedagogies across multiple spaces in critical university settings. Student cannot receive credit for WRIT 55483 and ENGL 80753.

Career

Undergraduate

Cross Listed Courses

ENGL80753 Anti-Racist Pedagogies

WRIT55493 - Digital Inclusiveness

Department(s)

English

Long Description (Catalog Description)

Prerequisite: ENGL 20803. Critical examination of how digital authorship technologies impact and are changed by cultural identities, especially with inclusivity with regard to race, class, gender, sexual identity, and ability. Student cannot receive credit for WRIT 55493 and WRIT 30893.

Course Typically Offered

Contact Department For Details

Career

Undergraduate

WRIT55503 - Propaganda Analysis

Department(s)

English

Long Description (Catalog Description)

Prerequisites: ENGL 10803, ENGL 20803, and at least one 10000- or 20000-level ENGL/WRIT course. A survey of the possibilities of writing for magazine publication and the construction of essays and articles for specific markets. Student cannot receive credit for ENGL 55503 and WRIT 40253.

Course Typically Offered

Contact Department For Details

Career

Undergraduate

WRIT55613 - Women's Rhetorics

Department(s)

English

Long Description (Catalog Description)

This course examines the histories, theories, and practices of women's rhetorics from the classical era through the present. Students will examine primary texts of women rhetors - essays, ordinary writing such as letters and autobiographies, and speeches, to name only a few - as well as secondary sources of those texts, paying particular attention to the ways gender, race, class, religion, place, sexual orientation, and politics shape sense of audiences, methods of invention, arrangement, choices of style, form, tone, and genre. Student cannot receive credit for WRIT 55613 and ENGL 80613.

Course Typically Offered

Contact Department For Details

Career

Undergraduate

Cross Listed Courses

ENGL80613 Women's Rhetorics

WRIT55623 - Women's Rhetorics

Department(s)

English

Long Description (Catalog Description)

Prerequisites: ENGL 10803, ENGL 20803, and at least one 10000- or 20000-level ENGL/WRIT/CRWT course. Women's Rhetorics will explore the ways in which women use language to persuade in both public and private spheres. The course will use rhetorical theory to study a variety of primary texts by women representing a range of historical periods from Classical times to the present, with special attention to both traditional rhetorical genres (speeches, letters, sermons, editorials) and nontraditional texts (quilts, recipe books, blogs, performance art). Student cannot receive credit for WRIT 55623 and WRIT 30663.

Career

Undergraduate

Cross Listed Courses

WRIT30663 Women's Rhetorics

WRIT55633 - Rhetorical Practices in Culture

Department(s)

English

Long Description (Catalog Description)

Prerequisites: ENGL 10803, ENGL 20803, and at least one 10000- or 20000-level ENGL/WRIT/CRWT course. Appropriation of the vocabulary, taxonomies, and strategies of classical and modern rhetoric for the purposes of critical inquiry into contemporary communication and behavior. Student cannot receive credit for WRIT 55663 and WRIT 30243.

Career

Undergraduate

Cross Listed Courses

WRIT30243 Rhetorical Prac in Culture

WRIT55733 - Writing Major Seminar

Department(s)

English

Long Description (Catalog Description)

Prerequisites: Writing majors and minors only; students must have junior or senior standing and must have completed one 30000-level ENGL/WRIT/CRWT course. Introduces Writing majors and minors to a sustained, long-format research project over the course of the semester. Students will examine and practice disciplinary conventions in the context of future career possibilities and/or graduate school by also preparing a professional portfolio designed for an external audience. Student cannot receive credit for WRIT 55733 and WRIT 38063.

Career

Undergraduate

Cross Listed Courses

WRIT38063 Writing Major Seminar

WRIT55743 - Multimedia Authoring: Mobile Apps and eBooks

Department(s)

English

Long Description (Catalog Description)

Explores the complex relationship between new media, culture, and design, with particular emphasis on the production of mobile applications and eBooks publications. Course emphasizes concepts in rhetoric, multimedia, and authorship in digital environments. Students design and compose a variety of multimedia products incorporating print, image, and other modes. Student cannot receive credit for WRIT 55743 and WRIT 40363.

Career

Undergraduate

Cross Listed Courses

WRIT40363 Multimedia Authrng:Apps&eBooks

WRIT55753 - Multimedia Authoring: Comics Production

Department(s)

English

Long Description (Catalog Description)

Prerequisites: ENGL 20803. Explores the complex relationship between new media, culture, and design, with particular emphasis on comics and graphic narratives. Course emphasizes concepts in rhetoric, multimedia, and authorship in print and digital environments. Students design and compose a variety of multimedia projects incorporating image and text (drawn and digitally manipulated). Student cannot receive credit for WRIT 55753 and WRIT 40463.

Career

Undergraduate

Cross Listed Courses

WRIT40463 MM Auth: Comics Production

WRIT55763 - Language and Theory

Department(s)

English

Long Description (Catalog Description)

A study of the major authors and theories about language and its relationship to culture and technology from antiquity to the present day.

Career

Undergraduate

Cross Listed Courses

ENGL60733 Language and Theory

WRIT55773 - Writing for the Professions

Department(s)

English

Long Description (Catalog Description)

A workshop for the student who wishes to learn how to write in a specific academic discipline or in a profession. Student cannot receive credit for WRIT 55773 and ENGL 60203.

Career

Undergraduate

Cross Listed Courses

ENGL60203 Writing for Professions

WRIT55783 - Seminar in Literacy

Department(s)

English

Long Description (Catalog Description)

Exploration of major issues in literacy history, theory, and research. Topics may vary. Student cannot receive credit for WRIT 55783 and ENGL 80713.

Career

Undergraduate

Cross Listed Courses

ENGL80713 Seminar in Literacy

WRIT55973 - Directed Study in Writing

Department(s)

English

Long Description (Catalog Description)

Prerequisites: ENGL 10803, 20803, and at least one 10000- or 2000-level ENGL/WRIT/CRWT course. Directed Study in Writing.

Career

Undergraduate

WRSP60003 - From Sacred Ritual to Christian Worship

Department(s)

MINI

Long Description (Catalog Description)

This course examines the nature and function of ritual and symbols in the practice of faith communities. In addition to exploring theories of religious ritual and the function of sacred symbols, significant attention is paid to historical, theological, and practical developments in Christian sacramental worship, as well as to issues in planning and leading ritual in institutional and chaplaincy settings.

Career

Brite

WRSP60200 - General Transfer Credit

Department(s)

MINI

Long Description (Catalog Description)

General Transfer Credit

Career

Brite

WRSP70013 - History of Sacred Music

Department(s)

MINI

Long Description (Catalog Description)

An historical survey of sacred music from ancient times to the twentieth century.

Career

Brite

WRSP70230 - Choir

Department(s)

MINI

Long Description (Catalog Description)

A laboratory for the study, rehearsal and performance of choral music. A maximum of three hours may be earned. (1/2 semester hour) (Offered as Pass/No Credit.)

Career

Brite

WRSP70233 - Church and Sacraments

Department(s)

MINI

Long Description (Catalog Description)

Exploration of the theological issues arising from the study of the Church and the sacraments/ordinances and the questions these present for contemporary denominational and ecumenical discussions.

Career

Brite

WRSP70653 - Methodist Worship

Department(s)

MINI

Long Description (Catalog Description)

Prerequisite: WRSP 60003 or equivalent. This course explores the background, history, theology, and practice of the various Methodist traditions of worship. Special attention will be given to Methodist sacramental theology.

Career

Brite

WRSP70970 - Special Topics in Worship

Department(s)

MINI

Long Description (Catalog Description)

May be repeated for credit under different topics. (1-3 semester hours)

Career
Brite

WRSP80233 - Church and Sacraments

Department(s)
MINI

Long Description (Catalog Description)

Prerequisite: Admittance to the D.Min. program. Exploration of the theological issues arising from the study of the Church and the sacraments/ordinances and the questions these present for contemporary denominational and ecumenical discussions.

Career
Brite

Long Description (Catalog Description)

Prerequisites: Enrolled in the YAES program and admitted to the Accelerated Masters Program. Complete and earn a grade of "C" or better in YAES 30133 AND one of the following - YAES 50323, YAES 40123, YAES 30213 OR YAES 40113 - to enroll. Internship must be completed during the senior year of undergraduate studies. Accelerated masters students can bridge up to 6 credit hours of this course. This course allows students to gain work experience through an internship in a professional setting related to youth development or education. Credit hours can vary from 1 to 4 each time students enroll in the course. For each credit hour enrolled, students must complete at least 25 clock hours interning with an organization, school, school district, or related agency that directly or indirectly supports youth as approved by the course instructor in consultation with the Youth Advocacy and Educational Studies Program Coordinator. As a part of course requirements, students will meet in weekly discussion sections and complete related coursework.

Career
Undergraduate

WRSP80653 - Methodist Worship

Department(s)
MINI

Long Description (Catalog Description)

Prerequisite: Admittance to the D.Min. program. This course explores the background, history, theology, and practice of the various Methodist traditions of worship. Special attention will be given to Methodist sacramental theology.

Career
Brite

WRSP80970 - Special Topics in Worship

Department(s)
MINI

Long Description (Catalog Description)

Prerequisite: Admittance to the D.Min. program. May be repeated for credit under different topics. (1-3 semester hours)

Career
Brite

YAES50323 - Positive Youth Development and Advocacy

Department(s)
Education

Long Description (Catalog Description)

Prerequisites: Students must be Education pre-majors, majors or minors or graduate students in the College of Education. Students working towards related degrees may enroll in the course with instructor permission. The focus of this course is on positive youth development (PYD) theories, practices, and advocacy. Positive youth development is a theoretical perspective and tool of practice that focuses on the strengths and assets of youth in order to support and advocate for them on their paths to thriving. Students will engage in field work as a component of this seminar course.

Career
Undergraduate

YAES55510 - Advanced Internship: Youth Advocacy and Educational Studies

Department(s)
Education