UNIVERSITY OF MARY HARDIN-BAYLOR

2015-2016
GRADUATE CATALOG

A Texas Baptist Institution

900 College Street
Belton, Texas 76513

Telephone: 1-800-727-8642
Directory: http://hr.umhb.edu/directory/alpha

Welcome from the President

On behalf of the administration, faculty, and staff, let me welcome you to the University of Mary Hardin-Baylor! This catalog outlines the wide range of academic offerings that are taught by our talented and dedicated faculty at UMHB. You will quickly see that our curriculum offers students a solid set of foundational courses in the arts, sciences, and humanities, plus an array of specialized classes to expand your skills and understanding in your chosen field of study. Together, these courses are certain to advance your knowledge and prepare you for the challenges of living and working in a rapidly changing world.

UMHB offers you these learning experiences in an environment where personal attention to each student is valued. We believe that the size of our campus, the quality of our faculty, and our commitment to Christian values and service will make your time at UMHB an extraordinary experience- one that will make your educational journey both engaging and fulfilling. It is our hope that at the end of your time with us, you will leave not just with a diploma, but also with a clear vision of how to live a successful life, no matter where your path may lead from this point on.

We are glad you have chosen to pursue your education at the University of Mary Hardin-Baylor. We truly believe that during your time at UMHB, you will get both an “education for life” and the “experience of a lifetime.” We look forward to having you as a member of our learning community!

Sincerely,

Randy O’Rear, Ed.D.
President

TABLE OF CONTENTS

University Calendar 1
Notification of Rights under FERPA 3
The University 5
Graduate Student Services 6
Campus 9
Admissions 13
Financial Aid 16
Financial Information 18
Military Benefits 21
Registration Policy and Procedures 22
Academic Standards 23
Expectations and Ethics 25
Degrees 27
Requirements 28
Graduate Programs in Business 31
    MBA 32
    MSIS 35
Graduate Programs in Counseling 36
    MA 38
Graduate Programs in Education 43
    MEd 43
    MSEd 45
    EdD 47
Graduate Programs in Nursing 49
    MSN 49
    DNP 51
Graduate Programs in Physical Therapy 52
    DPT 52
Course Descriptions 54
Faculty 74
Administration and Staff 78
Board of Trustees 86
Campus Map 88
Index 90

PURPOSE OF THE CATALOG

The purpose of this catalog is to provide information about the academic programs as well as the rules, policies, and guidelines of the University of Mary Hardin-Baylor (UMHB). It includes information concerning admissions, academic offerings, academic regulations and requirements, tuition and fees, services available to students, university accreditation, and a list of the university's faculty, staff, and administration. In the entirety of this catalog, the terms "University" or "UMHB" shall mean University of Mary Hardin-Baylor. The term "campus" shall mean UMHB owned, leased, or controlled buildings, land, parking lots, and walkways. This catalog is available online and may be viewed from any computer able to access UMHB's website -www.umhb.edu.

The university will revise this catalog from time to time in order to provide students current and complete information. UMHB reserves the right to add, delete, or amend provisions at any time regarding requirements, deadlines, fees, curricula, courses, or other information. Students are expected to remain familiar with the contents of the catalog.

ACCREDITATION

The University of Mary Hardin-Baylor is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate, masters, and doctorate degrees. Contact the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097, telephone 404-679-4500, http://www.sacscoc.org for questions about the accreditation of the University of Mary Hardin-Baylor.

Selected academic programs are accredited by the following agencies:

Commission on Collegiate Nursing Education
Council for Accreditation of Counseling and Related Educational Programs, Community Counseling/Clinical Mental Health Counseling
Council on Social Work Education
Texas Board of Nursing
The Texas Education Agency
The UMHB Department of Music is accredited by the National Association of Schools of Music.

The University is affiliated with or a member of the following agencies:

American Association of Colleges of Nursing
The American Association of Colleges for Teacher Education
American Association of University Women
American Choral Directors Association
American College of Musicians
American Counseling Association
The Association to Advance Collegiate Schools of Business
The Association of American Colleges and Universities
The Association of College and Research Libraries
Association of Texas Graduate Schools
Baptist General Convention of Texas
Central Texas Music Teachers Association
Committee for Accreditation of Allied Health Education Programs
Conference of Southern Graduate Schools
The Council for Christian Colleges and Universities
The Independent Colleges and Universities of Texas
International Association of Baptist Colleges and Universities
Kindermusik International
Kodaly Educator of Texas
Music Teachers National Association
The National Conference of Church Related Schools
National Federation of Music Clubs
National Guild of Piano Teachers
Organization of American Kodaly Educators
Southwestern Business Deans' Association
State Board for Educator Certification
The Texas Association of Music Schools
Texas Association of Social Work Deans and Directors
Texas Choral Directors Association
Texas Counseling Association
Texas Field Educator's Consortium
Texas Music Educators Association
Texas Music Teachers Association

UNIVERSITY CALENDAR 2015-2016

This calendar may change as University needs change. Individuals should refer each semester to the calendar published online at http://registrar.umhb.edu/academic-calendar. The calendar published online will take precedence over the calendar in this catalog.

Fall 2015

August 19 (7:30 am) ..... University Housing Opens
August 20-21 ..... Advising & Registration
August 24 ..... Classes Begin
September 7 ..... Labor Day Holiday
November 25-27 ..... Thanksgiving Holidays
December 4 ..... Classes End
December 7-10 ..... Final Exams
December 11 (1:00 pm) ..... Winter Commencement
December 21-January 1 ..... Christmas Holidays

Spring 2016

January 6 (7:30 am) ..... University Housing Opens
January 7-8 ..... Advising & Registration
January 11 ..... Classes Begin
January 18 ..... Martin Luther King, Jr. Day Holiday
March 14-18 ..... Spring Break
March 25 ..... Good Friday Holiday
April 14 ..... Play Day
April 28 ..... Classes End
April 29 ..... Study Day
May 2-5 ..... Final Exams
May 7 (7:30 pm) ..... Spring Commencement

May Mini-Mester 2016

May 9 ..... Advising & Registration
May 9-27 ..... Class Days
May 30 ..... Memorial Day Holiday

Summer I 2016

June 1 ..... Advising & Registration
June 1-28 ..... Class Days

Summer II 2016

June 29 ..... Advising & Registration
June 29 - July 27 ..... Class Days

Fall 2016 (Tentative)

August 22 ..... Classes Begin

NOTICE OF NONDISCRIMINATORY POLICY AS TO STUDENTS

The University of Mary Hardin-Baylor (UMHB) admits qualified students of any race, color, sex, gender, national, or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not unlawfully discriminate on the basis of race, color, sex, religion, age, nationality, and ethnic origin in the administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs. Furthermore, UMHB does not unlawfully discriminate on the basis of handicap in the recruitment and admission of students and the operation of any of its programs and activities, as specified by federal laws and regulations.

UMHB is authorized under federal law to enroll non-immigrant alien students. The university is a private institution and reserves the right to deny admission to an applicant for any lawful reason.

A student or applicant who claims to have been unlawfully discriminated against due to any university regulation or policy or the official action of any university employee should submit a written complaint to the designated coordinator for university compliance with nondiscrimination policies: Susan Owens, Vice President for Human Resources and Title IX Coordinator, Sanderford Administrative Complex, 900 College Street, Belton, Texas 76513, 254-295-4527, susan.owens@umhb.edu.

ANNUAL SECURITY AND FIRE SAFETY REPORTS

UMHB's Annual Security Report and its annual Fire and Safety Report, as required by federal law, may be accessed on the University's Internet site at http://police.umhb.edu/policies/clery-act

A printed copy of these reports can be obtained by contacting the University of Mary Hardin-Baylor Campus Police Department at (254) 295-5555.

The reports include institutional policies concerning campus safety and security as well as statistics for the previous three years concerning crimes and fires reported to have occurred on campus, in or on off-campus buildings or property owned or controlled by the school, and on public property within or immediately adjacent to the campus.

SEXUAL ASSAULT OR SEXUAL VIOLENCE

The University strives to create a campus environment that is free from sexual violence, sexual assault, sexual harassment or gender-based harassment, all of which are prohibited by university policy and by federal law. Detailed information about reporting crimes, sex offenses, or violations of the university's policies can be found in the Student Handbook at http://students.umhb.edu/student-handbook and UMHB's Annual Security Report at http://police.umhb.edu/policies/clery-act.

NOTIFICATION OF RIGHTS UNDER FERPA FOR POSTSECONDARY INSTITUTIONS

The Family Educational Rights and Privacy Act (FERPA) afford eligible students certain rights with respect to their education records. (An "eligible student" under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution.) These rights include:

1. The right to inspect and review the student's education records within 45 days after the day the University of Mary Hardin-Baylor (UMHB) receives a request for access. A student should submit to the registrar, dean, head of the academic department, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The university official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the university official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.
   A student who wishes to ask the university to amend a record should write the university official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed.
   If the university decides not to amend the record as requested, the university will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to provide written consent before the university discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.
   UMHB discloses education records without a student's prior written consent under the FERPA exception for disclosure to university officials with legitimate educational interests. A university official is a person employed by UMHB in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A university official also may include a volunteer or contractor outside of the university who performs an institutional service of function for which the university would otherwise use its own employees and who is under the direct control of the university with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another university official in performing his or her tasks. A university official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for UMHB.
   Upon request, UMHB also discloses education records without consent to officials of another college/university in which a student seeks or intends to enroll.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by UMHB to comply with the requirements of FERPA.

The name and address of the Office that administers FERPA is:
Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

FERPA further provides that certain information designated as "Directory Information" concerning the student may be released by UMHB unless the student has informed the university that such information should not be released. To withhold disclosure, written notification must be received in the Office of the Registrar. Forms requesting the withholding of "Directory Information" are available from the Registrar's Office.

UMHB assumes that failure on the part of any student to specifically request the withholding of "Directory Information" indicates individual approval for disclosure.

The University of Mary Hardin-Baylor hereby designates the following student information as public or "Directory Information." Such information may be disclosed by the institution to an inquirer, either in person, or by mail, telephone, email, etc., or otherwise made public for any purpose, at its discretion.

Directory Information: Name; current and permanent addresses; telephone number(s); email address(es); dates of attendance; enrollment status (e.g. full-time or part-time); school or division of enrollment; classification; major field(s) of study; awards; honors (including Provost's and Dean's Honor Rolls); degree(s) conferred (including dates); previous institution(s) attended; past and present participation in officially recognized sports and activities; physical factors (height/weight) of athletes; date and place of birth; and digitized image(s)/photograph(s)/video(s). A student identification number may be disclosed as directory information provided that the number cannot be used to access your student records without the use of a password or PIN which is never considered directory information.

The policy that such information will be made generally available is communicated to presently enrolled students through the publication of these guidelines. An individual student currently enrolled may request that such directory information not be disclosed by completing the nondisclosure form which is available in the Registrar's Office and providing the completed form to the Registrar's Office.

FERPA permits the disclosure of PII from students' education records, without consent of the student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to university officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, §99.32 of FERPA regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures. A postsecondary institution may disclose PII from the education records without obtaining prior written consent of the student:

- To other university officials, including teachers, within UMHB whom the university has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the university has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1))
- To officials of another university where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
- To authorized representatives of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the university's State-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))

- To organizations conducting studies for, or on behalf of, UMHB, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. ((§99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))
- Information UMHB has designated as "directory information" under §99.37. (§99.31(a)(11))
- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of §99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§99.31(a)(13))
- To the general public, the final results of a disciplinary proceeding, subject to the requirements of §99.39, if UMHB determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the university's rules or policies with respect to the allegation made against him or her. (§99.31(a)(14))
- To parents of a student regarding the student's violation of any Federal, State, or local law, or of any rule or policy of UMHB, governing the use or possession of alcohol or a controlled substance if the university determines the student committed a disciplinary violation and the student is under the age of 21. (§99.31(a)(15))

As of January 3, 2012, the U.S. Department of Education's FERPA regulations expand the circumstances under which your education records and personally identifiable information (PII) contained in such records—including your Social Security Number, grades, or other private information—may be accessed without your consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities ("Federal and State Authorities") may allow access to your records and PII without your consent to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education," such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to your education records and PII without your consent to researchers performing certain types of studies, in certain cases even when we object to or do not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive your PII, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without your consent PII from your education records, and they may track your participation in education and other programs by linking such PII to other personal information about you that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

THE UNIVERSITY

History

The University of Mary Hardin-Baylor traces its distinguished history to the days when Texas had yet to gain statehood and when Baptist missionary work was just beginning in the partially civilized new territory. As early as 1839, representatives of churches in Washington County issued an appeal to the Home Mission Board of New York to inaugurate a missionary movement in Texas. Missionaries Rev. James Huckins and Rev. William M. Tryon were sent, and soon afterwards, Judge R.E.B. Baylor came to Texas as a teacher, lawyer, soldier and preacher. These leaders inspired the desire for Christian education in the area and, at a meeting of the Union Association in 1841, recommended forming an education society. War prevented action until 1843, when the Texas Baptist Education Society was organized.

Tryon and Baylor were appointed to prepare a charter to establish a Baptist university. On February 1, 1845, a charter was granted by the 9th Congress of the Republic of Texas, approved by President Anson Jones at Washington-on-the-Brazos, and the long-awaited Baptist university became a reality. The school initially included a Preparatory Department in addition to co-educational classes for college students. In 1851, the Female Department and the Male Department were separated, ending co-education. In 1866, the Female Department obtained a separate charter and its own board of trustees, and the name was changed to Baylor Female College.

In 1886, due to changing transportation and economics in the area, it was deemed necessary to move both schools. The Male Department consolidated with Waco University in Waco, Texas, retaining the name Baylor University. The Female Department, under its new name, Baylor Female College, moved to Belton, Texas. Since the move to Belton, the school has undergone several name changes, including Baylor College for Women (1925), Mary Hardin-Baylor College (named in honor of a benefactor in 1934), and University of Mary Hardin-Baylor (1978). In 1971, the oldest college for women west of the Mississippi became co-educational.

UMHB's illustrious history includes such notable occurrences as claiming the first work-study program for women in a college west of the Mississippi (1893); serving as the campus model for the Baptist Student Union (1920); establishing the first school of journalism in a college for women in America and being the second institution in Texas to offer the degree of Bachelor of Journalism (1921); hosting and winning the first intercollegiate debate between college women in Texas (1921); and being recognized as the first Texas Baptist college accepted into full membership in the Southern Association of Colleges and Schools (1926). Since these auspicious "firsts," UMHB has continued to make history as a leader in the fields of education, nursing, business, and church leadership; in athletics through conference and national play; and in other important areas of campus life. Today, UMHB enjoys a robust student enrollment of more than 3,400 and employs more than 400 full-time faculty and staff committed to Christian higher education.

Presidents have included Dr. H. L. Graves, Dr. R. C. Burleson, Rev. G. W. Baines, Dr. William Carey Crane, Mr. B. S. Fitzgerald, Dr. Horace Clark, Col. W. W. Fontaine, Dr. William Royall, Dr. John Hill Luther, Mr. P. H. Eager, Dr. E. H. Wells, Dr. W. A. Wilson, Dr. E. G. Townsend, Dr. J. C. Hardy, Dr. Gordon S. Singleton, Dr. Albert C. Gettys, Dr. Arthur K. Tyson, Mr. Leonard L. Holloway, Dr. William G. Tanner, Dr. Bobby E. Parker, Dr. Jerry G. Bawcom, and Dr. Randy O'Rear who became president in 2009.

Location

The University of Mary Hardin-Baylor is located in the "heart of Texas," only 55 miles from the State capital of Austin and 135 miles from the Dallas-Fort Worth metroplex on Interstate 35. The campus is nestled in the natural beauty of Central Texas' rolling plains and wooded hills and captures the spirit of scholarly pursuit within its historic buildings and spacious, well-maintained campus. The Belton-Temple-Killeen area is home to many corporations, hospitals and medical complexes, industries, and service agencies where students may find employment or internship opportunities. Two large shopping malls are only minutes from campus as is the quaint artisan village of Salado. Dining and entertainment, including the Bell County Expo Center, are just minutes from campus. Recreational opportunities are easily found at Belton Lake and Stillhouse Hollow Lake as well as several 18-hole golf courses within the area.

Mission

The University of Mary Hardin-Baylor prepares students for leadership, service, and faith-informed discernment in a global society. Academic excellence, personal attention, broad-based scholarship and a commitment to a Baptist vision for education distinguish our Christ-centered learning community.

Vision

The University of Mary Hardin-Baylor will be the university of choice for Christian education in the Southwest.

Values

Broad-based Education. We believe an educated person is one who not only has mastered a chosen field of study but also has gained an understanding and appreciation for the intellectual and cultural traditions of a diverse world. Through traditional liberal arts programs and professional programs at both the undergraduate and graduate levels, the university seeks to develop graduates of strong Christian character and integrity who are able to communicate effectively, think critically, and solve complex problems. In addition, we strive to inspire a lifelong love for learning so that graduates may face challenges successfully in an ever-changing world.

Christian Faith and the Intellectual Life. We recognize that all truth, whether revealed in Scripture or creation, has its origin in God. Since all truth is grounded in God, we believe that the pursuit of truth and the Christian faith are mutually reinforcing. We strive to develop graduates who integrate Christian perspectives and attitudes into every dimension of life: character, relationships, vocation, and service. To empower students to integrate a passionate Christian faith with human knowledge, we dedicate ourselves not only to grounding them in the basics of Scripture and in the historical beliefs of the Christian faith, but also to broadening their horizons, deepening their insight, sharpening their intellect, and cultivating their ability to appreciate the good, the true, and the beautiful. We seek committed Christians for our faculty and staff who will support the university's mission. In short, our goal is to produce graduates who love God with their whole mind.

Teaching Excellence. We value well-qualified educators who are committed to effective, innovative teaching that prepares students to excel in their particular fields, to think creatively and critically, and to integrate facts across disciplines. Our faculty members exhibit an intellectual curiosity and passion for their fields of study which, in turn, stimulate our students to excel academically. To that end, the university is committed to maintaining an atmosphere of academic freedom and providing faculty members with resources and opportunities to enhance teaching effectiveness and to be engaged in a wide range of scholarly activities. The university seeks to identify, recognize, and reward those faculty members who exhibit exceptional teaching ability.

Service. We value our role as a Christ-centered university which addresses educational, cultural, civic, and economic needs by providing service opportunities for students, faculty, and staff. We strive to instill within students an awareness of people in need and a commitment to seeking solutions, both locally and globally.

Students as Individuals. We respect each student as a unique individual who has a distinct perspective on the world. Therefore, we welcome students from diverse backgrounds and understand that exposure to different cultures and experiences within a Christian environment enrich the educational process. The university strives to create an atmosphere where every student is an integral part of our learning community. We place student achievement first and emphasize this through personal attention, small class sizes, teaching excellence, campus activities, athletic programs, and leadership opportunities. The university is committed to encouraging each student to reach his or her potential spiritually, academically, socially, and physically.

GRADUATE STUDENT SERVICES AND FACILITIES

As part of the fees students pay when registering for graduate courses at UMHB, many resources, services, and facilities are available. We invite you to participate in and take advantage of these opportunities.

Student Liability Insurance

Student professional liability insurance is provided by the University at no additional cost to the student for students who participate in clinical instruction as part of required academic coursework in the following areas: nursing, counseling, social work, and cytogenetic & anatomic pathology. For more information, contact your graduate program director.

The Robert and Linda Black Center for Counseling, Testing, and Health Services

The University representative responsible for receiving official documentation of student disabilities and facilitating accommodation requests is the Director of Counseling, Testing & Health Services. Students who are otherwise qualified for a university program or course and who desire accommodation (s) for a disabling condition are responsible for providing acceptable documentation to this individual. As a general rule, acceptable documentation must have been produced within the last 3 years by a licensed professional qualified to make the respective diagnosis. If the student has an obvious or non-changing condition (blindness, absence of a limb, etc.), the school may not require the documentation to be dated within the last 3 years. Any documentation submitted to the University for consideration must be provided in a timely manner prior to the period of stated need.

Accommodation & Student Assistance Program
Director of Counseling, Testing & Health Services
UMHB Box 8437
900 College Street
Belton, Texas 76513
Office: (254) 295-4696
Fax: (254) 295-4196
Email: nwilliams@umhb.edu

Students with Special Needs

The University representative responsible for receiving official documentation of student disabilities and facilitating accommodation requests is the Director of Counseling, Testing & Health Services. Students who are otherwise qualified for a university program or course and who desire accommodation(s) for a disabling condition are responsible for providing acceptable documentation to this individual. As a general rule, acceptable documentation must have been produced within the last 3 years by a licensed professional qualified to make the respective diagnosis. If the student has an obvious or non-changing condition (blindness, absence of a limb, etc.), the school may not require the documentation to be dated within the last 3 years. Any documentation submitted to the University for consideration must be provided in a timely manner prior to the period of stated need.

Accommodation & Student Assistance Program
Director of Counseling, Testing & Health Services
UMHB Box 8437
900 College Street
Belton, Texas 76513
Office: (254) 295-4696
Fax: (254) 295-4196
Email: nwilliams@umhb.edu

Counseling

Professional and confidential clinical counseling services are available to students in need of assistance for a wide variety of issues. Crisis counseling, stress management, and a range of other emotional issues are addressed, as appropriate, on an individual and support group basis. Free counseling services are offered to currently enrolled students on a short-term basis by appointment only. When appropriate, referrals are made to mental health providers in the local area. If a student wishes to continue counseling services beyond short-term, UMHB counselors may be available on a fee-for-service basis, as schedules permit. Confidentiality is maintained in accordance with state regulations.

Health Services Center

A vital component of the university experience for UMHB students is a healthy lifestyle. The goal of the UMHB Health Services Center is to educate students on health issues and encourage healthy lifestyles. Health fairs, wellness screenings, and health topic presentations are examples of UMHB's effort to educate and empower students to make informed decisions about their health.

A full-time Registered Nurse serves as Coordinator of the UMHB Health Services Center and provides a range of student health services, including first aid, nursing assessment for wellness and illness, immunizations, patient education, and referrals to local healthcare providers and community health resources as needed.

The UMHB Health Services Center is available at no cost to UMHB students during regular business hours, with or without an appointment. The Health Services Center is located on the third floor of the Mabee Student Center.

Student requirements:

- Once accepted for admission to UMHB, all students who are applying for campus housing must submit a housing application, which includes a Medical History form.
- Vaccinations and TB Tests (there is a nominal charge):

State of Texas Vaccination Requirement:

Effective January 1, 2014, the State of Texas requires all first-time students &/or transfer students who are 21 years or younger to receive a vaccination for Bacterial Meningitis. The vaccine must be obtained within five years preceding enrollment or a booster is required. Written evidence of vaccination must be submitted to UMHB. A student must receive vaccination or booster at least 10 days prior to the first of class or moving into campus housing, whichever is first (Texas Education Code, §51.9192, Subchapter Z).

- If a student has been outside the US in the last year for more than a 3 week period, a TB skin test is recommended. Once accepted for admission to UMHB, international students from countries identified as "TB high-risk" (source: World Health Organization) are required to submit a negative TB test from a

licensed medical professional within the United States. Results from test completed outside the United States recorded on government-issued documents must be presented by the student upon arrival. UMHB reserves the right to review the source of test results to determine if they will be accepted. The test results must be dated no more than 6 months prior to the student's initial enrollment date at UMHB. Either a negative TB skin test or a negative (normal) chest x-ray report will be accepted. Test results may be included on the UMHB Medical History form or scanned and emailed separately to UMHB Health Services. The Health Center also offers the TB skin test at a nominal charge.

- Students are encouraged to submit proof of current immunizations for their age, as published by the State of Texas. (source: 25 TAC §§97.61; 97.63-97.72) Health Services Center contact

University Career Services

Mission: The mission of Career Services, a division of Student Life, is to encourage and assist graduate students and alumni in the discovery of their unique talents and gifts, development of career and job related skills, and leadership in purpose and vision as they pursue their calling.

Services

Complimentary services include: Assessments, Career Coaching; Career Events; Crusader Successes; Career Choices & Job Posting Publications; CRU Connection online platform linking Crusaders with Employers; Internship Searches; Job Leads; Mock Interview; Resume Development and Research Tips. Graduate students registering with Cru Connection and Career Services are provided an action plan with specific tasks for career strategy. Career Services also assist graduate students with exploring careers and job searches.

Job Postings

CRU CONNECTION is the platform Career Services uses for part-time and full-time job postings and internships, including liberal arts, business, technology, teaching positions, health care, and ministry opportunities.

Career Events

Several campus job fairs and company showcase days are hosted each year, as well as a calendar listing of area career-related activities for graduate students to participate in.

Interviews

Mock interview appointments are available for graduate students to prepare for important job interviews. Career Services center offers a resource area for general career planning and partners with several national career search internet organizations that serve college graduates.

The Career Services Center

Located in the Mabee Student Success Center, Suite 202. Hours are M–F 8:00 a.m. – 5:00 p.m. Walk-ins welcome and appointments are available. In addition, current students have access to the Career Center services 24 hours a day on the intranet and internet.

Visit Career Services website and events calendar at www.umhb.edu/careerservices
University of Mary Hardin-Baylor
Career Services
UMHB Box 8415
900 College Street
Belton, TX 76513
Office: (254) 295-4691
Fax: (254) 295-5692
careerservices@umhb.edu
http://careerservices.umhb.edu

Townsend Memorial Library

The University library contains resources to support research in disciplines leading to degrees and collateral material for breadth of comprehension. The library acquires materials in greater depth in those disciplines for which graduate work is offered. Graduate faculty and librarians select materials specifically to support the curriculum. Monographs, full-text journals, databases, and cataloged web sites provide infrastructure to graduate research.

Library services are directed to increasing the successful delivery of pertinent information. Librarians teach skills to allow the student to determine the extent of information needed from the wide array available. Effectively and critically surveying a subject to identify needed information and evaluating its validity and authority are research techniques taught in classroom and personal instruction that contribute to information literacy and lifelong learning. If books or journal articles needed for research are unavailable at Townsend Memorial Library, graduate students may borrow materials from other libraries either through interlibrary loan or by means of a TexShare card.

Townsend Memorial Library currently provides 36 public access computers containing the Microsoft Office Suite for word processing as well as searching capabilities for the online catalog, databases, and internet.

The library contains total volume holdings of over 206,000 items, including books, audiovisual materials, and electronic books. The library subscribes to about 700 print journals and there is online access to more than 80,000 full-text journals. The library provides access to 100 subscription databases and almost 27,000 electronic book titles.

Current UMHB graduate students who have a valid library account may access library resources electronically from off-campus locations. Additional information about the library may be found at http://umhblib.umhb.edu or by calling (254) 295-4637 or (877) 316-3313 (toll-free).

Library hours are Monday-Thursday 7:30 a.m.–1:00 a.m.; Friday 7:30 a.m.–5:00 p.m.; Saturday 10:00 a.m.–6:00 p.m.; and Sunday 2:00 p.m.–1:00 a.m.

Student Organizations

Graduate students are welcome to join a variety of UMHB student organizations. More information can be found at: http://studentorgs.umhb.edu/welcome

Dining Services

The Student Dining Facility is located in Bawcom Student Union.

The Student Dining Facility

Breakfast (M-F)	7:15 A.M. - 9:45 A.M.
Lunch (M-F)	11:00 A.M. - 1:30 P.M.
Dinner (M-Su)	4:30 P.M. - 7:15 P.M.
Saturday Brunch	11:00 A.M. - 1:30 P.M.
Sunday Brunch	12:00 P.M. - 2:00 P.M.

Chick-fil-A

Monday- Thursday	10:00 A.M.-10:00 P.M.
Friday	10:00 A.M.-6:00 P.M.

Grill 1845

Monday- Thursday	10:00 A.M.-12:00 A.M.
Friday	10:00 A.M.-6:00 P.M.
Sunday	7:00 P.M.-12:00 A.M.

Starbucks

Monday- Thursday	7:30 A.M.-12:00 A.M.
Friday	7:30 A.M.-6:00 P.M.

UMHB CAMPUS

Academic, Administrative, & Other Buildings

Baugh Center for the Visual Arts houses classrooms, offices, and gallery space for the Department of Art. Constructed in 2012, its name honors the memory of Eula Mae and John Baugh, whose family foundation made the lead gift for the building.

Baptist Student Ministries This building was previously First Nazarene Church constructed in 1942. The building was purchased by the University in 2002 and completely renovated. It is now home to the Baptist Student Ministry.

C.R. Clements Building was built in 1981, thanks to a gift from Mr. & Mrs. Kenneth Kirkpatrick in honor of Mr. C.R. Clements. The building was renovated in 2001 and houses offices for the Development staff.

Davidson Educational Building was made possible through a gift from the estate of C.J. "Red" Davidson. Constructed in 1983, the complex provides classrooms, computer facilities, and office space for Computer Science and Engineering, English, and Modern Foreign Languages.

Frazier Center, built in 1960, houses offices for the faculty who teach in the Counseling graduate program.

Hardy Hall, named in honor of former president Dr. J.C. Hardy, this building contains the Doctor of Physical Therapy program classrooms, offices, and labs. The building was constructed in 1929.

Heard Hall, This is the oldest building on campus. Constructed in 1919, it originally was used as a women's residence hall from approximately 1919 to 1960. The building served as the administration building for a short time and currently houses academic offices.

Isabelle Rutherford Meyer Nursing Education Center was completed in 2012 and dedicated in February 2013. The building houses faculty offices, classrooms, and simulation laboratories for UMHB's Scott & White College of Nursing. The lead gift for the building was contributed by the Paul and Jane Meyer Family Foundation, and the building is named for Paul Meyer's mother, who during her lifetime worked as both a nurse and a teacher.

Mabee Student Success Center was made possible by a grant from the J.E. and L.E. Mabee Foundation. Built in 1973, the building was expanded in 1995. The building was renovated in 2014-2015. The building contains: University Police, Post Office, Mabee Market, Cru Card and Copy Services,, Career Services, Writing Center, International Student Services, Center for Global Engagement, Center for Academic Advising , ROTC, Robert and Linda Black Center for Counseling, Testing & Health Services.

Parker Academic Center is a multi-purpose facility housing classrooms, offices, and student labs for the College of Education and McLane College of Business. The facility was completed in the summer of 2002 and is named in honor of Dr. Bobby E. Parker, former UMHB President.

Parker House The house is named in honor of former president and chancellor Dr. Bobby E. Parker and his wife Marietta, by the donor, Mrs. JoAn Musick-Flowers. In 1989, the residence opened and is where the Parkers resided until Dr. Parker assumed the role of chancellor in 1991. Dr. Jerry Bawcom and his wife, Vicky, were the last president and first lady to live in the house. When Dr. Bawcom became chancellor in 2009 and moved to a home off campus, the house was remodeled and converted into the Musick Alumni Center and Museum.

Paul and Jane Meyer Christian Studies Center was made possible by a gift from Paul and Jane Meyer and was completed in the summer of 2008. This building contains offices, classrooms, a library and a chapel for the College of Christian Studies.

President's Home at 1032 University Drive was built in 2009 as campus home for the UMHB first family. Dr. Randy O'Rear and his wife, Julie, were the first president and first lady to live in the home.

Presser Fine Arts Building was made possible by a gift from the Presser Foundation and contains studios, practice rooms, and faculty offices for the Department of Music, as well as Hughes Recital Hall named in memory of J.K. and Annie Hughes. The building was constructed in 1929. The recital hall was refurbished in 1979 through a generous gift made by Raymond L. Dillard and Genevieve Hughes Dillard (Class of '31).

Sanderford Administrative Complex, named in memory of the parents of T.E. Sanderford, was made possible by a substantial gift from Mr. and Mrs. T.E. Sanderford. Built in 1979, the complex houses the administrative offices of the university, including the Registrar's Office, Admissions & Recruiting, Cashiers, and Financial Aid. Renovations to the building were made in 1997, and a two-story addition was completed in 2007.

Townsend Memorial Library, named for Dr. and Mrs. E.G. Townsend, contains approximately 150,000 volumes, including bound periodicals and microfilm, and receives over 4,500 current periodicals and newspapers. The fully automated library has access to the Internet, electronic journals, more than 3,500 of which are full-text, and numerous electronic databases. This building was constructed in 1961 and remodeled in 1994.

UMHB Community Life Center, located at 717 College Street, provides affordable counseling to those in Bell County who need counseling services.

J.W. Williams Service Center is located on the northern edge of the campus, at 800 Industrial Park Road. The building is named for J.W. Williams, who served as maintenance supervisor for the campus 1936-41 and 1948-77. This facility houses offices and shops for the staff of the Physical Plant and Event Services.

Wells Science Hall, named for former president Dr. E.H. Wells, was constructed in 1920. It is devoted to classrooms, laboratories, and offices for the Mathematics and Physics, undergraduate Psychology, and Social Work, Sociology and Criminal Justice departments. The building was renovated in 1996, 2001, and 2013.

W.W. Walton Chapel was completed in the spring of 1967. Named for donor W.W. Walton of Bartlett, the building serves as a chapel and auditorium. The Chapel was remodeled in 2003.

York House, located at 803 College St., houses the Office of English as a Second Language.

York Science Center, named in memory of longtime faculty member Dr. C.L. York, provides offices, classrooms, and laboratories for the Biology and Chemistry departments and contains the Anne Ammons Brindley Auditorium. The building was completed in 1996.

Athletic Facilities

Andersen Field House was made possible by a gift from the Andersen Foundation and was opened in 1998. The facility combines state-of-the-art video and training facilities for the football program with offices for the football program staff.

Crusader Stadium was completed in 2013 as the first on-campus stadium for the Crusader football program. The facility was made possible through a lead gift from the family of Elizabeth and Drayton McLane Jr. and is considered by many to be the finest stadium in NCAA Division III football.

Cummins Field House was named in honor of Chris and Cindy Cummins of College Station, Texas. The field house offers locker rooms, training and therapy areas, and showers and restroom facilities for the Crusader football program. Dedicated in 2013, Cummins Field House is located adjacent to Andersen Field House in the university SportsPlex.

Dee Dillon Softball Field was completed in 2004 as part of the university's SportsPlex on Crusader Way. The field was named in honor of Dee Dillon, chairperson of the Health and Physical Education department at UMHB from 1954-1965.

Frank and Sue Mayborn Campus Center opened in January 2005. This 122,000-square-foot facility provides offices for coaches and the Exercise and Sport Science faculty, classrooms, a fitness center, a natatorium, an indoor jogging track, a 2500-seat multi-purpose special events center, and the Mabee-Farris recreation gymnasium.

Red Murff Baseball Field, located in the SportsPlex on Crusader Way, was completed in 2004. The field is named in honor of Red Murff, who helped start the baseball program at UMHB in the 1970s.

Campus Living

Beall Hall is an apartment style residential building hall made possible by and named for Mary and James Beall. This building was opened in 2000.

Burt Hall is a women's residence hall made possible by a gift from Mr. and Mrs. R.E. Burt. The building was constructed in 1920 and remodeled in 1990 and 2001.

Farris Hall is a four-story complex which offers 163 beds for students. The complex was built in 2011 and was named in honor of Martha White Farris (Class of 1942) of Floydada, Texas.

Garner Hall is a housing complex which offers 72 apartments for 141 men and women. The complex is named for John Hood Garner and Alleen Weatherford Garner, whose charitable trust made a key gift toward construction of the facility in 2010.

Gettys Memorial Hall is a men's residence hall named for Dr. and Mrs. A.C. Gettys. The building was constructed in 1965 and renovated in 1991.

Johnson Hall is a women's residence hall named for the mother of Lyndon Baines Johnson, former President of the United States. The building was constructed in 1968 and renovated in 1991.

McLane Hall is a men's residence hall named for Mr. Drayton McLane Jr., of Temple, a major benefactor. The building was completed in 1989 and was renovated in 2002.

Remschel Hall is a women's residence hall named in honor of Corrine Remschel, a 1931 graduate. The building was completed in 1993 and was renovated in 2007.

Stribling Hall is a women's residence hall named for the daughter of J.C. Stribling, whose gift made the building possible. The building was constructed in 1920 and renovated in 1990.

Independence Village

The name, Independence Village, pays tribute to the beginnings of the university's history, which was founded in Independence, Texas as part of Baylor University. The complex, composed of apartment-style housing, was originally opened in 1996 and expanded in 1998, 2005, and 2010.

Shannon Commons building, named for John H. Shannon, honorary member of the UMHB Alumni Association and late husband of Pat Lockridge Shannon, Class of 1953. The building was constructed in 2005.

Clark Hall named for Dr. Horace Clark, principal of the Female Department of Baylor University and president of Baylor Female College, in 1871. This building was constructed in 1996.

Ferguson Hall named for Miriam Amanda "Ma" Ferguson, a former student of the late 1800s and first woman governor of Texas. This building was constructed in 1996.

Garner Hall named for the late John Hood Garner and Alleen Weatherford Garner, longtime residents of Belton. This building was constructed in 2010.

Grover Hall named for the late O. Stanley and Blanche Grover, avid supporters and recruiters for the university. This building was constructed in 1996.

Hobby Hall named for Oveta Culp Hobby, a former student of the early 1920s, a businesswoman and first commanding officer of the Women's Army Corps. This building was constructed in 2005.

James Hall named for the James family, which has maintained close ties with the university since 1885 by serving on the board of trustees, teaching, and attending the university. Eleanor James, Class of 1933, was the author of "Forth from Her Portals," a history of the first 100 years of the university in Belton. This building was constructed in 1998.

Provence Hall named for Sally A. Provence, a graduate of 1937 and former professor of pediatrics at Yale University. This building was constructed in 1998.

Taylor Hall named for Mattie E. Taylor, a graduate of 1910 and former member of the board of trustees. This building was constructed in 1998.

Tryon Hall named for William M. Tryon, one of the original founders of the university in 1845. This building was constructed in 1998.

Tyson Hall named for Dr. Arthur K. Tyson, president of Mary Hardin-Baylor College from 1954 to 1966. This building was constructed in 2005.

Wilson Hall named for William A. Wilson, president of Baylor Female College from 1896 to 1911. This building was constructed in 2005.

Points of Interest/Landmarks:

Allen International College Plaza
Baylor Academy Gazebo Plaza
Campus Boys Gazebo
Class of '42-'46 People Place
Christ in the Garden Sculpture
Crusader Sculpture
Forth From Her Portals Sculpture
Fountain in Vann Circle
Historical Park
Intramural/Band Rehearsal Field
Landmark Entryway
Luther Memorial/Old Baylor Bell Tower
Millennium Oaks Park
Musick/Flowers Plaza
N.B. Moon Building (Bell Baptist Association)
Parker Prayer Garden
Potter Gazebo
Potts Plaza
Senior Bell Plaza
Student Memorial in Millennium Oaks Park
York Sesquicentennial Plaza

INFORMATION AND INQUIRIES

The University of Mary Hardin-Baylor welcomes those who are seeking information. This catalog has been prepared to answer most questions concerning the University and its services. Other inquiries should be addressed to the Graduate Admissions office at 1-800-727-UMHB, Ext. 4020, or 1-254-295-4020, who will provide answers to questions or route inquiries to the proper individual.

Office	Telephone Number	Email
Dean, Graduate School	(254) 295-5440	cwilborn@umhb.edu
Director, Graduate Student Services and Engagement	(254) 295-4020	mwilliams@umhb.edu
Master of Business Administration	(254) 295-4644	collegeofbusiness@umhb.edu
Master of Science in Information Systems	(254) 295-4644	collegeofbusiness@umhb.edu
Graduate Programs in Counseling	(254) 295-5425	CNSLGradAssist@umhb.edu
Master of EducationDoctor of Education	(254) 295-4572	collegeofeducation@umhb.edu
Master of Science in Education (Exercise Physiology or Sport Administration)	(254) 295-4194	bbrabham@umhb.edu
Master of Science in Nursing Doctor of Nursing Practice	(254) 295-4662	collegeofnursing@umhb.edu
Doctor of Physical Therapy	(254) 295-4921	bgresham@umhb.edu
Career Services	(254) 295-4691	careerservices@umhb.edu
Financial Aid Office	(254) 295-4517	finaid@umhb.edu
Registrar's Office	(254) 295-4510	registrar@umhb.edu
University Library	(254) 295-4637	library@umhb.edu
UMHB Bookstore	(254) 295-4628	bookstore@umhb.edu

Student Handbook

Information in this catalog is supplemented by the Student Handbook, which can be accessed online at http://students.umhb.edu/student-handbook.

ADMISSIONS

Applying for Admission

An applicant must submit:

1. An application for admission with a $35 non-refundable fee.
2. Official transcripts from each college previously attended sent directly from the granting institution to the UMHB Graduate Admissions Office. Even though courses taken at one institution are noted on another college's transcript, applicants must submit transcripts from the institution at which the courses were taken. Transcript evaluations will be completed after submission of an application to the Graduate School and the admission fee has been paid. Transcripts from other institutions which have been submitted for admission or evaluation become part of the student's academic file and are not returned or copied for distribution.
3. Additional documentation may be required as part of the application file to meet program specific requirements.

The application for admission is a student's affirmation that he/she will comply with all University rules and policies.

Note: An official transcript is one that has been received directly from the issuing institution. It must bear the school seal, date, and an appropriate signature.

Admission Requirements

A student may be admitted to a UMHB Graduate School in one of the following ways:

1. Regular Admission
2. Conditional Admission
3. Probationary Admission
4. Non-degree Admission
5. Readmission
6. Concurrent Enrollment

Regular Admission

An applicant must:

1. Have completed a baccalaureate degree (or its equivalent) from a regionally accredited institution.
2. Have completed a master's degree from a regionally accredited institution to apply for a doctoral level program.
3. Have official transcripts from each college attended on file in the UMHB Graduate Admissions Office. (Only master's level transcripts are required for a doctoral level program.)
4. Have a cumulative and/or last 60 hours GPA of at least 3.00
5. Meet additional quantitative and qualitative standards of the program to which the applicant is requesting admission (e.g., Letters of Recommendation).

Note: For those programs requiring a GRE or GMAT, a previous score is valid for five years.

Conditional Admission

An applicant must meet the admission criteria for Regular Admission (additional documentation may be required by the program). Conditional Admission allows an applicant to be admitted although a document is still needed to complete the application file. This admission status is only approved by the Graduate Admissions Office. A student so admitted must have completed documentation on file in the Graduate Admissions Office by the date stated by the Graduate Admissions Office. Students failing to complete the documentation requirement will not be allowed to register for the next semester, and transcripts will be placed on hold.

Probationary Admission

An applicant must meet the admission criteria for Regular Admission (additional documentation may be required by the program). Conditional Admission allows an applicant to be admitted although a document is still needed to complete the application file. This admission status is only approved by the Graduate Admissions Office. A student so admitted must have completed documentation on file in the Graduate Admissions Office by the date stated by the Graduate Admissions Office. Students failing to complete the documentation requirement will not be allowed to register for the next semester, and transcripts will be placed on hold.

Non-Degree Admission

A non-degree student may be permitted to take up to six hours of graduate credit with the recommendation of the appropriate department. Such students must provide official transcripts from the institution(s) granting their bachelor's degree(s) or later degree(s). If students admitted on non-degree status wish to continue beyond the six hours, they must apply for admission as a student seeking a degree or certification and must meet all requirements for graduate admission.

Students who have completed a master's degree and who wish to take courses to meet qualifications for State licensure or certifications may also be permitted to take courses as non-degree students. These non-degree students may take more than six hours if a deficiency plan, signed by the specific program director, has been completed and is on file in the Graduate Admission's Office.

Non-degree students are not eligible for institutional financial aid.

Readmission

A former student who has not been enrolled in graduate courses at UMHB for two consecutive semesters (excluding summer) and who is otherwise eligible for readmission must apply for readmission to the Graduate School and to the graduate program he/she wishes to pursue.

Concurrent Enrollment

A senior undergraduate student who has an overall GPA of 3.00 or higher and who lacks twelve or fewer hours toward graduation may enroll for six or fewer graduate hours with submission of a graduate application and acceptance into the graduate program. At no time may an undergraduate student be enrolled in graduate classes without also being enrolled in undergraduate classes. Petition for any exceptions must be made through the Dean of the Graduate School.

Registration

To register for classes a student must obtain an advising slip and/or registration clearance from his/her program advisor.

Admission to or completion of a graduate program does not guarantee licensure by any state licensing board.

Admission of International Graduate Students

Note: All forms must be completed in English.
All monies must be in U.S. dollars.

All International Students applying for Admission to the University of Mary Hardin-Baylor must:

1. Submit completed online International Application. All academic documents must be submitted before an admission decision will be given, and all other documents must be submitted before an I-20 can be issued.
2. Submit a notarized Affidavit of Educational Support (I-134) showing the availability of funds to finance student's education and transportation both to school and back to student's home country. A signed letter of support may be substituted for the affidavit. The letter should state the relationship of the sponsor to the applicant and specify exactly what expenses are covered. Documentation is required. All money amounts must be stated in U.S. dollars.
3. Submit official transcripts or diplomas from all schools, colleges, and universities previously attended. If the student has attended United States colleges/universities, the official transcripts must be mailed directly to the Graduate Admissions Office. All transcripts, certificates, or diplomas from institutions outside the United States must be sent to an approved evaluation service for a course by course evaluation by the date required by the Graduate Admissions Office and stated in the acceptance letter, and this date will be prior to arrival at the university. A copy of the results should be sent directly to University of Mary Hardin-Baylor Graduate Admissions Office from the evaluation service. Transcripts from other institutions which have been submitted for admission or evaluation become part of the student's academic file and are not returned or copied for distribution.
4. Submit a copy of the passport identification page. Passport must show validity at least 6 months from the expected date of enrollment.
5. Submit the following fees (in U.S. dollars): $135 Application Fee (Not refundable). The application will not be processed until the application fee is paid.

When all of the above items have been received from the student, action will be taken by the Office of International Student Services. An I-20 form cannot be issued until the student has been accepted by the UMHB Graduate School.

The university reserves the right to change the price of fee and any other costs to obtain the degree.

Once accepted for admission, all international students are required to:

1. Submit completed Student Medical History (available on website), including validated copy of shot records showing a meningitis vaccination (Menactra) and negative tuberculosis test result.
2. For students from countries identified as "TB High Risk" as published by the World Health Organization: submit validation of a negative TB skin test and/or report of negative (normal) chest x-ray - must be no more than within 6 months prior to initial enrollment.

General Academic Requirements

Students who are seeking a master's degree, doctoral degree, licensure, or certification in an approved program offered by the University of Mary Hardin-Baylor will be considered for admission. Students will be allowed to continue in enrollment only if they maintain good academic progress (a 3.0 U.S. Grade Point Average). At the discretion of UMHB, students not meeting minimum standards may be enrolled in additional English as Second Language classes.

I-20

This U.S. Immigration Student Eligibility form will be issued only after all conditions of the application process have been met. The University of Mary Hardin-Baylor is an academic school, and no I-20 will be issued to any student for the sole purpose of aiding the student in avoiding military service in his/her home country.

Transportation

The major international airport serving Central Texas is the Dallas/Fort-Worth International Airport. Commuter flights are available from this international airport to the local airports in Killeen (30 miles from campus) and Austin (50 miles from campus). Cab and/or bus transportation may be obtained from these airports to Belton.

Money

Students are encouraged to carry travelers checks or cashier's checks. Money may be deposited in a local bank. Advanced fees, tuition, as well as room and board must be paid in U.S. dollars or negotiable instruments.

Payment of Accounts

All international students must preregister for any succeeding semester, and their account must be paid in full by the close of business on the Friday after the normal registration period. Failure of the student to pay will result in the student not being allowed to register. If this should happen, both the U.S. Immigration Service and the consulate of the student's home country will be notified.

English Competency

International students applying to graduate programs are eligible for ESOL (English for Speakers of Other Languages) classes. Students must submit a TOEFL or an IELTS score as part of the application. The minimum TOEFL score to enter regular academic classes is at least 100 (iBT) with at least 25 in each category. Students submitting IELTS scores of at least 7 in each category may enter regular academic classes. Students who do not meet these testing requirements will be enrolled in ESOL classes before beginning the graduate program.

Mail all Correspondence to:
University of Mary Hardin-Baylor
Director of International Student Services
UMHB Box 8367
900 College Street
Belton, Texas 76513
USA

English Proficiency Guidelines

Overview

Undergraduate international students are not required to submit a TOEFL or IELTS score as a part of the application to the University of Mary Hardin-Baylor (UMHB). Their English language proficiency will be evaluated upon arrival. Students who do not meet the minimum score for undergraduate academic work will enter the English for Speakers of Other Languages (ESOL) program.

Graduate international students must submit a TOEFL or IELTS score as a part of their application. Students whose scores do not meet the minimum requirements for admission to graduate academic work will be evaluated upon arrival. Students who do not meet the minimum score for graduate academic work will enter the English for Speakers of Other Languages (ESOL) program.

If the score is above the requirements for admission to the undergraduate or graduate programs (as described below), the student will be admitted to his/her academic program without further ESOL restrictions.

The ESOL program is designed to help students prepare for academic coursework at UMHB. Students who are placed in the ESOL program take only ESOL courses unless placement testing results indicate that they may be successful in combining ESOL courses with other courses. Based on the results of the placement testing, the chair of the Modern Foreign Language Department or designee will determine the ESOL courses in which students are required to enroll

English Language Proficiency Standards for Admission to Graduate and Undergraduate Programs

The standards for undergraduate students to enter the academic program of his/her choice without any ESOL restrictions are below.

Admission to Undergraduate Programs without ESOL

The minimum scores required to enter academic classes bearing credit toward graduation:

TOEFL=At least 80 (iBT) with at least 20 in each band.

IELTS=At least 6 in each band.

Graduate students must submit a TOEFL or IELTS score as a part of their application. English language proficiency standards are different for admission to graduate programs due to the rigor of the academic work. The standards for graduate students to enter the academic program of his/her choice without any ESOL restrictions are below.

If an international student has attended an English-speaking college or preparatory school prior to admission to UMHB, the ESOL requirements may be waived. Please contact the Chair of the MFL Department for information regarding waivers.

Admission to Graduate Programs without ESOL

The minimum scores required to enter academic classes bearing credit toward graduation:

TOEFL=At least 100 (iBT) with at least 25 in each band.

IELTS=At least 7 in each band.

Students Who Do Not Meet English Language Placement Standards for Admission to Undergraduate or Graduate Programs

Upon arrival, the student will be given a 3-part English placement test. Parts 1 & 2 are the Listening and Reading Comprehension components. Part 3 is a writing sample administered and graded by UMHB faculty. Students are scored on accuracy of grammar, coherence of writing, and skilled use of written English. Based upon the results of placement testing, students will be enrolled in the appropriate combination of ESOL and/or academic courses.

The ESOL program offers several classes of 3 credit hours each: Grammar, Reading, Writing, and Oral Communication. In addition, there are basic, intermediate, and advanced levels of each class to meet student needs. ESOL tuition is 50% of the cost of undergraduate tuition.

In order to progress from the ESOL program to other classes, a student must meet ALL of the following exit requirements:

1. Score at or above the designated cut-off on the English Proficiency exam.
2. Score at least 75% in all ESOL classes.
3. Pass an oral interview with a team of UMHB faculty members.

The interview team will evaluate the communication skills of the student and make the decision as to whether the student can be released to all regular classes or remain in a specified number of ESOL courses. Students must enroll in all ESOL courses recommended by this interview team.

Until a student has completed the ESOL requirements, the Registrar's Office will maintain a hold on the student's registration. While the hold is in effect, registration must be approved by the Chair of the MFL Department or designee.

After an ESOL student has completed these exit requirements, he/she will be released from the ESOL program, the hold will be released.

FINANCIAL AID

Application Procedures

Students applying for financial aid must complete the following steps:

1. Process a Free Application for Federal Student Aid (FAFSA) - This form can be completed at www.fafsa.ed.gov .
2. Follow up with the UMHB Financial Aid Office - if requested to complete additional documents.

Aid Programs by Category

Student Loans

1. Federal Direct Unsubsidized Student Loan- The borrower is responsible for interest that accrues during deferment periods (including in-school) and during the six-month grace period. Graduate students may borrow $20,500 per academic year (fall, spring, summer).
2. Alternative Loans- A list of private lenders can be found at www.elmselect.com . Each lender maintains their individual website with current interest rates and other pertinent information. Be sure to stay informed of interest rates and repayment responsibilities.

Institutional Programs

Students may qualify for one of the following scholarships dependent upon their program of study:

1. Graduate Scholarship - Graduate Scholarships are available for $50 per hour to student's enrolled in general UMHB graduate programs.
2. Ed.D . Fellowship- Students enrolled in the Doctor of Education automatically qualify for this scholarship. The Ed. D. Fellowship scholarship pays $100 per hour.
3. DPT Scholarship - Students enrolled in the Doctor of Physical Therapy Program automatically qualify for this scholarship. The DPT Scholarship pays $200 per hour.
4. Nurse Practitioner Scholarship - Students enrolled in the Nurse Practitioner Program automatically qualify for this scholarship. The Nurse Practitioner Scholarship pays $100 per hour.
5. Graduate Assistantships - Graduate assistantships at the master's and doctoral levels are available in a number of graduate programs. Assistantships must relate to the student's academic objective and be supervised by a member of the Graduate Faculty. UMHB offers a variety of Graduate Assistantship opportunities, which may include a full tuition scholarship, a partial tuition scholarship, part-time employment or a combination of scholarship and employment. Duties may include research assistant, office duties, lab supervision, student advising, student academic assistance, and/or practical supervision. Graduate assistantships are available through academic departments and colleges.

Leaving School

All students who are on financial aid must inform the Financial Aid Office prior to graduation or withdrawing from school. Exit counseling is a federal requirement and must be completed upon exiting the university. Failure to do so will result in a hold being placed on the student's diploma and/or transcripts.

Refund/Repayment Policy

A financial aid recipient withdrawing from the university and receiving a refund from the UMHB Cashier's Office in accordance with the policy listed under the Financial Information section in this catalog may be required to repay institutional aid to UMHB with the refund. The percentage of institutional aid repaid to UMHB will be based upon the percentage of refund received by the student. (i.e. Students receiving 80% tuition refund will repay 80% of the institutional aid.)

State and federal financial aid will be returned in accordance with governmental regulations upon a student's withdrawal. State financial aid will be returned to the state in a declining percentage through the first four weeks of a semester.

Title IV Funds (Federal financial aid) must be returned through 60% of the semester. (i.e. A student withdrawing at the midpoint of a semester must return 50% of Title IV funds received.)

The return of Title IV funds by UMHB due to the withdrawal of student before completing 60% of a semester will result in an amount being owed to UMHB by the student. UMHB will make an adjusted refund to students withdrawing during their first semester of attendance to compensate for the mandated return of Title IV funds by refunding the lesser of the amount due UMHB or the amount of Title IV funds returned less funds disbursed to student.

Satisfactory Academic Progress Policy

The Higher Education Act mandates that institutions of higher education monitor the academic progress of students who receive federal financial aid. The University of Mary Hardin-Baylor has established the following minimum standards to be eligible for and continue to receive federal financial aid.

Satisfactory Academic Progress (SAP) will be reviewed at the end of each payment period (fall, spring, and summer semesters) and will be based on the student achieving both a minimum cumulative grade point average (CGPA) of 3.0 and earning a minimum of 70% of credit hours attempted.

Pace

Satisfactory academic progress is determined by dividing the cumulative number of credit hours successfully completed by the cumulative number of credit hours attempted (including transfer credit hours that have been accepted). The percentage must be greater than or equal to 70% in order to meet SAP. The maximum timeframe for program completion is 150% of the published program length.

Warning Period

In the first payment period (semester) after SAP has not been met, students are notified that they are not meeting SAP. The notification will include SAP requirements, steps necessary to meet SAP in the upcoming payment period (semester) and the consequences for failing to meet SAP at the end of the warning period.

During the warning period, students may continue to receive financial aid. At the completion of the warning period, students who do not meet SAP are ineligible for financial aid.

The Financial Aid Office will notify students at the end of the warning payment period (semester) if they failed to meet SAP. The notification will include information concerning the loss of financial aid for the upcoming payment period (semester) due to failure to meet CGPA and/or 70% completion rate, and the appeal process.

Probation Period

If a student is placed on Suspension, he/she has the option of appealing the suspension through the SAP appeal process. If the appeal is granted, the student will be placed on Probation for the next semester. The student must meet SAP at the conclusion of the Probationary period.

Suspension

If a student was previously under a Warning or Probation SAP status and fails to meet SAP eligibility requirements the student will be placed on Suspension and is no longer eligible for financial aid. A student who is placed on Suspension may appeal this decision through the appeal process.

Appeal process

Step One: Students who choose to follow the appeal process must:

- Submit appeal to the Financial Aid Office
- Student must state why he or she failed to meet SAP requirements
- Student must state what has changed so that he or she will meet SAP at the next review (semester)

Step Two: The Financial Aid Office will:

- Review the appeal
- Send results of appeal to the student
- Approved appeals include
- Approval and terms of reinstatement of financial aid eligibility
- Possibility of meeting SAP in next payment period (semester)
- Possibility of an academic plan over an extended period of time
- Consequences for not meeting terms of approval
- Approved appeals will result in financial aid being awarded for the payment period
- Denied appeals include
- Reasons for denial
- What the student must do to meet SAP
- Denied appeals will not be awarded financial aid until SAP is met

Step Three: Students must continue to meet terms, as established, until SAP is met in order to continue receiving financial aid on a probationary basis. Once SAP is met, student is no longer considered to be on probation. Failure to maintain SAP thereafter will result in receiving an additional warning for the upcoming payment period (semester).

Transfer Credits

Accepted credit hours will be included in the SAP calculation for the next payment period (semester).

- All accepted credits will be at least 3.0 GPA
- Transfer credits accepted by The University of Mary Hardin-Baylor are included in the credit completion rate and maximum time frame calculations, but not the GPA.

Incomplete Grades

Incomplete credit hours will be considered as attempted credit hours when evaluating the pace component of SAP and cumulative grade point average.

Repeating Classes

- Passed, may retake one time to improve GPA, included in the SAP review
- Passed previously, but not with the required departmental GPA will be included when evaluating SAP.
- Failed, may retake as necessary, included in the SAP review

Withdrawing From the University

Prior to the census date – No impact on SAP as no credit hours have been attempted, however student may incur expenses for the semester and have a reduction in their financial aid.

After census date – Credit hours attempted are included in the SAP review.

FINANCIAL INFORMATION

Fees

The following fees are established by the Board of Trustees of the University of Mary Hardin-Baylor. Fees are reviewed annually or as the need arises. A new fee schedule is normally established June 1st of each year.

Admission Fee

Applicants are required to pay a non-refundable application fee ($35 U.S. Students/$135 International Students). This fee does not apply toward tuition and is paid only once. Transcript evaluations will be performed after admission application to the University has been completed and the admission fee has been paid.

Tuition

Graduate — $815 per semester hour
Doctoral — $870 per semester hour

Other Required Fees

General Service — $60 per semester hour
Replacement Vehicle Tag — $15
Replacement Student ID — $10
Technology Fee — $15 per hour
Transportation Fee — $50 per semester (Fall and Spring)

Special Fees

Audit (lecture course only) — $815 per graduate course; $870 per doctoral course
Graduation — $75 Graduate
$90 Doctoral
(filing for degree late — additional $25; refiling for degree — additional $30)
Independent Study Course — $815 per graduate semester hour; $855 per doctoral semester hour
Non-scheduled Exam — $40
Removal of "I" (Incomplete) grade — $25
Returned Check Fee — $25
Late Payment Fee — $50 per month — (See late payment section below for more details.)
Schedule Reinstatement Fee-$100
Yearbook — $40

Course Fees

Disclaimer: This is the current list of approved course fees as of the date the catalog was printed. Additional course fees or modifications may be made without notice.

Business (BACC)

BACC 5312	$8.00
BACC 6243	8.00
BACC 6252	8.00

Business (BADM)

BADM 6080	$8.00
BADM 6210	8.00
BADM 6212	8.00
BADM 6220	8.00
BADM 6241	8.00
BADM 6281	8.00
BADM 6285	8.00
BADM 6305	8.00
BADM 6330	8.00

Business (BCIS)

BCIS 6095	$8.00
BCIS 6295	8.00
BCIS 6320	8.00
BCIS 6335	8.00
BCIS 6340	8.00
BCIS 6350	8.00
BCIS 6360	8.00
BCIS 6391	8.00
BCIS 6395	8.00

Business (BFIN)

BFIN 6262	$8.00

Business (BMGT)

BMGT 6221	$8.00
BMGT 6235	8.00
BMGT 6260	8.00

Business (BQBA)

BQBA 6211	$8.00

Business (BSYS)

BSYS 6242	$8.00

Counseling (CNSL)

CNSL 6090	$50.00
CNSL 6302	75.00
CNSL 6316	50.00
CNSL 6326	80.00
CNSL 6327	50.00
CNSL 6345	50.00
CNSL 6370	50.00
CNSL 6395	50.00
CNSL 6397	50.00
CNSL 6398	50.00

Educational Administration (EDAD)

EDAD 6360	$50.00
EDAD 6361	75.00
EDAD 7301	50.00
EDAD 7303	75.00
EDAD 7306	180.00
EDAD 7312	50.00
EDAD 7315	see instructor
EDAD 7316	50.00
EDAD 7322	50.00

Marriage, Family & Child Christian Counseling (MFCC)

MFCC 6090	$60.00

Nursing (NURS)

NURS 6099	100.00
NURS 7331	$50.00

Physical Therapy (PHTH)

PHTH 7421	$45.00
PHTH 7711	$45.00

Reading (READ)

READ 6362	$75.00

Payment of Accounts

Account balances are available on MyCampus (www.mycampus.umhb.edu) 24/7. Paper statements are not mailed.

Tuition, fees, and room and board charges for each academic period are due by the due date set forth for each semester. Students receiving any type of financial aid (scholarships, grants, loans, campus employment, etc.) must have completion of all such financial assistance from the Financial Aid Office by the due date each semester or at the time of registration if the due date has passed. Registration is not complete until the Registration and Financial Confirmation online form is completed and all financial arrangements are made with the Bursar's Office.

Payment may be on the MyCampus site with a credit card - Visa, MasterCard, American Express or Discover (credit card convenience fees of 2.5% will apply) or E-Check. Payments are also accepted in the Bursar's Office. No payments are accepted over the telephone.

Students should have available funds for the purchase of books and other supplies as these expenses are not charged on the registration bill. Credit cards may be presented for payment in the UMHB Bookstore.

Exclusive arrangements have been made with Tuition Management Systems for families who would like to make monthly payments. The monthly budget program is not a loan and carries no interest. A participation fee of $55 enables the payer to make nine (9) equal payments to cover projected annual school costs. The first payment is due July 5, but the program may be entered into later by including all previously due payments with the application fee. For those students who will be attending only one semester, a four (4) payment plan is available for $40. Life insurance which covers the unpaid contract amount is included at no additional cost.

The amount to be financed is determined by subtracting all financial aid (including campus work, if applied to account balance, and PLUS loans) from the total of tuition, fees, and room and board. Books and personal expenses may not be budgeted and must be paid for at the time they are incurred. Students may call Tuition Management Systems toll free at 1-800-722-4867 or contact via the web at www.afford.com to assist them in calculating their monthly payment requirement. If a student is dropped from the monthly budget plan due to nonpayment, the balance owed on the student's account will become due immediately.

UMHB will not release transcripts until all accounts have been settled. The University also reserves the right to withhold a student's access to campus services, including MyCampus and UMHB email, and to restrict a student's participation in university events, including commencement, for failure to make complete payment of a student account. UMHB may additionally withdraw a student for failure by the student to demonstrate proper responsibility in the handling of financial matters as related to the University.

Additional charges made to correct errors or omissions are payable upon receipt.

For any check not honored by a bank, a returned check fee of $25 will be charged and check writing privileges on campus may be revoked.

UMHB utilizes the UMHB Sadermail account as the official means of communication account notices to students. It is the student's responsibility to periodically check their Sadermail accounts.

Late Payment Fee

Payments are due by August 1, 2015 for the Fall semester, and December 15, 2015 for the Spring semester. Summer and Minimester due dates are posted each term on the Bursar's website and in the financial notices sent to students upon registration.

Students who are not enrolled in the payment plan or who do not have an approved third party payment arrangement in place whose account balance is $100 or greater will be assessed a late payment fee of $50.

For students enrolled in the payment plan, if equal monthly payments are not sufficient to cover account balance by the last payment due date for the payment plan enrolled, the late payment fee may still be assessed to the student's account each month. Please verify monthly payments to TMS will be sufficient to cover the outstanding balance.

This non-refundable fee will be assessed each month thereafter until the account is paid in full or referred for collections.

Collection Costs

The student will remain responsible for all unpaid balances incurred. In the event an account becomes delinquent and is placed with an outside agency for collection, all collection costs and/or legal fees will be the responsibility of the student.

Refund Policy

Registration in the University is considered a contract binding the student for charges for the entire academic period. However, a student finding it necessary to withdraw from UMHB may secure an official withdrawal through the Registrar's Office. This official withdrawal must be accomplished before any consideration can be given by the Business Office to granting refunds.

A student who must drop a course because of excessive absences, poor work, or similar causes, who withdraws without notice, or who is expelled or asked to withdraw is not entitled to a refund. Failure to attend class or simply notifying an individual instructor will not be regarded as an official withdrawal.

Tuition — Tuition refunds, when approved, will be granted according to the following schedule:

Fall or Spring semester:

100% refund of tuition prior to expiration of 4th semester day, (4 calendar days) scheduled from the first day of the start of the semester
80% refund of tuition prior to expiration of first 2 weeks (14 calendar days), scheduled from first day of start of semester
60% refund of tuition prior to expiration of first 3 weeks (21 calendar days), scheduled from first day of start of semester
40% refund of tuition prior to expiration of first 4 weeks (28 calendar days), scheduled from first day of start of semester
No tuition refunds will be made after the end of the 28th calendar day, counted from the first day of the semester.
Refunds for courses other than regular day classes will be prorated.

Summer terms:

100% refund of tuition prior to expiration of first 2 semester days (scheduled from first day of semester)
80% refund of tuition prior to expiration of first 4 semester days (scheduled from first day of semester)
60% refund of tuition prior to expiration of first 8 semester days (scheduled from first day of semester)
40% refund of tuition prior to expiration of first 10 semester days (scheduled from first day of semester)
No tuition refunds will be made after the end of the 10th semester day counted from the first day of semester.
Refunds for courses other than regular day classes will be prorated.

Fees — No refund will be made on required or special service fees.

Transcript of University Credits

A transcript of university credits is an official copy of a student's permanent record, bearing the University seal and the signature of the Registrar. Copies of students' transcripts are available upon written request to the Registrar's Office.

To request a transcript, students may visit the Registrar's website at: http://registrar.umhb.edu/how-request-transcript

Transcripts will not be released if the student owes money to the University. This includes, but is not limited to, money owed to the library, bookstore, health center, business office, or any other department or agency considered a part of the University.

MILITARY BENEFITS

Veterans and Family Members

The University of Mary Hardin-Baylor is fully approved to offer instruction to students attending college under the provisions of the United States Code, Title 38, Chapter 30, 31, 32, 33, 35, 1606, and 1607.

The University contacts for individuals planning to use Veterans Administration (VA) benefits are the Veterans' Certifying Officials in the Registrar's Office.

Veterans who have successfully completed basic training will be granted a PE Activity waiver (unless specific EXSS courses are required) after providing satisfactory documentation to the Registrar's Office.

An individual planning to attend UMHB using VA benefits must comply with the following procedures:

1. Complete all requirements for admission to the University as a degree seeking student or as a transient student with an approved formal degree plan from another university.
2. Have an evaluation of service schools/experiences completed by the Registrar's Office to determine any awarding of military credit.
3. In coordination with an assigned academic advisor, register for only courses that are required for completion of your selected degree.
4. Maintain satisfactory academic progress. The provisions found under the headings of "Scholastic Probation" and "Academic Suspension" in this catalog will apply.

Veterans will automatically be certified each semester unless they notify the Registrar's Office in writing prior to the start of the specific semester.

Tuition Assistance

The University of Mary Hardin-Baylor is approved through the Memorandum of Understanding (MOU) enforced by the Department of Defense (DOD) to facilitate Tuition Assistance (TA) benefits for Servicemembers.

To receive Tuition Assistance benefits:

1. Complete all requirements for admission to the University as a degree seeking student or as a transient student with an approved formal degree plan from another university.
2. Complete admission requirements through the Go Army Ed Portal.
3. Have an evaluation of service schools/experiences completed by the Registrar's Office to determine any awarding of military credit.
4. Register for classes through the University in coordination with assigned academic advisor. Provide Certification Coordinator with a copy of UMHB class schedule.
5. Register for classes through the Go Army Ed Portal to secure available Tuition Assistance benefit.
6. Maintain satisfactory academic progress. The provisions found under the headings of "Scholastic Probation" and "Academic Suspension" in this catalog will apply.

Note: Active Duty Servicemembers should seek information about UMHB's Military Scholarship from the Financial Aid Office.

Yellow Ribbon Program

The Yellow Ribbon Program is a provision of the Post 9/11 Veterans Educational Assistance Act of 2008.

To be eligible for the Yellow Ribbon Program:

1. Complete all requirements for admission to the University as a degree seeking student or as a transient student with an approved formal degree plan from another university.
2. Be eligible for Chapter 33 Post 9/11 veteran benefits at the 100% rate (as determined by the Department of Veterans Affairs). Chapter 33 Post 9/11 100% rate eligibility must be verified by the DD-214 Member-4 and Certificate of Eligibility (provided by the Department of Veteran Affairs).

Note: According to VA, Active Duty Servicemembers and their spouses are not eligible to participate in the Yellow Ribbon Program.

This program allows UMHB to voluntarily enter into an agreement with VA to fund tuition expenses that exceed the annual cap for private institutions. The institution can contribute up to 50% of those expenses and VA will match the same amount as the institution.

As a result of our Yellow Ribbon matching grant, merit and institutional based scholarships will no longer be awarded and previously awarded merit and institutional based scholarships will be cancelled. However, as noted above, tuition and mandatory fees will be covered through a combination of the Post 9/11 G.I. Bill, Yellow Ribbon, and UMHB.

Conditions are as follows:

1. The Yellow Ribbon Grant is applied as a credit to the student's account, and no cash and/or check payments will be awarded to the student.
2. The Yellow Ribbon Grant is used exclusively towards prior or current program charges.
3. The Yellow Ribbon Grant is awarded for each period in the program that the student is determined eligible and where the grant is needed.

REGISTRATION POLICY AND PROCEDURES

Registration is completed according to the procedures and time schedule published on the website at http://registrar.umhb.edu.

Academic Advisement

Each student is assigned an academic advisor. Advisors assist students in arranging their schedule of classes and in making progress toward their chosen degree. Prior to registering each semester, all students must obtain an advisor's approval of their proposed schedules.

Dropping or Adding Courses

All dropping, adding, and changing courses must be arranged by the student through the Registrar's Office in order to be considered official. A student wishing to drop or add a course must complete the schedule change (if prior to the start of the semester) through the UMHB online registration system accessible via MyCampus or (if on or after the start of the semester) by contacting the Registrar's Office in person or via email. Schedule changes may not be conducted over the phone. Students receiving VA benefits must also provide information on schedule changes to the UMHB VA Office.

Courses may be dropped as follows. Students should refer to the website for the exact dates of each drop period as these dates will vary:

- The Pre-Census Period: If a course is dropped before or on the census date, no grade or record of the class will appear on the student's transcript.
- The "W" Period: If a course is dropped during the "W" Period, the class is recorded on the student's transcript with a grade of "W".
- The "WP/WQ" Period: If a course is dropped during the "WP/WQ" Period, the class is recorded on the student's transcript with a grade of "WP" or" WQ" as reported by the instructor.
- No course may be dropped after the end of the "WP/WQ" Period.

Any student who stops attending a class but fails to officially drop the course through the Registrar's Office will be given a failing grade in the class.

Repeating a Course

A student may repeat a course for the purpose of raising a grade by re-taking that course at UMHB. However, while the highest grade earned will be used to compute the grade point average, all grades will remain on the transcript. Re-taking courses at other institutions that were initially taken at UMHB may satisfy degree requirements but the UMHB course grade will remain on the transcript.

Audit Registration

A student may register for most courses by audit. However, laboratory courses and workshops may be audited only by approval of the instructor. An audit course may not be changed to a credit course nor may a credit course be changed to an audit course after the last day of registration for that particular course.

Withdrawal from the University

Students who must withdraw from the University before the expiration of the semester or session for which they are enrolled must complete the official Withdrawal Form in the Registrar's Office and secure the approval of the Business Office. University housing students must also secure the approval of the Dean of Students before withdrawing from the University.

A student whose withdrawal is necessitated by illness or injury will be given three weeks within which to withdraw officially.

Students experiencing a disruption in enrollment lasting longer than one academic year must reorganize their respective degree plan to conform with the current catalog.

Students who stop attending classes but fail to withdraw officially will be given failing grades in all courses.

Administrative Withdrawal

The university reserves the right to withdraw a student from classes and/or the university if the student's account is delinquent or if such action is deemed in the best interest of the student and/or the university. Recorded grades will be W, WP, WQ, NC or F. The grade will depend on the time of withdrawal and the student's grade at that time or the circumstances causing the withdrawal.

Depending on the circumstances of the withdrawal, an application may be required for readmission.

ACADEMIC STANDARDS

Credit Hour

The semester credit hour is a unit by which an institution measures its course work. The value of a semester credit hour can be determined by time, the educational experience, and outside preparation by the student.

The following constitutes the definition of a semester credit hour for various modes of instruction offered at UMHB:

1. At least fifteen (15) contact hours, as well as, a minimum of thirty (30) hours of student homework is required for each semester credit hour.
2. Laboratory courses, with little outside work, require a minimum of forty-five (45) contact hours. If moderate outside work is required, thirty (30) contact hours are required.
3. Art courses follow the recommendations for awarding credit as recommended by The National Association of Schools of Art and Design (NASAD) and the Texas Association of Schools of Art (TASA). In lecture courses, like art history, normally one semester hour of credit represents one 50-minute session each week of the term. For our studio classes, normally a ratio of one semester hour of credit equals two hours of contact time and one hour of outside work per week. For example, a three semester credit hour course would require six faculty contact hours per week. Note: Faculty contact must be sufficient to ensure the development of knowledge and skills required by each course. Normally, faculty contact is greater at the foundation or introductory level than at the advanced studio level.
4. Music courses follow the recommendations for awarding credit as required by The National Association of Schools of Music (NASM). Normally, a semester hour of credit represents at least three hours of work each week for a period of fifteen or sixteen weeks. In lecture classes, such as music history, normally one semester hour of credit is given for one 50-minute session plus two hours of homework each week of the term. For ensembles, like laboratory classes, normally one semester hour of credit is given for two to four 50-minute rehearsal sessions per week, depending on the ensemble. For applied lessons, normally one semester hour of credit is given for each three hours of practice, plus the necessary individual 30-minute lesson per week with the instructor. For example, a two semester credit hour applied lesson would meet for two 30-minute lessons per week.
5. Internships, clinical, and field experiences require a minimum of forty-five (45) clock hours for each semester credit hour.
6. For online, hybrid, and other nontraditional modes of delivery, semester credit hours are assigned based on learning outcomes that are equivalent to those in a traditional course setting, forty-five (45) hours of work by a typical student for each semester hour of credit.

Syllabi for every course will contain the appropriate definition of a semester credit hour from the list above. Each course should then follow this definition.

Course Numbers

The first digit in the numbering system denotes the course level (5 & 6 Master's, 7 Doctoral). The second digit denotes the number of semester hours the course carries. The third and fourth digits are departmental numbers.

Student Course Load

Full-time Load:

Fall/Spring Semester	9 semester hours minimum
Summer Session	9 semester hours minimum

For graduate programs consisting of 2-semester hour courses, eight (8) semester hours for a semester is considered full time, unless otherwise noted under a specific Program of this catalog.

Overload: 12 semester hours or more

Grading System

Grade	Range	Interpretation of Grades
A	91-100	Excellent
B	81-90	Average
C	71-80	Below Average
F	70 and below	Failing
I*		Incomplete
IP*		In Progress
P*		Pass
CR*		Credit
NC*		No Credit
S*		Satisfactory
U*		Unsatisfactory
AU*		Audit
W*		Withdrawal
WP*		Withdrawal—Passing
WQ**		Withdrawal—Failing
NG*		No Grade Submitted

*Not counted in computing GPA

**Counted in computing GPA for the semester in which the course was taken AND for computing overall GPA.

Incomplete Grade

An "I" (Incomplete) indicates inability of a student to complete some vital requirement of a course (e.g. final exam, major report, term paper, etc.) due to conditions beyond the student's control. It is not the intent of the "I" grade to give a student an unfair time advantage over other students who complete their work in a timely manner. As such, an "I" grade will be approved only when exceptional circumstances, clearly beyond the student's control, are substantiated (e.g. protracted illness, injury, or other acute personal emergency). It is the responsibility of the student to contact his/her professor prior to course culmination to execute the Incomplete Grade Contract.

Once an "I" grade is assigned, it is the responsibility of the student to take the initiative to complete the work within thirty (30) calendar days after the start of the next semester (excluding full summer term). If more than thirty days are required, an extension request is to be submitted by the student through the instructor and Program Director to the Dean of the Graduate School. Approved extensions will be filed with the Registrar's Office. An extension longer than the end of the next semester (excluding full summer term) will not be approved. The "I" will be automatically changed to an "F" if the course is not satisfactorily completed within this time frame. A $25 fee is charged to remove an "I" grade.

Grade Reports

Grades are posted on MyCampus at https://mycampus.umhb.edu/ics/.

Academic Progress Requirements

A grade point average (GPA) of 3.00 or above, semester and cumulative, is required of all graduate students enrolled at the University of Mary Hardin-Baylor. Students with a semester or cumulative GPA of less than 3.00 will be placed on probation. Two consecutive terms of enrollment with a semester or cumulative GPA of less than 3.00 will result in dismissal from the program. A student who has been dismissed may apply for readmission to the University and/or to the program of interest one calendar year after dismissal. Resubmission of GRE/GMAT score report and transcript(s) is not required. With approval of the Program Director, the Dean of the Graduate School, and the University Graduate Council, students may be readmitted sooner than one calendar year after dismissal.

Academic Appeal

Students may appeal any academic decision believed to be arbitrary, capricious, or unfair. Appeals must be initiated within 30 days of the date of the decision or action being appealed. The student should first appeal the decision in writing to the person who made it by stating the appropriate rationale for reconsideration, the requested remedy, and the student's contact information. If the matter is not resolved, the student may then appeal that decision in writing to the next highest authority.

In matters related to academic coursework, the line of appeal is first, the faculty member; second, the graduate program director; third, the Dean of the Graduate School; and finally, the Provost's Office.

Each person to whom an appeal is made will normally respond to the student in writing within five (5) business days of receipt of the appeal. Extensions may be granted by the Provost in cases where the issue requires more extensive review and/or other extenuating circumstances. The student will have ten (10) calendar days from the date of that response to appeal to the next level.

The Graduate Dean and/or Provost's Office may request a meeting with the student and other parties involved. Appeals will be considered only if they are from students enrolled at UMHB upon initiation of the first appeal. Conversations and/or correspondence with anyone other than students and UMHB faculty/staff will not be considered in responses to appeals until and unless the issue has been appealed to the Provost's Office.

Students should understand that mere dissatisfaction with a grade or decision is not grounds for an appeal. For an appeal to have merit, there must be some evidence that the student has been treated inappropriately with regard to the administration of the university's policies and procedures.

NOTICE: Academic Policies for Particular Programs

With approval from the Provost, certain schools or programs within the University (e.g., Nursing) establish and publish their own policies regarding academic standards, academic sanctions, and academic appeals. To the extent these specialized policies differ from the academic policies contained in this Catalog, the specialized policies will control.

TRANSCRIPT OF UNIVERSITY CREDITS

The transcript of university credits is an official copy of the student's permanent record, bearing the university seal and the signature of the Registrar. Options by which students may request copies of their transcripts is published at http://registrar.umhb.edu/how-request-transcript. In accordance with the Family Educational Rights and Privacy Act (FERPA), the Registrar's Office will not release transcripts to anyone other than the student without the written permission of the student unless specifically permitted under FERPA exceptions.

Transcripts will not be released to current or former students whose financial obligations to UMHB have not been satisfied. Financial obligations may include, but are not limited to, money owed to the library, bookstore, health center, business office, or any other department or agency considered a part of the university.

UMHB may withhold transcripts from all students who gain entrance to UMHB by using fraudulent records, including students who, during their enrollment at UMHB, provide fraudulent records relating to courses taken at other educational institutions.

CLASSROOM EXPECTATIONS AND ETHICS

Christian Citizenship

UMHB accepts students of all faiths or persuasions, but attendance at the University should be understood by all as a statement of agreement to live in accordance with the regulations governing the campus community. The spirit of Christian behavior is demonstrated in conduct, speech, dress, attitudes, integrity, honesty in academic and personal activities, and respect for the property and rights of others as well as respect for the officials of the University. This applies both to on-campus and off-campus life.

Student Responsibility

All students are responsible for knowledge of and adherence to regulations governing admissions, advising, registration, drop/add, withdrawal, and financial settlement. Students are also expected to be familiar with the specific academic and attendance requirements of the degree/certification that they plan to pursue.

Class Attendance

The University of Mary Hardin-Baylor expects regular and punctual attendance in class. Punctuality is deemed to be as important as attendance since tardiness is disruptive and distracting to both faculty and fellow students and is undesirable for personal and professional activities. Students coming to class late assume responsibility for checking with the instructor to make sure they were marked tardy instead of absent. Because attendance is expected, students are responsible for all course work and assignments.

Types of Absence

University Excused Absence: An absence due to participation in certain University-related activities may be designated as a University Excused Absence. If an absence is designated as a University Excused Absence, faculty will provide reasonable opportunity for students to make up work that is missed. If it is not feasible for the student to make up work, some allowance may be made in order that the student will not be overly penalized. The student must inform the instructor regarding a University Excused Absence in advance of that absence. This will allow a reasonable opportunity for the student to make up missed work. Depending on the policies of a course's academic college, department or program, University Excused Absences may count toward the total number of absences allowed in a course.

Excused Absences: Students who miss class due to illness, death of a family member, or other unavoidable circumstances will be granted an excused absence. In that event, faculty will provide reasonable opportunity for student to make up work that is missed. If it is not feasible for the student to make up work, some allowance may be made in order that the student will not be overly penalized. The student must inform the instructor as soon as possible of such absences. In all cases, the instructor may request a medical excuse from the student from a health professional or other appropriate person. It shall be up to the discretion of the faculty member to determine whether the circumstances that caused the absence warrant granting an excused absence. The instructor may request verifying information. It is the student's responsibility to check with the instructor upon their return to class as to whether a particular absence will be considered excused.

Unexcused Absences: Absences for reasons other than University Excused Absences or Excused Absences are Unexcused Absences. Students who miss class due to an unexcused absence may only make up work at the discretion of the individual instructor, as stated in the course syllabus.

In those instances where absence policies limit the number of absences allowed in a class, faculty may count all absences—University Excused Absences, Excused Absences, and Unexcused Absences—toward the total. All absences are counted from the first class session of the term.

While colleges or departments have developed policies that are used by all faculty in the respective college or department, students are expected to be aware of and abide by the attendance policy that pertains to each class, as indicated in the course syllabus.

Academic Decorum

The learning environment involves an exchange of ideas and an exploration of concepts between faculty and students and a certain level of decorum facilitates that learning environment. In order to create an effective learning environment, students pledge to:

1. Come to class prepared. This includes careful reading of assignments, being prepared to participate in discussions and completing any assignments that are due.
2. Be attentive and responsive in class
3. Respect fellow students' opinions and ideas
4. Contribute to the class by making topic-specific comments as appropriate
5. Offer critiques and alternative ideas in a non-condescending manner
6. Provide a fair share of work to group projects and team activities

Examples of disruptive behaviors to avoid include:

1. Talking, sleeping, or otherwise distracting members of the class
2. Using electronic devices in class without permission or in a manner that disrupts the class or other students
3. Exhibiting argumentative or attention-seeking behavior
4. Failing to show respect or act with civility

Academic Integrity

As an institution committed to the Christian values of honesty and integrity, the University of Mary Hardin-Baylor expects all members of the learning community to commit themselves to high standards of academic integrity. Academic integrity is vital not only as we live out our Christian calling but also for our students' success in their future vocations. To that end, students are expected to take responsibility for all the work they produce at the University and to ensure that it meets the University's standards for academic integrity.

1. Written work should reflect the student's own ideas and any use of others' words, ideas, or patterns of thought should be appropriately quoted and/or cited.
   - Plagiarism in any form is expressly prohibited.
   - Failure to comply with the university's copyright policy is expressly prohibited.
2. Students are responsible for understanding the instructor's rules governing any particular piece of academic work and abiding by those rules. Any questions about persons or materials not authorized to be used on any particular assignment should be clarified before accessing those persons or materials.
   - Submitting academic work produced with unauthorized assistance or materials is expressly prohibited. This may include assistance from fellow students, other faculty members, textbooks, notes, online resources, or commercial sources such as professional paper writers that are available for hire, or any other material that has not been authorized by the instructor for use.
   - Papers (in whole or in part) or other work prepared for one course should not be submitted to meet the requirements of another course without express permission from the instructor.
3. Students assigned to collaborate in group projects should contribute their fair share of the work necessary to complete the project or notify the instructor of their failure to contribute.

4. Academic integrity requires that students be truthful in all their academic work.
   - Falsifying research data, lab reports, or other academic work product is expressly prohibited.
   - Students should refrain from disclosing the specific contents of any test, exam, or other required assignment to a student who will, or may, later be required to complete that same assignment.
   - Students should refrain from soliciting or otherwise acquiring specific information about the contents of any test, exam, or other assignment that will, or may, be administered in the future.
5. As members of a learning community, we all have a responsibility to assure that all members have equal access to learning materials.
   - Keeping, taking, intentionally misplacing or damaging library books, online files, laboratory equipment, or other academic resources in order to obtain an academic advantage over another student is expressly prohibited.
   - Exhibiting behavior that disrupts the learning environment of the classroom deprives students of learning opportunities and may be grounds for expulsion from the class session. Students dismissed from a class for voluntary disruptions may be counted as absent for that class. Repeated incidents may be grounds for expulsion from the course.
6. Students taking online courses should be diligent to maintain the same standards of academic integrity for work performed off campus as for work performed in the classroom, the library, or other campus facilities. Online students should maintain strict privacy of their login identity and passwords.
7. The University's standards of academic integrity go beyond the classroom to encompass all aspects of a student's academic life.
   - Falsifying an academic record, a degree plan, a prerequisite waiver, or any other official document is expressly prohibited.
   - Students should not mislead any official of the University in order to secure a required form or otherwise obtain an academic advantage.
8. The University is a learning community in which participants are responsible for one another.
   - Assisting a student in any violation of the academic integrity standards is expressly prohibited. For example, providing or receiving unauthorized assistance, including (but not limited to) taking another student's exam, providing answers to another student during a test, or contributing to another student's written work without permission.
9. In furtherance of the mutual responsibility students share for academic integrity, students are expected to respond fully and candidly to any request from a University official for assistance in any investigation of violations of the University's standards.
   - Failure to respond candidly and fully to such a request is a violation of the university's standards.

This is not an exhaustive list and the university reserves the right to interpret and reasonably apply academic standards to individual situations.

A student who fails to meet these standards of academic integrity may receive a lower grade (including zero) on an assignment or a lower grade (including an "F" or "No Credit") for the course, as determined by the instructor. The penalty for academic dishonesty may also include more severe penalties, up to expulsion from the University. Conduct which violates the student Code of Conduct may also be grounds for disciplinary action as described in the Student Handbook.

For more information regarding academic integrity at UMHB, contact the Provost's Office.

PROGRAMS OF STUDY

The University of Mary Hardin-Baylor offers the following graduate degrees:

Doctor of Education (Ed.D.)
- P-12 (with superintendent certification)
- Higher Education
- Leadership in Nursing Education

Doctor of Nursing Practice (D.N.P)
- Doctor of Nursing Practice

Doctor of Physical Therapy (D.P.T)
- Doctor of Physical Therapy

Master of Arts (M.A.)
- Clinical Mental Health Counseling
  - Licensed Professional Counselor
  - National Board Certified Counselor
- Marriage, Family and Child Counseling
  - Licensed Marriage and Family Therapist
- Non-Clinical Professional Studies Program

Master of Business Administration (M.B.A.)
- Accounting
- Dual BBA/MBA
- Information Systems Management
- International Business
- Management

Master of Education (M.Ed.)
- Educational Administration (with principal certification)
- Curriculum and Instruction (Fields of study)

Master of Scinece in Education (M.S.Ed.)
- Exercise Physiology
- Sport Administration

Master of Science in Information Systems (M.S.I.S)

Master of Science in Nursing (M.S.N.)
- Nursing Education
- Family Nurse Practitioner

REQUIREMENTS

Requirements for individual graduate degrees are listed on the website for the respective degree title. Schematic degree plans are available on the Registrar website or upon request from the Registrar's Office.

The University will not normally change degree requirements as detailed in this catalog after a student begins a degree program. However, the University reserves the right to make reasonable changes to degree requirements for sound academic reasons, which may include changes to licensing or certification requirements by governmental or professional.

The University reserves the right to withhold a degree from a student whose conduct violates the moral and ethical standards which the University promotes as part of its educational mission. Preserving the academic integrity of the University is essential to protecting the value of a University degree and the reputation of the University's graduates. The University reserves the right at any time to revoke a degree which was improperly awarded due to fraud, deceit, or error, and to rescind a degree in the case of a graduate's egregious misconduct. The University will not revoke any degree without following a fair process, including an opportunity for the graduate to respond to the evidence and to protect his or her interests.

General Requirements for All Graduate Degrees

To receive any graduate degree from the University of Mary Hardin-Baylor, a student must:

1. Earn a minimum of 30 semester hours (total varies with specific degree requirements and hours required for doctoral degrees are considerably more) of credit which meet the requirements of the degree and area of specialization in which the student is enrolled with a grade point average of at least 3.00 on all work including transfer credit.
2. For a Master's degree, complete at least half of the course work in 6000-level classes. For a Doctor of Education degree, all course work must be 7000-level courses. No course at the 5000-level may be applied to a graduate degree if the course content substantially repeats the content of a course taken for undergraduate credit.
3. Complete a degree plan. A student's degree plan is initially maintained in draft form by the student's graduate program advisor. When the student is two semesters from graduating, the degree plan will be "formalized" by the Registrar's Office. A "formalized" degree plan should be on file in the Registrar's Office prior to Fall Registration for May graduates, and prior to Spring Registration for August and December graduates.
   The Program Director must approve substitutions and/or waivers affecting the degree plan at the time the degree plan is "formalized." Completed substitution and/or waiver form(s) must be on file in the Registrar's Office.
   Once the degree plan has been "formalized" by the Registrar's Office, a Graduation Audit will be sent to the student (copy to the student's graduate program advisor) listing those items the student needs to complete to graduate. If the student desires to make an appointment with the Registrar's Office to discuss the degree plan, the student is welcome to do so. A student experiencing a disruption in enrollment lasting longer than one academic year must reorganize his/her degree plan under the current catalog. The student cannot make formal application for degree, however, without Registrar's Office approval.
   While following a degree plan should be a joint effort between a student and the student's advisor, meeting the requirements for a particular degree is ultimately the responsibility of the student. Adherence to the above schedule should be followed.
4. Although a student may have completed all degree requirements, degree conferral is not automatic. All degree candidates must file an application for degree and pay the graduation fee by January 30 for Spring graduates, by May 30 for Summer graduates, and by September 30 for Fall graduates. Students filing for graduation after their respective deadline will be charged a late fee and are NOT guaranteed inclusion in the printed commencement program.
   Applications for past graduation dates will not be accepted, even though all degree requirements may have been completed during previous semesters.
   Students failing to graduate in their respective anticipated graduation year and term may roll their application for degree and graduation fee forward for the duration of one academic year. Students still failing to graduate after the expiration of one academic year must reorganize their respective degree plan to conform with the current catalog as well as must submit another application for degree and pay another graduation fee by the deadlines mentioned above.

Awarding of Transfer Credit

The University of Mary Hardin-Baylor accepts in transfer a maximum of six semester hours of graduate credit toward master's degrees and 12 semester hours of graduate credit toward doctoral degrees provided that those graduate courses were (1) completed no more than five years before admission to UMHB; (2) are from regionally accredited United States institutions of higher education; (3) received a grade of at least a "B;" and (4) consisted of subject matter equivalent to UMHB course(s) applicable to the student's program of study.

Transfer course equivalencies are determined through the collaborative efforts of the Registrar's Office, the graduate program Director, the Dean of the Graduate School, and the Provost's Office on the basis of the comparability of the nature, content, and level of the learning experiences to those offered by UMHB and the appropriateness and applicability of the learning experiences to the programs offered by UMHB.

Transfer courses along with their respective credit hours and grades are posted to students' academic records and are available for degree planning purposes by the end of the semester in which the transcripts are received. The accepted transfer course grades are incorporated into the student's cumulative GPA.

Course work with a grade of "B" or higher from United States colleges or universities accredited by other Council for Higher Education Accreditation (CHEA) recognized accrediting bodies may be considered for transfer on a course-by-course basis upon the written petition of the student to the graduate program director under which the course content falls. Documentation detailing content studied such as course syllabi may be requested for petition consideration. All transcripts, certificates, and diplomas from institutions outside the United States must be sent to an approved foreign credential evaluation service for a course-by-course evaluation in order for the possibility of transfer credit to be determined.

Credit is not awarded for experiential learning.

Credit from quarter system schools will be converted to semester hours:

Quarter	Semester
5	3.33
4	2.67
3	2.0
2	1.33
1	0.67

Only official transcripts will be evaluated for potential transfer credit.

- New students must submit an official transcript from ALL previously attended colleges and universities. Even though courses taken at one institution may be noted on another institution's transcript, an official transcript from each institution at which courses were taken is required. Transcripts should be sent directly from prior institutions to the UMHB Graduate Admissions Office.
  University of Mary Hardin-Baylor
  Graduate Admissions Office
  UMHB Box 8402
  900 College Street
  Belton TX 76513

- Readmitted students who attended any other institutions during their absence from UMHB must submit official transcripts reflecting such attendance. Transcripts should be sent directly from the institutions to the UMHB Graduate Admissions Office.
  University of Mary Hardin-Baylor
  Graduate Admissions Office
  UMHB Box 8402
  900 College Street
  Belton TX 76513
- Current students who concurrently enroll in other institutions must submit official transcripts reflecting their concurrent enrollment. Transcripts should be sent directly from the institution to the UMHB Registrar's Office.
  University of Mary Hardin-Baylor
  Registrar's Office
  UMHB Box 8425
  900 College Street
  Belton TX 76513

Transcripts from other institutions which have been presented for admission or evaluation become part of the student's academic file and are not returned or copied for distribution.

Students at the University of Mary Hardin-Baylor who wish to enroll in course work at another institution and apply those hours toward their UMHB degree must complete the Pre-Approval of Transfer Credits form and submit it to the Registrar's Office. The purpose of this permission is to ensure appropriate content, graduate classification of the course, and overall suitability for the student's degree plan.. Courses approved by one graduate program as substitutions for program requirements are not automatically granted approval by other graduate programs using the same program requirements.

Students at the University of Mary Hardin-Baylor who wish to enroll in course work in a foreign country and apply those hours toward their UMHB degree must secure written permission from their graduate program director and the Dean of the Graduate School. Documentation should be provided through a foreign transcript evaluation service.

UMHB is not responsible for courses taken without proper approval.

Transfer credit inquiries may be directed to registrar@umhb.edu or 254-295-4510.

Graduation under a Particular Catalog

To receive a graduate degree from the University of Mary Hardin-Baylor, a student must fulfill all requirements for that degree as set forth in a catalog under which the student is entitled to graduate. The student, however, has several choices:

1. graduate under the current catalog;
2. graduate under the catalog in force the year the student first registered (degree seeking status) at Mary Hardin-Baylor (within the five-year limitation for master's degrees or the seven-year limitation for doctoral degrees) provided the student maintains continuous enrollment during "long" semesters;
3. graduate under the catalog for any subsequent year in which the student was registered at Mary Hardin-Baylor (within the five-year limitation for master's degrees or the seven-year limitation for doctoral degrees) provided the student maintains continuous enrollment during "long" semesters; or
4. if first registration (degree seeking status) at Mary Hardin-Baylor was during a summer session, graduate under the catalog governing the preceding "long" semester or the catalog for the next "long" semester (within the five-year limitation for master's degrees or the seven-year limitation for doctoral degrees) provided the student maintains continuous enrollment during "long" semesters.

Students experiencing a disruption in enrollment lasting longer than one academic year must reorganize their respective degree plan to conform with the current catalog.

The University catalog is considered valid for five years from a student's initial enrollment with degree seeking status for master's degrees and for seven years from a student's initial enrollment with degree seeking status for doctoral degrees. For example, the catalog for school year 2015-2017 is valid for graduation purposes through Summer 2020 for a master's degree-seeking student enrolling in the Fall of 2015. The catalog for school year 2015-2017 is valid for graduation purposes through Summer 2022 for a doctoral degree-seeking student enrolling in Fall 2015.

A degree-seeking student who fails to complete the required work for a degree in a five-year (master's)/seven-year (doctoral) interval dating from the time the student first registered with degree seeking status must reorganize his or her degree plan to conform with the current catalog and obtain permission from the appropriate graduate Program Director and the Dean of the Graduate School to continue in the graduate program under the new degree plan.

The University makes changes to degree requirements from time to time in order to keep its programs current with developments in education. Students should also be aware that requirements of organizations outside the University (such as the Texas Education Agency) sometimes change, thus necessitating a change in degree requirements.

Although a previous edition of the University's academic catalog may control the academic criteria for awarding a student a degree or a major or minor in any academic field or certain academic honors and awards, the policies and procedures contained in the most recent edition of the catalog will always control. For example, matters such as academic standards, classroom expectations and ethics, and academic appeals are always controlled by the most recent catalog.

Second Master's Degree

A student who has already earned a master's degree and wishes to pursue a second master's degree may transfer a maximum of six semester hours from the first degree to the second degree provided the courses for which the six semester hours were earned are applicable to the second master's degree program.

Commencement Ceremonies

Commencement ceremonies are held at the conclusion of the Fall and the Spring terms.

- Because commencement exercises are meaningful experiences in the academic lives of students, all students are encouraged to participate when possible.
- Students are permitted to participate in only one commencement ceremony per degree.
- Students must settle all accounts in order to be eligible to participate in commencement exercises. UMHB may restrict students from participating in commencement for failure to make complete payment of student accounts.
- A student may be excused from commencement exercises and be permitted to graduate in absentia with approval from the Registrar's Office. Students desiring to graduate in absentia should submit a written request to the Registrar's Office not less than two weeks prior to the commencement exercise.
- Diplomas will be mailed within four weeks of the commencement exercise to the address provided on the application for degree. This allows time for confirmation all degree requirements have been met. Under no circumstances will a diploma be released prior to the official degree conferral date. Diplomas will not be released to students owing a balance to UMHB.

- Students lacking a maximum of seven (7) semester hours toward degree completion (as confirmed by the Registrar's Office) may petition the Registrar's Office for permission to participate in commencement exercises no earlier than January 31 for Spring participants or September 30 for Fall participants. Any exceptions to the maximum hours lacking for degree completion must be approved by the Provost. Participation in commencement exercises is not equivalent to graduation. Students granted permission by the Registrar's Office or the Provost to "walk" in the ceremony are not official graduates. They will not receive diplomas nor will their degrees be posted to their transcripts until all their degree requirements have been completed. Degree conferral dates will not be retroactive. The official degree conferral date of the semester in which the students' outstanding degree requirements are completed will apply. Students failing to graduate after the expiration of one academic year must reorganize their respective degree plan to conform with the current catalog as well as must submit another application for degree and pay another graduation fee by the applicable deadlines.
- Students may petition the Registrar's Office for permission to delay participation in commencement exercises if students are unable to participate in the ceremony immediately following their degree completion.

BUSINESS PROGRAMS

Master of Business Administration (M.B.A.)

Accounting
Information Systems Management
International Business
Management
Dual B.B.A./M.B.A.

Master of Science in Information Systems (M.S.I.S.)

Vision

University of Mary Hardin-Baylor aspires to be recognized as the leading provider of business education in the region and one of the leading providers in the nation.

Mission

The graduate programs in business at UMHB are marked by innovative methods, outstanding classroom teaching, and the integration of practical experiences in business- and systems-related graduate curricula. Particular emphasis is placed on the integration of Christian principles, leadership fundamentals, global concepts, and business management essentials.

Objectives

The College of Business seeks to provide a broad education that prepares graduates to succeed and be competitive in a global business world. Essential business concepts and skills needed by future leaders provide the foundation education into which Christian principles, leadership fundamentals, practical experiences, and global concepts are integrated. Special emphasis is given to excellent oral, written, and technology-based communication skills.

General Information

Admission Requirements-MBA and MSIS

A minimum undergraduate 3.0 GPA is required for regular admission. Students with more than five years of professional work experience lacking a 3.0 undergraduate GPA will be considered on a case-by-case basis after interviewing with the program director. See the Admissions section of this catalog for admission application procedures and costs.

Departmental Admission Appeals Process

A student who has been denied admission by the Graduate School may appeal the decision through written request to the UMHB Graduate Council with copies of the written request sent to the Program Director of the respective graduate program, Dean of the College of Business, Dean of the Graduate School, and the University Provost.

MASTER OF BUSINESS ADMINISTRATION (M.B.A.)

Purpose of the Program

The Master of Business Administration (M.B.A.) degree is designed to prepare graduates for business leadership positions. The knowledge, practiced skills, and attitudes needed for success in management are taught. Critical and applied thinking as well as oral and written professional communication are emphasized throughout the program. Students can choose to concentrate in one of four tracks: Accounting, Information Systems Management, International Business, or Management.

Length of Program

The program consists of 36 graduate semester hours including the successful completion of a capstone project. Classes are offered in the evening and meet once per week beginning at 6PM or 8PM for one hour and forty minutes. Spring and fall terms run 16 weeks; a shorter summer term running 7 weeks meets at 6PM for three hours and forty minutes. Selected courses are offered in online or hybrid format. Many students complete their M.B.A. in 2 years by attending evening classes on a part-time basis while continuing their full-time employment.

B.B.A./M.B.A.

UMHB Bachelor of Business Administration (B.B.A.) students are eligible to apply for the combined B.B.A./M.B.A. program during their junior year. Admission to the Graduate School is required before enrolling in graduate courses. The program requires 150 hours and is normally completed in five years. See the Program Director for more information.

Prerequisites

The MBA program presumes an undergraduate degree in business from an accredited institution; however, we recognize that some students from other disciplines wish to add the MBA to their professional skillset and credentials. As such UMHB has established a list of prerequisite courses to prepare non-business majors for the rigor of the MBA curriculum.

What follows is a list of eight MBA courses with the associated prerequisites from the UMHB undergraduate catalog. Candidates can use the course descriptions from the UMHB undergraduate catalog to evaluate the appropriateness of courses taken at other institutions.

MBA Course: BACC 6221 Accounting for Managers
Prerequisite: BACC 2311 Financial Accounting

MBA Course: BFIN 6262 Financial Management
Prerequisite: BCIS 1301 Technological Solutions or demonstration of MS Office™ competency
Prerequisite: BFIN 3311 Financial Management

MBA Course: BECO 6231 Mgrl. Economics
Prerequisite: BECO 2311 or 2312 Macro/Micro Econ.

MBA Course: BMGT 6261 Strategy &Mgrl. Decision
MBA Course: BADM 6212 Organizational Behavior
Prerequisite: BMGT 3310 Principles of Management

MBA Course: BMKT 6241 Marketing Management
Prerequisite: BMKT 3311 Principles of Marketing

MBA Course: BSYS Logistics and Operations Mgmt.
Prerequisite: BQBA 2301 Business Data Analysis

MBA Course: BSYS 6242 Info. Systems and Technology
Prerequisite: BSYS 3312 Information Systems

Graduation Requirements

- A cumulative G.P.A. of 3.0 or higher for all M.B.A. courses must be earned.
- Completion of a capstone experience.
- All M.B.A. courses and the capstone experience must be successfully completed within 5 years of starting the M.B.A. program.

Capstone Experience

The MBA Capstone Experience allows students to apply, in a concentrated exercise, the varied skills and knowledge of their MBA experience. At the completion of 8 academic hours a student must choose one of three capstone options. Early selection encourages the targeting of on-going coursework towards the completion of the capstone objective.

Capstone Option #1 – The MBA Practicum

The MBA practicum is a comprehensive project designed to contribute to the student's professional field. The output is scholarly comprehensive research or documented outcome agreed upon by UMHB faculty. The practicum is complete when presented to, and accepted by, the student's practicum committee or at an agreed-upon academic conference.

Practicum students take two courses:

(a) BADM 6080 Practicum Methods is taken in the semester immediately following the completion of 8 academic hours.

(b) BADM 6281 – Practicum Completion is taken during the academic semester of the presentation of practicum results.

Students failing to complete and present their practicum will continue to enroll in BADM 6182 Practicum Continuation each spring and fall semester until completion.

Capstone Option #2 – ERP Simulation

BADM 6285 Advanced ERP Simulation is a rigorous multi-discipline exercise analyzing a business and configuring SAP™ software to address business needs. Instruction and evaluations will be rendered by multiple faculty members from various disciplines.

Capstone Option #3 – International Business Competition

BADM 6288 International Business Competition assembles teams of various disciplines (finance, management, marketing, information systems, accounting, etc.) to compete in the annual Free Trade Alliance International Business Competition. Students will travel to the conference and present a comprehensive business plan.

CURRICULUM

The M.B.A. curriculum consists of (a) core courses, (b) track courses, and (c) a capstone project.

M.B.A. Core Courses

Select 24 hours from the following list:

BADM 6210	Managerial Communication	2
BADM 6220	Entrepreneurship	2
BADM 6212	Organizational Behavior & Change Management	2
BADM 6241	Values-Driven Leadership	2
BADM 6243	Global Issues in Business and Society	2
BADM 6250	Legal Environment of Business	2
BACC 6221	Accounting for Managers	2
BECO 6231	Managerial Economics & Planning	2
BFIN 6262	Financial Management	2
BMGT 6261	Strategy & Managerial Decision Making	2
BMKT 6241	Marketing Management	2
BQBA 6211	Quantitative Methods & Managerial Decision Making	2
BSYS 6242	Info Systems & Technology	2
BSYS 6250	Logistics & Operations Management	2

(a) BADM 6220 Entrepreneurship is eliminated from the core courses selections for Management track students because the subject matter is covered in BMGT 6232.

(b) BADM 6243 Global Issues in Business and Society is eliminated from the core courses selections for International Business track students because it is part of the international business track.

(c) BACC 6221 Accounting for Managers is eliminated from core courses selections for Accounting track students because it is not recognized by the TXCPA as qualifying hours towards fulfilling CPA exam requirements.

(d) BMGT 6261 Strategy and Managerial Decision Making should be deferred until the student's final semester in the program.

Accounting Track Courses

Select 10 hours from below:

BACC 5220	Non-Profit Accounting	2
BACC 5241	Financial Statement Analysis	2
BACC 5312	Advanced Accounting	3
BACC 6231	Contemporary Accounting Issues	2
BACC 6243	Fraud Examination	2
BACC 6252	Accounting Research	2

Information Systems Management Track Courses

Three graduate BCIS courses from the MSIS degree listing (9 hours) plus a one-hour independent study.

International Business Track Courses

10 hours:

BADM 6243	Global Issues in Business and Society	2
BADM 6245	International Business Seminar	2
BADM 6251	Global Strategies in Economics & Finance	2
BMGT 6260	International Management	2
BMKT 6251	Global Marketing & Competition	2

Management Track Courses

10 hours:

BMGT 6221	Human Resources	2
BMGT 6232	Competition & the Entrepreneurial Manager	2
BMGT 6235	Advanced Management Theory & Practice	2
BMGT 6260	International Management	2
	One elective course from the MBA curriculum, any track	2

Capstone Experience Classes (2 hours or continuation)

BADM 6080	Practicum Methods	
BADM 6281	Practicum Completion	2
BADM 6182	Practicum Continuation	1

BADM 6285 ERP Simulation.....2
BADM 6288 International Business Competition Capstone.....2
BADM 6080 is required for practicum students

5-YEAR COMBINED BBA/MBA

The combined BBA/MBA allows UMHB students who are currently pursuing a BBA degree to complete their MBA in one additional year beyond what would normally be required for the BBA. Students must meet all requirements for regular admission to the graduate program, including a minimum undergraduate 3.0 GPA. Students must declare their intent and apply to the graduate program in their Junior year in order to complete all requirements within their 5th year. Students will begin taking graduate courses while they are completing their undergraduate courses, and the following undergraduate courses will be waived: BLAW 3311, BMGT 4349, and BSYS 3325. The content of these courses will be covered in appropriate graduate courses. In the event the student does not complete all courses required for the Combined BBA/MBA, they will be required to complete BLAW 3311, BMGT 4349, and BSYS 3325 in order to be awarded their BBA degree. Upon completing all requirements of the Combined BBA/MBA, the student will be awarded both degrees at Commencement.

5-YEAR COMBINED BBA/MBA - ACCOUNTING MAJORS

The combined BBA/MBA in Accounting contains all necessary coursework to qualify the graduate to sit for the Uniform CPA Exam under the current requirements set forth by the Texas State Board of Public Accountancy. In addition to the BBA accounting requirements, students must complete all MBA course requirements in the Accounting track.

Students must declare their intent in the spring semester of their junior year and have completed or be enrolled in BACC 3322 and BACC 3325. Admission to the 5-year Accounting program requires a minimum 3.0 undergraduate GPA overall and a minimum 3.0 GPA in all Accounting Courses.

MASTER OF SCIENCE IN INFORMATION SYSTEMS (M.S.I.S.)

Purpose of the Program

The Master of Science in Information Systems (M.S.I.S.) is a 36 hour program consisting of courses designed to prepare students for success in the dynamic field of information technology. Students in the M.S.I.S. program are exposed to a balanced combination of managerial and technical topics. Graduates gain the skills and knowledge necessary to understand, develop, implement and manage information systems in all types of industries and organizations.

Length of Program

The program consists of 36 graduate semester hours including the successful completion of a capstone project. Classes meet once per week for two hours and forty minutes. Spring and fall terms run 16 weeks; a summer term runs 4 weeks (meets 4 times per week) or 8 weeks (meets twice per week). Selected courses are offered in online or hybrid format.

Prerequisites

Undergraduate coursework in the areas of programming, design and database or equivalent work experience.

Admission Requirements

See Admissions Requirements for M.B.A. and M.S.I.S

Graduation Requirements

- A G.P.A. of 3.0 or higher for all M.S.I.S. courses must be earned.
- All M.S.I.S. courses must be successfully completed within 5 years of starting the M.S.I.S. program.

M.S.I.S. Required Courses

BADM 6305	Seminar in Information Systems Research	3
BADM 6330	Business Process Management	3
BCIS 6320	Database Development and Administration	3
BCIS 6322	Analysis, Modeling and Design	3
BCIS 6323	Enterprise Systems	3
BCIS 6335	Emerging Technologies and Issues	3
BCIS 6340	Decision Support and Business Intelligence	3
BCIS 6350	Project and Change Management	3
BCIS 6360	Applied Programming	3
BCIS 6370	Information Systems Security	3
BCIS 6375	IT Infrastructure	3
BCIS 6395	Systems Development and Implementation	3

UMHB periodically offers a special topics course that can be substituted for one of the above courses at the discretion of the program director.

(a) BCIS 6305 Seminar in Information Systems Research should be taken during the student's first semester.

(b) BCIS 6395 Systems Development and Implementation is taken during the student's final semester as a capstone experience.

COUNSELING PROGRAMS

Dr. H. Ty Leonard, Interim Director

Vision

The Graduate Counseling Program at the University of Mary Hardin-Baylor aspires to be the program of choice for persons seeking development as viable, competent, effective, and ethical professional mental health and marriage and family counselors. Students and faculty collaboratively pursue knowledge, faith, compassion, justice and innovative ideas so that they may develop and provide counseling and educational services to diverse community populations throughout the nation and abroad.

Mission

The Graduate Counseling Program seeks to prepare students from diverse backgrounds and cultural experiences as master's level clinicians for the mental health and family therapy fields. The program also equips students with skills needed to later continue their academic training at the doctoral level if they choose. This program gives students opportunities to develop knowledge and competence in counseling skills, theory, assessment, empirically based research and personal growth so that they may deliver professional mental health services in a variety of work settings. Our mission embodies the values of UMHB as a Christian-based institution and the ethical principles of the mental health professions: autonomy, beneficence, non-malfeasance, justice, fidelity, and veracity. The programs are designed to meet the standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and educational requirements for Texas licensure by the Texas State Board of Examiners for Licensed Professional Counselors, and the Texas State Board of Examiners for Marriage and Family Therapists.

Goals

PROGRAM GOAL I: To prepare students from diverse backgrounds and cultural experiences to become ethical master's level clinicians for the counseling profession in a global society.

PROGRAM GOAL II: To provide students with knowledge and competence in counseling skills, theory, assessment, empirically-based research, and personal growth so that they are able to deliver counseling services in a variety of work settings.

PROGRAM GOAL III: To provide students with a broad-based counseling curriculum that meets the standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP), educational requirements for Texas licensure and/or certification by the Texas State Board of Examiners for Licensed Professional Counselors, and/or the Texas State Board of Examiners of Marriage and Family Therapists, as applicable to the student's program of choice.

PROGRAM GOAL IV: To equip students with skills needed to continue their academic training at the doctoral level if they choose.

Programs

The University of Mary Hardin-Baylor offers the Master of Arts Degree in Counseling as follows:

Clinical Mental Health Counseling Program (CMHC) – 60 hours (CACREP accredited)

Marriage, Family and Child Counseling Program (MFCC) – 60 hours (CACREP accredited)

Non-Clinical Professional Studies in Counseling Program – 36 hours (does not lead to licensure or certification)

The Clinical Mental Health Counseling (CMHC) track is designed for students who have an interest in working with individual clients across the lifespan in a variety of counseling and mental health settings and private practice. This track prepares graduates to apply for licensure as an LPC (Licensed Professional Counselor) in Texas.

The Marriage, Family, and Child Counseling (MFCC) track is for students who want to work in a variety of public settings that serve couples and families in the community or in private practice. This track prepares graduates to apply for licensure as an LMFT (Licensed Marriage & Family Therapist) in Texas.

The main difference between the Clinical Mental Health track and the Marriage and Family track is the focus of the clinical work – the CMHC track focuses on individual interventions, and the MFCC track focuses on helping clients through a relational or systemic intervention (couples or families).

The two licensure and certification programs follow a core curriculum which is the basic building block for the professional counselor, regardless of setting. All students complete courses in the following areas:

- developmental counseling
- counseling theories
- group theories, dynamics, and process
- lifestyle and career development
- multicultural counseling
- measurement and appraisal
- research and evaluation
- professional orientation and ethics

In addition, a sequence of specialized courses is offered within each program area (i.e., Clinical Mental Health Counseling- Marriage, Family, and Child Counseling) Clinical practicum and/or internship experiences in an appropriate clinical setting are offered in conjunction with the core and specialized counseling courses. Program requirements in the Non-Clinical Professional Studies in Counseling allow students to take courses offered by other departments which enable students to broaden their knowledge base in their area of interest.

A student's allowable course load is typically nine (9) credit hours in the fall and spring semesters, and six (6) credit hours in the summer or when enrolled in the Internship sequence. Exceptions must be submitted to the Program Director in writing and approved by the Dean of the Graduate School.

Admission Requirements

Applicants seeking enrollment in a Master of Arts program must submit or complete the following: Three (3) letters of recommendation (from professionals, former instructors, bosses, etc.) attesting to applicant's character and ability to complete graduate work.

- A completed interview with the Departmental Graduate Admissions Committee.
- A signed student agreement form (which includes a background check)

Clinical Mental Health Counseling Program & Marriage, Family and Child Counseling Program

To enter either of these 60 credit programs the student must have completed a baccalaureate degree from a regionally accredited university with a major in psychology or closely related field with a minimum of 12 semester hours of psychology or social sciences. The hours of undergraduate psychology should include, but are not necessarily limited to, a general introduction to psychology course, a human growth and development course, a course in abnormal behavior, and a statistics or research course.

Students in all counseling degree tracks must meet the following requirements:

- Have a minimum cumulative undergraduate grade point average (GPA) of 2.75 (on a 4.00 scale) or have a minimum 3.00 GPA (on a 4.00 scale) on the last 60 semester hours of course work.
- Have a minimum cumulative score of 300 on the verbal and quantitative portions (if GRE is taken after August 2011; 900 minimum if taken before August 2011); and a minimum score of 3.0 on the analytical section of the General Test of the Graduate Record Examination (GRE) – if overall undergraduate GPA is below a 3.0.
- Upon receiving an offer of admission, demonstrate physical, mental, and emotional qualifications sufficient, with or without reasonable accommodation, to meet the academic and technical requirements of the counseling profession.

Student Evaluation and Degree Requirements

To obtain the Master of Arts degree, students must demonstrate a depth and breadth of knowledge within their chosen field, an understanding of self, and the promise of skilled performance in cognitive and affective areas. To ensure that program standards are high, students will be evaluated at the following points:

1. Upon admission through a review of their writing sample, interview, academic credentials, and letters of recommendation.
2. Within each course:

   Students are graded on academic knowledge, class participation and interpersonal skills, writing ability (both content and construct), speaking and presentation skills, independent research, professional orientation, and capacity to successfully perform in the counseling profession. Appropriateness of classroom demeanor, behavior, and ethics is also evaluated. "A" work is considered above average performance; "B" work is considered average performance; "C" work is considered below average performance. A minimum grade point average (GPA) of 3.00, semester and cumulative, is required of all graduate students enrolled in a Master of Arts program. Students with a semester and/or cumulative GPA of less than 3.00 will be placed on probation. Failure to correct the deficiency in the next semester of attendance will result in dismissal.

   The Graduate Counseling Program is both academic and experiential. Therefore, the student must demonstrate more than cognitive abilities. Evaluation using the Counselor Competencies Scales (CCS) and Professional Performance Evaluation (PPE) will be made at various points throughout the program as the faculty deems appropriate.

   The Professional Performance Evaluation (PPE) supersedes all other requirements for a class, and no credit for the class may be earned in the event that a "0" (does not meet criteria for program level) is indicated. A copy of the PPE and CCS can be electronically accessed at

   http://graduate.umhb.edu/counseling
3. Acceptance as a candidate is required for all clinical degrees. Students with a GPA of 3.00 or better must apply twice for admission to candidacy: after the completion of a minimum of 12 semester hours [before beginning the Practicum course] and again after the completion of Practicum. The departmental graduate faculty committee evaluates each student on the student's overall performance in courses completed to determine if the student is qualified to be a candidate to receive the Master of Arts degree. Areas evaluated by the committee include academic knowledge, class participation and interpersonal skills, writing ability (both content and construct), speaking and presentation skills, independent research, professional orientation, self-reflection and self-care, and freedom from mental health problems that, even with reasonable accommodation would interfere with occupational functioning.

   The committee may decide to accept the applicant with qualification pending completion of the first semester of practicum or reject the applicant. "Acceptance with qualification pending completion of the first semester of practicum" means that the student will make improvements in the areas that the faculty have commented on in the "candidacy letter" and will demonstrate good use of counseling knowledge, skills, and ethics in the first semester of practicum. Rejection for candidacy means that the student has consistently performed at an unacceptable level and/or has made few attempts to remedy deficiencies as recommended and may result in dismissal from the program.

   A student's application for candidacy may be deferred if the committee has some question regarding the student's appropriateness for candidacy. Students will be notified in writing ("candidacy letter") of the response to their application for candidacy and of any recommendations or requirements for improvement.
4. During clinical instruction:

   Students must apply for and be approved to take clinical instruction classes prior to enrolling in these courses. Students are evaluated during Practicum and Internship by their Faculty Supervisor when working only at the Community Life Center or by their Faculty Supervisor and Site Supervisor when working at both the Community Life Center and an off-campus counseling site. All supervisors will use the Counseling Competencies Scales (CCS) to give their students evaluations at mid-term and at the end of the semester.
5. Following administration of comprehensive examination:

   Students accepted for candidacy must register for and successfully complete a comprehensive examination conducted by the graduate counseling faculty during the students' last semester of course work prior to graduation. All comprehensive examinations cover material presented in the courses required according to the degree specialization. The comprehensive exam in the three clinical programs is a standardized written examination. The comprehensive examination in the Non-Clinical Professional Studies is a written examination constructed by three or more faculty to represent the student's individualized degree plan. The policies and procedures for the administration and scoring of the comprehensive examination for each specialization are available through the Director of the Graduate Counseling Program. The comprehensive exam may only be retaken once. If the examination is failed a second time, the student will no longer be eligible to receive a Master of Arts degree with a major in Counseling from UMHB.

Master of Arts in Counseling (M.A.)

CLINICAL MENTAL HEALTH COUNSELING PROGRAM
Dr. H. Ty Leonard, Program Coordinator

The Clinical Mental Health Counseling program at the University of Mary Hardin-Baylor is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The Clinical Mental Health Counseling program is currently accredited under the 2009 standards.

Mission

The mission of the Clinical Mental Health Counseling Program is to prepare students for licensure and certification as knowledgeable and ethical professional counselors to meet the increasing demand for mental health services in a complex society with a diverse population by offering a curriculum that combines theory and concepts with skills development and meets the requirements as set forth by the Texas State Board of Examiners of Professional Counselors and the Council for Accreditation of Counseling and Related Educational Programs.

CMHC Goals

CMHC Goal 1: Prepare clinical mental health counselors to meet the needs of an increasingly diverse and changing society.
CMHC Goal 2: Prepare qualified clinical mental health counselors who are proficient in written and verbal communications.
CMHC Goal 3: Prepare professional mental health counselors to practice effectively in collaborative and interdisciplinary environments.
CMHC Goal 4: Promote the development of counselor professional identity and an understanding of professional ethical standards and the appropriate legal statues.
CMHC Goal 5: Provide Clinical Mental Health program students with the academic and practical experiences that satisfy the program accreditation standards set forth by the Counsel for the Accreditation of Counseling and Related Education Programs (CACREP) and satisfy the licensure requirements of the State of Texas's Board of Examiners of Professional Counselors.

A Licensed Professional Counselor (LPC) renders professional counseling services to individuals, couples, families, groups, organizations, corporations, institutions, government agencies, or the general public for compensation. He or she assists one or more clients through the therapeutic relationship, using a combination of mental health and human development principles, methods, and techniques, including the use of psychotherapy, to achieve the mental, emotional, physical, social, moral, educational, spiritual, or career-related development and adjustment of the client throughout the client's life. The Licensed Professional Counselor is a trained and experienced expert who holds a valid license issued under the Texas Licensed Professional Counselor Act, Title 71, Art. 4512g.

A National Board Certified Counselor (NBCC) is one who has advanced knowledge of mental health, psychological, or human development principles and can apply these through cognitive, affective, behavioral or systemic intervention strategies to address wellness, personal growth, or career development, as well as pathology. This national certification requires that a person who has completed the 48 hour program and has met the requirements for the general practice of professional counseling take and pass a national certification examination.

Course Requirements 60 hours

Core Counseling Courses (36 hours)

CNSL 6302	Career Development and Information Sources	3
CNSL 6308	Professional Orientation & Ethics	3
CNSL 6310	Lifespan Development Seminar	3
CNSL 6312	Group Processes	3
CNSL 6315	Abnormal Human Behavior	3
CNSL 6316	Applied Counseling Techniques in Individual & Family Counseling	3
CNSL 6318	Marriage and Family Theories in Counseling	3
CNSL 6320	Theories of Counseling	3
CNSL 6326	Psychological Assessment	3
CNSL 6345	Research and Statistical Methods	3
CNSL 6351	Diversity Issues	3
CNSL 6394	Pre-Practicum	3

Clinical Mental Health Counseling Specialized Courses (12 hours)

CNSL 6305	Addictions Counseling and Psychopharmacology	3
CNSL 6330	Trauma and Crisis Counseling with Individuals and Families	3
CNSL 6355	Advanced Psychopathology & Treatment Planning	3
CNSL 6370	Legal & Ethical Issues in Clinical Mental Health Counseling	3

Elective (3 credits from any of the following or other counseling courses with approval)

CNSL 6301	Brief Counseling Interventions with Individuals & Families	3
CNSL 6304	Couples Counseling	3
CNSL 6306	Counseling Children & Adolescents	3
CNSL 6327	Marriage and Family Assessment & Treatment	3
CNSL 6352	Advanced Group Therapy	3
CNSL 6353	Consultation, Prevention, & Supervision	3
CNSL 6354	Human Sexuality	3
CNSL 6391	Seminar	3
CNSL 6393	Advanced Marriage and Family Techniques	3

Clinical Instruction (9 hours)

CNSL 6395 Practicum 3
CNSL 6397 Internship I 3
CNSL 6398 Internship II 3

Comprehensive Examination (0 hours)

CNSL 6090 Comprehensive Examination ....

Counselor Preparation Comprehensive Examination (CPCE). The policies and procedures for the administration and scoring of the comprehensive examination for each specialization are available through the Director of the Graduate Counseling Program.

Clinical Mental Health Counseling Degree Plan

This section identifies how the UMHB Clinical Mental Health Counseling Program meets the 10 academic content areas required in Rule §681.83 and §681.84 Academic Course Content of Title 22, Texas Administrative Code, Part 30, Chapter 681, effective June 1, 2012 for meeting the course requirements for licensure as a professional counselor in the State of Texas:

Human Growth and Development
CNSL 6310 Lifespan Development Seminar 3
Abnormal Human Behavior
CNSL 6305 Addictions Counseling and Psychopharmacology 3
CNSL 6315 Abnormal Human Behavior 3
CNSL 6355 Advanced Psychopathology & Treatment Planning 3
Appraisal or Assessment Techniques
CNSL 6326 Psychological Assessment 3
Counseling Theory
CNSL 6320 Theories of Counseling 3
Counseling Methods or Techniques
Counseling Individuals
CNSL 6316 Applied Counseling Techniques in Individual & Family Counseling 3
CNSL 6394 Pre-Practicum 3
Theory and Types of Groups
CNSL 6312 Group Processes 3
Research
CNSL 6345 Research and Statistical Methods 3
Lifestyle and Career Development
CNSL 6302 Career Development and Information Sources 3
Social and Cultural and Family Issues
CNSL 6318 Marriage and Family Theories in Counseling 3
CNSL 6330 Trauma and Crisis Counseling with Individuals and Families 3
CNSL 6351 Diversity Issues 3
Professional Orientation & Ethics
CNSL 6308 Professional Orientation & Ethics 3
CNSL 6353 Consultation, Prevention, & Supervision 3
CNSL 6370 Legal & Ethical Issues in Clinical Mental Health Counseling 3
Elective (3 credits from any of the following)
CNSL 6301 Brief Counseling Interventions with Individuals & Families 3
CNSL 6304 Couples Counseling 3
CNSL 6306 Counseling Children & Adolescents 3
CNSL 6327 Marriage and Family Assessment & Treatment 3
CNSL 6352 Advanced Group Therapy 3
CNSL 6354 Human Sexuality 3
CNSL 6391 Seminar 3
CNSL 6393 Advanced Marriage and Family Techniques 3
Practicum (Internship)
CNSL 6395 Practicum 3
CNSL 6397 Internship I 3
CNSL 6398 Internship II 3

In addition to completing all degree requirements, students who want to become Licensed Professional Counselors (LPC) in Texas must, after graduation, complete a 3000 clock hour internship approved by the Texas State Board of Examiners of Professional Counselors. Prior to beginning this internship, graduates must apply to take the National Counselor Exam and apply to the Texas State Board of Examiners of Professional Counselors for a temporary license. Graduates must also take and pass the Jurisprudence Exam administered by the Texas State Board of Examiners of Professional Counselors.

MARRIAGE, FAMILY, AND CHILD COUNSELING PROGRAM
Dr. Wen-Mei Chou, Program Coordinator

The Marriage, Family, and Child Counseling program at the University of Mary Hardin-Baylor is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The Marriage, Family, and Child Counseling program is currently accredited under the 2009 standards.

Mission

The mission of the Marriage, Family, and Child Counseling Program (MFCC) is to provide students with the academic knowledge, the therapeutic skills, and the ethical foundations necessary to practice in the field of marriage and family therapy. The Counselor Education faculty is committed to providing a program milieu that offers students the opportunity for professional and personal growth. This program prepares students through curriculum designed to meet the academic requirements set forth by Council for Accreditation of Counseling and Related Educational Programs (CACREP) and to sit for the Marriage and Family Therapy licensing exam (which would allow for LMFT licensure in Texas and several other states).

MFCC Goals

MFCC Goal 1: Prepare marriage and family counselors to meet the needs of an increasingly diverse and changing society.

MFCC Goal 2: Prepare qualified marriage and family counselors who are proficient in written and verbal communications.

MFCC Goal 3: Prepare professional marriage and family counselors to practice effectively in collaborative and interdisciplinary environments.

MFCC Goal 4: Promote the development of counselor professional identity and an understanding of professional ethical standards and the appropriate legal statues.

MFCC Goal 5: Provide Marriage, Family, and Child Counseling program students with the academic and practical experiences that satisfy the program accreditation standards set forth by the Counsel for the Accreditation of Counseling and Related Education Programs (CACREP) and satisfy the licensure requirements of the State of Texas's Board of Examiners of Licensed Marriage and Family Therapists.

COURSE REQUIREMENTS – 60 HOURS

Counseling Core Courses (36 hours)

CNSL 6302	Career Development and Information Sources	3
CNSL 6308	Professional Orientation & Ethics	3
CNSL 6310	Lifespan Development Seminar	3
CNSL 6312	Group Processes	3
CNSL 6315	Abnormal Human Behavior	3
CNSL 6316	Applied Counseling Techniques in Individual & Family Counseling	3
CNSL 6318	Marriage and Family Theories in Counseling	3
CNSL 6320	Theories of Counseling	3
CNSL 6326	Psychological Assessment	3
CNSL 6345	Research and Statistical Methods	3
CNSL 6351	Diversity Issues	3
CNSL 6394	Pre-Practicum	3

Marriage, Family, and Child Counseling Specialized Courses (12 hours)

CNSL 6301	Brief Counseling Interventions with Individuals & Families	3
CNSL 6304	Couples Counseling	3
CNSL 6306	Counseling Children & Adolescents	3
CNSL 6393	Advanced Marriage and Family Techniques	3

Elective (3 credits fromany of the following or other counseling courses with approval)

CNSL 6305	Addictions Counseling and Psychopharmacology	3
CNSL 6330	Trauma and Crisis Counseling with Individuals and Families	3
CNSL 6352	Advanced Group Therapy	3
CNSL 6353	Consultation, Prevention, & Supervision	3
CNSL 6354	Human Sexuality	3
CNSL 6370	Legal & Ethical Issues in Clinical Mental Health Counseling	3
CNSL 6391	Seminar	3

Clinical Instruction (9 hours)

CNSL 6395	Practicum	3
CNSL 6397	Internship I	3
CNSL 6398	Internship II	3

Comprehensive Examination (0 hours)

MFCC 6090	Comprehensive Exam	

Marriage & Family Therapy Practice Examination. The policies and procedures for the administration and scoring of the comprehensive examination for each specialization are available through the Director of the Graduate Counseling Program.

MARRIAGE, FAMILY, AND CHILD COUNSELING

This section identifies how the UMHB Marriage, Family & Child Counseling Program meets the academic content areas required in Rule §801.113(d) and (e) and §801.114, Academic Course Content of Title 22, Texas Administrative Code, Part 35, Chapter 801, effective May 18, 2008 and modified in 2012 for meeting the course requirements for licensure as a marriage and family therapist in the State of Texas:

Theoretical Foundations of Marriage and Family Therapy (1 course)

CNSL 6318	Marriage and Family Theories in Counseling	3
CNSL 6320	Theories of Counseling	3
CNSL 6394	Pre-Practicum	3

Assessment and Treatment in Marriage and Family Therapy (4 courses)

CNSL 6301	Brief Counseling Interventions with Individuals & Families	3
CNSL 6304	Couples Counseling	3
CNSL 6306	Counseling Children & Adolescents	3
CNSL 6316	Applied Counseling Techniques in Individual & Family Counseling	3
CNSL 6393	Advanced Marriage and Family Techniques	3

Human Development, Gender, Multicultural Issues and Family Studies (2 courses)

CNSL 6310	Lifespan Development Seminar	3
CNSL 6351	Diversity Issues	3

Psychopathology (1 course)

CNSL 6315	Abnormal Human Behavior	3

Professional Ethics (1 course)

CNSL 6308	Professional Orientation & Ethics	3

Applied Professional Research (1 course)

CNSL 6345	Research and Statistical Methods	3

Elective (3 credits-any of the following)

CNSL 6305	Addictions Counseling and Psychopharmacology	3
CNSL 6330	Trauma and Crisis Counseling with Individuals and Families	3
CNSL 6352	Advanced Group Therapy	3
CNSL 6353	Consultation, Prevention, & Supervision	3
CNSL 6354	Human Sexuality	3
CNSL 6370	Legal & Ethical Issues in Clinical Mental Health Counseling	3
CNSL 6391	Seminar	3

Supervised Clinical Practicum (12 months or 3 courses)

CNSL 6395	Practicum	3
CNSL 6397	Internship I	3
CNSL 6398	Internship II	3

In addition to completing all degree requirements, students who want to become Licensed Marriage & Family Therapist (LMFT) in Texas must, after graduation, complete a 3000 clock hour internship approved by the Texas State Board of Examiners of Marriage & Family Therapists. Prior to beginning this internship, graduates must apply to take the Marriage & Family Therapist Licensure examination and apply to the Texas State Board of Examiners of Marriage & Family Therapists for a temporary license. Graduates must also take and pass the Jurisprudence Exam administered by the Texas State Board of Examiners of Marriage & Family Therapists.

NON-CLINICAL PROFESSIONAL STUDIES PROGRAM
Dr. Rochelle Cade, Program Coordinator

Mission

The Non-Clinical Professional Studies Program is designed for students who need an advanced degree to pursue further academic study or to enhance professional development.

NCPS Goal

NCPS Goal: The goal of the Non-Clinical Professional Studies Program is to give students who do not desire to become licensed an opportunity to pursue graduate study for the purpose of furthering their knowledge and skills needed for professional development and career advancement.

This is not a clinical degree and does not lead to state licensure or certification.

COURSE REQUIREMENTS 36 CREDITS

Core Courses (15 credits)

CNSL 6302	Career Development and Information Sources	3
CNSL 6310	Lifespan Development Seminar	3
CNSL 6320	Theories of Counseling	3
CNSL 6345	Research and Statistical Methods	3
CNSL 6351	Diversity Issues	3

Electives (21 hours)

CNSL 6305	Addictions Counseling and Psychopharmacology	3
CNSL 6306	Counseling Children & Adolescents	3
CNSL 6308	Professional Orientation & Ethics	3
CNSL 6312	Group Processes	3
CNSL 6316	Applied Counseling Techniques in Individual & Family Counseling	3

CNSL 6318 Marriage and Family Theories in Counseling.....3
CNSL 6353 Consultation, Prevention, & Supervision.....3

Students in this degree track may select Outside Electives (up to 9 credits may be gained from other graduate disciplines such as business or education with the approval of the student's advisor and/or Graduate Program Director).

Comprehensive Examination (0 hours)

NCPS 6090 Comprehensive Examination .....

NCPS 6090 Comprehensive Examination

The Non-Clinical Professional Studies Comprehensive Examination consists of 180 multiple-choice questions that have been developed and submitted by faculty members within the Graduate Counseling Program and faculty members other UMHB disciplines (to cover coursework taken by the student as part of his/her degree). The policies and procedures for the administration and scoring of the comprehensive examination for each specialization are available through the Director of the Graduate Counseling Program.

CLINICAL INSTRUCTION PROGRAM
Dr. Jason Martin, Director of the Community Life Counseling Center
Dr. S. Renee Turner, Coordinator of Clinical Placements

The clinical placement sequence is the cornerstone of the training experience for the Master of Arts in Counseling degree. As such, all clinical faculty are involved in this essential process to include assisting in screening potential placements sites, evaluating site-supervisor credentials, assessing student readiness for placement, teaching clinical courses (practicum and internship), and providing clinical supervision to students. The Director of the Community Life Counseling Center (CLC) manages the day-to-day operations of the on-campus training facility where students are placed for their practicum experiences. The CLC Director helps to ensure this on-campus clinical training facility provides quality clinical experiences that adhere to CACREP accreditation requirements, Texas State laws, and departmental clinical placement policies. This position is supported by two part-time clinical adjunct faculty who also provide clinical supervision to students in the CLC as well as a graduate assistant and three student workers who provide administrative and clerical assistance. The Coordinator of Clinical Placements works closely with students, other clinical faculty in the department, the Director of the CLC, graduates, and Texas State licensing Boards to ensure proper documentation of all clinical experiences. This includes managing and updating information regarding potential and active placement sites and supervisors and the verifying graduates' placement information for licensure and certification applications.

EDUCATION PROGRAMS

Master of Education (M.Ed.)
Educational Administration
Curriculum and Instruction
Education (EDUC)
Special Education (EDSP)
Reading (READ)
Administration of Intervention Programs
Teacher Certification

Master of Science in Education (M.S.Ed.)
Exercise Science
Sport Administration

Doctor of Education (Ed.D.)
P-12
Higher Education
Leadership in Nursing Education

Professional certification programs are available for Educational Administration (Principal), Educational Administration (Superintendent), Reading Specialist, Master Reading Teacher, and Special Education.

Vision

Within a Christian environment, the University of Mary Hardin-Baylor's Graduate Programs in Education in the College of Education strive to provide preparation and certification for highly qualified professional educators who are then able to transform lives and serve through excellence in academics, practical application, and professional collaboration.

Mission

The mission of the Graduate Programs in Education at the University of Mary Hardin-Baylor is to develop educational practitioners and service professionals who exemplify leadership in value-centered education, and to develop leaders for the successful operation of public and private schools in Texas, within a Christian framework, in the areas of school administration, educational psychology, reading and special education.

CURRICULUM AND INSTRUCTION (M.ED.)
Dr. Craig Hammonds, Program Director

The Master of Education in Curriculum and Instruction degree is a 33 hour program which will prepare specialists in curriculum and instruction design, management, and implementation in PK-12 and post-secondary learning environments. In addition to this focus, a student-selected cognate will afford the opportunity for advanced study in a complementary area. Students who satisfactorily complete the M.Ed. in Curriculum and Instruction will be prepared to serve as curriculum specialists, in both public and private, as well as PK-12 and postsecondary education endeavors. Individual cognate choices within the Curriculum and Instruction program can be tailored to meet certain requirements for certificated areas.

Required courses:

EDUC 6352	Applications of Educational Research	3
EDUC 6340	Assessment and Evaluation	3
EDAD 6362	School Law	3
EDAD 6364	Administration of Programs for Diverse Learners	3
EDAD 6367	School & Its Instructional Program	3
EDUC 6090	Comprehensive Examination	

18 hours from one of the following cognates:
Education
Reading Education
Special Education
Teacher Certification
Administration of Intervention Programs

Administration of Intervention Cognate

EDUC 6357	Behavior Analysis	3
READ 6301	Problems in Teaching Reading EC-12	3
READ 5354	Assessment & Pedagogy for Teachers of ELL	3
EDUC 6320	Analysis of Mathematical Constructs	3
EDAD 6361	Instructional Leadership & Evaluation	3

READ 6301: Course may require leveling course determined by program director review of transcripts.

Teacher Certification Cognate

EDUC 5303	Curriculum & Instruction in the Elementary School	3
	Or	
EDUC 5314	Curriculum & Instruction - Sec	3
EDUC 5338	Internship Seminar	3
EDUC 5603	Student Teaching/Internship	6
EDUC 6357	Behavior Analysis	3
READ 5355	Disciplinary Literacy	3

Students are required to pass the PACT for the desired certification area PRIOR to the beginning the program. In addition, students must acquire 30 hours of field experience prior to the internship/student teaching experience. This is done through coordination with the graduate advisor and the Director of Field Experiences.

EDUCATIONAL ADMINISTRATION (M.ED.)

Dr. Craig Hammonds, Program Director

Purpose of the Program

The Educational Administration programs at UMHB are designed to prepare practitioners to become leaders who lead by example, are driven by a vision of success, and are advocates in shared decision-making. Further, they must become both politically astute, managers of conflict, public servants charged to work with school boards, and are able to respond quickly to a wide-range of issues dealing with diversity, technology, finance, and continuous school improvement for every child.

Both the M.Ed. in Educational Administration and the Superintendent Certification Program employ alternative delivery, cohort and non-cohort models utilizing select Saturday classes during the Fall and Spring semesters with abbreviated summer institutes.

Required Courses

To earn a Master of Education degree with a major in Educational Administration: a student must complete 30 semester hours as follows:

EDUC 6340	Assessment and Evaluation	3
EDAD 6360	Administrative Theory & Practice	3
EDAD 6361	Instructional Leadership & Evaluation	3
EDAD 6362	School Law	3
EDAD 6363	School Business Management & Finance	3
EDAD 6364	Administration of Programs for Diverse Learners	3
EDAD 6365	Human Resource Management	3
EDAD 6366	The Role of the Principal	3
EDAD 6367	School & Its Instructional Program	3
EDUC 6352	Applications of Educational Research	3
EDUC 6090	Comprehensive Examination	

PROFESSIONAL PRINCIPAL CERTIFICATE

A student must complete the 30 semester hours listed above, complete the 3 semester hour principal internship (EDAD 6391), earn the M.Ed. degree, have a valid Texas teacher certificate, have two years of acceptable classroom teaching experience, and pass TExES Examination #68.

SUPERINTENDENT CERTIFICATE

To be recommended for certification, students must have a master degree posted on their transcript, have a valid Texas teacher certificate, have a valid Texas principal certificate, complete the 15 semester hours of coursework listed below, and pass TExES Examination #195.

Required Courses

EDAD 6370	Superintendent: Leadership Challenges	3
EDAD 6373	The Superintendent: Leadership in a Pluralistic Society	3
EDAD 6376	The Superintendent: The 21st Century Curriculum	3
EDAD 6377	The Superintendent: School Reform 21st Century	3
EDAD 6379	Superintendent Internship	3

MASTER READING TEACHER CERTIFICATE

This is a graduate certification program, not a degree program. Hours earned may apply to the M.Ed. with Reading cognate degree. To pursue the MRT, a student must be admitted to the UMHB Graduate School.

Students pursuing certification as a Master Reading Teacher must complete 12 semester hours of specific coursework, as indicated below. Additionally, the student must have a valid Texas teacher certificate, have two (2) years of acceptable classroom teaching experience, pass the TExES Examination #151 and receive approval from the Texas Education Agency.

Required Courses

READ 6301	Problems in Teaching Reading EC-12	3
READ 5300	Reading: A Linguistic Perspective	3
READ 5354	Assessment & Pedagogy for Teachers of ELL	3
READ 5328	Advanced Assessment in Reading	3

MASTER OF SCIENCE IN EDUCATION (M.S.ED.)
EXERCISE PHYSIOLOGY
Dr. Brian Brabham, Program Director

Purpose of the Program

The University of Mary Hardin-Baylor aspires to be a leader in the field of exercise science on both a regional and national level. The graduate program in Exercise Physiology is committed to developing outstanding graduates who will pursue careers in a wide range of exercise science disciplines.

The purpose of the graduate program in Exercise Physiology is to prepare students from diverse backgrounds for careers as Exercise Physiologist, Athletic & Fitness Administrators, Coaching, Strength and Conditioning Specialists, and Sport Management Specialists. Furthermore, the graduate program in EXSS seeks to prepare students who wish to continue their pursuit of higher education through doctoral programs or professional certification programs. Students will complete either 30 or 33 hours of academic coursework while enrolled in the program depending on which option is chosen (thesis or internship). Students will complete either an internship or thesis as the culminating experience in the program. There is no foreign language requirement.

CURRICULUM

Exercise Physiology (Internship Option)

EXSS 5350	Principles & Techniques Strength Training and Conditioning	3
EXSS 6320	Performance Nutrition	3
EXSS 6380	Advanced Exercise Physiology	3
EXSS 6381	Musculoskeletal & Biomechanical Assessment	3
EXSS 6353	Research Methods in Exercise Physiology	3
EXSS 6360	Advanced Stats & Applied Research	3
EXSS 6340	Management & Leadership in Sport	3
EXSS 6350	Readings, Issues, Trends, Problems in EXSS	3
EXSS 6355	Clinical Exercise Physiology	3
EXSS 6370	Sport Psychology	3
EXSS 6375	Exercise & Nutritional Biochemistry	3
EXSS 6395	Internship	3

Exercise Physiology (Thesis Option)

EXSS 5350	Principles & Techniques Strength Training and Conditioning	3
EXSS 6320	Performance Nutrition	3
EXSS 6350	Readings, Issues, Trends, Problems in EXSS	3
EXSS 6353	Research Methods in Exercise Physiology	3
EXSS 6355	Clinical Exercise Physiology	3
EXSS 6360	Advanced Stats & Applied Research	3
EXSS 6370	Sport Psychology	3
EXSS 6375	Exercise & Nutritional Biochemistry	3
EXSS 6380	Advanced Exercise Physiology	3
EXSS 6381	Musculoskeletal & Biomechanical Assessment	3
EXSS 6192-6692	Thesis in Exercise Physiology	1-6

Program Requirements:

1. Bachelor's degree in Exercise Science or related field and/or must include the following courses:
   a. 3 hours—Kinesiology
   b. 3 hours—Exercise Physiology
   c. 4 hours—Anatomy and Physiology I
2. 3.0 GPA
3. Interview with EXSS Graduate Program Director

MASTER OF SCIENCE IN EDUCATION (M.S.ED.)
SPORT ADMINISTRATION
ONLINE PROGRAM
Dr. Brian Brabham, Program Director

DEGREE REQUIREMENTS

Course List

EXSS 6352	Research Methods in Exercise Science	3
EXSS 6350	Readings, Issues, Trends, Problems in EXSS	3
EXSS 6370	Sport Psychology	3
EXSS 6340	Management & Leadership in Sport	3
EXSS 6335	Marketing in Sport	3
EXSS 6325	Sport Law	3
EDAD 6362	School Law	3
EDAD 6367	School & Its Instructional Program	3
EDUC 6340	Assessment and Evaluation	3
EDAD 6391	Principal Internship	3
EDAD 6364	Administration of Programs for Diverse Learners	3
EDAD 6366	The Role of the Principal	3

Program Requirements

1. Bachelor's degree in Exercise Science or related field
2. 3.0 GPA
3. Interview with EXSS Graduate Program Director

DOCTOR OF EDUCATION PROGRAM (ED.D.)
LEADERSHIP IN EDUCATIONAL ADMINISTRATION
Dr. Marlene Zipperlen, Program Director

Vision
Graduates of the Doctor of Education program will be thoroughly prepared to engage in leadership, collaboration, decision-making, research, and reform initiatives in P-12, higher education and Nursing education.

Mission
The mission of the Doctor of Education program is to create exemplary educational leaders for the P-12, higher education, and nursing environments through a Christian framework. These leaders will be grounded in leadership theory, application strategies, consumption/production of research, collaboration, data-driven decision making, and the blending/balancing of knowledge, ethics, and faith in the overall leadership process. The three-year 60 hours program prepares graduates to engage in leadership, collaboration, decision-making, research, and reform initiatives in various educational sectors.

Program Entrance Requirements
- Submit official transcript of a completed Master's degree from an accredited university in an area related to the proposed studies, with a minimum grade-point average of 3.5 on a 4.0 scale for courses applied toward a Master's degree.
- Interview with members of the Ed.D. faculty.
- Compose an essay response to an educational leadership prompt. (The essay and the interview will be held on the same day.)
- Submit resume or curriculum vita documenting educational background, professional experience, certifications and endorsements, professional development and training, community service, and general references.
- Receipt of three completed letters of recommendation addressing the applicant's professional and academic background.
- Submit employment verification document or artifact, if employed.

Transfer Credits
- Credit must be earned within five years prior to matriculation into the doctoral program.
- Graduate level credit must be beyond the master's degree from an accredited Graduate School.
- Credits transferred in must be appropriate to the degree sought.
- Transfer credit must be approved by members of the Ed.D. Faculty

Mode of Instruction
Students will be admitted to the program in cohorts and complete all courses and experience as a group over a three-year period. The cohort promotes collaboration and helps to create a community of learners.

Courses will be delivered in a variety of methods including, but not limited to lecture, discussion, presentations, readings, speakers, group collaboration, problem-based activities, and case studies. The program also includes required state, national, and international summer institutes. The Doctor of Education Program affords doctoral students the flexibility to study while maintaining obligations to families and careers. Classes will meet five weekends during each long semester on Friday and Saturday.

Residency Requirement
The doctoral student may fulfill residence requirements through completion of 30 credit hours of which 18 must be taken as a full-time student (9 hours in a long semester; 6 hours summer semesters).

Admissions to Candidacy
Students are admitted to candidacy for the Doctor of Education degree only after they have successfully passed the research qualifying examination and have completed thirty-six (36) semester hours of program study. The qualifying exam must be completed at least two semesters prior to the date the degree is conferred. If any part of the examination is failed the examining committee shall recommend reexamination. No more than two failures are permitted. The qualifying examination is a test of competence in the areas of research, methods and design.

Assignment of Dissertation Committee
Upon advancement to candidacy, students are allowed to recommend their preference for dissertation committee members and chairpersons to the Ed. D. faculty. The committee will consist of the faculty member chairperson and two other committee members.

Culminating Assessments
The Doctor of Education Program has three (3) culminating assessments which serve as final prerequisites for graduation. Students are permitted to graduate only after they have successfully completed the LEAD Read exam, professional portfolio-presentation, and dissertation defense.

Time Limitation
The maximum time limit for the doctoral degree is seven years from the point of matriculation. After this time, the appropriate required coursework may be revalidated or not according to the policy of the individual degree program in consultation with the Graduate School. Candidates are not allowed to continue in the doctoral program after ten years has elapsed from the semester of admission.

CURRICULUM

Leadership Core: (24 hours)

EDAD 7301	Advanced Learning Theories/Practice	3
EDAD 7302	Professional Ethics and Values	3
EDAD 7303	Diversity and Learning	3
EDAD 7304	Planning and Problem Solving	3

EDAD 7305	Organizational Change	3
EDAD 7306	Dynamics of Leadership	3
EDAD 7307	Education Law and Policy	3
EDAD 7308	Field-Based Internship	3

Research: (9 hours)

EDAD 7310	Research I Design and Methods	3
EDAD 7311	Research II Design and Methods	3
EDAD 7312	Research III Advanced Design and Methods	3

Summer Institutes: (9 hours)

EDAD 7313	State Trends in Educational Leadership	3
EDAD 7314	Seminar: Education (Washington DC)	3
EDAD 7315	International Trends in Educational Leadership	3

P-12 Cognate Studies: (12 hours-preparation for Superintendent Certification)

EDAD 7316	P-12 Financial Leadership	3
EDAD 7317	Leadership Challenges of the Superintendency	3
EDAD 7318	Managing the P-12 Curriculum	3
EDAD 7319	School Reform 21st Century	3

Higher Education Cognate Studies: (12 hours)

EDAD 7320	Managing the Higher Education Curriculum	3
EDAD 7321	American College & University Professor	3
EDAD 7322	Higher Education Administration	3
EDAD 7323	Student Affairs in Higher Education	3

Nursing Cognate Studies: (12 hours)

NURS 7330	Advanced Curriculum Development and Interprofessional Education in Nursing Education	3
NURS 7331	Theories and Concepts in Nursing Leadership	3
NURS 7332	Evidence-Based Practice in Classroom and Clinical Instruction	3
NURS 7333	Innovation in Classroom Clinical, and Simulation Teaching and Evaluation in Nursing	3

Dissertation: (6 hours)

EDAD 7324	Dissertation I	3
EDAD 7325	Dissertation II	3
EDAD 7100	Dissertation III	1

Students who complete the 60 hour program, but have not successfully defend the dissertation, must continually be enrolled in EDAD 7100 each semester until completion of the dissertation or reached the maximum time limit for completion of the doctoral degree (seven years from matriculation).

NURSING PROGRAMS

Dr. Carrie Johnson, Program Director

Vision

The vision of the Master of Science in Nursing program is to provide a curriculum which:

1. Allows entry into the advanced practice nursing roles.
2. Is based on Christian principles and values, as well as sound nursing and education theory.
3. Promotes evidence-based practice in meeting the health and education needs for select client populations.
4. Promotes life-long learning and a foundation for doctoral study.
5. Focuses on professional and community involvement.

The University of Mary Hardin-Baylor also offers a Leadership in Nursing Education track within its Doctor of Education Program. More information can be found under the Doctor of Education Programs.

Mission

The Graduate Program in the Scott & White College of Nursing supports the missions of the College of Nursing and the University of Mary Hardin-Baylor through innovative teaching methods and the integration of practical experiences in both clinical and classroom teaching. The Master of Science in Nursing program builds on a foundation of undergraduate nursing education to prepare registered nurses for an advanced functional role that requires increased accountability, expertise, and leadership. The mission of the graduate program of the Scott and White College of Nursing is to prepare excellent nurse educators, leaders, and practitioners by providing specialty practice with an expanded theoretical and empirical knowledge base. The College of Nursing strives to prepare nurses who use Christian values and professional principles.

Program Student Learning Outcomes

Upon completion of the curriculum, it is expected that graduates of the program will:

1. Use informatics and technology to design and implement safe, effective, and efficient practice models based on evidenced-based rationales.
2. Integrate professional, ethical, moral, legal and spiritual concepts to improve outcomes within a multi-cultural, global environment.
3. Develop scholarly contributions to enhance the body of nursing knowledge.
4. Evaluate nursing's contributions to the improvement of healthcare policy and systems in a diverse global society.
5. Formulate strategies to facilitate the education of individuals, families, communities, and aggregates/clinical populations within the multi-disciplinary health care team.

Master of Science in Nursing Admission Requirements

To be eligible for admission to the graduate program in nursing, an applicant must be accepted for admission to the Graduate School of the University of Mary Hardin-Baylor (refer to the Admissions section of the UMHB Graduate Catalog). Applicants to the M.S.N. program must meet certain additional criteria:

1. A baccalaureate degree in nursing from an NLNAC or CCNE accredited school of nursing.Masters of Nursing Admission Requirements:
2. Current, unencumbered licensure as a Registered Nurse in the State of Texas or as exempted as a federal employee.
3. Grade Point Average (GPA) of 3.0 in last 60 hours of undergraduate program (BSN).
4. Two academic and professional references reflecting achievement and motivation for graduate study.
5. Completion of an undergraduate statistics course with a grade of "C" or better.
6. Completion of an undergraduate nursing research course with a grade of "C" or better.
7. Minimum of one year of full time clinical practice as a registered nurse prior to admission in the clinical area selected as the area of clinical specialization. Applicants with less than one year full time clinical experience in the selected clinical area will be considered if currently employed in the area of specialization.
8. Personal interview with the Director of the MSN Program or the director's designee.

MASTER OF SCIENCE IN NURSING (M.S.N.)

Requirements for the Degree

To graduate, the student must meet the following requirements:

1. Maintain a grade point average of 3.0 or above on a 4.00 scale. No grade below 2.00 (C) will be accepted. If the student earns more than one C, progression in the program will be evaluated.
2. Completion of all degree requirements within five years of date of admission into the program.

CURRICULUM

Major Areas of Study for MSN

Nursing Education
Family Nurse Practitioner

MSN Core Courses (24 hours)

NURS 6312	Theoretical Perspectives	3
NURS 6320	Ethics, Culture & Spiritual Concept	3
NURS 6321	Nursing Research	3
NURS 6327	Advanced Health Assessment	3
NURS 6336	Epidemiology & Population Health Research	3
NURS 6337	Advanced Pharmacology	3
NURS 6338	Advanced Pathophysiology	3
NURS 6341	Health Care Policy, Delivery Systems and Financing	3

MSN NURSING ADVANCED PRACTICE AREA

Each student must complete the Core Courses, the Comprehensive Exam and the required courses in at least one nursing practice area:

Nursing Education (Total of 39 hours)

NURS 6331	Curriculum Development	3
NURS 6332	Teaching Strategies	3
NURS 6342	Theory & Evaluation in Practice (3)	3
NURS 6612	Nursing Education Practicum (6)	6

Family Nurse Practitioner (Total of 48 hours)

NURS 6310	Family Nurse Practitioner I: Intro to the Role	3
NURS 6311	Family Health I Adult-Gerontology: Health Promotion and Disease Prevention	3
NURS 6314	Family Health II: Women & Children: Health Promotion and Disease Prevention	3
NURS 6328	FNPII: Family Health Care Management and Finance	3
NURS 6329	Family Health III Adult-Gerontology: Illness and Disease Management	3
NURS 6330	Family Health IV Women & Children: Illness and Disease Management	3
NURS 6611	Family Nurse Practitioner Immersion	6

Comprehensive Exam

Each student must pass NURS 6099 Comprehensive Exam in their chosen area of study prior to entering

NURS 6611	Family Nurse Practitioner Immersion	6
NURS 6612	Nursing Education Practicum (6)	6
or		
NURS 6614	Capstone Project	6

Certificates

- Advanced Nurse Educator Role Certificate: A 12-hour certificate which includes any combination of nurse educator courses (NURS 6325, NURS 6326, NURS 6331, NURS 6332 or NURS 6342). This certificate provides the strongest background to be an educator in an academic program. View degree plan.
- Post-Master's Family Nurse Practitioner Certificate: Evidence of completion of graduate level courses in Advanced Pathophysiology. Advanced Pharmacology and Advanced Health Assessment. Completion of 24 hours of required courses: NURS 6310; NURS 6311; NURS 6314; NURS 6328; NURS 6329; NURS 6330; NURS 6611. View degree plan.

DOCTOR OF NURSING PRACTICE (D.N.P.)

Dr. Carrie Johnson, Program Director

The Doctor of Nursing Practice is a practice doctorate that prepares advanced practice nurses, nurse educators and nurse administrators as clinical scholars and nurse executives. The curriculum is designed to prepare graduates to be clinical scholars that will lead translational research into practice and design new models of care through research application in order to ensure the highest quality of care and health outcomes for patients, populations and organizations.

Doctor of Nursing Practice Admission Requirements:

- A Baccalaureate degree in nursing earned from a nationally accredited program.
- A master's degree or post-masters certificate as an advanced practice nurse (clinical nurse specialist, nurse practitioner or nurse anesthetist), nurse leadership (or equivalent) or nurse educator from a nationally accredited program with a GPA of 3.0 or above.
- A completed graduate level statistics course within the last 5 years with a grade of B or higher.
- A completed graduate level nursing or equivalent research course within the last 5 years with a grade of B or higher.
- Evidence of epidemiology content integrated into a course or as a separate course.
- Three (3) letters of reference attesting to the applicant's academic ability and potential for doctoral study (including one reference from a professional colleague and one from a faculty member).
- Unencumbered RN license and approval to practice as an advanced practice nurse by the Board of Nursing in the state of residency and current certification by a nationally recognized credentialing organization in the advanced practice role.
- A 500-word typed statement of area of practice interest, career goals, and reasons for desiring doctoral study
- A curriculum vita that documents practice experience, professional activities, and publications
- Qualified applicants will be interviewed by faculty

Degree Requirements

To graduate, the student must meet the following requirements:

- Maintain a grade point average of 3.0 or above on a 4.00 scale. No grade below 2.00 (C) will be accepted. If the student earns more than one C, progression in the program will be evaluated.
- Completion of all degree requirements within five years of date of admission into the program.

Curriculum

Fall I

NURS 7310	Scholary Foundations of Advanced Practice	3
7315 7315	Interprofessional Collaboration for Improving Patient and Population Health Outcomes	3
NURS 7320	Appraisal and Application Evidence Based Practice Principles	3

Spring I

NURS 7220	Information Technology in Health Care	2
NURS 7321	Translational Science	3
NURS 7322	Statistical Analysis for the DNP Project	3
NURS 7140	DNP Project Portfolio Advisement	1

Summer I

NURS 7323	Healthcare Economics Practice Management	3
NURS 7324	Healthcare Ethics and Health Policy	3

Fall II

NURS 7325	Organizational Systems in Leadership	3
NURS 7326	Advanced Management of Complex Health Conditions and Genomics	3

Spring II

NURS 7370	DNP Fellowship I	3
NURS 7241	DNP Scholarship Project Advisement I	2
NURS 7181	Special Topics	1

Summer II

NURS 7371	DNP Fellowship II	3
NURS 7342	DNP Scholarship Project Advisement	3

Fall III

NURS 7182	DNP Advanced Seminar II	1
NURS 7243	DNP Scholarship Project Advisement III	2

Spring III

NURS 7183	DNP Advanced Seminar III	1
NURS 7244	DNP Scholarship Project Advisement IV	2

Total Credits: 48

DOCTOR OF PHYSICAL THERAPY PROGRAM (D.P.T.)

Dr. Barbara Gresham, Program Director

Accreditation Statement:

Graduation from a physical therapist education program accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, VA 22314; phone; 703-706-3245; accreditation@apta.org is necessary for eligibility to sit for the licensure examination, which is required in all states.

Effective July 21, 2015, the Doctor of Physical Therapy Program at University of Mary Hardin-Baylor has been granted Candidate for Accreditation status by the Commission on Accreditation in Physical Therapy Education (1111 North Fairfax Street, Alexandria, VA, 22314; phone: 703-706-3245; email: accreditation@apta.org). Candidate for Accreditation is a pre-accreditation status of affiliation with the Commission on Accreditation in Physical Therapy Education that indicates that the program is progressing toward accreditation and may matriculate students in technical/professional courses. Candidate for Accreditation is not an accreditation status nor does it assure eventual accreditation.

Vision

The Doctor of Physical Therapy Program aspires to be recognized as the program of choice for individuals seeking to become competent, effective and ethical physical therapy practitioners with a foundation based in Christian principles and values.

Mission

The mission of the University of Mary Hardin-Baylor's Doctor of Physical Therapy Program is to prepare individuals for service as physical therapy practitioners who will collaborate with other members of the interdisciplinary healthcare team, contribute to critical inquiry, and serve in leadership roles within the profession and the community. Consideration for addressing the needs of underserved communities in a global society will serve as a guiding principle for program faculty, staff, students and graduates. The program will be offered in a Christian environment led by faculty who teach and mentor with integrity, sensitivity and a commitment to excellence.

Goals

1. The program will provide an innovative curriculum that includes interprofessional learning activities and service learning opportunities.
2. The program will collaborate with local clinicians to promote continued competence for physical therapists within the community.
3. Faculty will model professional behaviors that reflect commitment to service to the institution, profession and community.
4. Faculty will maintain currency in physical therapy practice.
5. Faculty will participate in scholarly activities to advance the teaching, research, and practice of physical therapy through rigorous inquiry.
6. Students will demonstrate competence in clinical practice by the end of the program.
7. Students will complete the requirements for the Doctor of Physical Therapy degree.
8. Students will demonstrate a commitment to service through engagement in service learning and community activities.
9. Students will demonstrate a commitment to the profession of physical therapy.
10. Graduates will demonstrate competence as practitioners with consideration for serving underserved communities.
11. Graduates will demonstrate a commitment to service to the profession and the community.

Entrance Requirements

- Submit official transcript of a completed Bachelor's degree from an accredited university with a minimum grade-point average of
  a. 3.2 on a 4.0 scale for the last 60 hours of the Bachelor's or relevant Master's degree
  b. 3.0 on a 4.0 scale for prerequisite courses with a minimum of a C in each course
- Submit resume or curriculum vita documenting educational background, work experience, extracurricular activities, and volunteer or community service
- Submit verification forms documenting a minimum of 40 hours of volunteer/observation experience in each of two different physical therapy settings (a total minimum of 80 hours)
- Arrange for submission of three recommendation forms; two recommendation forms must be from physical therapists (PT) in different settings where volunteer/observation experience was obtained
- Interview (by invitation) with members of the DPT Admissions Committee
- Compose an essay response to a physical therapy related prompt (Interview and essay will be completed on the same day).

Lab/Classroom Activities

Students will practice various therapeutic techniques during required lab and, occasionally, lecture or classroom courses. In order to provide students both a complete perspective on various therapies and the opportunity to practice, students are expected to practice physical therapy techniques on one another. Any required participation in such exercises will be under the supervision of university faculty, instructors, or clinicians. Any student admitted to the program who is uncomfortable with any classroom or lab activity should discuss his or her concern with the DPT Program Director.

Requirements for Candidacy

Students must achieve candidacy for the Doctor of Physical Therapy degree prior to entering full-time clinical experiences. In order to achieve candidacy, a student must:

- Complete at least one program Service Learning Activity
- Achieve a minimum of Intermediate Level rating on 80% of items on the Professional Behaviors form based on self-assessment and faculty verification
- Obtain approval for research project

Requirements for Graduation

In order to graduate from the DPT program, students must meet the following requirements:

- Successfully complete all coursework with a grade of "C" or better and maintain a 3.00 GPA
- Successfully complete a comprehensive examination and any required supplemental work
- Complete a professional portfolio presentation Curriculum (109 hours)

DEGREE REQUIREMENTS

Fall Semester 1st Year

PHTH 7711	Human Anatomy	7
PHTH 7412	Kinesiology & Biomechanics	4
PHTH 7313	Applied Physiology I	3
PHTH 7314	Introduction to Patient Management	3
PHTH 7115	Introduction to Professional Practice	1

Spring Semester 1st Year

PHTH 7421	Clinical Neuroscience	4
PHTH 7422	Therapeutic Interventions	4
PHTH 7323	Applied Physiology II	3
PHTH 7324	Patient Management: Examination and Evaluation	3
PHTH 7325	Development Concepts in Physical Therapy	3

Summer Semester 1st Year

PHTH 7431	Patient Management: Musculoskeletal Rehab I	4
PHTH 7432	Patient Management: Neuromuscular Rehab I	4
PHTH 7233	Professional Practice: Psychosocial/Cultural Considerations	2
PHTH 7234	Professional Practice: Evidence Based Practice	2
PHTH 7135	Professional Communication	1
PHTH 7136	Clinical Practicum	1

Fall Semester 2nd Year

PHTH 7341	Patient Management: Cardiopulmonary	3
PHTH 7342	Patient Management: Integumentary	3
PHTH 7343	Patient Management: Complex Medical and Critical Care	3
PHTH 7344	Geriatrics	3
PHTH 7245	Professional Practice: Health Policy	2
PHTH 7146	Issues in Underserved Communities	1
PHTH 7147	Critical Inquiry I	1

Spring Semester 2nd Year

PHTH 7751	Professional Experience I	7
PHTH 7352	Patient Management: Musculoskeletal Rehab II	3
PHTH 7353	Patient Management: Neuromuscular Rehab II	3
PHTH 7354	Pediatrics	3
PHTH 7155	Critical Inquiry II	1

Summer Semester 2nd Year

PHTH 7961	Professional Experience II	9
PHTH 7362	Wellness and Health Promotion	3
PHTH 7363	Professional Practice: Care Delivery and Practice Management Issues	3

Fall Semester 3rd Year

PHTH 7971	Professional Experience III	9
PHTH 7272	Professional Seminar	2
PHTH 7173	Critical Inquiry III	1

COURSE DESCRIPTIONS

BACC - Accounting

BACC 5220 - Non-Profit Accounting (2)
This course addresses accounting issues related to non-profit organizations. Topics include fund accounting, budget, and control issues, revenue and expense recognition, and issues of reporting for non-profit entities. Additional topics include cash flow analysis, expenditure control, long range financial planning, audits, grant and contract management, and compliance with nonprofit accounting and financial management principles in reference to maintaining public access and ethical standards.

BACC 5241 - Financial Statement Analysis (2)
Reveals the keys to effective analysis of financial statements and provides the student with the tools needed to make relevant decisions. The student will learn how investors, creditors, consultants, managers, auditors, directors, regulators, etc. use financial statements to make business decisions. Focus of the course is to demonstrate the relevance of such analysis with applications to real-world companies.

BACC 5312 - Advanced Accounting (3)
An in-depth study into of accounting for partnerships, governmental accounting and foreign currency transactions branches, investments in equity securities, and business combinations. Preparation of consolidated financial statements. Prerequisite: Application of the MBA program and 18 hours of upper-level accounting.

BACC 5313 - Advanced Auditing Issues & Techniques (3)
Topics include audit theory and legal ramifications; statistical auditing and sampling techniques, analysis of financial data, transactions, and statements; and preparation of auditing opinions based upon work papers. Also, current audit statements from authoritative agencies will be examined. Prerequisite: A grade of "C" or better in BACC 4331 or its equivalent. Application to the MBA program and 18 hours of upper level accounting.

BACC 6191 - Special Topics (1)
Organized classes to explore specialized problems in an area of business administration. May be repeated for credit when the topics vary. May be offered for 1, 2, or 3 semester hours of credit ("V").

BACC 6221 - Accounting for Managers (2)
A study of the financial framework for business, including financial statement analysis and selected managerial topics such as costing, budgeting, cost-volume-profit analysis, variance analysis, and relevant cost for decision making. Prerequisite: BACC 2311.

BACC 6229 - Advanced Accounting Information (2)
Detailed study of accounting information systems with emphasis on computer-based information systems theory, design, and implementation; topics include systems analysis, relational dataset theory, decision support systems, and internal control issues. Prerequisite: Minimum 24 hours of accounting to include BACC 3229 or BCIS 3312 (or their equivalent)

BACC 6231 - Contemporary Accounting Issues (2)
An in-depth study of changes and potential changes in financial and managerial accounting, auditing, and tax. Students will be required to identify current issues, research the issues, and report their findings, both orally and in writing. Prerequisite: minimum 24 hours in Accounting.

BACC 6243 - Fraud Examination (2)
This course will cover reasons for fraud, types of fraud, warning signs, fraud detection technological tools, investigative techniques and financial statement screening. Prerequisites: BACC 4332 and Graduate Status.

BACC 6252 - Accounting Research (2)
Review and elaboration of intermediate accounting principles developed through a series of advanced accounting problems and case studies requiring research; topics to include historical and current developments, research methodology, and research sources relevant to the field. Prerequisite: Minimum 20 hours of accounting.

BACC 6291 - Special Topics (2)
Organized classes to explore specialized problems in an area of business administration. May be repeated for credit when the topics vary. May be offered for 1, 2, or 3 semester hours of credit ("V").

BACC 6391 - Special Topics (3)
Organized classes to explore specialized problems in an area of business administration. May be repeated for credit when the topics vary. May be offered for 1, 2, or 3 semester hours of credit ("V").

BADM - Business Administration

BADM 5333 - Advanced Effective Organizational Leadership (3)
"Advanced Effective Organizational Leadership" (AEOL) is designed to take the organization leader and future leader beyond the theory of managing resources. AEOL will examine the practical application of: (1) the characteristics of effective leaders, (2) the process involved in moving from manager to leader, and (3) leadership tools to help insure success in leading organizations.

BADM 6080 - Practicum Methods (0)
Practicum methods helps students in the practicum capstone experience choose a research topic early in their MBA experience, learning how to use on-going MBA coursework to build a base of knowledge in their capstone practicum paper. Students will examine research methods and benefits and risks in choosing a practicum topic. Practicum methods is taken in the fall or spring semester immediately following the completion of at least 8 MBA credit hours.

BADM 6182 - Practicum Continuation (1)
Students failing to complete their practicum during the final MBA semester will continue to enroll in BADM 618x each fall and spring until practicum presentation and acceptance is complete. Practicums must be completed within 5 years of beginning the MBA program.

BADM 6191 - Special Topics (1)
Organized classes to explore specialized problems in an area of business administration. May be repeated for credit when the topics vary. May be offered for 1, 2, or 3 semester hours of credit ("V").

BADM 6210 - Managerial Communication (2)
Communication theory, techniques, and negotiation skills are surveyed. Particular attention is paid to communications as they apply to organizations.

BADM 6212 - Organizational Behavior & Change Management (2)
A study of management functions and human behavior in business organizations, including the change process.

BADM 6220 - Entrepreneurship (2)
This course presents the entrepreneurial process of establishing a new enterprise, including idea generation, identifying opportunities, and converting concepts into successful businesses. Issues with developing profit and non-profit organizations will be addressed.

BADM 6241 - Values-Driven Leadership (2)
Ethical issues of business decisions and actions will be examined from a Christian perspective. Theories of leadership and leadership behavior will be studied. Students' leadership styles and skills will be assessed to aid their development.

BADM 6243 - Global Issues in Business and Society (2)
A review of critical issues in global economies. Topics include the unique problems and opportunities facing multi-national firms, the various environments of international business, and the management of international operations. This course is offered as an International Trip each summer.

BADM 6245 - International Business Seminar (2)
This course surveys various topics in international business as well as recent events and relevant changes in the international business environment.

BADM 6250 - Legal Environment of Business (2)
A study of selected internal legal constraints imposed on businesses by contractual relationships, by statutes governing the sale and purchase of goods, and by rights and duties imposed in debtor-creditor relationships; selected external legal constraints imposed on businesses by actual and potential tort liabilities, and by government regulations; the various means and procedures for resolving legal disputes in business matters.

BADM 6251 - Global Strategies in Economics & Finance (2)
This course focuses on understanding and applying appropriate economic and financial strategies within organizations, from a global perspective. Topics include the decision to invest abroad, forecasting exchange rates and managing exchange risk, and international portfolio diversification. Prerequisites: BECO 2311, BECO 2312, BFIN 3311.

BADM 6281 - Practicum Completion (2)
Practicum completion is taken during the student's final academic semester (the completion of 36 hours or concentration requirements) in the MBA program. Students work on-on-one and in small ad-hoc classroom settings to complete their practicum research project, culminating in the presentation of the final research to their practicum committee.

BADM 6285 - ERP Simulation (2)
ERP Simulation Capstone uses SAP software to simulate a complex business. Students work with various faculty experts in specific disciplines (accounting, finance, marketing, etc.) and apply the findings to a simulation using SAP enterprise resource planning software. This course is taken only during the student's final fall or spring semester. Students must purchase the supporting materials from the simulation vendor.

BADM 6288 - International Business Competition Capstone (2)
The International Business Competition Capstone assembles teas of various disciplines to complete in the annual Free Trade Alliance International Business Competition. Students travel to the conference to present their business plan. This course is taken during the student's final spring semester.

BADM 6291 - Special Topics (2)
Organized classes to explore specialized problems in an area of business administration. May be repeated for credit when the topics vary. May be offered for 1, 2, or 3 semester hours of credit ("V").

BADM 6305 - Seminar in Information Systems Research (3)
This course surveys the current literature in information systems. It serves as an introduction to research methods, design and proposal writing.

BADM 6330 - Business Process Management (3)
A study of the design of an organization's structure and business processes with a primary focus on applying the concepts and techniques of business process analysis. Students will learn and apply the techniques of lean and six-sigma to improve the business processes of an organization. Workflow management, process management and modeling notation will be covered. Methods of introducing and implementing information technologies to enable process management and organizational change are examined. Appropriate software will be used to aid students in business process analysis.

BADM 6391 - Special Topics (3)
Organized classes to explore specialized problems in an area of business administration. May be repeated for credit when the topics vary. May be offered for 1, 2, or 3 semester hours of credit ("V").

BCIS - Business Computer Info Systems

BCIS 5310 - Foundations in Information Technology (3)
This course provides a broad based understanding of information technology. It begins with an introduction to systems theory, quality, decision making and the organizational role of information systems. Programming, design and database concepts are introduced. (This course satisfies the prerequisite for students not having the required undergraduate coursework in information systems.)

BCIS 6095 - Internship in Information Systems (0)
This course permits students to enhance their knowledge within the Information Systems field through application of concepts, principles and techniques learned in the classroom. Internship must be approved by Program Director prior to registration.

BCIS 6191 - Special Topics (1)
Organized classes to explore specialized problems in an area of business administration. May be repeated for credit when the topics vary. May be offered for 1, 2, or 3 semester hours of credit ("V").

BCIS 6291 - Special Topics (2)
Organized classes to explore specialized problems in an area of business administration. May be repeated for credit when the topics vary. May be offered for 1, 2, or 3 semester hours of credit ("V").

BCIS 6320 - Database Development and Administration (3)
In-depth examination of database modeling, development, and administration. Database models are studied with emphasis placed on relational database models. The importance of database to business software applications is covered.

BCIS 6322 - Analysis, Modeling and Design (3)
A study of the systems development life cycle with focus on planning, analysis and design phases. The student will explore the various tools, techniques and models used by systems analysts, including data modeling and process modeling, from both a traditional and object oriented perspective.

BCIS 6323 - Enterprise Systems (3)
This course provides a process-oriented view of the organization and its relationships with suppliers and customers; thus students gain a business knowledge in the core functional areas common to all organizations. Students will evaluate the roles of enterprise resource planning (ERP) systems, customer relationship management (CRM) systems, and supply chain management (SCM) systems in automating those relationships and transforming organizations and markets (from a global perspective). These concepts are illustrated by studying an example of an ERP system and how that system is used to automate the business processes and provide operational and management information to the organization.

BCIS 6335 - Emerging Technologies and Issues (3)
This course is an examination of advanced and emerging technologies that affect the information technology organization and software development. Topics include those related to advances in hardware, software, and networking. Heavy emphasis is placed on internet-based technologies.

BCIS 6340 - Decision Support and Business Intelligence (3)
This course focuses on the use and application of information systems to support the decision making process. It includes a coverage of decision making theory and models, tools and techniques. Topics include decision support systems, executive information systems, knowledge-based systems, neural networks, expert systems and group support systems including web-based decision support systems. Relational database management, data warehouse, business intelligence, and data mining concepts will also be addressed. Students will learn to use systems to support decision making, and industry tools that support these concepts will be discussed and used.

BCIS 6350 - Project and Change Management (3)
An examination of the standards, methodologies, practices, and tools involved in the planning, ongoing management, and evaluation of software development and implementation projects. This course includes consideration of the change management process and techniques required to implement these projects.

BCIS 6360 - Applied Programming (3)
This course presents the use of object-oriented programming to develop solutions for the changing needs of today's businesses. Discussion and hands-on work will focus on understanding and using classes and objects, validation, decision and repetition structures, interacting with databases, and designing and building effective user interfaces.

BCIS 6370 - Information Systems Security (3)
Students will examine fundamental security concepts, principles, and practical issues relevant to the design, analysis, and implementation of enterprise-level trusted networked information systems including issues dealing with information security, cyber and physical security, social engineering, network and systems security, intrusion detection/prevention, and cryptography.

BCIS 6375 - IT Infrastructure (3)
Students will examine the concepts, models, architectures, protocols, and standards related to the development of an integrated technical architecture (hardware, platforms, software, networks, and data) to serve organizational needs in a rapidly changing competitive and technological environment.

BCIS 6391 - Special Topics (3)
Organized classes to explore specialized problems in an area of business administration. May be repeated for credit when the topics vary. May be offered for 1, 2, or 3 semester hours of credit ("V").

BCIS 6395 - Systems Development and Implementation (3)
This course focuses on issues related to design, construction, testing and implementation of business application software. Students will analyze a business problem and develop a software application to address the business requirements. Software project management techniques will be employed to track and report progress. Students will present a working prototype of their application. (Students typically take this course in their final semester)

BECO - Economics

BECO 6191 - Special Topics (1)
Organized classes to explore specialized problems in an area of business administration. May be repeated for credit when the topics vary. May be offered for 1, 2, or 3 semester hours of credit ("V").

BECO 6231 - Managerial Economics & Planning (2)
This course combines the analysis of the firm and the economic context within which it operates, to include economic forecasting and long-range planning. Prerequisites: BECO 2311 and BECO 2312.

BECO 6291 - Special Topics (2)
Organized classes to explore specialized problems in an area of business administration. May be repeated for credit when the topics vary. May be offered for 1, 2, or 3 semester hours of credit ("V").

BECO 6391 - Special Topics (3)
Organized classes to explore specialized problems in an area of business administration. May be repeated for credit when the topics vary. May be offered for 1, 2, or 3 semester hours of credit ("V").

BFIN - Finance
BFIN 6191 - Special Topics (1)
Organized classes to explore specialized problems in an area of business administration. May be repeated for credit when the topics vary. May be offered for 1, 2, or 3 semester hours of credit ("V").

BFIN 6262 - Financial Management (2)
A study of corporate financial strategy and optimizing models for financial decision-making. Prerequisite: BACC 2311, BFIN 3311, BQBA 6211 and BACC 6221 or consent of the instructor.

BFIN 6291 - Special Topics (2)
Organized classes to explore specialized problems in an area of business administration. May be repeated for credit when the topics vary. May be offered for 1, 2, or 3 semester hours of credit ("V").

BFIN 6391 - Special Topics (3)
Organized classes to explore specialized problems in an area of business administration. May be repeated for credit when the topics vary. May be offered for 1, 2, or 3 semester hours of credit ("V").

BIOL - Biology

BIOL 5190 - Independent Learning (1)
Graduate studies in Biology, which may include, but are not limited to, one or more of the following topics: ornithology, cell biology, developmental biology, marine biology, ecology, genetics, bacteriology, vertebrate and invertebrate zoology, and herpetology. Students will be exposed to advanced laboratory techniques in the area of study and will be expected to demonstrate competency in using peer-reviewed literature sources. Prerequisite: approval of department chairperson. Laboratory fee when applicable.

BIOL 5191 - Seminar (1)
Requirements include a literature search, oral presentation, and review paper on a relevant topic in biology.

BIOL 5290 - Independent Learning (2)
Graduate studies in Biology, which may include, but are not limited to, one or more of the following topics: ornithology, cell biology, developmental biology, marine biology, ecology, genetics, bacteriology, vertebrate and invertebrate zoology, and herpetology. Students will be exposed to advanced laboratory techniques in the area of study and will be expected to demonstrate competency in using peer-reviewed literature sources. Prerequisite: approval of department chairperson. Laboratory fee when applicable.

BIOL 5291 - Seminar (2)
Requirements include a literature search, oral presentation, and review paper on a relevant topic in biology.

BIOL 5390 - Independent Learning (3)
Graduate studies in Biology, which may include, but are not limited to, one or more of the following topics: ornithology, cell biology, developmental biology, marine biology, ecology, genetics, bacteriology, vertebrate and invertebrate zoology, and herpetology. Students will be exposed to advanced laboratory techniques in the area of study and will be expected to demonstrate competency in using peer-reviewed literature sources. Prerequisite: approval of department chairperson. Laboratory fee when applicable.

BIOL 5391 - Seminar (3)
Requirements include a literature search, oral presentation, and review paper on a relevant topic in biology.

BIOL 5490 - Independent Learning (4)
Graduate studies in Biology, which may include, but are not limited to, one or more of the following topics: ornithology, cell biology, developmental biology, marine biology, ecology, genetics, bacteriology, vertebrate and invertebrate zoology, and herpetology. Students will be exposed to advanced laboratory techniques in the area of study and will be expected to demonstrate competency in using peer-reviewed literature sources. Prerequisite: approval of department chairperson. Laboratory fee when applicable.

BIOL 5491 - Seminar (4)
Requirements include a literature search, oral presentation, and review paper on a relevant topic in biology.

BIOL 6190 - Research Problems in Biology (1)
An introduction to research, representing individual work of graduate level. Conferences and laboratory work to be specified according to the subject and the discretion of the instructor.

BIOL 6191 - Special Topics (1)
A study of special topics in biology. Requirements may include classroom study, field work, or a weekend field trip. Expenses for field trips will be shared by participants.

BIOL 6290 - Research Problems-Biology (2)
An introduction to research, representing individual work of graduate level. Conferences and laboratory work to be specified according to the subject and the discretion of the instructor.

BIOL 6291 - Special Topics (2)
A study of special topics in biology. Requirements may include classroom study, field work, or a weekend field trip. Expenses for field trips will be shared by participants.

BIOL 6390 - Research Problems-Biology (3)
An introduction to research, representing individual work of graduate level. Conferences and laboratory work to be specified according to the subject and the discretion of the instructor.

BIOL 6391 - Special Topics (3)
A study of special topics in biology. Requirements may include classroom study, field work, or a weekend field trip. Expenses for field trips will be shared by participants.

BIOL 6490 - Research Problems-Biology (4)
An introduction to research, representing individual work of graduate level. Conferences and laboratory work to be specified according to the subject and the discretion of the instructor.

BIOL 6491 - Special Topics (4)
A study of special topics in biology. Requirements may include classroom study, field work, or a weekend field trip. Expenses for field trips will be shared by participants.

BMGT - Management

BMGT 6191 - Special Topics (1)
Organized classes to explore specialized problems in an area of business administration. May be repeated for credit when the topics vary. May be offered for 1, 2, or 3 semester hours of credit ("V").

BMGT 6221 - Human Resources (2)
This course is about both the design and execution of human resource management strategies. It adopts the perspective of a general manager and addresses human resource topics (including reward systems, performance management, high-performance human resource systems, training and development, recruitment, retention, equal employment opportunity laws, work-force diversity, and union-management relations hips) from a strategic perspective. Prerequisite: BMGT 3310.

BMGT 6232 - Competition & the Entrepreneurial Manager (2)
This course will focus on the positioning and determining competitive advantage of the business. Skills and behaviors necessary to be a successful entrepreneur will be developed. Prerequisite: BMGT 3310.

BMGT 6235 - Advanced Management Theory & Practice (2)
This course explores how managers and leaders will influence support from subordinates. Turbulent changes in the future will require leaders at all levels to find innovative solutions to organizational problems. This course draws on and integrates the concepts from a number of leadership and management theories to assist the student in preparing how they will address difficult organizational problems and the related changes.

BMGT 6260 - International Management (2)
Focuses on the management of the multinational corporation (MCN). The objectives are to discuss specific managerial challenges and opportunities faced by MNV's, to provide knowledge and conceptual frameworks necessary for understanding and managing MNC's, and to train and develop skills for effective global leadership. Prerequisite: BMGT 3310.

BMGT 6261 - Strategy & Managerial Decision Making (2)
Integration of various points of view in the development and implementation of business strategies and an exploration of the impacts of these strategies on upper-level management decision-making. Prerequisite: BMGT 3310.

BMGT 6291 - Special Topics (2)
Organized classes to explore specialized problems in an area of business administration. May be repeated for credit when the topics vary. May be offered for 1, 2, or 3 semester hours of credit ("V").

BMGT 6391 - Special Topics (3)
Organized classes to explore specialized problems in an area of business administration. May be repeated for credit when the topics vary. May be offered for 1, 2, or 3 semester hours of credit ("V").

BMKT - Marketing

BMKT 6191 - Special Topics (1)
Organized classes to explore specialized problems in an area of business administration. May be repeated for credit when the topics vary. May be offered for 1, 2, or 3 semester hours of credit ("V").

BMKT 6241 - Marketing Management (2)
A seminar dealing with developments in marketing management, wholesaling, retailing, and the functional areas of marketing. Prerequisite: BMKT 3311.

BMKT 6251 - Global Marketing & Competition (2)
This course focuses on understanding and applying various marketing strategies and activities to enable organizations to be competitive in the global marketplace. Prerequisite: BMKT 3311.

BMKT 6291 - Special Topics (2)
Organized classes to explore specialized problems in an area of business administration. May be repeated for credit when the topics vary. May be offered for 1, 2, or 3 semester hours of credit ("V").

BMKT 6391 - Special Topics (3)
Organized classes to explore specialized problems in an area of business administration. May be repeated for credit when the topics vary. May be offered for 1, 2, or 3 semester hours of credit ("V").

BQBA - Quantitative Business Analysis

BQBA 6191 - Special Topics (1)
Organized classes to explore specialized problems in an area of business administration. May be repeated for credit when the topics vary. May be offered for 1, 2, or 3 semester hours of credit ("V").

BQBA 6211 - Quantitative Methods & Managerial Decision Making (2)
An introduction to and application of the methods of formulating and analyzing business in formation using statistical techniques. Prerequisite: BQBA 2302 or BQBA 2399.

BQBA 6291 - Special Topics (2)
Organized classes to explore specialized problems in an area of business administration. May be repeated for credit when the topics vary. May be offered for 1, 2, or 3 semester hours of credit ("V").

BQBA 6391 - Special Topics (3)
Organized classes to explore specialized problems in an area of business administration. May be repeated for credit when the topics vary. May be offered for 1, 2, or 3 semester hours of credit ("V").

BSYS - Business Systems

BSYS 6191 - Special Topics (1)
Organized classes to explore specialized problems in an area of business administration. May be repeated for credit when the topics vary. May be offered for 1, 2, or 3 semester hours of credit ("V").

BSYS 6242 - Info Systems & Technology (2)
A study of process management theory and the structure of various business processes to include planning, selection, design, control, and location.

BSYS 6250 - Logistics & Operations Management (2)
A study of various aspects of supply chain management and business processes to include planning and scheduling, lean logistics, inventory management, and operational integration.

BSYS 6291 - Special Topics (2)
Organized classes to explore specialized problems in an area of business administration. May be repeated for credit when the topics vary. May be offered for 1, 2, or 3 semester hours of credit ("V").

BSYS 6391 - Special Topics (3)
Organized classes to explore specialized problems in an area of business administration. May be repeated for credit when the topics vary. May be offered for 1, 2, or 3 semester hours of credit ("V").

BXXX - Professional Business

BXXX 6191 - Special Topics (1)
Organized classes to explore specialized problems in an area of business administration. May be repeated for credit when the topics vary.

BXXX 6291 - Special Topics (2)
Organized classes to explore specialized problems in an area of business administration. May be repeated for credit when the topics vary.

BXXX 6391 - Special Topics (3)
Organized classes to explore specialized problems in an area of business administration. May be repeated for credit when the topics vary.

BXXX 6629 - Special Topics (2)
Organized classes to explore specialized problems in an area of business administration. May be repeated for credit when the topics vary.

CHEM - Chemistry

CHEM 5190 - Independent Learning (1)
Opportunities for special studies in chemistry utilizing the chemical literature and/or laboratory techniques. Topics include but are not limited to: advanced analytical chemistry, advanced inorganic chemistry, biochemistry, chemistry seminar, environmental chemistry, environmental issues, handling hazardous materials, "hands-on" science for elementary and middle school teachers, organic synthesis, physical chemistry, practicum in clinical chemistry, and safety in the academic laboratory. Prerequisite: approval of department chairperson. Laboratory fee when applicable. Offered when needed.

CHEM 5290 - Independent Learning (2)
Opportunities for special studies in chemistry utilizing the chemical literature and/or laboratory techniques. Topics include but are not limited to: advanced analytical chemistry, advanced inorganic chemistry, biochemistry, chemistry seminar, environmental chemistry, environmental issues, handling hazardous materials, "hands-on" science for elementary and middle school teachers, organic synthesis, physical chemistry, practicum in clinical chemistry, and safety in the academic laboratory. Prerequisite: approval of department chairperson. Laboratory fee when applicable. Offered when needed.

CHEM 5390 - Independent Learning (3)
Opportunities for special studies in chemistry utilizing the chemical literature and/or laboratory techniques. Topics include but are not limited to: advanced analytical chemistry, advanced inorganic chemistry, biochemistry, chemistry seminar, environmental chemistry, environmental issues, handling hazardous materials, "hands-on" science for elementary and middle school teachers, organic synthesis, physical chemistry, practicum in clinical chemistry, and safety in the academic laboratory. Prerequisite: approval of department chairperson. Laboratory fee when applicable. Offered when needed.

CHEM 5490 - Independent Learning (4)
Opportunities for special studies in chemistry utilizing the chemical literature and/or laboratory techniques. Topics include but are not limited to: advanced analytical chemistry, advanced inorganic chemistry, biochemistry, chemistry seminar, environmental chemistry, environmental issues, handling hazardous materials, "hands-on" science for elementary and middle school teachers, organic synthesis, physical chemistry, practicum in clinical chemistry, and safety in the academic laboratory. Prerequisite: approval of department chairperson. Laboratory fee when applicable. Offered when needed.

CHEM 6190 - Chemical Research (1)
Chemical investigations utilizing specialized laboratory techniques. An introduction to the fundamentals of chemical research. Laboratory fee. Prerequisite: Approval of the department chairperson. Offered when needed.

CHEM 6290 - Chemical Research (2)
Chemical investigations utilizing specialized laboratory techniques. An introduction to the fundamentals of chemical research. Laboratory fee. Prerequisite: Approval of the department chairperson.

CHEM 6390 - Chemical Research (3)
Chemical investigations utilizing specialized laboratory techniques. An introduction to the fundamentals of chemical research. Laboratory fee. Prerequisite: Approval of the department chairperson.

CHEM 6490 - Chemical Research (4)
Chemical investigations utilizing specialized laboratory techniques. An introduction to the fundamentals of chemical research. Laboratory fee. Prerequisite: Approval of the department chairperson. Offered when needed.

CMFC-Christian Marriage and Family Counseling

CMFC 6090 - Comprehensive Examination (0)
This exam provides an opportunity for students to demonstrate their ability to integrate and apply the theory and skills acquired in their course work. It is given during the student's last semester of enrollment prior to graduation. The exam contains both a standardized multiple choice exam and an essay section that requires students to address issues related to integrating their faith into their clinical work in both secular and non-secular settings. Questions cover the area of specialization as indicated on the student's degree plan and in this catalog. The policies and procedures for the administration and scoring of the comprehensive examination for each specialization are available through the Director of the Graduate Counseling Program. The comprehensive exam may only be retaken once. Exam fee is required.

CNSL -Counseling

CNSL 6090 - Comprehensive Examination (0)
This exam provides an opportunity for students to demonstrate their ability to integrate and apply the theory and skills acquired in their course work. It is given during the student's last semester of enrollment prior to graduation. The exam is a standardized written exam. Questions cover the area of specialization as indicated on the student's degree plan and in this catalog. The policies and procedures for the administration and scoring of the comprehensive examination for each specialization are available through the Director of the Graduate Counseling Program. The comprehensive exam may only be retaken once. Exam fee is required.

CNSL 6191 - Seminar (1)
A service course designed to permit the offering of topics of current interest.

CNSL 6199 - Continuing Supervision of Clinical Placement (1)
This course is designed to provide a mechanism for students to gain supervision for required internship hours that were not completed during the semester in which they were enrolled in internship (for students enrolled either in or are about to enroll in CNSL 6397 or CNSL 6398). Students who have not completed a minimum of 80% (240) of the required 300 hours for Internship II must enroll in this course in order to continue accruing hours for internship. Students who wish to accrue supervised hours outside of the published dates of a course may also use this course to accrue internship hours. Students are required to meet with faculty and complete a deficiency contract stating how long they need to complete the remaining hours and to enroll in one credit for each month (or portion of a month) they need to complete the required hours for Internship II (e.g., one month or less = one credit; one to two months = two credits; two to three months = 3 credits). This course can be enrolled in concurrently with CNSL 6398 Internship II (for students who did not complete Internship I hours on time). This course can also be used for students who were unable to complete CNSL 6398 Internship II hours as a means of maintaining continuous enrollment until graduation. This course can be repeated as needed. Approval is needed prior to registering for this course. Lab fee is required.

CNSL 6291 - Seminar (2)
A service course designed to permit the offering of topics of current interest.

CNSL 6299 - Continuing Supervision of Clinical Placement (2)
This course is designed to provide a mechanism for students to gain supervision for required internship hours that were not completed during the semester in which they were enrolled in internship (for students enrolled either in or are about to enroll in CNSL 6397 or CNSL 6398). Students who have not completed a minimum of 80% (240) of the required 300 hours for Internship II must enroll in this course in order to continue accruing hours for internship. Students who wish to accrue supervised hours outside of the published dates of a course may also use this course to accrue internship hours. Students are required to meet with faculty and complete a deficiency contract stating how long they need to complete the remaining hours and to enroll in one credit for each month (or portion of a month) they need to complete the required hours for Internship II (e.g., one month or less = one credit; one to two months = two credits; two to three months = 3 credits). This course can be enrolled in concurrently with CNSL 6398 Internship II (for students who did not complete Internship I hours on time). This course can also be used for students who were unable to complete CNSL 6398 Internship II hours as a means of maintaining continuous enrollment until graduation. This course can be repeated as needed. Approval is needed prior to registering for this course. Lab fee is required.

CNSL 6300 - Internship in Clinical Supervision (3)
This course is designed to explore the major conceptual approaches, methods, and techniques; evaluation; and ethical and legal issues related to clinical supervision of master's level therapists. Definitions, theory-based approaches, supervision formats, and research are reviewed. This course is taught with both a didactic and experiential component. Throughout this course, students will focus on strategies for working with supervisees representing diverse backgrounds and developmental and learning styles. After a critical analysis of the purpose of supervision and theoretical frameworks and models of marriage and family supervision. Students will develop and apply their own theory of supervision in a supervised practice setting that includes each student supervising a group of clinical mental health counseling practicum students. Approval is needed prior to registering for this course.

CNSL 6301 - Brief Counseling Interventions with Individuals & Families (3)
This course provides an in-depth study of the theory and practice of brief counseling with individuals, couples, and families. Students will learn to integrate brief and solution-focused theory and apply these skills with individuals and families.

CNSL 6302 - Career Development and Information Sources (3)
Study is made of the psychology of career choice and its effects upon human development as well as the psychological, sociological, and phenomenological factors affecting career/life plans. Systematic study of career inquiry, job analysis, manpower trends, forecasting, and futuristic jobs are covered. Students will have the "hands-on-experience" of using career information and career counseling strategies. Lab fee.

CNSL 6304 - Couples Counseling (3)
This course provides students with an understanding of the various systemic approaches and presenting issues in marital and couples therapy and unique ethical dilemmas faced in working with couples. The experiential component of the course gives students the opportunity to practice marital counseling strategies using a variety of approaches.

CNSL 6305 - Addictions Counseling and Psychopharmacology (3)
Students are introduced to the theories and etiology of addictions and addictive behaviors, including strategies for prevention, intervention, and treatment. This course also introduces the student to psychopharmacological interventions as they relate to clinical mental health counseling to include medication classification, indications, contraindications, and side-effects. Techniques used in psychoeducation with clients and other health care members are also discussed.

CNSL 6306 - Counseling Children & Adolescents (3)
This course serves as an introduction to play therapy and provides an overview of counseling interventions with children and adolescents in agency, school, and community-based settings. Group, individual, and family systems techniques will be covered. Emphasis will be on understanding the interactions between the developmental needs of children and adolescents and finding counseling techniques appropriate for these age groups. Childhood disorders and developmental diagnoses will also be discussed as well as techniques for consulting with parents.

CNSL 6308 - Professional Orientation & Ethics (3)
This course, offered in a lecture and seminar format, provides students with the opportunity to study ethical standards as they apply to counselors and mental health providers. The course examines various codes of ethics, professional organizations, licensure and other credentialing processes, advocacy and public policy, professional identity, and current issues within the counseling profession. This course must be taken the first or second semester of the student's graduate course of study and prior to enrolling in clinical instruction courses. Students must pass this course with a grad of "B" or higher before they can be admitted to candidacy. This course may be retaken only once.

CNSL 6310 - Lifespan Development Seminar (3)
This course provides an in-depth study of the theories of physical, cognitive, social and emotional development from the prenatal period through aging and death. Biological and environmental foundations, cultural influences, and diversity of lifestyles in adult development are considered. Strategies for facilitating development and wellness across the lifespan are included. This course will use both lecture and seminar formats. The student will learn how human development impacts the counseling process.

CNSL 6312 - Group Processes (3)
This core course includes the study of group development and group counseling theories. Further considerations include group leadership styles, methods and skills, and ethical considerations in group work. Group dynamics will be studied through participation in an experiential growth group. Lab fee required.

CNSL 6315 - Abnormal Human Behavior (3)
This course provides an introduction to the study of behavioral, emotional, and mental disorders, including the models used in the study and treatment of clinical mental health counseling. This course also introduces the student to clinical assessment and diagnosis using the Diagnostic and Statistical Manual of Mental Disorders classification system. This course is a prerequisite for CNSL 6326, Psychological Assessment. Students must pass this course with a grade of "B" or higher before they can be admitted to candidacy. This course may be retaken only once.

CNSL 6316 - Applied Counseling Techniques in Individual & Family Counseling (3)
This course covers basic attending and relationship building skills needed to develop a therapeutic relationship, establish counseling goals, design intervention strategies, evaluate client outcome, and terminate the counseling relationship, as well as a model for direct intervention. Students will present digital video recordings of counseling sessions. Prerequisite CNSL 6320. Lab fee.

CNSL 6318 - Marriage and Family Theories in Counseling (3)
Basic concepts and theories in marriage and family therapy are discussed. The focus of the course is on theories of change and foundations of family systems work, including assessment, case conceptualization, and treatment planning.

CNSL 6320 - Theories of Counseling (3)
This course introduces students to the theories used in the counseling profession and to the historical, current, and future trends in the practice of counseling. The counselor as a person and professional is explored. Students will engage in an in-depth study of the major concepts and practices of the contemporary therapeutic systems. Students must pass this course with a grade of "B" or higher before they can be admitted to candidacy. This course may be retaken only once. Lab fee.

CNSL 6326 - Psychological Assessment (3)
The theory, ethical considerations, and practice of general diagnostic procedures are discussed. Students will learn the concepts of quantified assessment including statistical methods used in test development. In addition to learning to use the clinical interview, mental status exam, and biopsychosocial history as means of client assessment, students will also learn to use assessment instruments for appraisal of intelligence, achievement, personality, and addictions. Students will administer, score, and interpret a psychological battery of tests and complete a comprehensive assessment report. Prerequisites: CNSL 6308, CNSL 6315, CNSL 6320. Lab fee.

CNSL 6327 - Marriage and Family Assessment & Treatment (3)
This course addresses the assessment of individual, couple, and family functioning from a systemic viewpoint. This course is designed to provide a background in relational diagnosis and assessment including skills necessary to conduct a relational assessment interview, as well as the development of assessment skills through the use of family sculpture, family genogram, role play, and exercises. The planning and implementation of marital, couple and family treatment methods are also discussed.

CNSL 6330 - Trauma and Crisis Counseling with Individuals and Families (3)
This course is designed to prepare students to respond effectively in critical situations and to help counsel clients who are experiencing crisis events in their lives. Students will learn that crisis intervention are founded on theory and will be able to apply theory to crisis intervention techniques to individual and family situations. Special attention will be paid to counseling approaches for use with circumstantial and developmental life crises in the community.

CNSL 6345 - Research and Statistical Methods (3)
The goal of this course is to introduce the student to the concepts and techniques of research used in the counseling profession. The course is designed to be theoretical and applied. Students will develop an understanding of basic qualitative and quantitative research design and basic statistical analysis. Lab fee.

CNSL 6351 - Diversity Issues (3)
This course presents an in-depth study of the socialization patterns, cultural backgrounds, values, attitudes, behaviors, and learning problems of individuals whose cultural and ethnic backgrounds are different from those of the dominant culture. Emphasis is on both theoretical constructs and practice in the development of leadership roles in organizations, in clinical practice, and in the community.

CNSL 6352 - Advanced Group Therapy (3)
This advanced course includes the study of group development and group counseling theories with the opportunity to co-lead groups under supervision. Students will have the opportunity to develop skills in advertising and screening members for groups. Group leadership styles, methods and skills, and ethical considerations in group work will be discussed. Group dynamics will be studied through participation as a co-leader in a community-based group at the Community Life Center or elsewhere. Prerequisite: CNSL 6312.

CNSL 6353 - Consultation, Prevention, & Supervision (3)
This course covers counselor roles, behaviors, and expectations in prevention, consultation, and supervision. Methods, models, and principles of consultation, prevention, and supervision are explored. Prevention and consultation opportunities for counselors are discussed for interventions related to individuals, couples, and families. Related legal and ethical issues are explored. The counselor's role in understanding client advocacy and promoting mental health in a multicultural society are discussed.

CNSL 6354 - Human Sexuality (3)
This course provides a synthesis of information to introduce students to issues related to sexual identity development, physiological and psychological effects on sexuality and sexual relationships, deviant behavior related to sexual dysfunction, and how family can influence or be influenced by each of these issues. Student will have an opportunity to examine their own developmental process and how it may interplay with client's issues.

CNSL 6355 - Advanced Psychopathology & Treatment Planning (3)
This course provides an in-depth study of the symptomatology and etiology of behavioral, emotional, and mental health disorders classified by the Diagnostic and Statistical Manual of Mental Disorders classification system. This course addresses major categories of psychopathology and associated treatment planning for clinical mental health counseling work.
Prerequisite: CNSL 6315 Abnormal Human Behavior

CNSL 6370 - Legal & Ethical Issues in Clinical Mental Health Counseling (3)
This course will integrate the student's professional knowledge and skills basic to ethical clinical mental health counseling. Students will explore a wide variety of ethical and legal topics within the clinical mental health field to include: roles, functions, and settings of clinical mental health counselors; ethical administration and management of mental health programs and services; strategies for supporting client education and advocacy; and knowledge of Texas licensing rules and regulations and related government policies. This course serves as a capstone for the Clinical Mental Health Counseling program and helps prepare students to apply for licensure.

CNSL 6391 - Seminar (3)
A service course designed to permit the offering of topics of current interest.

CNSL 6393 - Advanced Marriage and Family Techniques (3)
The course is a clinical skills building course. Emphasis is on integrating theoretical constructs and therapeutic skills. This course will also cover diverse family issues, such as working with extended families, single parents, families in the process of divorce, remarried families, and domestic violence. This course serves as a capstone for the Marriage, Family, & Child Counseling program and helps prepare students to apply for licensure.

CNSL 6394 - Pre-Practicum (3)
This course is designed to be an in-depth study of specific theoretical interventions, to introduce the student to appropriate professional behavior in the clinical setting and to provide practice experience in skills needed in the clinical counseling environment, such as assessment, diagnosis, treatment planning, and record-keeping.

CNSL 6395 - Practicum (3)
This course is the first of three clinical instruction courses offering supervised clinical practice in counseling skills, behaviors, professional orientation/disposition, and assessment. Primary emphasis is on performing counseling and related activities in a specified agency, church, or community clinical mental health setting. Practicum students are required to serve as counseling interns at the UMHB Community Life Center, the counselor training facility for the Graduate Counseling Program (and/or at a faculty –approved off campus site). A total of 100 clock hours are required. Of these 100 hours, 40 must be direct counseling experience with the remaining 60 hours in assessment, report writing, case consultation, peer-supervision, client staffing and educational enhancement activities such as session tape reviews and book reviews related to specific disorders, theories, and/or issues. Prerequisites: CNSL 6308, CNSL 6312, CNSL 6315, CNSL 6320, and CNSL 6394. Lab fee is required.

CNSL 6397 - Internship I (3)
This course is the first half of the two-semester clinical internship course which offers supervised clinical practice in counseling skills, behaviors, professional orientation/dispositions, and assessment. Internship provides the graduate student with practical experiences that are an integral part of the helping profession. Students will serve as interns at the UMHB Community Life Center and at a faculty-approved off-campus site of their choice. Interns will complete 300 clock hours of supervised internship, 120 of which are direct service (counseling) and 180 of which are indirect service. They will receive a minimum of one hour per week of individual or triadic supervision by the off-site supervisor, a minimum of one hour per week of individual or triadic supervision by the faculty supervisor, and will attend one and a half hours per week of group supervision provided by the faculty supervisor. Students who do not completed at least 80% or 240 hours of the clinical hours required in this course by the published deadline for this course must enroll in CNSL 6399 concurrently with CNSL 6398 to complete these hours. Approval is needed the semester prior to registering for this course. Prerequisite: CNSL 6395. Lab fee is required.

CNSL 6398 - Internship II (3)
This course is the second half of the two-semester clinical internship course which offers supervised clinical practice in counseling skills, behaviors, professional orientation/dispositions, and assessment. Internship provides the graduate student with practical experiences that are an integral part of the helping profession. Students will serve as interns at the UMHB Community Life Center and at a faculty approved off-campus site of their choice. Interns will complete 300 clock hours of supervised internship, 120 of which are direct service (counseling) and 180 of which are indirect service. They will receive a minimum of one hour per week of individual or triadic supervision by the off-site supervisor, a minimum of one hour per week of individual or triadic supervision by the faculty supervisor, and will attend one and a half hours per week of group supervision provided by the faculty supervisor. Students who do not completed at least 80% or 240 hours of the clinical hours required in this course by the published deadline for this course must enroll in CNSL 6399 to complete these hours. Approval is needed the semester prior to registering for this course. Lab fee is required.

CNSL 6399 - Continuing Supervision of Clinical Placement (3)
This course is designed to provide a mechanism for students to gain supervision for required internship hours that were not completed during the semester in which they were enrolled in internship (for students enrolled either in or are about to enroll in CNSL 6397 or CNSL 6398). Students who have not completed a minimum of 80% (240) of the required 300 hours for Internship II must enroll in this course in order to continue accruing hours for internship. Students who wish to accrue supervised hours outside of the published dates of a course may also use this course to accrue internship hours. Students are required to meet with faculty and complete a deficiency contract stating how long they need to complete the remaining hours and to enroll in one credit for each month (or portion of a month) they need to complete the required hours for Internship II (e.g., one month or less = one credit; one to two months = two credits; two to three months = 3 credits). This course can be enrolled in concurrently with CNSL 6398 Internship II (for students who did not complete Internship I hours on time). This course can also be used for students who were unable to complete CNSL 6398 Internship II hours as a means of maintaining continuous enrollment until graduation. This course can be repeated as needed. Approval is needed prior to registering for this course. Lab fee is required.

EDAD - Educational Administration

EDAD 6181 - Special Topics (1)
A service course designed to permit the offering of topics of current interest and of special workshops. May also be used for individual study in which a minimum of 40 clock hours of directed study is required for each semester hour of credit. Topics and projects are selected on the basis of student interest and need.

EDAD 6281 - Special Topics (2)
A service course designed to permit the offering of topics of current interest and of special workshops. May also be used for individual study in which a minimum of 40 clock hours of directed study is required for each semester hour of credit. Topics and projects are selected on the basis of student interest and need.

EDAD 6360 - Administrative Theory & Practice (3)
Analysis of administrative behavior and organizational patterns. Study of conceptual models of decision-making. Examination of theory and practice as they relate to continuing problems of school administration.

EDAD 6361 - Instructional Leadership & Evaluation (3)
This course provides training and certification in Advancing Educational Leaders (AEL) as defined and applied by the State Board for Educator Certification and/or the Texas Education Agency. Students must successfully complete the state's certification requirements in AEL to receive credit for the course.

EDAD 6362 - School Law (3)
Legislation and litigation which forms the basis of education at national, state, and local levels is surveyed. Topics include professional rights and responsibilities of school administrators and other school personnel, federal and state laws and guidelines related to special populations, parent and student rights, contractual legalities and implications of the law in human resources management. Requires travel fee; amount subject to change.

EDAD 6363 - School Business Management & Finance (3)
Study of roles, responsibilities, systems, and procedures in school business matters. Includes budgeting, accounting, data processing, purchasing, personnel, and management of facilities, equipment, and real property. Examination of federal, state, and local programs to finance education.

EDAD 6364 - Administration of Programs for Diverse Learners (3)
Designed to promote fidelity in implementation of special programs, this course focuses on standard protocols appropriate for diverse student populations within EC-12 public schools. An emphasis is placed on the application of current state and federal expectations to meet the academic and behavioral needs of all students employing interventions aligned with individual student needs. Response-to-Intervention, special education, at-risk, migrant/immigrant, ESL, bilingual, gifted/talented, dyslexia, and vocational/technical programs are examined.

EDAD 6365 - Human Resource Management (3)
This course is a seminar/survey course of the administrator's (mid-manager) function in the areas of student services, including principles, philosophy, and operational procedures; policies, schedules, and strategies to enhance effective learning; and placement, evaluation, promotion, retention, and termination. Students explore the mid-manager's administrative role, what does the principal need to know about and be proficient in: testing programs, student health programs; social work; student records and confidentiality rules; food service; school safety; transportation services; and attendance services. All of these services are considered to be "non-instructional." This course gives the student the opportunity to holistically study the role of the mid-manager in the real world.

EDAD 6366 - The Role of the Principal (3)
Study of the roles and responsibilities in the administration of elementary, middle, and secondary schools, with focus on the principal's professional relations with teachers, parents, pupils, educational leaders within the district, and the board of education. Analysis of the role of the principal in curriculum development, organization, and evaluation; school organization; discipline; student behavior; community relations; the teaching/learning process; in-service training; and leadership in teacher growth and evaluation. Emphasis is on personal qualities of leadership conducive to good human relations. Requires travel fee; amount subject to change.

EDAD 6367 - School & Its Instructional Program (3)
Factors influencing school curriculum in grades K-12 are studied. Included are components of curriculum; organization of curriculum; how curriculum is changed; how new curriculum is developed; and extra-curriculum in elementary and secondary schools.

EDAD 6368 - Applications Educational Research (3)
This course provides experiences essential for the development of basic understanding and knowledge of the place of research in the professional field. Analytical and objective research methods and techniques; reviews of current literature, problem solving, and the conduct and reporting of research projects are studied in detail.

EDAD 6370 - Superintendent: Leadership Challenges (3)
Students will examine the role of the superintendent of schools as the chief educational officer of the local school district. The superintendent of schools in today's contemporary educational organizations have primary and ultimate responsibility in two areas, leadership and management. Districts require leaders with a vision of the future and the skills necessary for communicating the vision to others. This course gives participants the tools necessary to make effective decisions. Instructional Leadership Development Training. (ILD)

EDAD 6373 - The Superintendent: Leadership in a Pluralistic Society (3)
This course examines the leadership components, skills, and philosophies essential to district culture, communication, and community relations. The superintendent competencies of collaboration, communication, stewardship, and community mobilization are investigated, leading to the facilitation, articulation, and implementation of a shared vision of learning.

EDAD 6376 - The Superintendent: The 21st Century Curriculum (3)
It is recognized that the superintendent is the chief curriculum officer of the school district. This course will feature a comprehensive review of the literature focusing on the relationship between staff development and student learning. Special emphasis will be placed on the process of curriculum auditing, planning, and policy development. Additional course components include institutional delivery, state and national accreditation standards, accountability issues, and student assessment.

EDAD 6377 - The Superintendent: School Reform 21st Century (3)
To prepare the student for the superintendency, this course will feature a study of state accreditation standards, district program evaluation, and personnel evaluation. Special emphasis will be placed on writing and presenting the evaluation for the district stakeholders, characteristics of standardized tests, scoring, test data disaggregation, and test taking skills. Professional Development Appraisal System training. (PDAS)

EDAD 6379 - Superintendent Internship (3)
High-quality clinical activities will prepare the aspiring administrator to be a change agent and instructional leader for schools of the future. This course provides supervised professional clinical activities (two semesters) in the area of the public school superintendency to promote theory-to-practice connections.

EDAD 6381 - Special Topics (3)
A service course designed to permit the offering of topics of current interest and of special workshops. May also be used for individual study in which a minimum of 40 clock hours of directed study is required for each semester hour of credit. Topics and projects are selected on the basis of student interest and need.

EDAD 6391 - Principal Internship (3)
This is a practicum designed to provide field experience in school administration with emphasis on public relations, personnel administration, pupil behavior and discipline, curriculum development, instructional leadership, and facilities management. The intern is assigned to an administrator for a minimum of 90 clock hours in the field (two semesters). Field experience is supervised by a University professor and is accompanied by a weekly symposium. The intern is given experience in applying management fundamentals to an on-going school program. Each of the topics is developed by assignments, discussions, required readings, and a report.

EDAD 7100 - Dissertation III (1)
Continuous enrollment must be maintained until graduation. The dissertation course provides the mechanics by which the student continues enrollment.

EDAD 7181 - Special Topics (1)
A course designed to permit the offering of topics of current interest. Topics and projects are selected on the basis of student interest and need. May be repeated for credit when content varies. Prerequisite: permission of the Director of Doctoral Program.

EDAD 7190 - Independent Study (1)
An independent study directed by a full-time graduate faculty member in the College of Education. May be repeated for credit when the content varies. Prerequisite: permission of the Director of Doctoral Program.

EDAD 7281 - Special Topics (2)
A course designed to permit the offering of topics of current interest. Topics and projects are selected on the basis of student interest and need. May be repeated for credit when content varies. Prerequisite: permission of the Director of Doctoral Program.

EDAD 7290 - Independent Study (2)
An independent study directed by a full-time graduate faculty member in the College of Education. May be repeated for credit when the content varies. Prerequisite: permission of the Director of Doctoral Program.

EDAD 7301 - Advanced Learning Theories/Practice (3)
This course is designed to investigate the complex issues of a human thinking and learning. Factors affecting cognition such as theories of human development, learning, motivation, instruction, and assessment are explored. Learning theories relevant throughout the life span are examined. Additional topics of study will include the impact of student diversity and exceptionality on effective teaching and the role of standardized testing in instructional planning.

EDAD 7302 - Professional Ethics and Values (3)
The purpose of Professional Ethics and Values is to provide participants with knowledge and understanding of theoretical frameworks used for making decisions regarding right, wrong, and permissible. Students will develop knowledge, competence, and confidence regarding the resolution of moral/ethical decisions. The concept of applied ethics will be analyzed and put into practice regarding real-world dilemmas. Participants will create and resolve dilemmas according to best theoretical framework and application of ethics.

EDAD 7303 - Diversity and Learning (3)
This course is a study of diversity topics relevant to learning. Topics include cultural backgrounds, values, and attitudes with an emphasis on research, practice, and leadership.

EDAD 7304 - Planning and Problem Solving (3)
This course is a study of both short and long-range planning and problem solving techniques of effective educational leaders for the age of standards and accountability.

EDAD 7305 - Organizational Change (3)
Change is inevitable in any organization and this is particularly evident within educational organizations. This truth becomes more evident when considering the rapidly changing demographics bringing a more diverse society, competition in a global economy, increased diversity associated with immigration. This course gives the doctoral learner the opportunity to analyze the various change theories and processes and then apply the knowledge gained in a practical application format in which the learner designs a change plan, implements and leads change in an educational organization. $50 Leadership Seminar Fee.

EDAD 7306 - Dynamics of Leadership (3)
This course examines advanced leadership theory and application by analysis of organizational structure, culture, system, change, and function. Research, theory, and methods are addressed to encourage the application of best practice. This will be accomplished through the exploration and mastery of the following topics: the organizational environment and culture, the structure and culture of systems, the change process, essential skills and competencies for advanced leaders, management dynamics, and challenges for the future.

EDAD 7307 - Education Law and Policy (3)
Students in this course will explore the rights and responsibilities of school administrators as delineated in case law, constitutional law, statutory law, and administrative law. Particular attention will be given to issues pertaining to religion, employment, student rights, and parental rights. In addition, students will study the connection between the political process and education, and analyze elected policy issues related to education.

EDAD 7308 - Field-Based Internship (3)
Doctoral students complete a required doctoral internship (EDAD 7308) in the third year. In preparing the doctoral internship proposal, students select an intern setting that provides the greatest opportunity for development as a scholar-practitioner leader. The internship experience may be completed within the student's current employing organization or in another setting. If a student chooses to complete a second internship, it must be completed in a different setting. (Cross-listed with EDAD 6379, Superintendency Internship)

EDAD 7310 - Research I Design and Methods (3)
The purpose of Research I is to establish the foundation for doctoral level research. The course offers an overview of both quantitative and qualitative methods and designs with an emphasis on critically evaluating research. Other topics include general data collection and analysis. Students will develop a problem statement, literature review, and potential research method regarding a self-selected topic in educational leadership.

EDAD 7311 - Research II Design and Methods (3)
The purpose of Research II is to explore both quantitative and qualitative methods with an emphasis data collection. Topics include archival data, instrument development, descriptive statistics, sampling, and the protection of human subjects for research. SPSS software will be used for quantitative analysis.

EDAD 7312 - Research III Advanced Design and Methods (3)
The purpose of Research III is to explore both quantitative and qualitative methods with an emphasis in data analysis. Topics include inferential statistics, triangulation of data, and rigor. Students will develop a research proposal. SPSS software will be used for quantitative analysis.

EDAD 7313 - State Trends in Educational Leadership (3)
The first Summer Institute (State) is designed to present an in-depth orientation of the doctoral program, the College of Education, and the University of Mary Hardin-Baylor. In addition, the students will have an opportunity to gain insight into the professional education organizations, the governing bodies of educational institutions, and the influence or neglect of government on P-16 education. The experience will provide the doctoral students with current knowledge of the world of education in a P-16 environment. The Institutes are one of the unique aspects of the design of the doctoral program. Through the opportunity to travel, the doctoral students will be immersed in other cultures, organization, and ideas.

EDAD 7314 - Seminar: Education (Washington DC) (3)
Administrators of the future will develop an understanding of our national history, culture, the way in which our national government conducts its business, and how agendas are formulated and impacted. Through an expansion of their knowledge of individuals and organizations with which educators can network about different levels and facets of educational endeavors, the doctoral student will learn how this experience might apply to professional practice and personal growth.

EDAD 7315 - International Trends in Educational Leadership (3)
Educational leaders of the future will need a world view, as culture, society, and learning become increasingly complex and interrelated. International experience and exposure will facilitate development of global perspective and will provide a unique dimension in the preparation of school leaders.

EDAD 7316 - P-12 Financial Leadership (3)
This course is designed for doctoral students who intend to pursue district level leadership in P-12 public education. The content of the course focuses on advanced principles of district level school funding with an emphases on the Texas public school finance system. Students will explore both the Maintenance and Operations and the Interest and Sinking components of the Texas Foundation School Program and determine various funding scenarios given real-world district level funding data. Students will also explore the relationship between district level funding and academic quality.

EDAD 7317 - Leadership Challenges of the Superintendency (3)
The purpose of the course is to study the American school superintendecy in relations to major issues facing schools and superintendents, forces effecting superintendents' behaviors, and the complexity of responsibilities associated with the superintendent's role as a chief educational officer. The course is designed to examine and understand concepts and ideas related to human relationships that ultimately determine the effectiveness of the superintendent and the success of the school. (Cross listed with EDAD 6370, Leadership Challenges.)

EDAD 7318 - Managing the P-12 Curriculum (3)
Designed for graduate students who desire to pursue employment in P-12 public education, this course focuses on advanced principles of curriculum development and on strategies and techniques for the organization, implementation, and management of curricula within the P-12 classroom. Research-based approaches and learning theories are presented, as well as trends in P-12 public education curriculum. Emphasis is placed on designing and analyzing programs of study within the context of P-12 education, with a focus on governance, finance, learner expectations, and assessment as related to curriculum. (Cross-listed with EDAD 6376, The 21st Century Curriculum)

EDAD 7319 - School Reform 21st Century (3)
To prepare the student for the superintendency, this course will feature a study of state accreditation standards, district program evaluations, and personnel evaluations. Special emphasis will be placed on writing and presenting the evaluation for district stakeholders, scoring, test data disaggregation, and test taking guidelines. (Cross-listed with EDAD 6377, School Reform in the 21st Century)

EDAD 7320 - Managing the Higher Education Curriculum (3)
This course focuses on advanced principles of curriculum development and on strategies and techniques for the organization and management of the post-secondary classroom. Research-based approaches and adult learning theories are presented, as well as trends in curriculum development. Special emphasis is placed on designing and analyzing programs of study within the context of higher education. Issues related to internal and external factors affecting learners, such as equity in curriculum design, are explored. Preparation for writing curriculum and teaching in higher education is paramount throughout the course.

EDAD 7321 - American College & University Professor (3)
Study of the faculty role and expectations in teaching, scholarship, and service: topics include the professoriate and faculty governance, academic freedom and tenure, legal issues, professional practice, and career development.

EDAD 7322 - Higher Education Administration (3)
This course will examine the organization and administration of the diverse types of institutions found in today's higher education arena. It will explore the different missions and purposes of universities, community colleges, state colleges, private liberal arts colleges, propriety colleges, technical colleges, and private universities. The course will investigate strengths and weaknesses associated with various organizational structures. It will also examine leadership behavior and the impact of leadership and structure on institutional effectiveness. Speakers and case studies from diverse sectors of higher education will be incorporated into the classroom learning activities.

EDAD 7323 - Student Affairs in Higher Education (3)
This course examines the organization and administration of student affairs in institutions of higher education. Theories, research, and methods are addressed to encourage the application of theory into practice. This will be achieved by exploring the following topics: the administrative environment of student affairs, organizational and management issues of student affairs, essential skills and competencies for student affairs managers, diversity and student affairs, student policy and compliance issues, commitment to professional education, and challenges for the future.

EDAD 7324 - Dissertation I (3)
This course is designed to synthesize the knowledge and skills developed in previous research courses and apply them to the doctoral dissertation proposal process.

EDAD 7325 - Dissertation II (3)
The purpose of the Dissertation 2 course is to synthesize the knowledge and skills developed in previous research courses and seminars and apply them to the doctoral dissertation process. Throughout the dissertation course, students will work closely with instructor and committee.

EDAD 7381 - Special Topics (3)
A course designed to permit the offering of topics of current interest. Topics and projects are selected on the basis of student interest and need. May be repeated for credit when content varies. Prerequisite: permission of the Director of Doctoral Program.

EDAD 7390 - Independent Study (3)
An independent study directed by a full-time graduate faculty member in the College of Education. May be repeated for credit when the content varies. Prerequisite: permission of the Director of Doctoral Program.

EDSP - Special Education

EDSP 5331 - Development of Disabled Learners (3)
This course surveys the field of special education. Developmental and maturational sequences of disabled children and youth are examined along with the legal aspects of special education. A research project related to course content is required.*

EDSP 5332 - Interventions for Educating Individuals with Low incidence Disabilities (3)
This course is an in-depth study of individuals with low incidence disabilities. Instruction includes teaching strategies from multiple theoretical frameworks and the coordination of these models to positively impact the school experience for students with low incidence disabilities. The characteristics and factors affecting individuals with low incidence disabilities are explored.

EDSP 5334 - Assessment in Special Education (3)
This course provides an in-depth exploration of formal and informal means of assessment. Administration of instruments used for screening and diagnosing is required. The supports needed for transitioning across educational environments and integration into various program placements are presented.

EDSP 5338 - Practicum for the Educational Diagnostician (3)
This practical application course is designed to provide supervised experiences in intervention and special education settings. The primary focus of the course is the role and professional responsibilities of an educational diagnostician. This course meets practicum guidelines established by the Texas Education Agency for professional certifications.

EDSP 5339 - Interventions for Educating Individuals with Specific Learning Disabilities (3)
This course looks at current issues in curriculum design and appropriate modifications and accommodations for exceptional students as specified in individualized education program plans developed by ARD (IEP) teams. Emphasis is placed on the selection and use of strategies and techniques for teaching reading, language arts, mathematics, and other content areas. A research project related to interventions is required.

EDSP 5363 - Assistive Technology Resources & Services (3)
This course examines technology software to organize information and schedules and a variety of assistive technology devices, services, and resources used to enable students to actively participate in educational activities and routines. Recommendations for the use of assistive technology for students with disabilities are discussed. A research project related to assistive technology resources and services is required.*

EDSP 6181 - Special Topics (1)
This service course is designed to permit the offering of practicum in diagnosis, topics of current interest, and special workshops. May also be used for individual study in which a minimum of 40 clock hours of directed study is required for each semester hour of credit. Topics and projects are selected on the basis of student interest and need.*

EDSP 6281 - Special Topics (2)
This service course is designed to permit the offering of practicum in diagnosis, topics of current interest, and special workshops. Ma y also be sued for individual study in which a minimum of 40 clock hours of directed study is required for each semester hour of credit. Topics and projects are selected on the basis of student interest and need.

EDSP 6320 - Professional Roles Responsibilities (3)
This course emphasizes the professional practices, roles, and responsibilities of educational diagnosticians along with the responsibilities and philosophical, legal, and ethical foundations related to special education. Collaboration, consultation, procedural safeguards, due process, legal and regulatory timelines, confidentiality, federal and state laws and Board of Education Rules are discussed. A research project related to professional roles and responsibilities is required.*

EDSP 6324 - Approaches to Standardized Testing (3)
This course explores the theory and implications of individual intelligence testing for assessment, educational placement, and research. Practical experiences in administration, interpretation, and report writing for the Wechsler Intelligence Scales, non-verbal intelligence assessments, and cognitive assessments are required. (Cross-listed with PSCO 6324, Wechsler Intelligence Testing)

EDSP 6338 - Interventions & Transitions for Students Across the Special Education Spectrum (3)
This course addresses the state and federal guidelines for eligibility across the categories served within special education. Serving students with disabilities from initial diagnosis through transitioning is stressed. Specific emphasis will be placed on students with emotional or behavioral disorders as it relates to tiered interventions.

EDSP 6339 - Education for Disabled Youth (3)
This course examines educational procedures and programs for secondary school students with disabilities. Emphasis is placed on theory and transitional issues, transition services, career education, and vocational adjustment and rehabilitation services.*

EDSP 6340 - Environments of Special Learners (3)
This course is a field-based practicum examining environments where special learners are served. Includes a study of federal laws and state board of education guidelines regulating special education in Texas. Classroom teaching and/or assessment of atypical learners plus a research project related to student's current profession or course of study are required.

EDSP 6341 - Trends & Issues for the Education of Exceptional Learners (3)
This course is designed to explore the unique needs, problems, and concerns that may be encountered in various special education settings.

EDSP 6351 - Minority Population Groups & the Exceptional Learner (3)
In-depth study of the socialization patterns, cultural backgrounds, values, attitudes, behaviors, and learning problems of children and youth whose cultural and ethnic backgrounds are different from those of children and youth from the dominant culture. Emphasis on both theoretical constructs and practice in the development of leadership roles in the school and the community.* (Same as EDUC 6351)

EDSP 6381 - Special Topics (3)
This service course is designed to permit this offering of practicum in diagnosis, topics of current interest, and special workshops. May also be used for individual study in which a minimum of 40 clock hours of directed study is required for each semester hour of credit. Topics and projects are selected on the basis of student interest and need.

EDUC - Education

EDUC 5303 - Curriculum & Instruction in the Elementary School (3)
This course will examine all aspects of the curriculum development process in regard to the elementary school. Historical perspectives, designs, models, influences of society/human development, teacher/administrator roles, evaluation, and innovations in this area will be explored. Application will be required in terms of graduate research, model teaching, curriculum writing, cooperative learning, and peer teaching.

EDUC 5314 - Curriculum & Instruction - Sec (3)
This course will examine all aspects of the curriculum development process in regard to the secondary school. Historical perspectives, designs, models, influences of society/human development, teacher/administrator roles, evaluation, and innovation in this area will be explored. Application will be required in terms of graduate research, model teaching, curriculum writing, cooperative learning, and peer teaching.

EDUC 5320 - Advanced Early Childhood Development (3)
This course is designed to provide an in-depth study of the development of the young child. Course includes discussion of the historical roots of early childhood programs. Reevaluation of personal early childhood philosophy and knowledge of developmentally appropriate practices for young children plus a research project are required. Field experience is required.

EDUC 5338 - Internship Seminar (3)
This course is a preparatory course for the TExES Pedagogy and Professional Responsibilities (PPR) certification examination.

EDUC 5603 - Student Teaching/Internship (6)
Student teaching will consist of observation and teaching experiences for a semester. Conferences are arranged with the instructor. Transportation to and from the teaching assignment is the responsibility of the student. Lab fee.

EDUC 6090 - Comprehensive Examination (0)
Candidates for any of the master's degrees in the College of Education must satisfactorily pass a comprehensive examination. A graduate student must be admitted to candidacy for a degree before s/he will be allowed to take the comprehensive examination. The policies and procedures for the comprehensive examination are available in the College of Education secretary's office. Early in their degree program students should review the requirements for taking the examination. Students whose performance on the comprehensive examination is unsatisfactory may reschedule an examination at the next regular administration, or, at the discretion of the dean, at an earlier time. Five hours are allowed for the exam. Unless departmental requirements are more limiting, students who attempt the comprehensive examination three times and are not successful, will be dropped from the graduate program.

EDUC 6181 - Special Topics (1)
A service course designed to permit the offering of topics of current interest and of special workshops. May also be used for individual study in which a minimum of 40 clock hours of directed study is required for each semester hour of credit. Topics and projects are selected on the basis of student interest and need.

EDUC 6281 - Special Topics (2)
A service course designed to permit the offering of topics of current interest and of special workshops. May also be used for individual study in which a minimum of 40 clock hours of directed study is required for each semester hour of credit. Topics and projects are selected on the basis of student interest and need.

EDUC 6320 - Analysis of Mathematical Constructs (3)
This course will examine mathematics concepts children must learn in order to think and reason to solve problems. By gaining an understanding of how children learn math, students will acquire skills to use effective instructional strategies, integrate assessment, monitor progress, and link current research to classroom practices.

EDUC 6340 - Assessment and Evaluation (3)
This course provides an in-depth study of assessment and evaluation principles and practices related to student achievement. Criterion- and norm-referenced assessments are explored. Concepts include data-disaggregation, analysis, construct validity, reliability, teacher-created assessments, and specific instruments used for screening, diagnosis, programming, progress-monitoring, high-stakes testing, and evaluation.

EDUC 6351 - School in a Multicultural Society (3)
In-depth study of the socialization patterns, cultural backgrounds, values, attitudes, behaviors, and learning problems of children and youth whose cultural and ethnic backgrounds are different from those of children and youth from the dominant culture. Emphasis on both theoretical constructs and practice in the development of leadership roles in the school and the community. (Same as EDSP 6351).

EDUC 6352 - Applications of Educational Research (3)
This course provides experiences essential for the development of basic understanding and knowledge of the place of research in the professional field. Analytical and objective research methods and techniques, reviews of current literature, problem solving, and the conduct and reporting of research projects are studied in detail.

EDUC 6353 - Teaching Methodology Professional (3)
Structured to meet the needs of those professionals who must design, organize, and present materials to various target populations. This course focuses on teaching methods, media, and evaluation of the learning process.

EDUC 6355 - Progress Monitoring for the Interventionist (3)
Evidence-based approaches to monitor students at-risk are the focus of this course. Data-driven decision-making to meet the needs of struggling students through tiered interventions is stressed. Significance is placed on supervision of successful progress monitoring systems, issues related to budgeting for intervention programs, and productive collaboration among constituents throughout the intervention process.

EDUC 6357 - Behavior Analysis (3)
This course addressed behavior analysis from a behavioral perspective. Students learn to determine functions of behavior, design interventions for behavior change, implement interventions, and analyze data.

EDUC 6381 - Special Topics (3)
A service course designed to permit the offering of topics of current interest and of special workshops. May also be used for individual study in which a minimum of 40 clock hours of directed study is required for each semester hour of credit. Topics and projects are selected on the basis of student interest and need.

ENGL - English

ENGL 5190 - Independent Learning (1)
An independent study directed by a full-time graduate faculty member in the Department of English. Courses must be proposed by the student in writing to the faculty directing the study and approved by the department chairperson and dean of the school. Independent study courses are not to be taken in place of existing courses. Prerequisites: permission of instructor, the department chairperson, and dean of the school.

ENGL 5290 - Independent Learning (2)
An independent study directed by a full-time graduate faculty member in the Department of English. Courses must be proposed by the student in writing to the faculty directing the study and approved by the department chairperson and dean of the school. Independent study courses are not to be taken in place of existing courses. Prerequisites: permission of instructor, the department chairperson, and dean of the school.

ENGL 5300 - Special Topics (3)
Special Topics for graduate students in literature, rhetoric, and writing. May be repeated for credit when content varies. Prerequisites: Permission of the department chairperson.

ENGL 5390 - Independent Learning (3)
Instruction and practice in writing information essays, short stories, poetry, and possibly other forms of creative writing. Class discussion and criticism of work produced. All work considered for publication in The Baylorian.

ENGL 5391 - Seminar (3)
A study of a selected literary topic.

ENGL 5490 - Independent Learning (4)
An independent study directed by a full-time graduate faculty member in the Department of English. Courses must be proposed by the student in writing to the faculty directing the study and approved by the department chairperson and dean of the school. Independent study courses are not to be taken in place of existing courses. Prerequisites: permission of instructor, the department chairperson, and dean of the school.

EXSS- Exercise Sport Science

EXSS 5350 - Principles & Techniques Strength Training and Conditioning (3)
Current principles and procedures essential to strength training and conditioning practices; emphasis on the development and practical applications of aerobic conditioning, joint flexibility, muscular strength, power, and endurance programs.

EXSS 6090 - Comprehensive Exam (0)
Candidates for any of the master's degrees in the College of Education (Department of Exercise Sport Science) must satisfactorily pass a comprehensive examination. A graduate student must be admitted to candidacy for a degree before he/she will be allowed to take the comprehensive examination. The policies and procedures for the comprehensive examinations are available in the Department of Exercise Sport Science secretary's office. Early in their degree program students should review the requirements for taking the examination. Students whose performance on the comprehensive examination is unsatisfactory may reschedule an examination at the next regular administration, or, at the discretion of the dean, at an earlier time. Five hours are allowed for the completion of the written portion of the exam. Unless departmental requirements are more limiting, students who attempt the comprehensive examination two times and are not successful, will be dropped from the graduate program.

EXSS 6192 - Thesis for Exercise Physiology (1)
The thesis will require completion of a research project/study, preparation of findings, and presentation of findings to a thesis committee. The thesis requires 6 credit hours. Students must be enrolled in at least 1 credit hour.

EXSS 6292 - Thesis for Exercise Physiology (2)
The thesis will require completion of a research project/study, preparation of findings, and presentation of findings to a thesis committee. The thesis requires 6 credit hours. Students must be enrolled in at least 1 credit hour.

EXSS 6320 - Performance Nutrition (3)
Sport nutrition is an evolving, dynamic area of exercise and sport science. This course will focus on nutritional assessments, recommendations and evaluations as they relate to the athlete. The specific roles of the energy nutrients, vitamins and minerals will be studied. In addition, the course will include studies in thermoregulatory processes as they relate to water and electrolyte absorption. Laboratory applications will be a primary focus in the class. Prerequisites: EXSS 3395 or equivalent.

EXSS 6325 - Sport Law (3)
An examination of the potentially litigious sport activity settings and the applied legal concepts and aspects. Emphasis on tort law, risk management, product liability, constitutional law, contract law, administrative/statutory law, legal system, labor/antitrust law, crowd control, security, and legal research.

EXSS 6330 - Fundamentals of Biomechanical Analysis (3)
This course is designed to develop observational and analytical skills as they relate to human movement. Emphasis is placed on developing a systematic approach to analysis. Students will use these skills to evaluate fundamental movement patterns.

EXSS 6335 - Marketing in Sport (3)
A survey of marketing concepts through the utilization, application, and initiation of marketing research including promotion, public relations, and sponsorship campaigns designed for the sport industry. Emphasis on marketing plans, fundraising campaigns, corporate sponsorship proposals, assessment of promotional needs and limitations, and development of a comprehensive promotion plan.

EXSS 6340 - Management & Leadership in Sport (3)
An analysis of planning, organizing, leading, and evaluating efforts resulting in the creation of a vision and the establishment of goals for professional and amateur sport organizations. Emphasis on effective management practices, policy development, negotiation, conflict resolution, strategic planning, leadership theory, decision-making, problem solving, and event management principles.

EXSS 6345 - Socio-Cultural Context of Sport (3)
A philosophical examination of cultural influences affecting contemporary sport managers. Emphasis on historical influences, philosophical ethos, economical volatility, political pressures, the legal system, education, and ethical dilemmas revealed through sport and from sport participants.

EXSS 6350 - Readings, Issues, Trends, Problems in EXSS (3)
(cross-listed with EDUC 6350) Designed to provide an opportunity for critical analysis and study of selected problems, trends, techniques, and issues in EXSS as presented in published items and research and related to programs including physical education, athletics, movement, and sport sciences.

EXSS 6352 - Research Methods in Exercise Science (3)
This course will explore qualitative research design and analysis. This course will serve as an introduction to statistics, experimental design, and proposal writing. Developmental theory, investigation and gathering of data, statistical analysis and evaluation, and research reporting as these relate to research in exercise science.

EXSS 6353 - Research Methods in Exercise Physiology (3)
This course will explore qualitative research design and analysis. This course will serve as an introduction to statistics, experimental design, and proposal writing. Developmental theory, investigation and gathering of data, statistical analysis and evaluation, and research reporting as these relate to research in exercise science.

EXSS 6355 - Clinical Exercise Physiology (3)
Advanced theory and practical application to clinical aspects of exercise physiology, exercise testing and prescription, ECG analysis and interpretation, and pharmacotherapy. Concentration is focused on diseased and disabled populations that are observed in clinical settings. Prerequisite: EXSS 3395 and 4394.

EXSS 6360 - Advanced Stats & Applied Research (3)
This course is designed to develop statistical and research techniques involving descriptive, inferential, and non-parametric methods for research applications in the areas of Exercise and Sport Science, Sport Management, and Education. Emphasis is placed on applying correct statistical and research techniques with computer application. Prerequisites: EDAD 6368 or EDUC 6352.

EXSS 6365 - Exercise Endocrinology (3)
An in-depth examination of the role of the endocrine system on metabolism and how nutrition affects hormonal control, regulation, substrate availability, catabolism and anabolism. The scope will focus on the role of the endocrine system in response to exercise in the human body. Prerequisite: EXSS 6380 or equivalent.

EXSS 6370 - Sport Psychology (3)
An in-depth study an application of the psychological principles relating to the coaching profession. Emphasis will be placed on principles which influence behavior, enhance skill acquisition and maximize sport performance of athletes and coaches involved in sport.

EXSS 6375 - Exercise & Nutritional Biochemistry (3)
A study of the biochemistry of humans in relation to nutrition and exercise with an emphasis on the basic elements of carbohydrate, fat and protein metabolism, the role of nutrition in providing energy, building/repairing tissues and regulating metabolic processes during sports and the degree to which nutrition may enhance fitness. Prerequisite: EXSS 6380 or equivalent.

EXSS 6380 - Advanced Exercise Physiology (3)
This course will focus on aerobic and anaerobic sport performance to include cardiovascular, respiratory and metabolic processes. The course will include broad testing methodologies in fitness, body composition, aerobic and anaerobic capacity, nutritional factors and thermoregulatory processes. Extensive use of laboratory application will be a primary focus in the class. Prerequisites: BIOL 2440 and EXSS 3395 or equivalent.

EXSS 6381 - Musculoskeletal & Biomechanical Assessment (3)
This course is designed to develop observational and analytical skill as they relate to human movement. In addition, this course is designed to provide advanced athletic training and rehabilitation knowledge in a didactic and practical setting.

EXSS 6385 - Advanced Athletic Training & Rehab (3)
Designed to provide advanced athletic training and rehabilitation knowledge in a didactic and practical setting for teachers and coaches related to injury prevention, athletic injury evaluation, emergency care, and rehabilitation aspects of sports medicine.

EXSS 6392 - Thesis for Exercise Physiology (3)
The thesis will require completion of a research project/study, preparation of findings, and presentation of findings to a thesis committee. The thesis requires 6 credit hours. Students must be enrolled in at least 1 credit hour.

EXSS 6394 - Internship in Sport Administration (3)
Internship in sport administration will consist of supervised practical experience in a setting to be determined by the Sport Administration director. The course required a culminating project

EXSS 6395 - Internship (3)
Internship in exercise science will consist of supervised practical experience in a setting to be determined by the graduate director. The course requires a culminating project.

EXSS 6492 - Thesis for Exercise Physiology (4)
The thesis will require completion of a research project/study, preparation of findings, and presentation of findings to a thesis committee. The thesis requires 6 credit hours. Students must be enrolled in at least 1 credit hour.

EXSS 6592 - Thesis for Exercise Physiology (5)
The thesis will require completion of a research project/study, preparation of findings, and presentation of findings to a thesis committee. The thesis requires 6 credit hours. Students must be enrolled in at least 1 credit hour.

EXSS 6692 - Thesis for Exercise Physiology (6)
The thesis will require completion of a research project/study, preparation of findings, and presentation of findings to a thesis committee. The thesis requires 6 credit hours. Students must be enrolled in at least 1 credit hour.

MFCC - Marriage Family & Child Counseling

MFCC 6090 - Comprehensive Exam (0)
This exam provides an opportunity for students to demonstrate their ability to integrate and apply the theory and skills acquired in their course work. It is given during the student's last semester of enrollment prior to graduation. The exam is a standardized written exam. Questions cover the area of specialization as indicated on the student's degree plan and in this catalog. The policies and procedures for the administration and scoring of the comprehensive examination for each specialization are available through the Director of the Graduate Counseling Program. The comprehensive exam may only be retaken once. Exam fee is required.

MFCC 6399 - Marriage & Family Therapy Supervision (3)
This course is designed to explore the major conceptual approaches, methods, and techniques; evaluation; and ethical and legal issues related to clinical supervision of marriage and family therapists. Definitions, theory-based approaches, supervision formats, and research are reviewed. This course is taught with both a didactic and experiential component. Throughout this course, students will focus on strategies for working with supervisees representing diverse backgrounds and developmental and learning styles. After a critical analysis of the purpose of supervision and theoretical frameworks and models of marriage and family supervision. Students will develop and apply their own theory of supervision in a supervised practice setting that includes each student supervising a group of marriage and family practicum students. Approval is needed prior to registering for this course.

NCPS-Non-Clinical Professional Studies

NCPS 6090 - Comprehensive Examination (0)
The NCPS Comprehensive Exam will cover all courses taken by the student. The Non-Clinical Professional Studies Comprehensive Examination consists of 180 multiple-choice questions that have been developed and submitted by faculty members within the Graduate Counseling Program and faculty members other UMHB disciplines (to cover coursework taken by the student as part of his/her degree). The policies and procedures for the administration and scoring of the comprehensive examination for each specialization are available through the Director of the Graduate Counseling Program.

NURS - Nursing

NURS 6099 - Comprehensive Examination (0)
Candidates for any of the master's track option in the College of Nursing must satisfactorily pass a comprehensive examination. The comprehensive examination tests the breadth of a student's knowledge within the scope of the track within the MSN curriculum. The examination includes a written portion and, at the discretion of the examination committee, it may also include an oral component. The course is graded on a "Pass/No Credit" option. A grade of "Pass" is required to graduate from the track within the college of nursing. A graduate student must be admitted to candidacy for a degree before he/she will be allowed to take the comprehensive examination. Early in their degree program students should review the requirements for taking the examination. Students whose performance on the comprehensive examination is unsatisfactory may reschedule an examination at the next regular administration, or, at the discretion of the dean, at an earlier time. Unless departmental requirements are more limiting, students who attempt the comprehensive examination two times and are not successful will be dropped from the graduate program. Course fee.

NURS 6310 - Family Nurse Practitioner I: Intro to the Role (3)
The focus of this course is on the role of the Family Nurse Practitioner in health promotion, disease management and diagnosis for populations across the lifespan. Concepts from the foundational core are used to identify the competencies necessary for advanced nursing practice in the promotion of health and prevention of illness. Emphasis is placed on the development and assumption of the role of the Family Nurse Practitioner, including practice management, as a member of the interdisciplinary health care team. 2 (3) This course must be taken as a prerequisite or co-requisite with 6311 and 6314. Prerequisites: NURS 6337, 6338, and 6341.

NURS 6311 - Family Health I Adult-Gerontology: Health Promotion and Disease Prevention (3)
The focus of this course is on the role of the Family Nurse Practitioner in health promotion and disease prevention among adults-gerontology. Concepts from the foundational core are used to identify the competencies necessary for advanced nursing practice as it relates to the promotion of health and prevention of illness among adults and older adults is presented. Emphasis is placed on the evidence-based care as the practitioner partners with patients, families, and other h341ealth care providers to maintain wellness in this population. 2 (3) Pre- or Co-requisite: NURS 6310 and NURS 6314. Prerequisites: NURS 6327, 6337, 6338, 6341.

NURS 6312 - Theoretical Perspectives (3)
The focus of this course is on the use of theoretical frameworks to direct research, practice and education. Concepts of theory and theory building are explored. Selected theories from nursing, science, organizational and systems theory will serve as a framework for inquiry. 3 (0)

NURS 6313 - Population Based Health Promotion (3)
This course is designed to provide the student with opportunities to discuss strategies to promote health, risk reduction, and prevention of health problems throughout the lifespan. This course focuses on concepts used in the development and evaluation of population-based health programs.

NURS 6314 - Family Health II: Women & Children: Health Promotion and Disease Prevention (3)
The focus of this course is on the introduction of role of the Family Nurse Practitioner in health promotion and illness prevention for women and children. Concepts from the foundational core are used to identify the competencies necessary for advanced nursing practice as it relates to the promotion of health and prevention of illness among women and children. Emphasis is placed on the evidence-based care of women and children in health promotion and developmental progression. Pre- or Co-requisite: NURS 6310 and 6311. Prerequisites: NURS 6327, 6337, 6338, and 6341.

NURS 6320 - Ethics, Culture & Spiritual Concept (3)
This course is designed to advance the understanding of ethical, cultural and spiritual concepts. The impact of these concepts on health and health care outcomes is reviewed. The student will gain an increased perspective on the integration of faith and health. Application of ethical analysis and clinical reasoning to assess, intervene and evaluate nursing care is included. 3 (0)

NURS 6321 - Nursing Research (3)
This course builds upon concepts studied in undergraduate nursing research. Topics include increased depth in research designs, epistemological framework for design and the research of a specified problem. Emphasis includes critique and utilization of theory, education and practice. 3 (0)

NURS 6325 - EBP I: Classroom Management (3)
This course examines issues related to working with adult learners in the classroom and the factors that impact learning in the classroom/clinical setting. Emphasis is placed on the management of disruptive student behaviors which interfere with learning (incivility, unprepared student, honors students, overly friendly/familiar students, etc.). Students will study the impact of social change, educational structure, political forces, economics, and curriculum demands on the learning environment. A research project related to interventions is required.

NURS 6326 - EBP II: Technology & Informatics Nursing Education (3)
This course examines the technology available to enhance the educational experience in the classroom and/or clinical setting. Emphasis is placed on the integration of services, alternative activities, and other resources into the classroom/clinical learning environment. A research project related to the integration of educational technologic resources is required.

NURS 6327 - Advanced Health Assessment (3)
This course focuses on the development of clinical reasoning and technical skills in performing accurate, comprehensive, health assessment across the life span and across populations. Interpretation of diagnostic findings as they relate to differential diagnoses is included. Prerequisite: NURS 6338.

NURS 6328 - FNPII: Family Health Care Management and Finance (3)
The focus of this course is on the role of the Family Nurse Practitioner in the management of populations across the lifespan. This course provides an overview of practice, business, finance, and management principles necessary to establish and maintain a successful clinical practice or programs.

NURS 6329 - Family Health III Adult-Gerontology: Illness and Disease Management (3)
The focus of this course is on the role of the Family Nurse Practitioner in the management of acute and chronic illness and disease among the adult-gerontology population. Concepts from the foundational core are used to identify the competencies necessary for advanced nursing practice as it relates to the illness and disease management. Emphasis is placed on evidence-based care as the practitioner partners with patients, families, and other health care providers to treat illness and manage disease in this population. 2 (3) Prerequisite: NURS 6311, 6314, 6310, 6327, 6337, 6338, and 6341.

NURS 6330 - Family Health IV Women & Children: Illness and Disease Management (3)
The focus of this course is on the role of the Family Nurse Practitioner in acute and chronic illness and disease management for women and children across the lifespan. Concepts from the foundational core are used to identify the competencies necessary for advanced nursing practice as it relates to the illness and disease management. Emphasis is placed on the evidence-based care of women and children in illness and disease management in this population. 2 (3) Prerequisites: NURS 6311, 6314, 6327, 6337, 6338, and 6341.

NURS 6331 - Curriculum Development (3)
This course is designed to introduce the student to curriculum design and development. The student investigates the many components of curriculum, social and consumer factors influencing the curriculum development, the philosophical foundation of curriculum, theoretical framework, program objectives and organization of learning experiences to fulfill problem objectives. Consideration is given to the requirements of external nursing accrediting agencies (BNE, AACN, CCNE, NLN, and NLNAC).

NURS 6332 - Teaching Strategies (3)
This course surveys the principles of teaching and learning as well as various learning theory. The students is expected to design a teaching session for a selected population, and incorporate various teaching strategies, including the clinical teaching role. Additionally, relationship, trends and issues in nursing education.

NURS 6336 - Epidemiology & Population Health Research (3)
This course focuses on determinants of health and principles of epidemiologic data to design and deliver evidence-based, culturally relevant clinical prevention interventions and strategies. Health promotion strategies are presented for improving population-based health outcomes for individuals, families, communities and aggregate/clinical populations. 2.5 (1.5) Prerequisite: NURS 6321.

NURS 6337 - Advanced Pharmacology (3)
This course focuses on advanced pharmacology including pharmacokinetics, pharmacodynamics and pharmacotherapeutics, for all broad categories of agents. Issues explored include evidence-based practice guidelines, cost containment strategies, alternative interventions and systems management for effective patient outcomes. 2.5 (1.5)

NURS 6338 - Advanced Pathophysiology (3)
This course focuses on those physiological and pathophysiological processes that are the basis for direct patient care across the lifespan. The focus is on regulatory mechanisms that maintain homeostasis and the clinical problems that arise in the pathophysiological state. 2.5 (1.5)

NURS 6341 - Health Care Policy, Delivery Systems and Financing (3)
This course focuses on the study of decision making, responsibilities, systems and procedures in the development of health care policy. The influence of social determinants on health care is presented including: accessibility, accountability and affordability. Change theory is used as students explore the role of advocacy and the relationship between policy, health economics and health care outcomes. Prerequisite: NURS 6312.

NURS 6342 - Theory & Evaluation in Practice (3) (3)
This course is designed to acquaint the student with general principles and theory necessary for the design and development of a systematic plan for evaluation of a nursing program. Methods and techniques for data collection of outcomes measures are reviewed. Test construction, clinical evaluation, program evaluation, agency assessment and graduate follow-up are included.

NURS 6354 - Clinical Nurse Leader Role (3)
The focus of this course is on the role of the clinical nurse leader and their contribution to the improvement of patient outcomes in a variety of settings. Additional emphasis is placed on methods to promote quality care and facilitate health promotion. The role of the CNL within nursing leadership and various care environments will be reviewed.

NURS 6391 - Seminar (3)
This course is designed to permit the offerings of topics of current interest.

NURS 6611 - Family Nurse Practitioner Immersion (6)
The immersion experience focuses on the synthesis of previously learned knowledge, skills and abilities as a provider of advanced nursing care to individuals, families and populations across the lifespan. Emphasis is placed on the management of patients with acute and chronic illnesses, health promotion needs and illness prevention. This course will occur in a capstone process and include both an advanced didactic and clinical component in which the student will demonstrate the role of the advanced practice nurse as a member of the interdisciplinary health care team. 0.5 (16.5) for 250 hours of clinical. Prerequisites: NURS 6310, 6311, 6314, 6328, 6329, 6330.

NURS 6612 - Nursing Education Practicum (6) (6)
Designed to provide the student with an opportunity to synthesize theory, refine concepts of curriculum design and develop evaluation skills in a variety of settings. Emphasis is given to development of lesson plans, implementation of plan, test construction, and clinical supervision and evaluation of student performance. Emphasis is placed on the development of the teaching portfolio. This course is considered the capstone of the MSN curriculum where the student can put into practice what has been learned

in the program. Class and clinical laboratory experiences with a group of undergraduate nursing students is included.

NURS 6613 - Leadership in Clinical Nursing (6)
This course introduces students to the role and responsibilities of a clinical nurse leader (CNL). Leadership skills are discussed within the broader framework of system change and quality improvement. The emphasis is on working with interdisciplinary teams to create and shape effective health care delivery systems responsive to the needs of individuals and families. Includes 75 hours of clinical experience.

NURS 6614 - Capstone Project (6)
This course focuses on the application of the clinical nurse leader's assessing, planning, intervening, monitoring, and evaluating of patient needs within the health care setting. Emphasis is placed on developing and implementing an evidence-based, interdisciplinary, collaborative, and cost effective approach to health care with select populations. Course content will assist students in the exploration and application of issues important to the clinical nurse leader in self-selected clinical experiences.

NURS 7140 - DNP Project Portfolio Advisement (1)
The course focuses on development of components of the DNP Scholarship Portfolio. The DNP Practice Inquiry Project will require that the student develop a practice focused problem that will include application of an intervention for the problem with the appropriate metric evaluation and dissemination of the project findings. The Practice Inquiry Project will be presented for approval in this course. This course will assist the student in the refinement of the plan, methodology, and implementation of the Practice Inquiry Project.

NURS 7180 - DNP Advanced Seminar I (1)
This course will provide the students with the opportunity to interact with faculty and community/organizational leaders related to their DNP Project Inquiry. Students will demonstrate their breadth and synthesis of knowledge of the DNP Essentials as it related to their project.

NURS 7181 - Special Topics (1)
A course designed to permit the offering of topics of current interest. Topics and projects are selected on the basis of student interest and need. May be repeated for credit when content varies. Prerequisite: permission of the Director of Doctoral Program.

NURS 7182 - DNP Advanced Seminar II (1)
This is the second of the Advanced Seminar courses that will provide the students with the opportunity to interact with faculty and community/organizational leaders related to their DNP Project Inquiry. Students will demonstrate their breadth and synthesis of knowledge of the DNP Essentials as it related to their project.

NURS 7183 - DNP Advanced Seminar III (1)
This is the third of the Advanced Seminar courses that will provide the students with the opportunity to interact with faculty and community/organizational leaders related to their DNP Project Inquiry. Students will demonstrate their breadth and synthesis of knowledge of the DNP Essentials as it related to their project.

NURS 7310 - Scholary Foundations of Advanced Practice (3)
This course serves as the foundational course for the DNP and will explore the qualities necessary to be a leader and clinical scholar in a complex health care system. This course will study the scientific underpinnings of nursing knowledge significant to develop the role of the DNP. Students will evaluate and develops new practice approaches based not only on nursing theories but theories from other disciplines.

NURS 7371 - DNP Fellowship II (3)
This course serves as the clinical practice component of the DNP program and focuses on the direct care of patients within a population of interest. The course provides the student with a clinical specialty immersion experience necessary to plan and design the Practice Inquiry Project. The student is expected to utilize advanced levels of clinical judgement, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes. Students use conceptual and analytical skills in evaluating the links among practice, organizational, population, fiscal and policy issues in the health care arena.

NURS 7191 - Independent Study (1)
An independent study directed by a full-time graduate faculty member in the College of Education. May be repeated for credit when the content varies. Prerequisite: permission of the Director of Doctoral Program.

NURS 7220 - Information Technology in Health Care (2)
This course provides a comprehensive overview of the issues in healthcare information technology. Students will develop the skills necessary to evaluate health care information systems regarding monitoring of outcomes, patient safety, and quality improvement. Ethical and legal issues related to Information Technology will be addressed.

NURS 7241 - DNP Scholarship Project Advisement I (2)
The course focuses on continued development of components of the DNP Practice Inquiry Project. This course will assist the student in the refinement of the plan, methodology, and implementation of the DNP Practice Inquiry Project.

NURS 7243 - DNP Scholarship Project Advisement III (2)
The course focuses on continued development of components of the DNP Practice Inquiry Project. This course will assist the student in the refinement of the plan, methodology, and implementation of the DNP Practice Inquiry Project.

NURS 7244 - DNP Scholarship Project Advisement IV (2)
The course focuses on continued development of components of the DNP Practice Inquiry Project. This course will assist the student in the refinement of the plan, methodology, and implementation of the DNP Practice Inquiry Project.

NURS 7281 - Special Topics (2)
A course designed to permit the offering of topics of current interest. Topics and projects are selected on the basis of student interest and need. May be repeated for credit when content varies. Prerequisite: permission of the Director of Doctoral Program.

NURS 7290 - Independent Study (2)
An independent study directed by a full-time graduate faculty member in the College of Education. May be repeated for credit when the content varies. Prerequisite: permission of the Director of Doctoral Program.

NURS 7308 - Field-Based Internship (3)
Doctoral students complete a required doctoral internship (EDAD/NURS 7308) in the third year. In preparing the doctoral internship proposal, students select an intern setting that provides the greatest opportunity for development as a scholar-practitioner leader. The internship experience may be completed within the student's current employing organization or in another setting. If a student chooses to complete a second internship, it must be completed in a different setting.

7315 7315 - Interprofessional Collaboration for Improving Patient and Population Health Outcomes (3)
This course will analyze Interprofessional collaboration as a fundamental component of the DNP practice. This course focuses on Interprofessional methodologies to address emerging health care issues and analyze methods to lead change in a complex Interprofessional healthcare delivery systems. Students will be given the opportunity to explore these issues at the state level.

NURS 7320 - Appraisal and Application Evidence Based Practice Principles (3)
This course is designed to build the foundation for Evidence Based health care. Students will use analytical methods to critically evaluate literature to determine and implement evidence based care and develop practice guidelines. Students will develop skills necessary to design, direct and evaluate quality improvement methodologies to promote safe, effective, efficient, and equitable healthcare. Key aspects of how to disseminate and integrate research into both organization and clinical practice will be included.

NURS 7321 - Translational Science (3)
This course will extend Evidence Based Practice principles and enhance the student's ability to translate research into practice. Students will refine the skills necessary to disseminate research findings in order to develop evidence based practice guidelines that will improve healthcare outcomes. Students will integrate research knowledge to evaluate practice, practice settings, and health care organizations against national benchmarks to determine variances in practice outcomes and population trends.

NURS 7322 - Statistical Analysis for the DNP Project (3)
This course focuses on the use of biostatistical data to critically analyze data and evidence for improving advanced nursing practice.

NURS 7323 - Healthcare Economics Practice Management (3)
This course prepares the student to be a leader in the global health care arena. This course provides a comprehensive overview of the principles of business, finance, economics and health policy needed to be effective leaders. This course will present the skills necessary to evaluate the costs, risk, and value of health care. Students will examine the political and economic environment of the health care systems at the national level.

NURS 7324 - Healthcare Ethics and Health Policy (3)
This course will explore and analyze the dynamics of health care policy and the influence these policies have on the delivery of health care. Students will develop skills necessary to become leaders in developing and implementing institutional, local, state, federal and/or international health policies. Students will acquire the knowledge necessary to educate policy makers at all levels regarding nursing, health policy and patient care outcomes. Ethics related to health care policies will be explored. This course will provide students with the opportunity to exercise these skills at the national international level.

NURS 7325 - Organizational Systems in Leadership (3)
This course focuses on organizational and systems leadership within complex, global health care systems. Innovative leadership skills and quality improvement strategies will be explored. Students will acquire the use of advance communications skills needed to lead quality improvement and patient safety initiatives within health care systems. Students will evaluate health care delivery approaches needed to meet the current and future needs of diverse populations of patients. Additionally, students will develop strategies to manage ethical dilemmas related to patient care, heath care organizations and research.

NURS 7326 - Advanced Management of Complex Health Conditions and Genomics (3)
This course focuses on advanced clinical management of patients and diverse populations with complex health care needs. This course will introduce principles and concepts of epidemiology and the impact on individual, aggregate, and population health. Students will also explore the relationship and contribution of genetics and genomics to healthcare issues, including disease susceptibility and therapeutic efficacy. The role of genomics in personalized medicine will be explored. Students will synthesize concepts, including psychosocial dimensions and cultural diversity, related to clinical prevention and population health and will develop, implement, and evaluate interventions to improve health status, access to care and gaps in the care of individuals, aggregates or populations. This course is designed to assist student in developing high level clinical reasoning in order to provide positive patient outcomes within a framework of evidence-based practice.

NURS 7330 - Advanced Curriculum Development and Interprofessional Education in Nursing Education (3)
Designed to provide students with an in-depth study of the principles, social, cultural, and economic factors and inter-professional issues that impact curriculum and program development in baccalaureate and higher degree nursing education. The process of accreditation is also reviewed.

NURS 7331 - Theories and Concepts in Nursing Leadership (3)
Leadership and management theories and concepts are presented with applications made to the nursing faculty and administrative leadership roles. Building upon professional education and experience of learners, essential skills, core competencies, and best practices in leadership are explored.

NURS 7332 - Evidence-Based Practice in Classroom and Clinical Instruction (3)
Prepares nurse educators to identify and apply evidence based practice teaching methods to student learning and evaluation, and teacher and program effectiveness. Teaching pedagogy as it relates to nursing education, fairness in evaluation, and integration of new and emerging technologies, assessment, and reporting is presented.

NURS 7333 - Innovation in Classroom Clinical, and Simulation Teaching and Evaluation in Nursing (3)
A focus on innovation in classroom, clinical and simulated learning is presented as a framework for building upon the students' professional experience as educators, objective assessment and evaluation of students is explored. Legal and ethical implications of teaching, learning and the evaluative process are included.

NURS 7342 - DNP Scholarship Project Advisement (3)
The course focuses on the refinement of the DNP Scholarship Portfolio. The student will work with the faculty on the DNP Practice Inquiry Project. This course will assist the student in the refinement of the plan, methodology, and implementation of the Practice Inquiry Project.

NURS 7370 - DNP Fellowship I (3)
This course serves as the clinical practice component of the DNP program and focuses on the direct care of patients within a population of interest. The course provides the student with a clinical specialty immersion experience necessary to plan and design the Practice Inquiry Project. The student is expected to utilize advanced levels of clinical judgement, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes. Students use conceptual and analytical skills in evaluating the links among practice, organizational, population, fiscal and policy issues in the health care arena.

NURS 7381 - Special Topics (3)
A course designed to permit the offering of topics of current interest. Topics and projects are selected on the basis of student interest and need. May be repeated for credit when content varies. Prerequisite: permission of the Director of Doctoral Program.

NURS 7390 - Independent Study (3)
An independent study directed by a full-time graduate faculty member in the College of Education. May be repeated for credit when the content varies. Prerequisite: permission of the Director of Doctoral Program.

PHTH-Physical Therapy

PHTH 7115 - Introduction to Professional Practice (1)
Introduction to physical therapy as a profession, core values, ethics and laws, professional behavior, communication; provides an overview of program expectations. (1 lecture)

PHTH 7135 - Professional Communication (1)
Introduction to key elements of professional communication, including foundations of communication, interpersonal and conflict resolution skills, ongoing development of documentation skills, and principles of teaching and learning. (1 lecture)

PHTH 7136 - Clinical Practicum (1)
Introduction to clinical practice through clinical observation/reflection and opportunity to practice basic skills learned during the first year of the program; consists of 80 hours of supervised clinical exposure. (80 hours of clinical)

PHTH 7146 - Issues in Underserved Communities (1)
Overview of major issues in underserved communities, including rural and impoverished areas; exploration of demographic, economic, and societal influences and factors impacting health care in underserved areas; includes opportunity for service-learning project. (1 lecture)

PHTH 7147 - Critical Inquiry I (1)
Exploration of research methodologies utilized in physical therapy and health care research, including research design and statistical analysis; includes critical analysis of published research relevant to physical therapy practice and concepts of collaborative research; students will develop ideas for research projects. (1 lecture)

PHTH 7155 - Critical Inquiry II (1)
Continued exploration of research methodologies and application of scientific method to physical therapy; students will implement research projects in collaboration with faculty. (1 lecture)

PHTH 7173 - Critical Inquiry III (1)
Completion, presentation, and evaluation of student projects. (1 lecture)

PHTH 7233 - Professional Practice: Psychosocial/Cultural Considerations (2)
Study of individual response to illness and disability in the context of psychological, cultural, ethnic, social, and lifespan factors; includes discussion of psychological behavior models in relation to physical therapy management; includes opportunity for service learning project. (2 lecture)

PHTH 7234 - Professional Practice: Evidence Based Practice (2)
Introduction to the concepts of evidence based practice in physical therapy; includes accessing, reviewing, analyzing, and critiquing the literature related to physical therapy practice. (2 lecture)

PHTH 7245 - Professional Practice: Health Policy (2)
Overview of current health care environment, existing payment and health care delivery systems, development of public policy and legislation, and scope of physical therapy practice; will include exploration of local, state and national influences and factors. (2 lecture)

PHTH 7272 - Professional Seminar (2)
Focus on the culmination of student clinical and professional development; preparation for licensure examination and graduate clinical practice; discussions of issues related to maintaining and expanding professional competence in physical therapy practice. (2 lecture)

PHTH 7313 - Applied Physiology I (3)
Part one of a two-part series; study of the physiology of the human body, including function at the molecular, cellular, tissue and systems levels in health and disease, as well as at rest and during work/exercise; addresses integration of physiological responses from the multiple systems, cellular physiology, metabolism, and homeostasis; includes introduction to general pharmacology. (3 lecture, 1 lab)

PHTH 7314 - Introduction to Patient Management (3)
Introduction to the physical therapy model of clinical practice; includes role of the physical therapist in health promotion, wellness and prevention, as well as basic patient management and documentation skills (2 lecture, 3 lab)

PHTH 7323 - Applied Physiology II (3)
Part two of a two-part series; study of the physiology of the human body, including function at the molecular, cellular, tissue and systems levels in health and disease, as well as the rest and during work/exercise; addresses integration of physiological responses from multiple systems, cellular physiology, metabolism, and homeostasis; includes introduction to general pharmacology. (3 lecture, 1 lab)

PHTH 7324 - Patient Management: Examination and Evaluation (3)
Introduction to physical therapy examination, evaluation, and differential diagnosis within a clinical decision making framework; includes introduction to diagnostic screening and imaging; incorporates the Guide to PT Practice. (3 lecture, 1 lab)

PHTH 7325 - Development Concepts in Physical Therapy (3)
Study of human development from neonate through geriatrics and stages of development across the lifespan; includes theories of normal and pathological aging, examination and evaluation of developmental milestones and gross motor skills. (3 lecture, 1 lab)

PHTH 7341 - Patient Management: Cardiopulmonary (3)
In-depth study of examination, evaluation and intervention strategies for patients/clients with cardiovascular and/or pulmonary problems; includes principles of prevention, diagnosis, prognosis, and outcomes; investigates relationship between pharmacological management and physical therapy interventions. (2 lecture, 3 lab)

PHTH 7342 - Patient Management: Integumentary (3)
In-depth study of examination, evaluation and intervention strategies for patients/clients with integumentary and/or pulmonary problems; includes principles of prevention, diagnosis, prognosis, and outcomes; addresses management of wounds and investigates relationship between pharmacological management and physical therapy interventions. (2 lecture, 3 lab)

PHTH 7343 - Patient Management: Complex Medical and Critical Care (3)
In-depth study of examination, evaluation and intervention strategies for patients/clients with complex medical problems spanning multiple systems; includes principles of prevention, diagnosis, prognosis, and outcomes; investigates relationship between pharmacological management and physical therapy interventions. (2 lecture, 3 lab)

PHTH 7344 - Geriatrics (3)
In-depth study of examination, evaluation, and intervention strategies for older adults; incorporates theories of aging with principles of prevention, diagnosis, prognosis, and outcomes; investigates the unique aspects of pharmacology in the elderly; includes opportunities for service learning project. (2 lecture, 3 lab)

PHTH 7352 - Patient Management: Musculoskeletal Rehab II (3)
Advanced study of examination, evaluation and intervention strategies for patients/clients with selected musculoskeletal problems such as amputation, spine and pelvic disorders, sports injuries, and bony/soft tissue surgical procedures; includes in-depth exploration of current body of literature for the practice of physical therapy with the designated populations. (2 lecture, 3 lab)

PHTH 7353 - Patient Management: Neuromuscular Rehab II (3)
Advanced study of examination, evaluation and intervention strategies for patients/clients with stroke, spinal cord injury, and traumatic brain injury; includes discussion of rehabilitative and assistive technologies; includes in-depth exploration of current body of literature for the practice of physical therapy with the designated populations. (2 lecture, 3 lab)

PHTH 7354 - Pediatrics (3)
In-depth study of examination, evaluation and intervention strategies for children and adolescents; incorporates study of normal development with principles of diagnosis, prognosis and outcomes; investigates the unique aspects of pharmacology in children and adolescents. (2 lecture, 3 lab)

PHTH 7362 - Wellness and Health Promotion (3)
Exploration of fitness, wellness, and health promotion strategies in physical therapy; includes discussion of physical activity, nutrition, medical and complementary approaches to wellness, and risk factor/behavior modification; exploration of attitudes toward health, wellness, and disability and their impact on patient care; includes opportunity for service learning project. (3 lecture)

PHTH 7363 - Professional Practice: Care Delivery and Practice Management Issues (3)
Exploration of issues facing autonomous practitioners including strategic planning, financial management, personnel management, resource management, marketing strategies, legal considerations for health care deliver, conflict resolution and clinical negotiation. (3 lecture)

PHTH 7412 - Kinesiology & Biomechanics (4)
Introduction to biomechanical principles of human movement; includes mechanical principles of joint movement, posture, and gait analysis; integration of anatomy and kinesiology with biomechanics is emphasized. (3 lecture, 3 lab)

PHTH 7421 - Clinical Neuroscience (4)
Study of the structure and function of the nervous system across the lifespan; includes cellular, systemic, and clinical pathology discussions of peripheral and central neural components; includes basic examination of sensation, perception, cognition and motor control. (3 lecture, 3 lab). Lab Fee Required.

PHTH 7422 - Therapeutic Interventions (4)
Emphasis on the development of skills in therapeutic interventions, including therapeutic exercise, physical agents, and electrotherapeutic modalities. (3 lecture, 3 lab)

PHTH 7431 - Patient Management: Musculoskeletal Rehab I (4)
In-depth study of examination, evaluation, and intervention strategies for patients/clients with musculoskeletal problems across the lifespan; includes orthotics and bracing techniques, manual therapy; includes principles of prevention, diagnosis, prognosis, and outcomes; investigates relationship between pharmacological management and physical therapy interventions. (3 lecture, 3 lab)

PHTH 7432 - Patient Management: Neuromuscular Rehab I (4)
In-depth study of examination, evaluation, and intervention strategies for patients/clients with neuromuscular problems across the lifespan; includes principles of prevention, diagnosis, prognosis, and outcomes; investigates relationship between pharmacological management and physical therapy interventions. (3 lecture, 3 lab)

PHTH 7711 - Human Anatomy (7)
Study of the structure and function of systems in the human body; provides an introduction to radiology, histology, and embryology; includes human cadaver dissection (4 lecture, 9 lab). Lab Fee Required.

PHTH 7751 - Professional Experience I (7)
First of three clinical experiences, consists of 8 weeks of full-time supervised clinical practice; emphasizes integration and application of learned physical therapy skills, knowledge and behaviors in a patient care environment. (Total of 320 hours)

PHTH 7961 - Professional Experience II (9)
The second of three clinical experiences; consists of 11 weeks of full-time supervised clinical practice; emphasizes progressing integration and application of learned physical therapy skills, knowledge and behaviors in a patient care environment. (Total of 440 clinical hours)

PHTH 7971 - Professional Experience III (9)
The last of three clinical experiences, consists of 11 weeks of full-time supervised clinical practice; emphasizes development of entry-level physical therapy skills, knowledge and behaviors in a patient care environment. (Total of 440 clinical hours)

READ - Reading

READ 5300 - Reading: A Linguistic Perspective (3)
Application of modern linguistic approaches aimed at helping the student understand the reading process. Consideration is given to cognitive, linguistic, and social factors in reading. Attention is given to comprehension, memory and oral reading behavior. A project related to the understanding of the linguistic elements of language learning is required.

READ 5328 - Advanced Assessment in Reading (3)
This course includes current issues in reading assessment, management of assessment, how to disaggregate and interpret data, understand state and national assessment reports and tools and their implication, and make appropriate choices for assessment tools in reading. Also included are strategies to report assessment data, how to positively use data to enhance the community, and how to build a positive relationship when reading scores are down. A demonstration of proficiency with assessment tools is required. A research paper on current issues in reading assessment is required. Prerequisite: A course in diagnostic and prescriptive reading. A fee of $75 is required.

READ 5351 - Advanced Children's Literature & Literacy (3)
This course will examine the genres of children's literature and explore ways of using that literature in literacy events. The course provides opportunities for extensive reading and analysis of a wide variety of literature and study of notable authors and illustrators. A required independent project will focus on some aspect of children's literature and literacy.

READ 5352 - Advanced Diagnostic & Corrective Reading (3)
The focus of this course is upon the diagnosis and remediation of reading problems in ages preschool through adult. Students will learn to diagnose reading problems and provide appropriate instructional strategies for remediation. Students will write and submit a research paper. A fee of $75 is required.

READ 5354 - Assessment & Pedagogy for Teachers of ELL (3)
This course addresses planning and implementing effective, developmentally-appropriate English as a second language (ESL) instruction. Foundations of ESL education and factors that contribute to an effective multicultural and multilingual environment are presented. Research-based methods, as well as formal and informal assessment procedures and instruments are taught.

READ 5355 - Disciplinary Literacy (3)
This course includes advanced methods, materials, and strategies for the teaching of content reading skills emphasizing comprehension, vocabulary study, library and study skills, and readability. In addition, attention is given to the needs and development of mature content level readers, integrating literature into content unit study, and use of creative and critical thinking skills. A required independent project focuses on current issues in content area reading.

READ 6090 - Comprehensive Examination (0)
This examination provides an opportunity for students to demonstrate their ability to integrate and apply the theory and skills acquired in their course work. It is given during the student's last semester of enrollment prior to graduation.

READ 6181 - Special Topics (1)
A service course designed to permit the offering of topics of current interest and of special workshops. May also be used for individual study in which a minimum of 40 clock hours of directed study is required for each semester hour of credit. Topics and projects are selected on the basis of student interest and need.

READ 6190 - Independent Study (1)
A service course designed for an individual based on student interest and need. A project must be developed and will be presented using a multi-media format. By prior approval only.

READ 6191 - Seminar (1)
A service course designed to permit the offering of topics of current interest. By prior approval only.

READ 6192 - Independent Research (1)
For the student desiring independent research experience. Research may be designed by the student and carried out on an approved topic of interest as part of an ongoing research project conducted by the faculty. By prior approval only.

READ 6281 - Special Topics (2)
A service course designed to permit the offering of topics of current interest and of special workshops. May also be used for individual study in which a minimum of 40 clock hours of directed study is required for each semester hour of credit. Topics and projects are selected on the basis of student interest and need.

READ 6290 - Independent Study (2)
A service course designed for an individual based on student interest and need. A project must be developed and will be presented using a multi-media format. By prior approval only.

READ 6291 - Seminar (2)
A service course designed to permit the offering of topics of current interest. By prior approval only.

READ 6292 - Independent Research (2)
For the student desiring independent research experience. Research may be designed by the student and carried out on an approved topic of interest as part of an ongoing research project conducted by the faculty. By prior approval only.

READ 6301 - Problems in Teaching Reading EC-12 (3)
This course addresses special problems that occur in reading programs and how administrators and specialists can identify and provide remediation so that all students are successful readers.

READ 6354 - Clinical Practice/Reading Education (3)
Designed to give the student clinical experience in the application of theoretical models in a laboratory setting. Supervised individual practice in diagnosis, remediation, and research will culminate in a project and multimedia presentation.

READ 6356 - Organization & Leadership/Reading Programs (3)
This course is designed to acquaint the student with advantages and disadvantages of organizational plans in reading and with how to make instructional adjustments to meet individual and school needs. Topics for study will include the role of research in reading, promoting parent and community involvement, strategies for effective staff development, and program evaluation.

READ 6381 - Special Topics (3)
A service course designed to permit the offering of topics of current interest and of special workshops. May also be used for individual study in which a minimum of 40 clock hours of directed study is required for each semester hour of credit. Topics and projects are selected on the basis of student interest and need.

READ 6390 - Independent Study (3)
A service course designed for an individual based on student interest and need. A project must be developed and will be presented using a multi-media format. By prior approval only.

READ 6391 - Seminar (3)
A service course designed to permit the offering of topics of current interest. By prior approval only.

READ 6392 - Independent Research (3)
For the student desiring independent research experience. Research may be designed by the student and carried out on an approved topic of interest as part of an ongoing research project conducted by the faculty. By prior approval only.

READ 6481 - Special Topics (4)
A service course designed to permit the offering of topics of current interest and of special workshops. May also be used for individual study in which a minimum of 40 clock hours of directed study is required for each semester hour of credit. Topics and projects are selected on the basis of student interest and need.

READ 6490 - Independent Study (4)
A service course designed for an individual based on student interest and need. A project must be developed and will be presented using a multi-media format. By prior approval only.

READ 6491 - Seminar (4)
A service course designed to permit the offering of topics of current interest. By prior approval only.

READ 6492 - Independent Research (4)
For the student desiring independent research experience. Research may be designed by the student and carried out on an approved topic of interest as part of an ongoing research project conducted by the faculty. By prior approval only.

READ 6581 - Special Topics (5)
A service course designed to permit the offering of topics of current interest and of special workshops. May also be used for individual study in which a minimum of 40 clock hours of directed study is required for each semester hour of credit. Topics and projects are selected on the basis of student interest and need.

READ 6590 - Independent Study (5)
A service course designed for an individual based on student interest and need. A project must be developed and will be presented using a multi-media format. By prior approval only.

READ 6591 - Seminar (5)
A service course designed to permit the offering of topics of current interest. By prior approval only.

READ 6592 - Independent Research (5)
For the student desiring independent research experience. Research may be designed by the student and carried out on an approved topic of interest as part of an ongoing research project conducted by the faculty. By prior approval only.

READ 6681 - Special Topics (6)
A service course designed to permit the offering of topics of current interest and of special workshops. May also be used for individual study in which a minimum of 40 clock hours of directed study is required for each semester hour of credit. Topics and projects are selected on the basis of student interest and need.

READ 6690 - Independent Study (6)
A service course designed for an individual based on student interest and need. A project must be developed and will be presented using a multi-media format. By prior approval only.

READ 6691 - Seminar (6)
A service course designed to permit the offering of topics of current interest. By prior approval only.

READ 6692 - Independent Research (6)
For the student desiring independent research experience. Research may be designed by the student and carried out on an approved topic of interest as part of an ongoing research project conducted by the faculty. By prior approval only.

UMHB - Chapel, Fine Arts Experience, Freshman Seminar

UMHB 5301 - Success for Graduate Study (3)
This course is designed to help graduate students with the transition to academic life. Topics covered include an introduction to the resources and technology available on campus; improving pronunciation and presentation skills; expanding vocabulary; improving logic and problem-solving skills; and improving writing through understanding format expectations, proper citation, etc.

UMHB 5310 - Cultural Educational Perspectives (3)
This course will focus on the study of cultural differences within American educational environments. Topics covered include engagement and expectations within the classroom, writing and presentation skills, research and analysis methods, as well as tools and tips for successful navigation through specific graduate programs.

FACULTY

Graduate Council

The University of Mary Hardin-Baylor Graduate Council serves an administrative role for graduate programs, an advisory role for graduate programs, and a mediator role for graduate students and graduate faculty. In all of its roles, the Graduate Council serves in conjunction with the Dean of the Graduate School.

D**r. Colin Wilborn,** Dean, Graduate School and Research
Ms. Sharon Aguilera, Assistant Director of Graduate Admissions
Dr. Brian Brabham, Director, Graduate Programs in Exercise and Sport Science
Mr. Ron Brown, Director, Financial Aid
Dr. Brent Burks, Director, Admissions & Recruiting
Dr. Kirk Fischer, Director, Graduate Programs in McLane College of Business
Dr. Ty Leonard, Interim Director, Graduate Program in Counseling
Dr. Barbara Gresham, Director of Doctorate in Physical Therapy Program
Dr. Craig Hammonds, Director, Graduate Program in Education
Dr. Carrie Johnson, Director, Graduate Program in Nursing
Ms. Denise Karimkhani, Director, Learning Resources
Ms. Amy McGilvray, Registrar
Dr. Steve Oldham, Provost and Senior Vice President for Academic Affairs
Dr. Elizabeth Tanaka, Director, International Student Services
Ms. Melissa Williams, Director, Graduate Student Services and Engagement
Dr. Marlene Zipperlen, Dean and Director, Doctor of Education Program

Graduate Faculty, 2015-2016

Effective July 6, 2015

Dr. Carolyn Allemand
Professor of Education
B.A., Miami University
M.A., University of Hawaii
B.S., M.Ed., University of Mary Hardin-Baylor
Ph.D., University of Texas at Austin

Dr. Joan Berry
Chairperson, Department of Education
Associate Professor of Education
B.S., University of North Texas
M.A., Reading Specialist Certification, University of Texas at Austin
Ed.D., Texas A&M University

Dr. Christie Bledsoe
Assistant Professor of Education
B.S., Louisiana Tech University
M.S., University of Texas at Arlington
Ed.D., University of Mary Hardin-Baylor

Dr. David Bonner
Assistant Professor, Information Systems
B.S., Hendrix College
M.S., University of Arkansas
Ph.D., University of North Texas

Dr. Brian Brabham
Director, Graduate Programs in Exercise and Sport Science
Assistant Professor of Exercise and Sport Science
B.S., M.S.Ed., Ph.D., Baylor University

Dr. Rochelle Cade
Assistant Professor of Graduate Counseling
B.S., M.A., Ph.D., Texas A&M University at Corpus Christi

Dr. Brian Carr
Assistant Professor of Physical Therapy
B.S., M.S., Texas Woman's University
D.P.T., Still University

Dr. Ho-Chang Chae
Assistant Professor of Information Systems
B.S., Hanyang University, South Korea
M.S., Ph.D., University of North Texas

Dr. Heejun Choi
Assistant Professor of Information Systems
B.S., Republic of Korea Air Force Academy
M.S., Pohang University of Science and Technology
Ph.D., University of Louisville

Dr. Wen-Mei Chou
Assistant Professor of Counseling
B.A., SooChow University, Taipei, Taiwan
M.S., California State University, Fresno
Ph.D., St. Mary's University

Dr. Tammi Cooper
Associate Provost
Associate Professor of Management and Marketing
B.S., Texas State University
M.S., University of Mary Hardin-Baylor
Ph.D., Capella University

Dr. Ann Crawford
Professor of Nursing
B.S.N., M.S.N., University of North Dakota
Ph.D., Texas A&M University

Dr. Barbara Dalby
Professor of Management
B.A., M.A., Ph.D., University of Texas at Austin

Dr. Wren Deavers
Assistant Professor of Nursing
B.A. Texas Tech University
B.S.N., University of Texas Health Science Center at San Antonio
M.S.N., University of Texas at Austin

Dr. Rick Dreiling
Associate Professor of Physical Therapy
B.A., Oberlin College
Ph.D., University of North Carolina at Chapel Hill

Dr. Cathleen Early
Associate Professor of Biology
B.S., Howard Payne University
M.A., Ph.D., Baylor University

Dr. Jenise Engelke
Director of Clinical Education, Doctor of Physical Therapy Program
Assistant Professor of Physical Therapy
B.S., University of Mary Hardin-Baylor
D.P.T., Shenandoah University

Dr. Kirk Fischer
Director, Graduate Programs in McLane College of Business
Assistant Professor of Accounting
B.S., Northern Illinois University
M.B.A., University of Mary Hardin-Baylor
D.B.A., Anderson University

Dr. Cliffa Foster
Chairperson, Department of Exercise and Sport Science
Professor of Exercise and Sport Science
B.S., Blue Mountain College
M.S., Ed.D., Baylor University

Dr. Terry Fox
Associate Professor of Business Computer Information Systems
B.B.A., M.B.A., Baylor University
Ph.D., University of North Texas

Dr. Brent Gibson
Professor of English
B.A., Abilene Christian University
M.A., Texas A&M University
Ph.D., Baylor University

Dr. Karen Grant
Professor of Biology
H.B.Sc., University of Guelph
M.Sc., Ph.D., York University

Dr. Barbara Gresham
Director, Doctor of Physical Therapy Program
Associate Professor of Physical Therapy
B.S., University of Texas-Southwestern Medical Center
M.S., Baylor University
Ph.D., Texas Woman's University

Dr. Isaac Gusukuma
Chairperson, Department of Social Work, Sociology, and Criminal Justice
Professor of Social Work
B.A., M.S.W., University of Hawaii
M.R.E., Southwestern Baptist Theological Seminary
Ph.D., University of Texas

Dr. Craig Hammonds
Director, Graduate Program in Educational Administration
Assistant Professor of Education
A.A., Lower Columbia College
B.A., Western Washington University
M.A.T., City University
Ed.D., University of Mary Hardin-Baylor

Dr. Carol Holcomb
Professor of Christian Studies
B.A., Louisiana Tech University
M.Div.B.L., Southwestern Baptist Theological Seminary
Ph.D., Baylor University

Dr. Pat Jaska
Professor of Business Administration and Systems
B.A., M.A., Baylor University
Ph.D., University of Texas at Arlington

Dr. Carrie Johnson
Director, Master of Science in Nursing Program
Associate Professor of Nursing
B.S.N., University of Mary Hardin-Baylor
M.S.N., Texas A&M University at Corpus Christi
D.N.P., University of Texas Health Science Center at Houston

Dr. Leroy Kemp
Janey Briscoe Professorship of Religion and Life
Professor of Christian Studies
B.A., Baylor University
B.D., Th.D., Southwestern Baptist Theological Seminary

Dr. Mickey Kerr
Professor of Exercise and Sport Science
B.B.A., University of Mary Hardin-Baylor
M.B.E., West Texas State University
D.S.M., U.S. Sports Academy

Dr. Jim King
Professor of Business Computer Information Systems
B.B.A., M.B.A., Baylor University
Ph.D., University of Texas at Arlington

Dr. Paul LaBounty
Associate Professor of Physical Therapy Program
B.S., Texas A&M University at Commerce
M.P.T., University of Texas Southwestern Medical Center
Ph.D., Baylor University

Dr. Frank Lee
Associate Professor of Information Systems
B.S., In-Ha University, South Korea
M.B.A., Morehead State University
M.S., Georgia State University
Ph.D., Mississippi State University

Dr. Ty Leonard
Associate Professor of Graduate Counseling
B.A., University of the Incarnate Word
M.A., Ph.D., St. Mary's University

Dr. Janene Lewis
Professor of English
B.S., M.A., Tarleton State University
Ph.D., Texas Christian University

Dr. Shuai-fu Lin, Assistant Professor
Assistant Professor of Information Systems
B.B.A., National Cheng-chi University
M.B.A., National Sun Yat-sen University
Ph.D., Florida State University

Mr. Larry Locke
Associate Dean of McLane College of Business
Assistant Professor of Management
B.A., B.S., Ouachita Baptist University
M.A.Th., Gordon Conwell Theological Seminary
M.B.A., Harvard Business School
J.D., Harvard Law School

Dr. Hollis Lowery-Moore
Professor of Education
B.S., Longwood College
M.Ed., Ed.D., University of Houston

Dr. Jason Martin
Assistant Professor of Graduate Counseling
B.A., M.M.F.T., Abilene Christian University
Ph.D., Michigan State University

Dr. Jamie Mattison
Chairperson, Department of Modern Foreign Language
Assistant Professor of Spanish
B.A., M.A., University of Texas at Austin
M.A., Texas State University
Ed.D., University of Mary Hardin-Baylor

Dr. Marty McMahone
Claude McBride Professorship of Business
Professor of Business Administration and Systems
B.S., M.S., Louisiana Tech University
M.Div., Southwestern Baptist Theological Seminary
Ph.D., Baylor University

Dr. John Medellin
Visiting Assistant Professor of Information Systems
B.B.A., M.B.A., St. Mary's University
M.P.A., University of Texas-San Antonio
Ph.D., Southern Methodist University

Dr. Chrisann Merriman
Associate Professor of Management and Marketing
B.S., Rivier College
M.S., M.B.A., Southern New Hampshire University
Ph.D., Capella University

Dr. René Moquin
Visiting Assistant Professor of Information Systems
B.S., University of Central Texas
M.S.I.S., University of Mary Hardin-Baylor
Ph.D., Baylor University

Dr. Ruth Ann Murphy
Amy LeVesconte Professorship in Chemistry
Chairperson, Department of Chemistry, Environmental Science and Geology
Professor of Chemistry
B.S., Ph.D., University of Texas at Austin

Dr. Steve Oldham
Provost and Senior Vice President for Academic Affairs
Professor of Christian Studies
B.A., Pillsbury College
M.Div., Central Baptist Theological Seminary
Th.M., Bethel Theological Seminary
Ph.D., Baylor University

Dr. Jodi Pilgrim
Associate Professor of Education
B.S., M.Ed., Texas A&M University
Ph.D., University of North Texas

Dr. Jamey Plunk
Professor of Exercise and Sport Science
B.A., Corpus Christi State University
M.S., Texas A&M at Kingsville
Ph.D., Texas A&M University

Dr. Margaret Prydun
Professor of Nursing
B.A., Bloomfield College
M.S.N., University of Texas Health Science Center in Houston
Ph.D., Texas Woman's University

Dr. Michelle Reina
Associate Professor of Management and Marketing
Coordinator, Study Abroad
B.A., University of Wisconsin
M.I.B.A., United States International University
Ph.D., Capella University

Dr. Camille Rex
Associate Professor of Exercise and Sport Science
B.A., University of North Carolina
M.S., Pennsylvania State University
Ph.D., University of Tennessee, Knoxville

Dr. Robert Rose
Professor of Education
B.A., University of Alberta
M.Ed., University of Oregon
Ph.D., University of Texas at Austin

Dr. Aida Sapp
Professor of Nursing
B.S.N., University of Mary Hardin-Baylor
M.S.N., Ph.D., University of Texas at Austin

Dr. Sharon Souter
Dean, College of Nursing
Professor of Nursing
B.S.N., Howard Payne University
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Ph.D., University of Texas Health Sciences Center at San Antonio

Dr. Paul Stock
Associate Professor of Accounting, Economics, and Finance
B.S., Clarion State University
M.B.A., Oklahoma City University
Ph.D., Ohio University

Dr. Karen Estes Sykes
Associate Professor of Education
B.S., University of Mary Hardin-Baylor
M.S.Ed., Ed.D., Baylor University

Dr. Bill Tanner
Chairperson, Department of Computer Science and Engineering
Professor of Computer Science
B.A., Oklahoma Baptist University
M.A., M.S., Baylor University
Ph.D., University of Kent at Canterbury, UK

Dr. Lem Taylor IV
Associate Professor of Exercise and Sport Science
B.S., Abilene Christian University
M.S., Texas Christian University
Ph.D., Baylor University

Dr. Russell Torres
Visiting Assistant Professor of Information Systems
B.S., M.S., Texas A&M University
Ph.D., University of North Texas

Dr. Judy Trotti
Assistant Professor of Education
B.Ed., M.Ed., Hardin-Simmons University
Ph.D., University of North Texas

Dr. Renee Turner
Assistant Professor of Graduate Counseling
B.A., M.A., University of Texas at San Antonio
Ph.D., St. Mary's University

Dr. Kris Ward
Assistant Professor of Education
B.S., University of Mary Hardin-Baylor
M.Ed., Texas A&M University
Ph.D., Baylor University

Dr. Colin Wilborn
Dean, Graduate School and Research
Associate Professor of Physical Therapy
B.S., University of Mary Hardin-Baylor
M.S., Ph.D., Baylor University

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G.L. and Gertrude York Professorship in Biology
Chairperson, Department of Biology
Professor of Biology
B.S., Texas A&M University
M.A., University of Texas at Austin
Ph.D., Baylor University

Dr. Larry Woodward
Professor of Finance
B.S., San Jose State University
B.S.B.A., Missouri Southern State College
Ph.D., University of Arkansas

Dr. Stephen Von Wyrick
Professor of Christian Studies
B.A., Dallas Baptist University
M.Div., Ph.D., Southwestern Baptist Theological Seminary

Dr. Marlene Zipperlen
Dean, College of Education
Director, Doctor of Education Program
Professor of Education
B.S., University of Mary Hardin-Baylor
M.S.Ed., Ed.D., Baylor University

ADMINISTRATION AND STAFF

Effective July 6, 2015

Ables, Chuck
Chemistry Supplies Coordinator
Chemistry, Environmental Science and Geology

Adams, Fred
Grounds Custodian
Physical Plant

Adams, Jeremy
Gardener II
Physical Plant

Allen, Ben
Assistant Coach, Men's Soccer
Athletics

Allen, Lauren
Administrative and Donor Research Coordinator Development

Alvis, Chance
Media Specialist
Alternative Modes of Delivery

Arnold, Rex
Commercial Kitchen Equipment Technician
Physical Plant

Arwood, Tracie
Accounts Payable Clerk
Controller's Office

Aydelotte, Lu
Secretary
College of Humanities and Sciences

Bachmayer, David
Building Access Control Technician
Physical Plant

Bain, Susan
Manager, Employee Records
Human Resources

Ball, Michael
Senior Director
Development

Bankhead, Brad
Head Coach, Men's Soccer
Athletics

Bankhead, Shannon
Resident Director
Residence Life

Barnes, Ted
Dean, College of Visual and Performing Arts

Barr, Julie
Resident Director
Residence Life

Baucom, Mary
Admissions Counselor
Admissions and Recruiting

Baumann, Erich
Maintenance Technician II
Physical Plant

Beaty, Debbie
Associate Registrar
Registrar's Office

Beaty, Becky
Secretary to the Dean
McLane College of Business

Beebe, Betty Sue
UMHB Museum Curator
Alumni Relations

Berg, Denise
Credit Course Evaluator
Admissions and Recruiting

Boggs, Kelly
Director
Development

Bonner, Katie
Director
Center for Academic Excellence

Bower, Sherry
Financial Services Representative
Controller's Office

Bowers, William
Media Support Technologist
Information Technology

Bragg, Melissa
Director, Gift Planning
Development

Brazeal, Melanie
Secretary to the Dean
College of Visual and Performing Arts

Brischke, Kristy
Director
Transition Programs

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Director
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Assistant Manager
Campus Store

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Director
Admissions and Recruiting

Burks, Kristin
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Student Counseling, Testing and Health Services

Byler, Marci
Clerk
Campus Store

Carothers, Larry
Chemistry Lab Coordinator
Chemistry, Environmental Science and Geology

Carpenter, Stacy
Office Manager and Nursing Advisor
College of Nursing

Carter, Steven
Police Officer
Campus Police

Chapman, Bethany
Coordinator
Institutional Research

Charanza, Jacob
Maintenance Technician II
Physical Plant

Cohagan, James
Head Coach, Tennis
Athletics

Cohagan, Susan
Secretary
Student Development

Cooke, Tammy
Secretary
Spiritual Life

Cooper, Paul
HVAC Technician II
Physical Plant

Cooper, Dr. Tammi
Vice President for Innovation & Associate Provost
Academic Affairs

Cottrell, Debbie
Manager
Campus Store

Cox, Heath
Courier and Warehouse Clerk
Physical Plant

Crawford, Dr. Tim
Dean, College of Christian Studies

Crosby, Dani Beth
Assistant Director
Alumni Relations

Crothers, Teresa
Administrative Assistant
Development

Cummings, Pamela
Administrative Assistant
Provost's Office

Damron, Caleb
Operations Manager
Mayborn Campus Center

Daniel, Glenn
Special Events Coordinator II
Events Services

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Project Coordinator
Campus Planning

Delgado, Rochelle
Admissions Counselor
Admissions and Recruiting

Deorsam, David
Construction Services Supervisor
Physical Plant

DeWeese, Ken
Head Coach, Men's Basketball
Athletics

Dixon, Frances
Serials Manager
Library

Dodd, Scott
Director
Campus Construction

Duffield, Pat
Patrol Operations Lieutenant
Campus Police

Duong, Khang
Assistant Director, Admissions
Admissions and Recruiting

Elkins, Barry
Head Coach, Women's Soccer
Athletics

Ellison, John
Police Officer
Campus Police

Eulenfeld, Sean
Manager, Landscape Services
Physical Plant

Everett, Mark
Clerk
Mail Services

Feaster, Virginia
Director, Foundation Relations
Development

Fitzwater, Wendi
Resident Director & Summer Housing Coordinator Residence Life

Fleming, Doak
Manager, Athletic Events
Athletics

Flores, Basilia
Certification Coordinator
Registrar's Office

Foster, Priscilla
Secretary
Center for Academic Excellence

Fredenburg, Cody
Offensive Coordinator, Football
Athletics

Fredenburg, Gary D. "Pete"
Head Coach, Football
Athletics

Freerksen, Chris
Gardener II
Physical Plant

Frost, Rob
Head Coach, Volleyball
Athletics

Frye, Kelsey
Application Engineer
Information Technology

Fulton, Shiloh
Acquisitions and Interlibrary Loans Manager
Library

Garcia, James
Director
Physical Plant

Garza, Cheryl
Secretary
Alumni Relations

Gentry, Maria
Staff Accountant
Controller's Office

Gill, Megan
Secretary
International Student Services

Glaske, Tucker
Director
Development

Goff, Karen
Operations Coordinator, Football
Athletics

Green, Chris
Lead Resident Director & Quality Coordinator
Residence Life

Green, Heather
Student Success Specialist
Center for Academic Excellence

Greeson, Shannon
Financial Aid Counselor
Financial Aid

Gregory, Katie
Student Success Specialist
Center for Academic Excellence

Grigg, Danny
Manager, Stadium Graphics and A/V Operations
Athletics

Guerra, Jesse
Maintenance Technician II
Physical Plant

Hammond, Sarah
Resident Director
Residence Life

Hammonds, Christan
Resident Director
Residence Life

Hampton, Chris
Manager, Electro-Mechanical Services
Physical Plant

Haney, Steven
Assistant Director, Development Services
Development

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Student Counseling, Testing, and Health Services

Hardin, Joey
Maintenance Technician II
Physical Plant

Harmon, Larry
Defensive Coordinator, Football
Athletics

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Vice President for Information Technology

Hartt, Katy
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Athletics

Hawkins, Philip
Wireless Network Engineer
Information Technology

Hearne, Shannon
Administrative Assistant
Campus Planning and Support Services

Heller, Sandy
Circulation Manager
Library

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Head Coach, Women's Softball
Athletics

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Outdoor Sports Facilities Supervisor
Physical Plant

Hickman, Sherry
Records Clerk
Registrar's Office

Hicks, Crystal
Records Clerk
Registrar's Office

Hodges, Austin
Admissions Counselor
Admissions & Recruiting

Hogge, Nathaniel
Assistant Coach, Football
Athletics

Holmes, Jackie
Police Officer
Campus Police

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Plumber III
Physical Plant

Hua, Sherissa
Assistant Athletic Trainer
Athletics

Hudson, Tim
Maintenance Technician II
Physical Plant

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Network Engineer II
Information Technology

Humphrey, Guy
Outdoor Sports Facilities Technician
Physical Plant

Hunter, Whisper
Admissions and Recruiting Coordinator
Admissions and Recruiting

Irvine, Matthew
Director, Digital Media Services
Information Technology

Isbell, Cody
Special Events Coordinator II
Events Services

Ivy, Carolyn
Public Safety Officer
Campus Police

Jennings, Suzy
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Information Technology

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Special Teams Coordinator/Linebackers, Football
Athletics

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Maintenance Technician II
Physical Plant

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Doctor of Physical Therapy Program

Johnston, Zane
Assistant Coach, Men's Basketball
Athletics

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Director, Data Quality and Institutional Analytics Institutional Research

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HVAC Technician I
Physical Plant

Jones, Nicholas
Associate Director
Admissions & Recruiting

Kahlig, Charla
Controller
Business and Finance

Kemp, Tim
Resident Director
Residence Life

King, Kevin
HVAC Technician II
Physical Plant

Kirby, Darla
Associate Director & Compliance Officer
Athletics

Klepac, Laurie
Student Accounts Representative
Controller's Office

Kolodziejczyk, Susan
Director
Development

Krueger, Zach
Assistant Director
Financial Aid

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Director
Information Technology

Lahey, Cindy
Police Administrative Services Manager
Campus Police

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Vice President for Enrollment Management

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Maintenance Technician II
Physical Plant

Lewis, Colleen
Secretary to the Dean
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Ligon, Cornell
Grounds Custodian
Physical Plant

Lin, Daniel
Systems Administrator
Library

Locke, Larry
Associate Dean
McLane College of Business

Loutherback, Dr. George
University Chaplain
Spiritual Life

Low, Sylvia
Academic Technology Support Specialist
Information Technology

Lusby, D'Andra
Secretary
Student Career Services

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Vice President for Athletics

Maraffa, Sharon
Graduate Advising and Recruiting Coordinator
Graduate School

Marek, David
Manager, Administrative Support and Work Control Services
Physical Plant

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Martin, Ray
Dean of Students
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Martinez, Rick
Vice President for Campus Planning and Support Services

Mayes, Mike
HVAC Technician III
Physical Plant

McCarthy, Anthony
Maintenance Technician II
Physical Plant

McCarthy, Mike
Director, Campus Activities
Student Life

McCauley, Peggy
Administrative Receptionist - Sanderford Administrative Complex
Human Resources

McClure, Jared
Simulation Lab Technology Coordinator
College of Nursing

McCoy, Yvette
Records Analyst
Registrar's Office

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Secretary to the Dean
College of Humanities and Sciences

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Registrar
Academic Affairs

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Physical Plant

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Manager, Student Accounts
Controller's Office

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Physical Plant

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Athletics

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Data Center Engineer
Information Technology

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Head Coach, Women's Basketball
Athletics

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Assistant Coordinator, Development Services
Development

Mraz, Susan
Manager
Event Services

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Resident Director
Residence Life

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Assistant Director, Recruiting
Admissions and Recruiting

Murphy, Kelly
Police Officer
Campus Police

Mynatt, Dr. Danny
Dean, College of Humanities and Sciences

Nelson, Fred
HVAC Automation Control System Technician III
Physical Plant

Newman, Kim
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Controller's Office

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Mail Services

Nunez, Claudia
Administrative Assistant
Athletics

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Physical Plant

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Information Technology

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Student Account Specialist
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Associate Director
Financial Aid

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Invoice Coordinator
Physical Plant

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Director
Student Career Services

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Vice President for Human Resources

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Associate Athletic Trainer
Athletics

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Physical Plant

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Associate Vice President for Campus Planning
Campus Planning and Support Services

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Campus Store

Pearson, Kay
Loan Specialist
Financial Aid

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Gardener II
Physical Plant

Piedra, Ramon
Irrigation Technician
Physical Plant

Plank, Donna
Associate Dean of Students & Director, Residence Life
Student Life

Plumlee, David
Media Support Technologist
Information Technology

Pointer, Larry
Director, Safety
Campus Planning and Support Services

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Information Technology Assistant
Information Technology

Quiroz, Sylvia
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College of Visual and Performing Arts

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Head Coach, Women's Golf
Athletics

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Locksmith
Physical Plant

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Business and Finance

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Lead Resident Director & Coordinator, Training and Publications
Residence Life

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Secretary
Exercise and Sport Science

Roby, Jane
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College of Education

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Head Coach, Men's Golf
Athletics

Rodriguez, Reno
HVAC Technician II
Physical Plant

Rodriguez, Sandra
Secretary
College of Humanities and Sciences

Rogers, David
Plumber II
Physical Plant

Rogers, Phyllis
Executive Assistant
Executive Offices

Rosenberger, Deborah, R.N.
Health Services Coordinator
Student Counseling, Testing and Health Services

Roush, Janey
Office Coordinator
Development

Roush, Jessica
Manager, Digital Media and CruCard Services
Information Technology

Russell, Dr. Roger
Construction Technician II
Physical Plant

Sallee, Jake
System Engineer
Information Technology

Sample, Danni
Assistant Director, Graduate Admissions
Graduate School

Sanchez, Sarah
Director, Instructional Design
Alternative Modes of Delivery

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Director
Campus Police

Sauders, Tiffany
Office and Ticket Coordinator
Athletics

Schilling, Robin
Information Technology Applications Manager
Information Technology

Selman, Cindy
Certification Coordinator
College of Education

Shackleford, Shannon
Records Clerk
Development

Shackleford, Yvette
Administrative Assistant
Student Life

Shipp, Ben
Head Coach, Baseball
Athletics

Shipp, Nate
Assistant Coach, Baseball
Athletics

Siler, Arlo
Network Engineer
Information Technology

Siler, Christina
Public Service Officer
Campus Police

Simmone, Regina
Accounting Specialist
Controller's Office

Smith, Dr. Ken
Dean, McLane College of Business

Sortman, Jason
HVAC Automation Control Systems Technician II Physical Plant

Souter, Dr. Sharon
Dean, Scott and White College of Nursing

Spradlin, Cathleen
Payroll Specialist
Controller's Office

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Resident Director
Residence Life

Stafford, James
Director
Marketing and Public Relations

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Administrative Assistant
Executive Offices

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Resident Director
Residence Life

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Assistant Director, Campus Activities
Student Life

Tanaka, Dr. Elizabeth
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International Student Services

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Admissions Counselor
Admissions and Recruiting

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Senior Vice President for Administration & Chief Operating Officer

Thielepape, Alisha
Special Assistant to the President
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Construction Technician II
Physical Plant

Tryon, Cynthia
Graduation Coordinator
Registrar's Office

Turner, Danyelle
Assistant Controller
Controller's Office

Twilleager, David
Manager, Athletics Videography
Athletics

Tyler, Brian
Gardener II
Physical Plant

Urbina, Stacie
Human Performance Laboratory Coordinator
Exercise and Sport Science

Vannatta, Tory
Electrician III
Physical Plant

Wade, Deborah
Certification Coordinator
College of Education

Wallin, Jon
Director, Sports Information
Athletics

Watts, Coleton
Gardener II
Physical Plant

Watts, John
Police Officer,
Campus Police

Weathersbee, Dr. Byron
Vice President for Student Life

Weaver, Sue
Director, Campus Recreation
Student Life

Webb, Elizabeth
Assistant Registrar
Registrar's Office

Webb, Jennifer
Manager, Purchasing
Procurement Services

Wells, Lauren
Resident Director
Residence Life

Wells, Luke
Graduate Admissions and Recruiting Coordinator
Graduate School

White, Jacob
Hardware Engineer I
Information Technology

Whitespeare, Ashlyn
Digital Media Services Assistant
Information Technology

Widmer, Chad
Manager, Inventory Supply
Athletics

Wiggins, David
Maintenance Technician II
Physical Plant

Wilborn, Dr. Colin
Dean, Graduate School and Research

Williams, Kelly
Evening Circulation Manager
Library

Williams, Melissa
Director
Graduate Student Services and Engagement Graduate School

Williams, Nate
Director
Student Counseling, Testing and Health Services

Woeller, Haley
Secretary to the Dean
Graduate School and Research

Wofford, Melisa
Network Manager
Information Technology

Woods, Trish
Manager, Employee Recruiting
Human Resources

Wurdemann, Tiffany
Director
Student Organizations

Yandell, Randy
Director, Graphic Services
Communications and Special Projects

Zhang, Bin
Instructional Designer
Alternative Modes of Delivery

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Dean, College of Education

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Austin

Map of Campus

Alphabetical

24 Alumni Center
54 Andersen Field House
1 Baptist Student Ministry
22 Baugh Visual Arts Center
30 Bawcom Student Union
44 Beall Hall
10 Brindley Auditorium
17 Burt Hall
42 Campus Recreation
30 Campus Store
8 Clements Building
23 College View Apartments
4 Community Life Center
27 Crusader Stadium
55 Cummins Field House
6 Davidson Building
52 Dee Dillon Softball Field
47 Farris Hall
56 Football Practice Fields
30 Fowler Board Room
37 Frazier Hall
41 Garner Hall
35 Gettys Hall
38 Hardy Hall
5 Heard Hall
3 Huckins Apartments
26 Hughes Recital Hall
45 Independence Village
36 Johnson Hall
50 Li Tennis Courts
7 Lord Conference Center
13 Luther Memorial & Bell Tower
34 Mabee-Farris Recreation Gymnasium
25 Mabee Market
25 Mabee Student Success Center
2 Manning Chapel
33 Mayborn Campus Center
39 McLane Hall
30 McLane Great Hall
2 Meyer Christian Studies Center
21 Meyer Nursing Center
20 Millennium Oaks Park
9 Moon Building
24 Museum
49 Outdoor Adventure/Recreation
7 Parker Academic Center
15 Parker Prayer Garden
18 Potter Gazebo
48 President's Home
26 Presser Hall
32 Quad
43 Recreation Courts
40 Recreation Field
53 Red Murff Baseball Field
29 Remschel Hall
14 Sanderford Administrative Complex
51 Soccer Fields
31 Stribling Hall
19 Student Memorial
11 Townsend Memorial Library
16 Walton Chapel
21 Weir Lecture Hall
12 Wells Science Hall
46 Williams Service Center
57 York House
10 York Science Center
28 York Sesquicentennial Plaza

Academic

22 Baugh Visual Arts Center
30 Bawcom Student Union
4 Community Life Center
6 Davidson Building
38 Hardy Hall
25 Mabee Student Success Center
33 Mayborn Campus Center
2 Meyer Christian Studies Center
21 Meyer Nursing Center
7 Parker Academic Center
26 Presser Hall
11 Townsend Memorial Library
12 Wells Science Hall
57 York House
10 York Science Center

Administration

24 Alumni Center
30 Bawcom Student Union
42 Campus Recreation
30 Campus Store
8 Clements Building
37 Frazier Hall
38 Hardy Hall
5 Heard Hall
25 Mabee Market
25 Mabee Student Success Center

33 Mayborn Campus Center
46 Williams Service Center
9 Moon Building
14 Sanderford Administrative Complex

Athletic

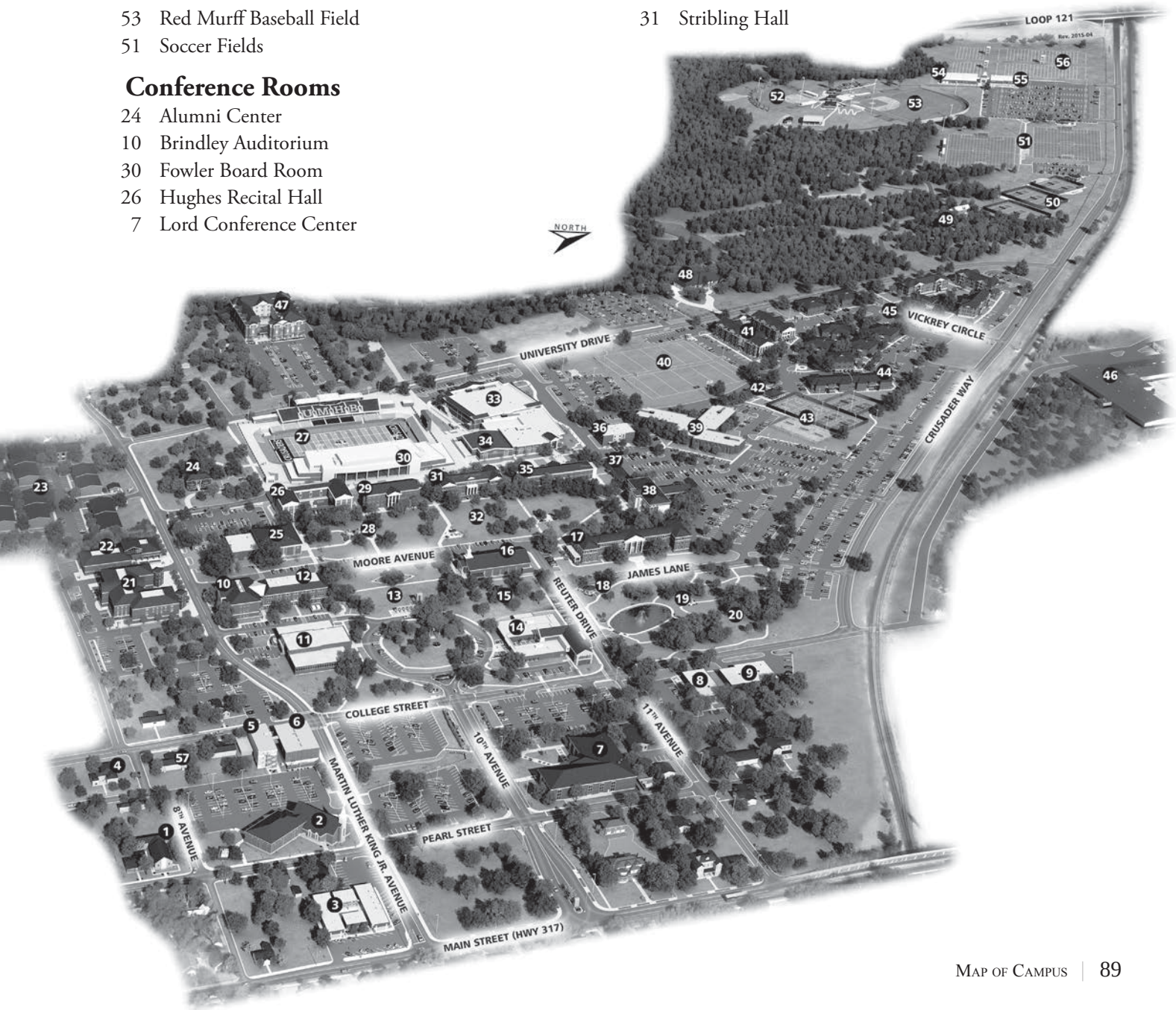
54 Andersen Field House
27 Crusader Stadium
55 Cummins Field House
52 Dee Dillon Softball Field
56 Football Practice Fields
50 Li Tennis Courts
34 Mabee-Farris Recreation Gymnasium
33 Mayborn Campus Center
49 Outdoor Adventure/Recreation
43 Recreation Courts
40 Recreation Field
53 Red Murff Baseball Field
51 Soccer Fields

Conference Rooms

24 Alumni Center
10 Brindley Auditorium
30 Fowler Board Room
26 Hughes Recital Hall
7 Lord Conference Center
30 McLane Great Hall
2 Manning Chapel
21 Weir Lecture Hall
16 Walton Chapel

Residence Halls

44 Beall Hall
17 Burt Hall
23 College View
47 Farris Hall
41 Garner Hall
35 Gettys Hall
3 Huckins
45 Independence Village
36 Johnson Hall
39 McLane Hall
29 Remschel Hall
31 Stribling Hall



INDEX

A

Academic Decorum 25
Academic Standards 23
  Academic Progress 16
Accounting 33
Accreditation 6
Adding Courses 22
Admission 13
  International Students 14
Attendance 25
Audit Registration 22

B

Business 31

C

Calendar 1
Campus 9
Career Services 7
Clinical Mental Health Counseling 38
Commencement 29
Concurrent Enrollment 13
Counseling 6
Course Descriptions 54
Course Fees 18
Course Load 23
Course Numbers 23
Curriculum and Instruction 43

D

Degrees 27
  Requirements 28
Doctor of Education 47
Doctor of Nursing Practice 51
Doctor of Physical Therapy 52
Dropping or Adding Courses 22

E

Education 43
  Master Reading Teacher Certificate 44
  Professional Principle Certificate 44
  Superintendent Certificate 44
Educational Administration 47
Exercise Physiology 45
Expectations and Ethics 25

F

Faculty 74
Fees 18
Financial Aid 16
  Appeal process 17
  Application Procedures 16
  Awarding 16
  Leaving School 16
  Probation 16
  Refund/Repayment Policy 16
  Student Loans 16
Financial Information 18
  Fees 18
  Payment of Accounts 19
  Refund Policy 16

G

Grade Reports 24
Grading System 23
Graduation 29
Grievance Procedure 24

H

Health Services 6

I

Incomplete Grade 23
Information Systems 35
International Business 33
International Students 14
  Admissions 14
  ESOL 15

L

Library 7
Location 5

M

Management 33
Map of Campus 88
Marriage, Family, and Child Counseling 40
Master of Arts 38
Master of Business Administration 32

Master of Education 43
Master of Science in Education 45
Master of Science in Information Systems 35
Master Reading Teacher Certificate 44
Military Benefits 21

N

Nurse Practitioner 50
Nursing 49

P

Professional Principal Certificate 44

R

Refund Policy 16
Registration Policy and Procedures 22
Repeating a Course 22
Repeating Classes 17

S

Second Master's Degree 29
Services and Facilities 6
  Career Services 7
  Counseling 6
  Health Services 6
  Library 7
  Testing 6
Sport Administration 46
Student Responsibility 25
Superintendent Certificate 44

T

Testing 6
Transcript 24
Transfer Credits 17, 28
Trustees 86
Tuition 18

V

Veterans 21

W

Withdrawing 17, 22

Y

Yellow Ribbon Program 21

STUDENT SERVICES
ADMISSIONS
FINANCIAL AID
FINANCIAL INFORMATION
MILITARY BENEFITS
REGISTRATION POLICIES
ACADEMIC STANDARDS
DEGREES AND REQUIREMENTS
MASTER OF BUSINESS ADMINISTRATION
MASTER OF SCIENCE IN INFORMATION SYSTEMS
MASTER OF ARTS IN COUNSELING
MASTER OF EDUCATION
MASTER OF SCIENCE IN EDUCATION
DOCTOR OF EDUCATION
MASTER OF SCIENCE IN NURSING
DOCTOR OF NURSING PRACTICE
DOCTOR OF PHYSICAL THERAPY
COURSE DESCRIPTIONS