

UNIVERSITY OF MARY HARDIN-BAYLOR

2025-2026

# GRADUATE CATALOG



## **A Texas Baptist Institution**

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2025-2026 GRADUATE CATALOG

## UNIVERSITY INFORMATION

### 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, and university accreditation. 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 - <https://www.umhb.edu>

### Changes to Academic Programs and Other University Operations

Events or circumstances outside the University's control may require the University to make changes in its housing, classes, labs, clinical rotations, or other aspects of its education programs. Examples of such events or circumstances, sometimes referred to as a "force majeure," include fires, earthquakes, floods, windstorms, or other severe weather or "acts of God;" war, riots, or civil unrest; governmental orders, directives, or recommendations related to health or safety; or any similar situation beyond the University's control.

If such events occur, the University may be required to relocate its programs, shift classes to an online format, or, in an extreme case, discontinue part of its education program. If a student is required to isolate or quarantine, the student may be required to move to online instruction (if available) even if the class continues with in-seat instruction.

The University charges the same tuition and fee rate structure for face-to-face and online classes. If a class moves to an online format, in most cases students will be required to continue the class online or make a timely withdrawal if that is possible under the University's normal withdrawal policies.

Some courses cannot be conducted in a wholly online format. For example, most labs and clinical rotations cannot be completed online. Such classes are subject to cancellation by the University if necessary; cancellation by a hospital or other clinical or laboratory affiliate; or to extended time frames if courses must be continued or Incompletes awarded until instruction can resume. The University cannot guarantee that students will complete coursework or graduate on any particular schedule.

If a class can neither continue in-seat nor be moved online, students will be allowed to withdraw from the course without any academic penalty and receive a full refund. Otherwise, all withdrawals and refunds will be handled according to the University's normal policies included in the Catalog.

Students will be notified of any changes primarily through UMHB student email and the university's website.

Students enrolling in the university agree to conduct themselves, both on and off campus, in a manner consistent with UMHB's identity as a Christian educational institution that identifies with the Baptist General Convention of Texas.

The application for admission is the student's affirmation that he/she will comply with all university policies and procedures. The Student is responsible for knowing and following procedures and regulations contained in the university's catalog, the Student Handbook and other university publications.

### Application and Revisions

The university will revise its 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, housing, or other information. Students are expected to remain familiar with the contents of this catalog as it is amended from time to time.

The University's general policy is to apply the academic course requirements for a University degree, as stated in the catalog in effect upon the student's initial enrollment with degree seeking status, for a period of six years from the student's enrollment. A student who fails to complete the required work for a degree in the six-year period dating from the academic catalog of the students selected degree plan will be moved to a newer academic catalog. The same catalog will be in force for the entire degree; in other words, a student must use the same catalog for both the major and minor requirements. New or different requirements may be imposed in certain certificate or licensure programs in order to comply with state, federal, or accreditation requirements.

A student wishing to move to a newer catalog must petition this request with the Registrar's Office. Moving to a newer catalog year (to add a new major/minor, etc.) may be done only once during a student's time at the institution.

With respect to all other matters, including academic standards, classroom expectations and ethics, academic appeals, and other academic policies, the most recent catalog is always controlling.

*Changes to Academic Programs and Other University Operations*

## 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. 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 receive 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

## University Calendar 2025-2026

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

### Fall 2025

August 7	Advising & Registration
August 11	Classes Begin

September 1	Labor Day- Regular Class Day
October 6-7	Fall Break
November 19	Last Class Day
November 20-25	Final Exams (R, F, M, T)
November 26-28	Thanksgiving Holidays
December 5	Winter Commencement (1:00pm)

### Winter 2025

Dec. 1-19	Class Days
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### Spring 2026

January 8-9	Registration
January 12	Classes Begin
January 19	Martin Luther King, Jr. Day Holiday
March 16-20	Spring Break
April 3	Good Friday Holiday
April 16	Play Day (graduate and undergraduate night classes meet)
May 1	Last Class Day
May 4-7	Final Exams
May 9	Spring Commencement (7:30pm)

### Summer 2026

May 11 - June 1	Minimester
May 25	Memorial Day Holiday
June 2 - June 29	Summer I
June 30 - July 27	Summer II
July 3	Independence Day Holiday

## Accreditation

The University of Mary Hardin-Baylor is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate, master's, and doctorate degrees. The University of Mary Hardin-Baylor also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of the University of Mary Hardin-Baylor may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website ([www.sacscoc.org](http://www.sacscoc.org)).

### Selected academic programs are accredited by the following agencies:

#### McLane College of Business

Accreditation Council for Business Schools and Programs (ACBSP)

#### College of Education

The Texas Education Agency State Board for Educator Certification

#### *Memberships/Associations*

Texas Association of Colleges of Teacher Education (TACTE)  
 Texas Association of School Administrators (TASA)  
 Texas Association of Secondary School Principals (TASSP)  
 Texas Association of Teacher Educators (TxATE)  
 Texas Elementary Principals and Supervisors Association (TEPSA)  
 Education Deans of Independent Colleges and Universities (EDICUT)  
 Kappa Delta Pi (KDP)  
 Association of Texas Professional Educators (ATPE)

#### Mayborn College of Health Sciences

#### School of Exercise and Sport Science

The BSHS in Exercise Science with a Concentration in Strength and Conditioning is accredited by the Council on Accreditation of Strength and Conditioning Education (CASCE)

## School of Health Professions

### Doctor of Physical Therapy Program

The Doctor of Physical Therapy Program at the University of Mary Hardin-Baylor is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave. Suite 100, Alexandria, VA, 22305-3085; telephone: (703) 706-3245; email: [accreditation@apta.org](mailto:accreditation@apta.org); website: <http://www.capteonline.org>. If needing to contact the program/institution directly, please call (254) 295-4940 or email [bgresham@umhb.edu](mailto:bgresham@umhb.edu)

#### *Memberships/Associations*

American Council of Academic Physical Therapy

### Master of Science in Occupational Therapy Program

The entry-level occupational therapy master's degree program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 7501 Wisconsin Avenue, Suite 510E, Bethesda, MD 20814. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its web address is [www.acoteonline.org](http://www.acoteonline.org). Graduates of the program will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

### Master of Arts in Counseling Program

Accredited by the Council for Accreditation of Counseling and Related Educational Programs, for the Clinical Mental Health Counseling and Marriage, Family, and Child Counseling tracks of study.

### Master of Science in Physician Assistant Program

The ARC-PA has granted Accreditation-Provisional status to the Master of Science in Physician Assistant Program sponsored by the University of Mary-Hardin Baylor. Accreditation-Provisional is an accreditation status granted when the plans and resource allocation, if fully implemented as planned, of a proposed program that has not yet enrolled students appear to demonstrate the program's ability to meet the ARC-PA Standards or when a program holding Accreditation-Provisional status appears

to demonstrate continued progress in complying with the Standards as it prepares for the graduation of the first class (cohort) of students. Accreditation-Provisional does not ensure any subsequent accreditation status. It is limited to no more than five years from matriculation of the first class. The program's accreditation history can be viewed on the ARC-PA website at <http://www.arc-pa.org/accreditation-history-university-of-mary-hardin-baylor>.

### **Scott & White School of Nursing**

The baccalaureate degree in nursing and the master's degree in nursing are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, telephone 202-463-6930.

#### *Memberships/Associations*

Texas Board of Nursing

American Association of Colleges of Nursing

### **College of Humanities and Sciences**

Bachelor's in Social Work is accredited by the Council on Social Work Education

B.S. in Engineering is accredited by the Accreditation Board for Engineering and Technology (ABET)

### **College of Visual and Performing Arts**

UMHB is accredited by the National Association of Schools of Art and Design (NASAD)

UMHB is an accredited institutional member of the National Association of Schools of Music (NASM)

All questions about university or program-level accreditation should be directed to the Associate Provost, Dr. Colin Wilborn, (254) 295-4505, [cwilborn@umhb.edu](mailto:cwilborn@umhb.edu). This includes inquiries regarding the accreditation status of UMHB and requests to review documents pertaining to accreditation.

## **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 3,900 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 higher 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 and who will be active participants in their local church. 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 enriches 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.

## Notice of Nondiscriminatory Policy

The University of Mary Hardin-Baylor (UMHB) admits qualified students of any race, color, sex, 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, or 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.

The University is required (by Title IX of the Education Amendments Act of 1972 and its implementing regulations at 34 C.F.R. Part 106) not to discriminate unlawfully on the basis of sex in any education program or activity that it operates. This requirement extends to admissions and employment. However, the University exercises its rights under Title IX to make undergraduate admission decisions on the basis of sex and to apply its religious tenets even if in conflict with provisions of Title IX.

Inquiries about the university's non-discrimination policies should be directed to the designated coordinator for university compliance with non-discrimination policies identified below. Inquiries about Title IX may be also be referred to the U.S. Department of Education's Office for Civil Rights.

To report information about conduct that may constitute discrimination or make a complaint of discrimination, a student, employee or applicant should contact the designated coordinator for university compliance with nondiscrimination policies:

Holly Edwards, Title IX Coordinator and Non-Discrimination Compliance Officer, Bawcon Student Union, 2nd floor, 900 College Street, Belton, Texas 76513, (254)-295-4870, hedwards@umhb.edu.

A report or complaint regarding discrimination may also be made at <https://www.umhb.edu/report-it>. The University' non-discrimination grievance procedures can be located at <https://www.umhb.edu/resources/titleix/policies-and-definitions#1845>

## Notification of Rights under FERPA for Postsecondary Institutions

The Family Educational Rights and Privacy Act (FERPA) affords 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 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 are 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 to the registrar, 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)(B)(1) - (a)(1)(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 expanded 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.

## Annual Security and Fire Safety Report (Clery Report)

### Annual Security and Fire Safety Reports (Clery Report)

In compliance with federal reporting requirements contained in the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, the University of Mary Hardin-Baylor Police Department publishes an Annual Security and Fire Safety Report. This report includes statistics for the previous three years concerning reported crimes and fires that occurred on-campus in certain off-campus buildings or property owned or controlled by UMHB and on public property within, or immediately adjacent to and accessible from the campus. This report also includes UMHB’s policies concerning campus security and fire safety.

Each year, an e-mail notification that provides the web site containing this report is sent to the UMHB email address of all current students, faculty and staff. Additionally, all prospective students and prospective employees are entitled to request a printed copy of the University of Mary Hardin-Baylor Annual Security and Fire Safety Report. Printed copies of the report may also be obtained at <https://www.umhb.edu/resources/police/policies-reports#1845>, or the University Police Department located in suite 107 of the Mabee Student Success Center, by calling (254) 295-5555, by emailing [police@umhb.edu](mailto:police@umhb.edu) or by writing to:

UMHB Police Department  
UMHB Box 8350  
900 College  
Belton, Texas 76513

### Daily Crime and Fire Log

The University Police Department maintains a combined Daily Crime and Fire Log. This log provides limited information pertaining to all crime and fire incidents reported to the Department. The University Police publishes the Daily Crime and Fire Log, Monday – Friday, when the University is opened. This log is available for inspection at the UMHB Police Department located at 905 Moore Ave, Belton Texas.

### Alcohol and Other Dangerous Drugs Biennial Report.

The university publishes an Alcohol and Other Dangerous Drugs Biennial Report. The purpose of this report is to comply with the Drug-Free Schools and Campuses Regulation (EDGAR Part 86). Institutions of Higher Education (IHE) receiving federal funds or financial assistance are required to maintain programs which prevent

the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees. To comply with this regulation, IHE, such as the University of Mary Hardin-Baylor, are required to complete biennial reviews of their Alcohol and Other Drug (AOD) program to determine effectiveness and consistency of enforcement of sanctions, along with the number of alcohol and drug violations.

For a printed copy of either report, please contact the UMHB Police Department at (254) 295-5555, or visit in person at 905 Moore Avenue, Belton, Texas, 76513.

#### *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 <https://www.umhb.edu/students/student-handbook>, the university's Title IX webpage at <http://www.umhb.edu/titleix> and UMHB's Annual Security and Fire Safety Report at <https://www.umhb.edu/resources/police/policies-reports#1845>. In accordance with state law, the university also has an anonymous reporting portal on its homepage at <https://www.umhb.edu/>.

## Resources and Services

We have a number of helpful resources available to our university community and the community at large. Below are a number of our most requested resources and services. For additional assistance, you may contact specific departments, faculty or staff by using the directory. If you're not sure who to contact, use our quick contacts. Additionally, the search feature above is a great way to quickly find information.

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

#### *Students Counseling Services*

Professional and confidential clinical counseling services are available to students in need of assistance with 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. In person or video counseling options are available to currently enrolled students.

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. Confidentiality is maintained in accordance

with state regulations and disclosure of information is made only with the written consent of the student, unless required by law.

*Please note: Due to ethical conflicts of interest, faculty from the academic departments of Psychology, Social Work; Master of Arts in Counseling program; Nursing programs; Physical Therapy, Occupational Therapy, Physician Assistant programs; and the Cru Community Clinic do not provide student counseling or other health services, and are not affiliated with the UMHB Student Counseling or Health Center.*

[Learn more about Counseling Services](#)

#### *Testing*

The Student Disability and Testing Services administers course exams and quizzes for students with a documented disability approved through Disability Services and ensures appropriate testing accommodations are provided.

Testing Services also provides students the opportunity to receive credit in areas of demonstrated academic proficiency through credit by exam. These exams are provided in cooperation with the university registrar and respective academic departments. Credit by exams offered are CLEP (College Level Examination Program) and FLATS (Foreign Language Achievement Testing Service through BYU). Testing Services also administers the On-Campus ACT for students accepted to attend UMHB.

#### *Disability and Testing Services*

All testing is administered by appointment. Students must schedule an appointment online at least 3 business days before the desired test date. Final exams must be scheduled at least 5 business days in advance.

The following examinations are utilized and/or accepted in the Testing Program:

- American College Testing (ACT) Program - National and Residual Assessments
- College Board Advanced Placement (AP) Examinations
- College Level Examination Program (CLEP) Examinations
- DANTES Subject Standardized Tests (DSSTs)
- International Baccalaureate (IB) Examinations
- Departmental Examinations

The Testing Center facilitates protocols and procedures for test administration. These functions are in cooperation with the university registrar and respective academic departments. Academic departments establish criteria for performance required on Credit by Examination tests and other testing for which credit is waived or granted.

Miscellaneous testing services offered at the university include foreign language testing and correspondence course test proctoring. Exams not offered, but for which information bulletins are available, include GRE, GMAT, MCAT, LSAT, MAT, ExCET, TExES, NTE, TOPT, and TOEFL. Townsend Memorial Library offers a variety of online practice tests including the GRE, MCAT, LSAT, TOEFL, GMAT, and NCLEX. Simply access the library's homepage and look for Learning Express Advantage in the list of databases.

#### Contact Information

Location: Mabee Student Success Center • Third Floor  
 Office Hours: M-F • 8am-5pm (Summer: 8 am - 4 pm)  
[umhbtesting@umhb.edu](mailto:umhbtesting@umhb.edu) • Phone: (254) 295-4731 • Fax: (254) 295-4196

[Learn more about Testing Services](#)

#### *Credit by Examination*

Students seeking credit by examination may earn semester hours through the following examinations:

- American College Testing (ACT) Program - National Assessments Only
- CollegeBoard Advanced Placement (AP) Examinations
- CollegeBoard SAT College Admission Test
- College Level Examination Program (CLEP) Examinations
- DSST (formerly DANTES)
- International Baccalaureate Program (IB) Examinations
- Departmental Examinations

#### Taking an Exam

- Refer to the current Student Testing Services information on-line at <https://go.umhb.edu/resources/testing/home> for a complete list of approved examinations, minimum scores, additional requirements, and corresponding courses.
- Permission for department examinations must be secured from the specific subject area Associate Dean or Department Chairperson. (A student seeking credit through a department examination during his or her last thirty hours must secure a petition first from the Dean of the student's college)
- Application for CLEP examinations must be made at the Student Testing Services Center. Arrangements for department examinations must be made through the respective academic department. (Students with disabilities should make arrangements at the time of

application to test under conditions that meet their pre-approved, documented requirements)

- Fees must be paid for test administration and for transcription of credit awarded.
- Prerequisites for courses for which a student is seeking credit must be satisfied prior to the examination.

#### Credit by Exam Policies

Official credit by examination policies are listed in the Student Testing Services brochure and can be obtained from the Student Testing Services Center or on-line at <https://go.umhb.edu/resources/testing/home>. The following are some important policies:

- Credit for any course a student has previously audited, taken for noncredit, received the grade of "D", or failed may not be earned by examination.
- Duplicate credit will not be awarded.
- Grade points are not earned through credit by examination.
- Residence hours may not be earned through credit by examination.
- No more than one-fourth of the total semester credit hours required for a degree may be earned through credit by examination.
- Students may not use more than six hours of credit by exam for English or Writing courses. This includes credits earned by any combination of exams (AP, CLEP, etc.)
- Credit earned by examination will be placed on a student's transcript after the official score report is received, processed, and the transcription fee is paid.
- Credit by examination secured through another college or university by a student transferring to UMHB must meet the minimum score requirements stated in the Student Testing Services brochure in effect at the time of the request.
- An official ACT, AP, or CLEP test score report must be sent to the Registrar for evaluation of the credit.
- Processing of transcripts is accomplished by the Registrar's Office.

#### Student Health Services

A vital component of the university experience for UMHB students is a healthy lifestyle. The goal of the Student 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 Student 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 Student Health Services Center is available at no cost to UMHB students during regular business hours, with or without an appointment. The Student Health Services Center is located in the Mabee Student Center on the third floor.

### **Recommendations:**

UMHB strongly recommends that students maintain current immunizations. U.S. Department of Health and Human Services Centers for Disease Control and Prevention publishes a list of suggested immunizations for each age group. [To view this list and more information regarding immunizations, please visit the Texas Department of State Health Services.](#)

UMHB further recommends that if any student has been outside the US in the last year for more than a 3 week period, a TB skin test is obtained.

### **Requirements Regarding Medical History:**

**International Student Requirements:** Once accepted for admission to UMHB, all international students must submit a completed Medical History form.

### **Required Vaccinations for All Students:**

Effective January 1, 2014, the State of Texas requires all first-time students and/or transfer students who are 21 years or younger to receive a vaccination for Bacterial Meningitis. The vaccine must have been administered within five (5) years prior to enrollment in college or a booster (another shot) is required. Meningitis B (Trubemba/Bexsero) is recommended but not required by the State of Texas.

Students who are enrolled in certain UMHB programs in the fields of healthcare may be required by certain hospitals or other clinical facilities to obtain additional vaccines, which may include Hepatitis, Rubella, etc. If applicable, the UMHB program will provide students with more details.

### **Required TB Test for International Students**

Once accepted for admission to UMHB, international students from countries identified as “TB high-risk” (source: World Health Organization) are required to submit a written document which proves a negative TB test.

If required, International students have two options for TB testing that meet UMHB’s specifications:

1. You may be tested by a licensed medical professional within the United States and submit the written

negative test results to UMHB by email to [healthservices@umhb.edu](mailto:healthservices@umhb.edu). This document must be received by UMHB no later than the report date on your I-20.

2. You may be tested in person at the UMHB Campus Health Center at least 2 days before the report date on your I-20. There is a nominal fee.

You are responsible for ensuring that your travel plans allow time to complete this TB testing requirement.

### **COVID-19**

The federal COVID-19 Public Health Emergency declaration ended effective May 11, 2023.

UMHB’s COVID reporting protocols are no longer active. If you test positive for COVID-19, follow instructions outlined by the CDC.

The Center for Disease Control recommends COVID-19 vaccinations. Find more information [here](#).

**Students who are enrolled in certain UMHB programs in the fields of healthcare may be required by certain hospitals or other clinical facilities to be fully COVID vaccinated in order to participate in clinical rotations at those facilities. If applicable, the UMHB program will provide students with more details.**

[Learn more about Health Services](#)

### **Student Medical Expenses**

***UMHB assumes no responsibility for medical expenses incurred by students, and strongly recommends all students maintain individual medical insurance.***

Students may be required to show proof of individual medical insurance acceptable to UMHB as a condition of participation in some university programs or activities.

Students should have their insurance card for medical, dental or other health coverage with them while attending UMHB, or a copy of the front and back of the insurance card(s).

Various health insurance applications are available for the student’s convenience at the health center. It is up to the individual student/parent to choose which healthcare plan would best meet their needs.

A recommended site for resources if a student becomes ill after hours is found on the UMHB Health Center Website. [Click the link for: Healthier at School](#)

Some medical insurance policies require students to use an approved network of doctors, hospitals, and clinics. Students should contact their insurance carrier for details and if applicable, obtain a list of approved healthcare providers in the Belton/Temple area and determine what steps, if any, are necessary to change their point of service (POS) to this area. Belton’s zip code is 76513.

## Resources for Students During Pregnancy, Childbirth, or a Related Condition

The University of Mary Hardin-Baylor continues to provide access to its education programs to students who are affected by pregnancy, childbirth, or a related condition, including lactation. Any student may meet with UMHB's Title IX Coordinator to learn how the university supports and encourages students in continuing their education. Depending on the circumstances, the university may be able to help students with excused absences, a leave of absence from school, or other reasonable alterations to academic programs in order to help students remain in school in spite of limitations which may be recommended by a health care provider.

Students who anticipate a need for assistance with their academic program because of pregnancy, childbirth, or a related condition are encouraged to contact the Title IX Coordinator rather than individual faculty or staff members. The Title IX office will work with the student and with faculty/staff as needed to develop an individualized plan that will ensure access to the university's programs and provide affected students the best opportunity to complete their education. Contact: Holly Edwards, Title IX Coordinator and Non-Discrimination Compliance Officer, Bawcom Student Union, 2nd floor, 900 College Street, Belton, Texas 76513, 254-295-4870, hedwards@umhb.edu

## Career Services

### Mission

The mission of Career Services, a department within the Student Life Division, is to encourage and assist 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. Career services offers assessment resources, career coaching, and job search tools to assist students in preparing for their careers.

**Career Services** is located in the Mabee Student Success Center, Suite 202. Hours are Monday – Friday 8-5. Appointments available. Walk-ins welcomed.

Career Services  
UMHB Box 8415  
900 College Street  
Belton, TX 76513  
Office: (254) 295-4691  
careerservices@umhb.edu

more information about Career Services can be found here:  
<https://www.umhb.edu/career-services>

## Student Information Changes (i.e. Change of Address)

Students who change their local or home address after registration, or change their name after enrollment are expected to notify the Registrar of this change immediately. A legal document, such as a marriage license, divorce decree allowing a name change, or a court document is required for any name change. Any communication mailed from the university to the name and address on record in the Registrar's Office will be considered to have been properly delivered, and the student is responsible for the information contained therein.

## Forwarding Address

Students are expected to leave a forwarding address with the UMHB Post Office when withdrawing or graduating. Address/name changes (documentation required for all name changes) after graduation should be completed through the **UMHB Alumni Office**.

## Townsend Memorial Library

Townsend Memorial Library supports teaching, learning, and research at the University of Mary Hardin-Baylor. In supporting the university's mission, library faculty and staff are committed to quality service, personal attention, and academic excellence in a Christian context. The library promotes and supports the lifelong pursuit of knowledge for the UMHB community and places the success of UMHB students as its highest priority.

## Library Resources

Townsend Memorial Library provides current UMHB students, faculty, and staff access to a wide range of materials to support learning and encourage discovery. The collection of print and electronic books, audiovisual items, and academic databases support the curriculum, individual research, and leisure needs of patrons. The library is involved in continuously improving the collection so that it contains the most authoritative and current resources.

## Instruction

In addition to providing access to high-quality resources that promote learning in more than 120 academic programs, librarians teach students how to navigate the complex modern information landscape. Individual and classroom instruction includes how to find the most reliable sources effectively and efficiently, as well as guidance on using academic research tools.

## Facility

Computers, printers, scanners, and other tools are available for use. The library strives to be a place where students can work together in group spaces, study in a quiet

environment, check out the newest displays, participate in themed events, or relax with a good book and a coffee.

Current UMHB students, faculty, and staff 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://lib.umhb.edu> or by calling (254) 295-4637.

### **Student Professional 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, physician assistant, physical therapy, occupational therapy, clinical lab science, cytogenetics and anatomic pathology, and exercise sport science/physiology. For more information, contact the Dean or Program Director.

### **International Student Services**

This office is the first personal contact with UMHB for most international students. Its staff assists with documents that enable international students to obtain visas to enter the United States. Once at UMHB, these students will find assistance in many areas, such as adjusting to life in an American university setting, starting in their UMHB academic experience, and complying with university policies.

An orientation program, required of all new international students, provides basic information for the start of their academic career at this university. The students should maintain in close contact with the office of International Student Services during their entire enrollment at UMHB. While International Student Services attempts to provide helpful information, students who have questions or problems relating to their immigration status or compliance with immigration rules and regulations are encouraged to consult with their attorney.

## 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. 4924, or 1-254-295-4895, or via email at ltaylor@umhb.edu who will provide answers to questions or route inquiries to the proper individual.

Office	Telephone Number	Email
Director of Graduate Studies	(254) 295-4895	ltaylor@umhb.edu
Master of Business Administration	(254) 295-4865	atiger@umhb.edu
Master of Science in Information Systems	(254) 295-4836	jkking@umhb.edu
Master of Science in Accounting	(254) 95-4655	tdeluze@umhb.edu
Master of Art in Counseling	(254) 295-5425	alicia.thompson@umhb.edu
Master of Education and Doctor of Education	(254) 295-4572	LEAD@umhb.edu
Master of Science in Exercise Physiology	(254) 295-4895	sprovenzano@umhb.edu
Master of Science in Sport Administration	(254) 295-4833	lsombito@umhb.edu
Master of Science in Nursing	(254) 295-4662	schoolofnursing@umhb.edu
Doctor of Physical Therapy	(254) 295-4938	ktrammell@umhb.edu
Programs of Occupational Therapy	(254) 295-4837	gkrug@umhb.edu
Master of Science in Physician Assistant	(254) 295-4968	wstewart@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
Campus Store	(254) 295-4628	

### Student Handbook

The UMHB Student Handbook can be accessed online at <http://students.umhb.edu/student-handbook>.

## GRADUATE ADMISSIONS

The University of Mary Hardin-Baylor grants admission to students who demonstrate adequate academic preparation and who possess the characteristics necessary for success at a Christian university. In order to be admitted, all applicants must meet the requirements established by the University. Admissions decisions will be based on academic credentials and recommendations.

### Applying for Admission

Students applying to the Master of Science in Occupational Therapy, Master of Science in Physician Assistant, or Doctor of Physical Therapy Programs must apply through the Centralized Application Service (CAS) system. For specific information about admission process and requirements for these programs, please refer to the relevant program information in this catalog.

Students applying to all other graduate programs at UMHB will utilize the following process.

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. 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 a UMHB Graduate Program 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 program 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. Complete a baccalaureate degree (or its equivalent) from a regionally accredited institution for masters level coursework or, complete a masters degree and/or meet program specifics for a doctoral level program.
2. Submit official transcripts from each college attended. (Only master's level transcripts are required for a doctoral level program.)
3. Have a cumulative and/or last 60 hours GPA of at least 3.00 4. Meet any additional quantitative and qualitative standards of the program to which the applicant is requesting admission (e.g., Letters of Recommendation).

### 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. 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

After official transcripts and program documentation are received, an applicant not meeting the university standards of a 3.0 GPA may be admitted if he/she shows evidence of an ability to successfully participate in graduate study as determined by the graduate program to which he/she is applying with a minimum of a 2.75 GPA. Students admitted on probation must have an approval of probationary admissions from the Program Director or their designee. A probationary status student may take no more than nine hours of graduate work during any semester of attendance until the probationary status has been removed. If grades of "B" or better are earned for all graduate courses, the probationary status will be removed. Failure to earn a "B" or better in all graduate courses will result in academic dismissal from the graduate program.

Note: Probationary Admission does not apply to Physician Assistant, Physical Therapy and Occupational Therapy graduate programs

## 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

Some graduate programs allow a student to request consideration for readmission. The Program Director or Dean can provide specific information upon inquiry. A student may be disqualified for readmission for disciplinary or other reasons.

Former students who have officially withdrawn, stopped attending classes without officially withdrawing, attended another institution during their absence, and/or have served a period of Academic Suspension and who are otherwise eligible may apply for readmission by completing the graduate application for admissions. If, during their absence from UMHB, students attended any other institutions, they must submit official transcripts reflecting such attendance. Students experiencing a disruption in continuous enrollment lasting longer than one academic year must reorganize their respective degree plan under the current catalog. See additional comments under "Graduation Under a Particular Catalog".

## 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 directly to the Director of Graduate Studies.

## Registration

To register for classes a student must obtain approval from his/her program director.

## Required Vaccinations for All Students:

The State of Texas requires all first-time students and/or transfer students who are 21 years or younger to receive a vaccination for Bacterial Meningitis. The vaccine must have been administered within five (5) years prior to enrollment in college or a booster (another shot) is required. Meningitis B (Trubembra/Bexsero) is recommended but not required by the State of Texas. More information will be provided to students upon admission.

Texas students can request an exemption from getting immunizations. There are three conditions for exemption:

1. If a licensed physician determines that it is not safe for them to get a certain vaccine
2. If they are in the United States military (active duty)
3. If they have a religious or personal belief that goes against getting immunized (reasons of conscience).

Please provide appropriate documentation to request the exemption for medical or military-related reasons.

To request an affidavit for reasons of conscience, students must use the official Texas Department of State Health Service (DSHS) form. The DSHS form may be ordered electronically, please visit CO Request to request the form ahead of time and it will be mailed to the student. The Texas DSHS form must be completed, notarized, and submitted to UMHB at least 10 days prior to the first day of the first semester of a student's attendance. This exemption will be good for 2 years. The student is responsible for submitting a new affidavit before it expires if student continues to study at UMHB and is under the age of 22.

More information about the meningitis vaccine and the importance of consulting a physician can be found here and also in the university's Student Handbook.: <https://www.umhb.edu/students/student-handbook>

Students who are enrolled in certain UMHB programs may be required by certain hospitals or other clinical facilities to obtain additional vaccines, which may include Hepatitis, Rubella, etc. If applicable, the UMHB program will provide students with more details.

## Recommendations:

In addition to the required meningitis vaccine, UMHB strongly recommends that students maintain other current immunizations. U.S. Department of Health and Human Services Centers for Disease Control and Prevention publishes a list of suggested immunizations for each age group. To view this list and more information regarding

immunization, please visit the Texas Department of State Health Services.

UMHB further recommends that if any student has been outside the US to high-risk TB countries in the last year for more than a 3 week period, a TB skin test is obtained, which is available at the campus Health Services Center for a nominal fee. Call 254-295-4696 to make an appointment.

## Admission of International Graduate Students

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

**International students applying for admission to the University of Mary Hardin-Baylor must:**

1. Submit a 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 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. Submit a bank statement showing current available funds or an approved education loan. If the documentation is not in the name of the student, an affidavit of educational support will be required. A signed letter of support that is notarized may be substituted for the affidavit.
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 from the college/university 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. 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 score report completed within the past two years from the Test of English as Foreign Language

(TOEFL), the International English Language Testing System (IELTS), the Duolingo English Test (DET), or the Pearson Test of English (PTE). Students who have graduated from a high school with English as the language of instruction or who have earned a higher-education degree from an institution with English as the language of instruction may be exempted from submitting an English language proficiency report as determined by an interview with the ESOL Program director. Documentation of an institution's language of instruction is required. ESOL testing and course requirements will apply as determined by the ESOL Program director after the interview. Students whose scores do not meet the minimum requirements for admission to graduate or undergraduate academic work will be required to enroll in UMHB ESOL classes.

5. Submit a copy of the passport identification page. Passport must show validity at least 6 months from the expected date of enrollment.
6. Submit the following fees (in U.S. dollars): \$75 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 into a graduate program at UMHB.

The university reserves the right to change its tuition fees, and other costs at any time.

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

### 1. MSIS Regular Admission - Minimum Scores

- Cumulative GPA: 3.0  
AND
- TOEFL SCORES within the past 2 years: 20/band depending on program  
OR
- IELTS SCORES within the past 2 years: 6/band depending on program

### 2. All other programs Regular Admissions - Minimum Scores

1. Cumulative GPA: 3.0  
AND
2. TOEFL SCORES within the past 2 years: 25/band depending on program  
OR
3. IELTS SCORES within the past 2 years: 7/band depending on program

\*Students with official transcripts showing graduation from a high school, college, or university where English is

the language of instruction may be exempted from submitting an English language proficiency score report. An interview will be held with the ESOL director or assistant director to determine ESOL course needs if the compilation of past reading and writing achievements, along with current oral communication skills, indicate that the student has not attained at least an Advanced Low proficiency level, according to ACTFL Proficiency Standards (or B2 according to CEFR).

## 2. Academic Probationary Admission - Minimum GPA

- Cumulative GPA: 2.75

## 3. Conditional Admission Based on Language – Minimum Scores

- TOEFL within the past 2 years: 15/band
- IELTS within the past 2 years: 4.5/band
- Duolingo within the past 2 years: 75
- PTE Academic within the past 2 years: 26

Students with scores lower than regular admittance language scores (No. 1 above) will be tested via ESL Accuplacer on campus for placement into ESOL courses as determined by designated cut off scores.

## Probationary Admission

After official transcripts, transcript evaluation and program documentation are received, an applicant not meeting the university standards of a 3.0 GPA may be admitted if he/she shows evidence of an ability to successfully participate in graduate study as determined by the graduate program to which he/she is applying with a minimum of a 2.75 GPA. A probationary status student may take no more than nine hours of graduate work during any semester of attendance until the probationary status has been removed. Students enrolled in graduate programs consisting of two-hour courses may only enroll in eight hours of graduate work during this time. If grades of "B" or better are earned for all graduate courses, the probationary status will be removed. Failure to earn a "B" or better in all graduate courses will result in academic dismissal from the graduate program.

NOTE: Probationary Admission does not apply to Physician Assistant, Physical Therapy and Occupational Therapy graduate programs.

**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.

## Required TB Test for International Students

Once accepted for admission to UMHB, in addition to the meningitis vaccine requirement outlined in this catalog, international students from countries identified as "TB high-risk" (source: World Health Organization) are required to submit a written document which proves a negative TB test.

If required, International students have two options for TB testing that meet UMHB's specifications:

1. You may be tested by a licensed medical professional within the United States and submit the written negative test results to UMHB. This document must be received by UMHB no later than the report date on your I-20.
2. You may be tested in person at the UMHB Health Services Center at least 2 days before the report date on your I-20. There is a nominal fee. You are responsible for ensuring that your travel plans allow time to complete this TB testing requirement.

## Recommendations:

In addition to the required meningitis vaccine, UMHB strongly recommends that students maintain other current immunizations. U.S. Department of Health and Human Services Centers for Disease Control and Prevention publishes a list of suggested immunizations for each age group. To view this list and more information regarding immunizations, please visit the Texas Department of State Health Services.

## General Academic Requirements

Students who are seeking a master's degree, doctoral degree, licensure, or certification in an approved program offered by UMHB will be considered for admission. Students will be allowed to continue in enrollment only if they maintain good academic standing (3.0 Grade Point Average). At the discretion of UMHB, students not meeting minimum English proficiency 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 Proficiency Guidelines

### English Proficiency Guideline

#### Overview

UMHB does not have a full-time English for Speakers of Other Languages (ESOL) Department but rather a limited bridge-type of program designed to ensure that students maximize their learning in other courses. An English language proficiency test must be submitted as part of the international admissions requirements.

Students who have graduated from a high school with English as the language of instruction or who have earned a higher-education degree from an institution with English as the language of instruction may be exempted from submitting an English language proficiency report as determined by an interview with the ESOL Program director. Documentation of an institution's language of instruction is required. ESOL testing and course requirements will apply as determined by the ESOL Program director after the interview. Students whose scores do not meet the minimum requirements for admission to graduate or undergraduate academic work will be required to enroll in UMHB ESOL classes.

#### Students without Minimum English Proficiency Scores:

Upon arrival, students without minimum English proficiency scores will be given an ESL Accuplacer assessment with one to four sections (listening, reading, writing, and grammar) as determined by the ESOL Program director. Based upon the results of placement testing, students will be enrolled in the appropriate

combination of ESOL and other courses.

ESOL courses consist of three and four credit hours and are offered in grammar, reading, writing, and oral communication at the basic, intermediate, and advanced levels. In terms of cost, ESOL tuition is 50% of the cost of undergraduate tuition.

In order to exit from the ESOL Program, a student must score at or above the designated cut-off on the English proficiency exam taken at the end of the ESOL course. This is separate from the course final exam. Students of ESOL listening and speaking courses must also pass an oral interview with the ESOL Program director.

The oral speaking exam will assess the communication skills of the student. The ESOL director will determine any ESOL course needs remaining. Students must enroll in all ESOL courses indicated by the ESOL director.

#### Standards for Continued Enrollment

If, after completion of the advanced level ESOL classes, a student does not meet the ESOL exit requirements for all language skills (listening, reading, and writing), he/she will be evaluated by an academic committee to determine whether enrollment can be maintained.

# 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, and 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.

In compliance with the Veterans Benefits and Transition Act of 2018, section 3679(e) of Title 38, United States Code, the University of Mary Hardin-Baylor

- will permit any **covered individual** to attend or participate in the course of education during the period beginning on the date on which the individual provides to the University a certificate of eligibility for entitlement to educational assistance under Chapter 31 or Chapter 33 (a "certificate of eligibility" can also include a "Statement of Benefits" obtained from the Department of Veterans Affairs' (VA) website - eBenefits, or a VAF 28-1905 form for Chapter 31 authorization purposes) and ending on the earlier of the following dates:

1. The date on which payment from VA is made to the University.

2. 90 days after the date the University certified tuition and fees following the receipt of the certificate of eligibility.
- will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a **covered individual** borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the University due to the delayed disbursement funding from VA under Chapter 31 or 33.

As allowed under the Veterans Benefits and Transition Act of 2018, section 3679(e) of Title 38, United States Code, the **covered individual** will be required to:

1. Submit a certificate of eligibility for entitlement to educational assistance no later than the first day of a course of education.
2. Submit a written request to use such entitlement.
3. Provide additional information necessary to the proper certification of enrollment by the University (for example, official transcripts from all previously attended institutions).
4. Pay any amount that is the difference between the amount of the student's financial obligation and the amount of the VA education benefit disbursement.

**Note: A Covered Individual is any individual who is entitled to educational assistance under Chapter 31, Vocational Rehabilitation and Employment, or Chapter 33, Post-9/11 GI Bill® benefits.**

## 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 Service members.

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. Have an evaluation of service schools/experiences completed by the Registrar's Office to determine any awarding of military credit.
3. Register for classes through the University in coordination with assigned academic advisor. Provide Certification Coordinator with a copy of UMHB class schedule.

4. Register for courses through select tuition assistance portal to secure available Tuition Assistance benefit.
5. Maintain Satisfactory Academic Progress (SAP). The provisions found under the headings of “Scholastic Probation” and “Academic Suspension” in this catalog will apply.

*Note: Active Duty Service members 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. Eligibility for Chapter 33 Post 9/11 veteran benefits at the 100% rate (as determined by the U.S. Department of Veterans Affairs).

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 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.

## FINANCIAL AID

The University of Mary Hardin-Baylor offers a broad range of financial assistance to qualified students. Most financial aid is awarded in accordance with demonstrated need for assistance, as determined by use of the Free Application for Federal Student Aid (FAFSA). Specific University scholarships are awarded upon the basis of excellence in academics or proficiency in a particular field of study or activity.

All financial aid is granted for no more than a nine-month academic period. Financial aid is renewable each year, **upon reapplication**, if the student is in **good academic standing**. Possible changes in the amount of aid for each succeeding year may occur because of changes in funding levels and applicants' financial data. There is no deadline to apply for financial assistance; however, the priority date is December 1st of each year.

Generally, students do not receive grant/scholarship funds above their direct university expenses except as required by law.

### Application Procedures

Students applying for financial aid must complete the following steps:

- 1. Process a Free Application for Federal Student Aid (FAFSA):**  
This form determines the family's ability to contribute to the student's education. The form can be completed at [www.studentaid.gov](http://www.studentaid.gov).
- 2. Submit additionally requested documents:** UMHB Verification Worksheet(s) and parent's and/or student's IRS Tax Return Transcript(s) as requested. All requested documents will appear on [myfinancialaid.umhb.edu](http://myfinancialaid.umhb.edu) under the "Documents" page.
- 3. The UMHB Financial Aid Office** will follow up with an email request asking for other forms and documentation required of the student to verify the information provided on the Free Application for Federal Student Aid.

All emails should be directed to [finaid@umhb.edu](mailto:finaid@umhb.edu). Scanned documents should be imported securely through the financial aid portal ([myfinancialaid.umhb.edu](http://myfinancialaid.umhb.edu)).

All mail to the Financial Aid Office should be addressed:

University of Mary Hardin-Baylor  
Financial Aid Office  
900 College Street UMHB Box 8080  
Belton, TX 76513

### Awarding Policy

The Free Application for Federal Student Aid uses a federal formula to generate a Student Aid Index, SAI. The SAI is then deducted from the student's budget, which estimates all reasonable and moderate costs for the period of enrollment.

Once the maximum aid eligibility is determined, the Financial Aid Office prepares a financial aid package. The Financial Aid Administrator will award in this "package" a combination of grants, scholarships, loans, and/or campus employment to help meet the student's financial need.

The completed financial aid package is submitted to the student for acceptance through an online Financial Aid Notification. The student may accept the package in part or as a whole. If specific programs are rejected, they will not necessarily be replaced with aid dollars from other programs. **The Financial Aid Offer must be accepted through <http://myfinancialaid.umhb.edu> by the stipulated time frame, or the offer becomes void.**

### Leaving School

All students who have received financial aid must clear their records with the Financial Aid Office prior to withdrawing from school. Those financial aid recipients who plan to graduate or who plan not to return to Mary Hardin-Baylor the following regular semester must also clear their records with the Financial Aid Office. Failure to do so may result in a hold on the student's account.

### Refund/Repayment Policy

Please refer to the financial section for more information.

### Satisfactory Academic Progress (SAP) and Financial Aid

The Higher Education Act of 1965, as amended by Congress, 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.

For purposes of determining financial aid eligibility, 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) and earning a minimum of 70% of credit hours attempted (also known as, "meeting financial aid SAP").

Please note that some state and institutional programs may have higher academic requirements, and eligibility for those financial aid programs is subject to the conditions and terms of each program.

- Merit-based academic scholarships also have minimum GPA requirements the student must maintain each semester.
- Tuition Equalization Grant (TEG), a Texas resident need-based program, students must complete a minimum of 24 hours per year and maintain a minimum cumulative 2.5 GPA for renewal. If a student fails to meet the required cumulative GPA or minimum earned hours at the end of each academic year, a student will receive notification of TEG SUSPENSION.

## CGPA requirements by classification

Minimum 2.00 CGPA: undergraduate students

Minimum 3.00 CGPA: graduate students

Note: Students should note that the standards for Satisfactory Academic Progress (SAP) for Financial Aid purposes may differ from the standards for academic purposes. See "Academic Standing" section of this catalog for the academic standards and how they apply to academic standing.

## Pace

Financial Aid SAP 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% to meet SAP. The maximum time for program completion is 150% of the published program length.

Financial aid will not be disbursed until all prior academic year grades have been posted.

## (SAP) Warning Period

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

During the financial aid SAP warning period, students may continue to receive financial aid. After the financial aid SAP warning period, students who do not meet financial aid SAP are ineligible for financial aid. The Financial Aid Office will notify students at the end of the financial aid

SAP warning payment period (semester) if they fail 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 will also include the financial aid SAP appeal process, should the student wish to appeal.

## SAP Suspension

If a student was previously under a financial aid Warning or Probation SAP status and fails to meet financial aid SAP eligibility requirements during the next semester, the student's financial aid status will be placed on financial aid SAP Suspension, and the student is NOT eligible for federal, state, or institutional financial aid during the next semester he/she attends the university. A student who is placed on financial aid SAP Suspension may appeal this decision through the financial aid SAP appeal process.

## (SAP) Probation Period

If a student is placed on financial aid SAP suspension, he/she can appeal the suspension through the financial aid SAP appeal process. If the appeal is granted, the student will be placed on financial aid SAP probation for the next semester. The student must regain his/her SAP eligibility during the semester or be placed on financial aid SAP suspension. While on financial aid SAP probation, the student may continue to receive financial assistance if otherwise eligible.

## SAP Appeal process

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

- Submit the financial aid SAP appeal in writing to the Financial Aid Office, using the provided form.
- State in the financial aid SAP appeal the reason(s) they failed to meet financial aid SAP requirements
- State in the financial aid SAP appeal what action steps the student will take to meet financial aid SAP at the following review (semester)

Step Two: The Financial Aid Office will:

- Review the financial aid SAP appeal and notify the student of the decision.
- Approved financial aid SAP 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 a period of time

- Consequences for not meeting terms of financial aid SAP approval
- Approved financial aid SAP appeals will result in financial aid being awarded for the payment period
- Denied appeals include:
  - Basis for denial
  - What the student must do to meet financial aid SAP
  - Denied financial aid SAP appeals will not be awarded financial aid until SAP is met

Step Three: Students must continue to meet terms established until financial aid SAP is met in order to continue receiving financial aid on a probationary basis. Once financial aid SAP is met, the student will be removed from SAP probation status. Failure to maintain financial aid SAP after probation is removed will result in receiving an additional financial aid SAP warning for the upcoming payment period (semester).

Step Three: Students must continue to meet terms established until financial aid SAP is met in order to continue receiving financial aid on a probationary basis. Once financial aid SAP is met, the student will be removed from SAP probation status. Failure to maintain financial aid SAP after probation is removed will result in receiving an additional financial aid SAP warning for the upcoming payment period (semester).

## Transfer Credits

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

- Assumes all accepted credits will be at least 2.0 GPA for Undergraduate and 3.0 for Graduate
- Counted in the next evaluation period following receipt and review of the transcript
- Incoming transfer students transfer in, meeting financial aid SAP
- 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.

## Remedial/Developmental Coursework

The University of Mary Hardin-Baylor does not accept remedial transfer credit hours.

The University of Mary Hardin-Baylor does not offer developmental coursework.

## Incomplete Grades

Incomplete credit hours will be considered attempted credit hours when meeting the pace component of financial aid SAP. Grades will be included in the CGPA component of financial aid SAP during the term in which they were assigned.

## Repeating Classes

Passed classes may be retaken one time where allowed by the program to improve GPA and included in the financial aid SAP review (any grade higher than an "F" is considered passing).

Failed classes may be retaken as necessary where allowed by the program and included in the financial aid SAP review.

## Withdrawing from the University as it relates to Financial Aid

Withdrawing before the census date does not impact SAP as no credit hours have been attempted. However, some financial aid may be considered "earned" and be retained by UMHB to assist in covering costs associated with student attendance.

After census date, credit hours are considered attempted and included in the financial aid SAP review.

See **Withdrawing from the university** elsewhere in this catalog for more information.

## Exit Counseling

UMHB takes seriously its responsibility to counsel students with regard to debt and its financial impact. To that end, UMHB offers financial counseling (which is also a federal requirement of the Department of Education). This counseling (also referred to as Exit Counseling) is coordinated through the Office of Financial Aid and is completed online. Exit counseling helps students understand their rights and responsibilities as a student loan borrower and provides useful tips and information to help students manage their loans.

Students in certain circumstances are required to take advantage of financial counseling.

- Students who are graduating are sent instructions via email notification 1 month before graduating. Those who do not complete the counseling before graduating receive a follow-up notice after graduation. Holds may be placed on student accounts 2-3 weeks after the last day of class.
- Exit counseling is required of students who have not graduated and are not enrolled for the next academic semester, students who are registered less than half-

time, or students who are expelled. This same counseling is required even if the student plans to transfer to another institution.

Financial counseling is available to all students, not just students in the circumstances outlined above, and it can be completed at <https://studentaid.gov>.

## Aid Programs by Category

### Federal Programs

There are five major financial aid programs which are funded by the federal government and are made available to UMHB students.

#### 1. Federal Pell Grant

This grant can be applied for once a student has completed the Free Application for Federal Student Aid (FAFSA). The amount of the grant is based on the ISIR results and enrollment status. Funds awarded are directly credited to the student's UMHB account.

#### 2. Federal Supplemental Education Opportunity Grant (FSEOG)

Eligibility for this grant is determined after Pell Grant eligibility has been established. SEOG recipients will also be Pell recipients with the smallest Student Aid Index (SAI). This program is limitedly funded. Funds awarded are directly credited to the student's UMHB account.

#### 3. Federal Direct Loans

- Federal Direct Subsidized Student Loan**

This is a federally insured loan. Students with demonstrated need may receive up to \$ 3,500 per academic year for the first year (0-29 hrs), \$4,500 for the second year (30-59 hrs), and \$5,500 for subsequent years (60+ hrs), not to exceed an aggregate total of \$23,000. No interest is charged on the loan until the student falls below half-time status. After being awarded this loan, students must complete online entrance counseling and a master promissory note

- Federal Direct Unsubsidized Student Loan**

Same terms and conditions as Subsidized Stafford loans, except that the borrower is responsible for interest that accrues during deferment periods (including in-school) and during the six-month grace period. Dependent Students who do not demonstrate a financial need may borrow up to \$5,500 per academic year for the first year (0-29 hrs), \$6,500 for the second year (30-59 hrs), and \$7,500 for subsequent years (60+ hrs)

### Loan Borrowing Limits

Year	Dependent Students (except students whose parents are unable to obtain PLUS Loans)	Independent Students (and dependent undergraduate students whose parents are unable to obtain PLUS Loans)
First-Year Undergraduate Annual Loan Limit	\$5,500—No more than \$3,500 of this amount may be in subsidized loans.	\$9,500—No more than \$3,500 of this amount may be in subsidized loans.
Second-Year Undergraduate Annual Loan Limit	\$6,500—No more than \$4,500 of this amount may be in subsidized loans.	\$10,500—No more than \$4,500 of this amount may be in subsidized loans.
Third-Year and Beyond Undergraduate Annual Loan Limit	\$7,500—No more than \$5,500 of this amount may be in subsidized loans.	\$12,500—No more than \$5,500 of this amount may be in subsidized loans.
Graduate or Professional Students Annual Loan Limit	Not Applicable (all graduate and professional students are considered independent)	\$20,500 (unsubsidized only)
Subsidized and Unsubsidized Aggregate Loan Limit	\$31,000—No more than \$23,000 of this amount may be in subsidized loans.	\$57,500 for undergraduates—No more than \$23,000 of this amount may be in subsidized loans. \$138,500 for graduate or professional students—No more than \$65,500 of this amount may be in subsidized loans. The graduate aggregate limit includes all federal loans received for undergraduate study.

#### 4. Federal Direct Parent Loan for Undergraduate Students (PLUS)

An undergraduate student may qualify for parent-based loans based on their parents' credit history. The U.S. Department of Education is the lender. The maximum loan amount is the student's cost of attendance minus any other financial aid received.

#### 5. Federal Work-Study

This need-based work program allows students to work on campus at the prevailing minimum wage. Students on Federal Work-Study are also eligible to apply for

select community service positions within the Belton area. Work awards are calculated on 13 hours per week for each 15-week semester. The maximum work award will be indicated on the student's work permit.

Timesheets are completed online daily and require the approval of the student's supervisor. Earnings are issued biweekly through the University's payroll system. When completing the work documentation, students can have their earnings applied by the university to any outstanding balance on their account. Alternatively, the student may elect to have their earnings paid to them. Applicable federal and state withholding will apply to earnings.

## **State Programs**

### **1. Tuition Equalization Grant (TEG)**

This need-based grant is available to Texas residents who are enrolled full-time. The application for this grant is made through the completion of the FAFSA. Funds are awarded on a first-come, first-served basis. Upon enrollment verification, funds are directly credited to the student's UMHB account.

### **2. State Funded Scholarships**

There are various scholarships funded by the State of Texas available to students. These scholarships are need-based and have individual academic criteria. Examples of these scholarships include the Fifth-Year Accounting Student Scholarship Program, the License Plate Insignia Scholarship Program and the Nursing Student Scholarship Program.

### **3. Texas College Work Program**

This need-based work program allows students to work on campus at the prevailing minimum wage. Students on Texas College Work are also eligible to apply for select community service positions within the Belton area. Work awards are calculated on 13 hours per week for each 15-week semester. The maximum work award will be indicated on the student's work permit. Timesheets are completed online daily and require the approval of the student's supervisor. Earnings are issued biweekly through the University's payroll system. When completing the work documentation, students can have their earning applied by the university to any outstanding balance on their account. Alternatively, the student may elect ot have their earnings paid to them. Applicable federal and state withholding will apply to earnings.

## **Institutional Programs**

### **1. Endowed Scholarships**

These are funds made available to students by the institution through endowment programs and special gifts to the University. In most cases, endowed scholarships are need-based and given out based on the results of the FAFSA.

### **2. Institutional Scholarships**

These funds are made available to students by the institution. Scholarships are awarded based on academic skills and/or merit. The following pages outline academic scholarships in greater detail.

### **3. Work Duty**

This college work program enables students to work on campus at the prevailing minimum wage. Students on Work Duty are also eligible to apply for select community service positions within the Belton area. Work awards are calculated on 13 hours per week for each 15-week semester. The maximum work award will be indicated on the student's work permit. Timesheets are completed online daily and require the approval of the student's supervisor. Earnings are issued biweekly through the University's payroll system. When completing the work documentation, students can have their earnings applied by the university to any outstanding balance on their account. Alternatively, the student may elect to have their earnings paid to them. Applicable federal and state withholding will apply to earnings.

## FINANCIAL COST AND POLICY

### Fees

The tuition rates listed below are for the 2025-2026 academic year, effective June 1, 2025, and are subject to change by action of the Board of Trustees. Please contact the Bursar's Office for questions or information on current tuition, fees, room, board and other rates.

#### Application Fee

International students are required to pay a non-refundable application fee of \$75. This fee does not apply toward tuition.

#### Enrollment Deposit

Resident	\$300 (\$150 enrollment deposit, applied to first semester enrolled and \$150 room deposit, refundable when student is no longer a resident of on-campus housing and eligible for refund)
Commuter	\$150, applied to first semester enrolled

#### Tuition

Undergraduate — \$1,095 per semester hour

Graduate — \$1,115 per semester hour

Doctoral — \$1,170 per semester hour

#### Other Required Fees

Class Dues — \$15 per semester (for undergraduate students enrolled in 12 or more credit hours)

General Service Fee — \$60 per semester hour

Technology Fee — \$25 per semester hour

Transportation Fee — \$50 per semester (Fall and Spring)

Replacement Vehicle Tag — \$15

Replacement Student ID — \$10

#### Special Fees

Applied Music Tuition — \$1,095 per semester hour

Applied Music Lab Fee — \$50 per credit hour

Applied Music Practice Room Fee- \$30 per course

Audit (undergraduate lecture course only) — \$1,095 per course \*(non-refundable after two weeks)

Credit By Exam Examination — \$35 per semester hour

English for Speakers of Other Languages Tuition —

\$547.50 per semester hour

Graduation — \$30 undergraduate

(filing for degree late — additional \$25; refiling for degree — additional \$30)

Late Payment Fee — \$50 per month — (See late payment section below for more details.)

Schedule Reinstatement— \$100

Non-Scheduled Exam — \$40

Returned Check Fee — \$30

### University Housing

#### Residence Halls

Room and Board Costs Per Semester

Central Bath — \$5,270

Gettys Hall

Johnson Hall

Suite Bath --- \$5,694

Burt Hall (2 bedroom/ 1 bath)

Beall Hall (3 bedroom/ 3 bath)

Private Bath — \$6,085

Lord Hall

McLane Hall

Remschel Hall

Meal Plan included in Residence Hall rate (Choose One):

6 meals per week with \$400 Dining Dollars

10 meals per week with \$300 Dining Dollars (default plan)

14 meals per week with \$200 Dining Dollars

Unlimited meals with \$100 Dining Dollars

*Students can “exchange” one meal per day at retail venues, up to five per week.*

#### Apartment-Style Complexes

Costs Per Semester

(Includes \$275 Cru Cash; Meal plan not included)

College View

2 person unit \$3,775

3 person unit \$4,105

Independence Village Complex:

4 person unit \$4,135

(Clark, Ferguson, Grover, Taylor, Provence, Tryon & James Halls)

2 person unit \$5,460

(Wilson, Hobby, Tyson & Garner Halls)

Farris Hall

2 person unit \$5,785

3 person unit \$5,460

4 person unit \$5,185

Apartment / Commuter Meal Plan

75 meals + \$300 Dining Dollars — \$1,000

## Summer Rates (does not include \$275 Cru Cash)

Apartment Style Housing	
Per Person	\$915
Transportation Fee	\$25 (per summer session)

Students enrolled in at least 6 hours during the May — July 2025 summer sessions may qualify for free summer housing. Please contact Residence Life for more details.

## Estimated Expenses

The average cost is \$23,444 per semester or \$46,888 per year for a typical resident undergraduate. Resident student cost may vary according to room. Average commuter cost is \$17,750 per semester or \$35,500 per year. Averages are based on 15 semester hours, room and board (for residential students), technology fee, transportation fee, and general service fee, but do not include books, lab fees, or personal expenses. Tuition, fees, and room and board are due by the settlement dates established for each semester.

## Trip Fees

Courses that have a trip component associated with them will also have a trip fee assessed to cover costs associated with travel. Trips range from weekend camping trips to semester long international study abroad opportunities. Trip deposits and trip fees are non-refundable. Please refer to the course instructor for more information on trips and trip fees.

## Inclusive Access Fees

An inclusive access fee may be assessed to a student's UMHB student account for certain courses. An inclusive access fee indicates that the required course materials are included as a component of the course and covered by this fee. In these cases, students have access to course materials on first day of courses for which they are enrolled and no prior purchase is required. Students have the opportunity to opt-out of the inclusive access fee during the first five (5) days of the start of the semester.

## Financial Settlement

Account statements are available on MyCampus ([www.mycampus.umhb.edu](http://www.mycampus.umhb.edu)) 24/7. Paper statements are not mailed. Prior to the start of each semester, students are required to Confirm Your Financial Settlement using MyCampus. During the Confirm Your Financial Settlement process, students identify how they intend to financially settle account charges for the upcoming semester as well as agree to all terms and conditions of

registration.

Settlement dates are established and communicated each semester. For 2025-26, tuition, fees, and room & board charges are due by July 15 for the Fall semester and December 15 for the Spring semester. Students receiving any type of financial aid (scholarships, grants, loans, campus work programs, etc.) must complete all financial aid documents by the due date each semester or at the time of registration if the due date has passed. Corrections, adjustments, and / or charges associated with schedule changes after the settlement date are due and payable at that time.

Payments may be made on the MyCampus site with a credit card - Visa, MasterCard, American Express or Discover (credit card convenience fees of 2.75% will apply) or E-Check. No payments are accepted over the telephone. For any check or e-check not honored by a bank, a returned check fee of \$30 will be charged and check writing privileges on campus may be revoked.

Books and other supplies are generally not included on student account bills. Students should have funds available for these expenses. Students with excess financial aid can use a book voucher for textbook purchases at the UMHB Campus Store.

Exclusive arrangements have been made with Nelnet to offer a monthly payment plan option. The monthly payment program is not a loan and bears no interest. An enrollment fee of \$40\* per semester enables the payer to make equal payments to cover projected semester costs in up to five equal installments based on plan offering dates.

\*Life insurance which covers the unpaid contract amount is included with this enrollment fee.

The payment plan budget is determined by subtracting all financial aid (including scholarships, grants, campus work, if applied to account balance, and loans) from the total of tuition, fees, and room and board. Books, commuter meal plans, trip fees and other personal expenses may *not* be budgeted and must be paid for at the time they are incurred. Students may call Nelnet toll free at 1-800-609-8056 or contact via the web at <https://mycollegpaymentplan.com/umhb> to assist in calculating monthly payment requirement. If a student is dropped from the monthly payment plan due to nonpayment, the balance owed on the student's account is due immediately.

The University reserves the right to withhold a student's access to campus services, including MyCampus, MyCourses 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. Additionally, UMHB may administratively withdraw a student for failure to

demonstrate proper responsibility in the handling of financial matters as related to the University.

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

## Account Holds

Accounts that are not financially settled after the settlement date will have a financial hold placed on the student account. This hold prevents the release of student's transcript as well as prevents registration for future classes. The hold may also prevent a student from securing an on-campus housing assignment for a future semester.

## Late Payment Fee

Payments are due by July 15 for the Fall semester, and December 15 for the Spring semester. Summer and Minimester due dates are posted each term on the Bursar's Office website and in the financial notices sent to students upon registration. Students with an outstanding balance who are not enrolled and current in their payment plan or who do not have an approved third party payment arrangement (Texas Tomorrow, VA Benefits, etc.) may be assessed a **late payment fee of \$50** per month.

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

## 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.

## Schedule Cancellations

A cancellation occurs when a student decides not to attend the University *prior to the first day of classes of that term* per the published University academic calendar. Cancellations must be in writing or by email to the Registrar's Office prior to the first day of classes for the semester. If the student has a housing assignment, the student must also contact the Residence Life Office in

person, in writing, or by email to inform that Office that they will not be attending. For cancellations, all tuition, fees, and room & board are refunded at 100%. Financial aid for the term is cancelled and returned to the programs, as applicable. A student's schedule cannot be cancelled under the terms of this section on or after the first day of classes.

## Administrative Withdrawal

The university reserves the right to drop a student's future semester schedule(s) or withdraw a student from classes and/or the university if the student's account is not financially settled at the start of the semester or becomes delinquent or if such action is deemed in the best interest of the student and/or the university. Students who are administratively withdrawn are subject to the refund and withdrawal policies of the University.

Recorded grades for students who are administratively withdrawn will be I, W, WP, WF, 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.

## Refund Policy

Once the semester begins, registration with the University creates a binding obligation for the student with respect to charges for the entire academic period. However, a student may find it necessary to make schedule changes once the semester begins.

Added courses are billed at full tuition and fee rate currently in effect, regardless of when the student registers for the course.

Dropped courses are refundable according to the refund terms and schedule in effect for the current semester.

## Tuition

Tuition refunds for dropped courses will be granted according to the following schedule:

### Fall or Spring (16 week) semester

- 100% refund of tuition, associated general service fee, and associated technology fee 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.

\*The start of the semester as published in the University Calendar

Beyond these dates, a student who drops a course because of excessive class non-attendance, poor academic performance, or similar causes, who withdraws without notice, or who is expelled and / or administratively withdrawn is not entitled to a refund. Failure to attend class or simply notifying an individual instructor will not be regarded as an official withdrawal.

Financial aid recipients who drop courses resulting in a change in enrollment status (full-time, part-time) from status at time of financial aid award may be subject to a reduction in institutional aid. This reduction in aid may result in student owing UMHB for the returned institutional aid. Please consult with UMHB's Bursar's Office or Financial Aid Office to understand this impact prior to adding or dropping a course.

## Summer terms

- Please refer to the Tuition Refund section on the Bursar's webpage, [bursar.umhb.edu](http://bursar.umhb.edu) for the complete Tuition Refund schedule for summer terms. Due to the accelerated nature of many summer courses, the tuition refund schedule also follows a more accelerated schedule.

## Fees

Students are not entitled to refunds of general service fee, technology fee, or other required or special fees, except as indicated during the 100% refund period.

## Room & Board

Students are not entitled to refunds of room & board charges since housing is contracted for an entire academic period.

## Room Deposit

Unless refunded prior to initial occupancy in accordance with policies in the Guide to Campus Housing, the room deposit constitutes a permanent room deposit for as long as the student resides in university housing. The fee is refundable when a student ceases residency in university owned housing provided the student's room is

clean and undamaged and the student has followed the required steps to notify Residence Life and withdraw from campus housing. The student must submit a room deposit refund request, in writing, to the Residence Life/Housing Office in the Student Development Department prior to June 1. If student has an outstanding balance on student account or other residential fines, the room deposit will be applied to that balance prior to issuing refund.

A student who moves into university housing and subsequently moves out prior to the end of a semester forfeits the campus housing deposit.

## Withdrawing from the University

Students who 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.

The federal government mandates that students who withdraw from all classes may only keep the financial aid they have earned up to the time of withdrawal. If a student withdraws or stops attending classes before 60% of a semester is completed, a portion of Title IV funds must be returned in accordance with U.S. Department of Education regulations. In addition, if a student fails to earn a passing grade in at least one class during the semester, the student is deemed by the U.S. Department of Education to have unofficially withdrawn. Title IV funds that were disbursed in excess of the earned amount must be returned by the University. This situation could result in the student owing aid funds to UMHB, the federal government or both.

To determine the amount of aid the student has earned up to the time of withdrawal, the Bursar's Office will complete a Return of Title IV (R2T4) calculation. The Bursar's Office will notify and provide instructions to students who are required to return funds to the government. If the student disputes the withdrawal date used in this calculation, the student must provide evidence of participation in an academically related activity after 60% of the semester to avoid return of Title IV funds. The University's R2T4 Policy can be found at [www.umhb.edu/resources/bursar/additional-information#1845](http://www.umhb.edu/resources/bursar/additional-information#1845).

Students are encouraged to understand the financial impact of withdrawal prior to completing the withdrawal process. The Bursar's Office can assist the student in understanding this policy and the resulting financial impact.

In addition to federal aid returns, a student may be required to repay institutional aid funds to UMHB, based on tuition refund percentage, i.e. Students receiving 80% tuition

refund will repay 80% of the institutional aid.

Students should also be aware that as a recipient of financial assistance, they must comply with the Satisfactory Academic Progress (SAP) Policy. By withdrawing, a student, may not be eligible for financial assistance from UMHB in the future, due to not completing a specified number of credit hours for which aid was disbursed.

A student who withdraws is immediately eligible to apply for readmission except that:

1. A student on academic suspension due to receipt of WFs for withdrawn courses cannot be readmitted until one Spring or Fall semester has passed; and
2. A student may be disqualified for readmission for disciplinary reasons.

## 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. Internships, clinical, and field experiences require a minimum of forty-five (45) clock hours for each semester credit hour.
4. 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	6 semester hours minimum
Summer Session	6 semester hours minimum

Students who are enrolled in either CNSL 6397 Internship I or CNSL 6398 Internship II during the last two semesters of the Clinical Mental Health Counseling or the Marriage Family and Child Counseling tracks of study may be considered full-time students when enrolled in the courses. Both the Clinical Mental Health Counseling and the Marriage Family and Child Counseling tracks of study require 300 hours of clinical service per semester, which

make these classes time intensive. The designated courses in students' degree plan for the Fall and Spring semesters would range between 3 and 6 credit hours.

### Grading System

Grade	Range	Interpretation of Grades
A	90-100	Excellent
B	80-89	Average
C	70-79	Below Average
F	< 70	Failing
I*		Incomplete
IP*		In Progress
P*		Pass
CR*		Credit
NC*		No Credit
S*		Satisfactory
U*		Unsatisfactory
AU*		Audit
W*		Withdrawal
WP*		Withdrawal—Passing
WF**		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.

*Note: For specific program GPA details, please see program department.*

### 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. 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/>.

## 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.

Requests should include the students' name at time of attendance, social security number, or student identification number, and complete address of where the transcript is to be sent. Requests can be sent to:

Office of the Registrar  
UMHB Box 8425  
900 College Street  
Belton, TX 76513

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.

### Disciplinary Notation on Transcript

If a student is ineligible to reenroll at UMHB for a reason that is neither academic nor financial, the university is required by law to note that fact on the student's transcript.

If a student withdraws from the university with pending disciplinary charges that may result in the student becoming ineligible to reenroll for a reason that is neither academic nor financial, the university may not end the disciplinary process until it makes a final determination of responsibility and eligibility to reenroll.

Any transcript issued while such charges are pending may be reissued with the required notation by the university (1)

once the disciplinary charge is concluded (and the student is found responsible), and (2) the student's appeal rights are either concluded or expired. For purposes of this policy, a disciplinary charge is pending as soon as an allegation of student misconduct has been made to the university official who is responsible for making an investigation or determination with respect to such misconduct.

The university may remove a notation described in this paragraph from a student's transcript if the student requests the removal and the university determines that good cause exists to remove the notation.

## Academic Progress Requirements

A cumulative grade point average (GPA) of 3.00 or above is required of all graduate students enrolled at the University of Mary Hardin-Baylor. Students with a cumulative GPA of less than 3.00 will be placed on academic probation. Students with a term GPA of 0.0 will be automatically suspended from school and will be required to sit out a long semester.

Two consecutive terms of enrollment with a cumulative GPA of less than 3.00 will result in dismissal from the program. Some programs may have additional requirements.

## Academic Appeal

### Grounds for Appeal

Students may appeal any academic decision that is arbitrary, capricious, or unfair. For an appeal to have merit, the student must show that the decision was clearly erroneous or that the university failed to follow its policies or rules.

The following do not form a valid basis for an academic appeal:

- Dissatisfaction with a grade or decision
- Poor academic performance as a result of the student's personal circumstances
- Interference caused by the student's employment
- Failure to make a timely application for a disability accommodation
- Failure to make a timely application for a withdrawal, including a withdrawal necessitated by illness or injury

At every level the appeal must be in writing and state: (1) the change requested, (2) all valid reasons for the change, (3) any evidence to support the change, and (4) the student's contact information. Appeals must be submitted utilizing the form available at <https://www.umhb.edu/report-it/academic-grade-appeal>

## **Appeals Related to Academic Coursework**

An appeal must be submitted to the faculty member who made the decision no later than ten (10) calendar days after the decision. The faculty member shall notify the student of the appeal decision within seven (7) calendar days.

The student may appeal the faculty member's decision to the dean of that college\* (see section below for Mayborn College of Health Sciences appeal process). The appeal must be submitted by the student within seven (7) calendar days after receiving the faculty member's decision.

The dean (or the dean's designee) will provide the student a written decision on the appeal within seven (7) calendar days after receiving the appeal.

The student may appeal the dean's decision by submitting an appeal to the Provost's Office within seven (7) calendar days after receiving the dean's decision. The Provost or the Provost's designee will provide the student a written decision on the appeal within seven (7) calendar days after receiving the appeal. This decision shall be final.

### **\*Appeals in the Mayborn College of Health Sciences**

The path for appealing a decision related to academic coursework in the Mayborn College of Health Sciences shall be first to the faculty member, then to the school's Dean for undergraduate programs (or to the Program Director for graduate programs), and finally to the Executive Dean, who shall serve as the Provost's designee and whose decision shall be final. Otherwise, the procedures and timelines described in the previous section shall apply.

## **Timelines**

If the student has received no response within seven (7) calendar days after submitting an appeal to the dean or provost's office, the student may inquire of the appeal recipient about the status of the appeal.

## **Other Provisions**

The Provost's Office may extend the time for the university to respond to an academic appeal at any level when the appeal requires more extensive review, a school break occurs during the appeal response time, or other extenuating circumstances apply.

If an academic decision affects both a student's grade in a course and dismissal from a Program because of the grade, the appeal shall take both issues into consideration as a singular appeal.

Faculty who are no longer employed by the University (e.g. retired, adjuncts) are not participants in the appeal process beyond their last day of employment. In such a case the student should begin the appeal at the next level. If the appeal is in progress, the exiting faculty member will pass the appeal to the next administrator in line for completion.

## **Other Types of Academic Appeals**

The procedure for appealing decisions regarding incidents of academic dishonesty is discussed in the Academic Integrity section of this Catalog.

For academic appeals not otherwise specified in this policy, the student should promptly consult the Provost's Office for specific information on whether an appeal process is available.

## 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.

### 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/WF" Period:** If a course is dropped during the "WP/WF" Period, the class is recorded on the student's transcript with a grade of "WP" or "WF" as reported by the instructor.
- **No course may be dropped after the end of the "WP/WF" 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

If a Graduate Program allows or requires a student to repeat a course, the student may raise the grade for that course. 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 or may

not satisfy degree requirements but the UMHB course grade will remain on the transcript.

\*Repeating a course may not be covered by Financial Aid. For more details, please contact the Financial Aid Office.

### 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

#### Withdrawal from the University

Students who 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 may qualify for a medical withdrawal. Additional information about medical withdrawals may be obtained by contacting [disabilityservices@umhb.edu](mailto:disabilityservices@umhb.edu). Medical withdrawals must be completed within three weeks of the last day a student attends class.

Some graduate programs allow a student to request consideration for readmission. The Program Director or Dean can provide specific information upon inquiry.

- A student on academic suspension due to receipt of WFs for withdrawn courses cannot be readmitted until one Spring or Fall semester has passed; and
- A student may be disqualified for readmission for disciplinary reasons.

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

**Failing grades in all courses will be posted for any students who stop attending classes but do not officially withdraw which may result in financial implications.** Students are encouraged to consider carefully both the program and financial implications of an official withdrawal or receipt of failing grades for discontinuing attendance without an official withdrawal.

## 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. Students who are administratively withdrawn are subject to the refund and withdrawal policies of the University.

Recorded grades for students who are administratively withdrawn will be I, W, WP, WF, 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.

## CLASSROOM EXPECTATIONS AND ETHICS

### Children in the Classroom

One of the advantages employees and students have at UMHB is the family atmosphere created by the small size of the UMHB classes and the value placed on people in our learning community. The value placed on people also makes it necessary for the university to provide employees and students a comfortable, safe, and non-distracting work or study environment. Students and employees should not bring children into the classroom. Occasional needs or emergency situations should be discussed with students' instructors. This policy is designed to be people-sensitive both in emergencies and in the day-to-day function of the university.

### 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 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 arriving late to class 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. Students are required to abide by the attendance policy that pertains to each class, as indicated in the course syllabus.

### 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 may be granted an excused absence. Should an excused absence be granted, 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. 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 documentation for non-medical care related absences (i.e. death in family). 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 some colleges or departments might have policies that are used by all faculty in the respective college or department, students are required to abide by the attendance policy that pertains to each Program or each class, as indicated in the course syllabus or other Program publications.

## 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, the university expects students to:

1. Be prepared for class. This includes careful reading of assignments, being prepared to participate in discussions and completing any assignments due.
2. Be attentive and responsive.
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.
7. Students should always exhibit good digital citizenship such as:
  - Responding to others in a respectful way
  - Using appropriate language on posts (i.e. Professional and no foul language).
  - If posting pictures, making sure they are appropriate and that you have permission.

Behaviors that students must 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 act with civility.
5. For online courses, exhibiting disrespect and poor digital citizenship.

## 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.

### Section One: Standards of Academic Integrity

1. Written work shall reflect the student's own ideas, and any use of others' words, ideas, or patterns of thought shall 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: <http://libguides.umhb.edu/copyright>.
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 shall 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 shall not be submitted to meet the requirements of another course without express permission from the instructor.
3. Students assigned to collaborate in group projects are expected to 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 must 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 must 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.

6. Students taking online courses shall 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 shall 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 must 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.

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

## Section Two: Violations of Academic Integrity Standards

1. Students who violate these standards shall be subject to appropriate sanctions as determined by the circumstances of the act of academic dishonesty.

- Category One violations are defined as incidents of alleged academic dishonesty that occur within a single course.
- Category Two violations are defined as incidents of alleged academic dishonesty that occur in multiple courses and/or multiple incidents within a single course during the student's enrollment at UMHB.

2. 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 of conduct.

3. The university will normally use a progressive system of sanctions for students who violate this policy, but reserves

the right to consider the totality of a situation (including mitigating or aggravating factors, previous incidents, current academic performance, etc.) and may impose one or more sanctions for any instance of misconduct. The university may use the following sanctions or another sanction that the university deems appropriate under the circumstances.

- Category One: Faculty members may impose a verbal warning, a lower or failing grade, additional or repeated assignments and/or suspension from participating in an academic group or event associated with that course (i.e. speech team, music ensemble, travel to a conference, etc.)
- Category Two: In addition to one or more of the sanctions above, the persons appointed by the Provost \* to conduct the review may impose such sanctions as (1) suspending the student from the university for one long semester, (2) removing the student from a course, and/or (3) removing the student from a major, or alternatively (4) recommending to the Provost that the student be expelled from the university. For sanctions of removal from a course, suspension or expulsion, the university's grading, tuition, housing and other refund policies will apply.

\*Although the Associate Provost is typically tasked with review of student appeals, the Provost may designate this review to another administrator.

4. If the incident of academic dishonesty involves other possible student conduct violations, the faculty member or other reviewing authority shall immediately report the incident to the Dean of Students, who will review the matter as outlined in the university's Student Handbook.

### 5. Review Process for Allegations of Academic Dishonesty:

- Category One: An incident of alleged academic dishonesty that occurs within a single course:
  - 1) If a faculty member has reason to suspect academic dishonesty may have occurred within a course he/she is teaching, the faculty member will request a meeting with the student to discuss the issue. This meeting should occur within two (2) business days from the date that the faculty member became aware of the possible student misconduct. Students are required to meet with the faculty member upon request and to cooperate in the process.
  - 2) In the course of this meeting, the faculty member and the student may agree on whether academic dishonesty occurred and any appropriate academic penalty. The student may withdraw such an agreement by notice to the faculty member within three (3) days business days after the agreement was made.
  - 3) If the student fails to meet with the faculty member, or in the absence of an agreement between the faculty

member and the student suspected of academic dishonesty, the faculty member may interview other persons who may have pertinent information about the allegations, including any person identified by the student who may provide information on the student's behalf. The faculty member may also request information or counsel from other persons whom the faculty member may consider appropriate and conduct additional interviews with the accused student.

4) The preceding steps may occur in an order different from that listed above. In particular, faculty members may decide to interview other persons before meeting with the student, if the faculty member deems it appropriate.

#### 5) Sanctions and Reporting to the Provost's Office

- The faculty member will make a decision regarding the allegations against the student and any sanction imposed within a reasonable time, normally within two weeks after the initial meeting, although the school schedule may require a longer period of time. If sanctions are imposed, the faculty member will notify the student of the decision in writing (using the form in Appendix A).
- The faculty member will also inform the student in writing that he/she will report the violation to the Provost's Office, and if there are other instances of academic dishonesty on record, the student will be contacted by the Provost's Office and may be subject to additional sanctions.
- The faculty member will contact the Provost's office via the Academic Dishonesty Incident Report portal (found on the Faculty Tab of MyCampus) so that the Provost's Office can determine whether the student has had previous incidents of academic dishonesty.
- 6) Under normal circumstances, sanctions imposed by the faculty member are not effective until the time for appeal has expired or a student has exhausted the appeal process. However, the Associate Dean or Dean (as determined by the College) may direct that any sanction imposed will take effect immediately if it is determined that immediate sanctions are reasonably necessary, given the circumstances of the incident.
- 7) The student has the right to appeal the faculty member's decision by delivering a letter of appeal to the Associate Dean or Dean (as determined by the School or College) within seven (7) calendar days after notification of the decision by the faculty member. The letter of appeal shall state the portions of the faculty member's decision which the student wishes to appeal, the reasons why the student disagrees with the faculty member's decision, and the relief requested by the student.
- 8) The Associate Dean or Dean (as determined by the School or College) shall review the faculty member's decision in light of the letter of appeal. The Associate Dean

or Dean (as determined by the School or College) may interview anyone who may have pertinent information about the issue and request information or counsel from other persons.

9) The Associate Dean or Dean (as determined by the School or College) will provide a written decision on the appeal to the student and the faculty member within a reasonable time, normally within ten (10) days after receiving the appeal, although the school schedule may require a longer period of time. The Associate Dean or Dean (as determined by the School or College) may affirm the decision of the faculty member, make a different determination of the facts, or change any academic penalties imposed on the student. The decision of the Associate Dean or Dean (as determined by the School or College) is final.

• Category Two: For incidents of alleged academic dishonesty that occur in multiple courses and/or for multiple incidents within a single course during the student's enrollment at UMHB:

1) After the Associate Provost is notified of an act of dishonesty and has verified that it is not the first incident, and after the appeal process regarding the faculty's sanctions for the latest incident is completed or expired, s/he will begin a review of the incidents.

2) The Associate Provost will arrange a meeting with the student to discuss the issue.

- Students are required to attend this meeting and to cooperate in the process.
- It is important to note that at this point in the process, a student has been found responsible for academic dishonesty on at least two occasions, and the Associate Provost role is to determine whether additional sanctions should be imposed after a review of the circumstances and sanctions already imposed.
- The Associate Provost may interview other persons who may have pertinent information about the incidents, including any person identified by the student who may provide information on the student's behalf.

3) The Associate Provost will make a decision regarding any additional sanction imposed (up to and including suspension) within a reasonable time, normally within two weeks after the initial meeting\*, although the school schedule may require a longer period of time. If sanctions (up to and including suspension) are imposed, the Associate Provost will notify the student of the decision in writing. See section below for sanctions regarding expulsion.

\*If the student fails to meet with the Associate Provost for two consecutive scheduled appointments, the Associate Provost will continue the review with the available information.

- 4) The Associate Provost shall report the decision to the Provost, typically within five (5) business days of the decision. Upon receipt, the Provost will update the student's record and notify any other university offices necessary to process a sanction, if one is given.
- 5) The student has the right to appeal the Associate Provost decision by delivering a letter of appeal to the Provost within seven (7) calendar days after the decision by the Associate Provost. The letter of appeal shall state the portions of the Associate Provost's decision which the student wishes to appeal, the reasons why the student disagrees with the decision, and the relief requested by the student.
- 6) The Provost shall review the Associate Provost's decision in light of the letter of appeal. The Provost may interview anyone who may have pertinent information about the issue and request information or counsel from other persons.
- 7) The Provost will provide a written decision on the appeal to the student and the Associate Provost within a reasonable time, normally within ten days after receiving the appeal, although the school schedule may require a longer period of time. The Provost may affirm the decision of the Associate Provost, make a different determination of the facts, or change any academic penalties imposed on the student. The decision of the Provost is final.

**Expulsion:** In the event that the Associate Provost recommends a student be expelled from the university, the following steps will apply:

- 1) The Provost will review the matter, request information or counsel from other persons as he may consider appropriate, including at a minimum the Dean of Students, and may elect to conduct additional interviews with the student or others. The Provost may affirm the Associate Provost's recommendation, impose one or more different sanctions, or refer the matter back to the Associate Provost for consideration of different sanctions. If the student is expelled, the Provost will notify the student in writing and will also notify any university office necessary to process expulsion.
- 2) If the student is expelled, the student may appeal the expulsion to the President. The procedure for an appeal to the President shall be the same as set out in steps 8, 9 and 10 above for an appeal to the Provost. The President's decision shall be final.

Under normal circumstances, sanctions imposed are not effective until the time for appeal has expired or a student has exhausted the appeal process. However, sanctions imposed will take effect immediately if reasonably necessary, given the circumstances of the incident.

The application of the University's Academic Dishonesty policy is strictly a matter between the student and the University. A faculty member or administrator has no

obligation to permit a student to be accompanied by a parent or other advisor during any part of the process.

## Final Examination Policy

Finals are to be given on the date and at the time scheduled. If a student needs to take an exam at an unscheduled date/time, the following process must be followed.

Students requesting a change to their exam schedule as a disability accommodation or a Title IX supportive measure should contact the Director of Student Disability Services or Title IX Coordinator as soon as possible.

For any other request, the student must fill out a "Request To Reschedule Final Examination" form. This form will need to be approved first by the respective instructor and then by the student's dean. A \$40.00 fee will be charged for taking a final at an unscheduled time. This fee must be paid to the cashier before taking the final; the receipt should be presented to the instructor when taking the final.

If the published final examination schedule requires a student to take three final examinations in one day, the student has the option to reschedule one of these three examinations following the process outlined above. In such an instance, the \$40 fee will be waived.

## IMPORTANT UPDATES

### NEW PROGRAMS

Occupational Therapy Doctorate (O.T.D.) (p. 82)

### PROGRAMS REMOVED THIS YEAR (NO LONGER AVAILABLE)

All Concentrations and Certificates from McLane College  
of Business

## DEGREES

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

### **Doctor of Education (Ed.D.)**

Educational Administration- P-12 (p. 61)

Educational Administration- Higher Education (p. 61)

Leadership in Nursing Education (p. 61)

### **Doctor of Nursing Practice (D.N.P.) (p. 74)**

### **Doctor of Physical Therapy (D.P.T.) (p. 83)**

### **Occupational Therapy Doctorate (O.T.P.) (p. 82)**

(p. 78)

### **Master of Public Health with Health Promotion Concentration (p. 76)**

(p. 76) (p. 78) Bachelor of Science in Public Health to Master of Public Health (p. 76)

(p. 78) Master of Science in Physician Assistant Program (p. 78)

(p. 78) Master of Science in Occupational Therapy Program (p. 81)

### **Master of Arts (M.A.)**

Clinical Mental Health Counseling (p. 67)

Licensed Professional Counselor

National Board Certified Counselor

Marriage, Family and Child Counseling (p. 69)

Licensed Marriage and Family Therapist

Academic Specialization in Counseling (p. 71)

### **Master of Business Administration (M.B.A.) (p. 55)**

### **Master of Education (M.Ed.)**

Educational Administration (p. 59) (with principal certification)

Curriculum and Instruction (p. 58) (Fields of study)

### **Master of Science (M.S.)**

Sport Administration (p. 72)

Exercise Physiology (p. 73)

### **Master of Science in Accounting (M.S.A.) (p. 56)**

### **Master of Science in Information Systems (M.S.I.S.) (p. 56)**

### **Master of Science in Nursing (M.S.N.) (p. 75)**

Nurse Educator

Family Nurse Practitioner

Adult Gerontology Acute Care Nurse Practitioner

## DEGREE 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.

### Off-Site Components

Certain programs at the University require the student's successful completion of an off-site component, such as a clinical rotation, practicum, or student teaching. These off-site components are typically operated by separate institutions or organizations which are not controlled by the University and which may establish their own rules and conditions for participation. A student may be unable to complete a program of study and obtain a degree if he or she is unable to complete an off-site component after being excluded from participation by the University's off-site providers. Students who have reason to believe that they may be barred from participation by any of the off-site providers in their program of study are encouraged to determine early in the enrollment process what, if any, alternatives may be available.

### 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 Doctoral 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 available through the student's graduate program advisor and kept up to date on MyDegree. 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 designated Program Director of each UMHB graduate program 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.

## Time Limitation

The maximum time limit for the doctoral degrees is seven (7) years from the point of matriculation. After this time, the appropriate required coursework may be re-validated or not, according to the policy of the individual degree program in consultation with the doctoral program.

Candidates are not allowed to continue in a doctoral program after ten years has elapsed from the semester of admission. Continuous enrollment must be maintained until graduation or until the time limitation is reached.

## Awarding of Transfer Credit

The University of Mary Hardin-Baylor accepts in transfer a maximum of six semester hours of acceptable graduate credit toward master's degrees and 12 semester hours of acceptable graduate credit toward doctoral degrees provided that those graduate courses were (1) completed no more than five years before admission to UMHB; (2) United States colleges or universities accredited by Council for Higher Education Accreditation (CHEA) recognized institutional accrediting organizations; (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. Students are encouraged to speak to their Program Director regarding transfer hours taken over the posted maximum.

For students who have completed a graduate certificate, up to 12 credit hours can be transferred internally to meet the degree requirements towards a 36-hour master's degree. An additional 24 hours of coursework is required above the certification to complete a master's degree.

Transfer credits must be approved by the graduate program director for the program of interest and the Registrar's Office. Students who complete less than 12 hours towards the certificate program are not eligible to use these credits towards the completion of the 30 hour master's degree.

Transfer course equivalencies are determined through the collaborative efforts of the Registrar's Office, the graduate program Director, the Dean/Executive Dean of the College, 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. Documentation detailing content studied such as course syllabi may be requested for transfer course equivalency determination.

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.

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 office overseeing admissions for the program of interest. For more information, refer to <https://go.umhb.edu/graduate/graduate-admissions#1845>.
- Readmitted students (when allowed) who attended any other institutions during their absence from UMHB must submit official transcripts reflecting such attendance. Transcripts should be sent directly from prior institutions to the UMHB office overseeing admissions for the program of interest. For more information, refer to <https://go.umhb.edu/graduate/graduate-admissions#1845>.
- 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. 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](mailto: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 2020-2021 is valid for graduation purposes through Summer 2025 for a master's degree-seeking student enrolling in the Fall of 2020. The catalog for school year 2020-2021 is valid for graduation purposes through Summer 2027 for a doctoral degree-seeking student enrolling in Fall 2020.

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 Director of Graduate Studies 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 eight 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 semester hours toward degree completion may petition for permission to participate in commencement exercises. To petition, students must submit a fully completed Petition to Participate in Commencement Exercises form to their respective dean. Completion of the form requires a concrete plan for earning the remaining degree requirements. The specific requirements for that plan will vary by academic discipline. Whether or not the plan is adequate will be determined by the dean.

Students must submit the form to their respective dean no later than January 15 for Spring participants or September 15 for Fall participants. The dean may require an in-person consultation. Normally the petition will be approved or denied within five business days of receipt of the form. Students denied permission to participate in commencement exercises by their respective dean will have five business days to appeal in writing to the Associate Provost. Students granted permission to participate in commencement exercises by either their respective dean or the Associate Provost must file an application for degree and pay the

graduation fee by January 31 for Spring participants or September 30 for Fall participants. Students filing for graduation after their respective deadline will be charged a late fee and are NOT guaranteed inclusion in the printed commencement program.

- Participation in commencement exercises is not equivalent to graduation. Students granted permission by their respective dean or the Associate 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 will correspond to the semester in which the students' outstanding degree requirements are completed. 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.

### Hooding Ceremony

- Masters and Doctoral degree students have the opportunity to participate in the Hooding Ceremony. Eligibility to participate in Hooding Ceremony is based on the student's eligibility to participate in Commencement.
- This Hooding ceremony is managed separate and apart from Commencement. Graduating students will be sent information from the Director of Graduate Studies, Dr. Lem Taylor on how to RSVP for attendance at the Hooding Ceremony. Please RSVP for this Hooding ceremony as instructed.
- Students must still register for Commencement and follow the necessary graduation processes through the Registrar's Office. Any questions regarding commencement, registering for graduation, transcripts, etc. should all be directed to the Registrar's Office, and details can be found on their website.

## Professional Certifications and Licensures

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

# MCLANE COLLEGE OF BUSINESS

## Dr. Andrew Tiger, Dean

### Degree Programs

Master of Business Administration (M.B.A.)  
 Master of Science in Accounting (M.S.A.)  
 Master of Science in Information Systems (M.S.I.S.)

### **Vision**

The University of Mary Hardin-Baylor aspires to be the leading provider of Christian graduate business education in the southwest.

### **Mission**

The McLane College of Business provides high quality, innovative and accessible business education with a distinctive commitment to business as calling, preparing graduates for purposeful service and leadership.

### **Objectives**

The McLane 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 placed on excellent oral, written, and technology-based communication skills.

### **General Information**

#### Program Length

Each degree consists of 24 core coursework hours covering specific requirements for that discipline. Students then add 6 hours from a list of electives.

Full-time students can complete their degree in one year. Working professionals attending part time can complete in two years. Students may take up to five years to complete their program.

#### Program Start and Stop Points

Fall and spring semesters divide into two terms denoted A and B, each approximately seven weeks long. Summer is divided into two six-week terms, denoted F and G.

A student may begin classes at the start of any A or B term in fall, or spring, or F or G term in the summer. Likewise, a student may stop classes for any reason at these breakpoints without academic consequence.

### Program Schedule and Delivery

The MBA, MSA and MSIS programs are offered in both fully online and hybrid formats. The hybrid format requires a one-day on campus residency each term.

The intervening weeks make use of distance-learning technologies and methods. Students must have access to the appropriate technology (mostly a good Windows-based computer and high-speed Internet) to successfully complete their program.

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

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#### Purpose of the Program

The Master of Business Administration (M.B.A.) degree prepares graduates from any professional discipline for leadership positions by teaching business fundamentals, critical-thinking, and analysis. Graduates may choose a concentration to provide career focus.

#### **Program Admission Requirements**

Two years of professional work experience or equivalent (Example: military service) is strongly preferred. A baccalaureate degree from an accredited institution with a cumulative GPA of 3.0 or above is required. Students whose undergraduate degree is in a non-business discipline will be required to complete a set of foundational modules covering the major business areas. These must be completed prior to beginning their first class. Students who have acquired the requisite business knowledge, either through additional coursework or experience, can take a business knowledge assessment exam. Students achieving a score of 70 or above in a given knowledge area will be exempted from taking that area's module. Prospective students without an undergraduate degree in a business discipline should consult the MBA Program Director for additional details.

### **GRADUATION REQUIREMENTS**

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A cumulative GPA of 3.0 or higher for all courses. Completion of the program within 5 years of the starting date.

#### **M.B.A. Core Curriculum (24 hours)**

BACC 6321	Accounting for Managers	3
BSYS 6342	Technology and Operations Management	3
BADM 6343	Global Issues in Business and Society	3
BADM 6312	Organizational Behavior and Leadership	3

BFIN 6362	Financial Management	3
BMKT 6341	Marketing Management	3
BLAW 6350	Ethical and Legal Environment of Business	3
BMGT 6395	Organizational Strategy	3

In addition to the core, the student must complete six (6) elective hours (two 3-credit courses).

## MASTER OF SCIENCE IN ACCOUNTING (M.S.A.)

### Purpose of the Program

The Master of Science in Accounting (MSA) program is a 30-hour master of science degree. The MSA degree is an advanced accounting degree for career enhancement with specific curriculum designed to prepare students for the CPA, CGMA, and CMA exams.

### Program Admission Requirements

Prospective students must possess a baccalaureate degree from an accredited institution with a minimum GPA of 3.0 both overall and for all completed accounting courses. Students must have completed the following specific undergraduate courses (or academic equivalents):

- Intermediate Accounting I & II
- Tax I & II
- Cost Accounting
- Auditing

### Graduation Requirements

A cumulative GPA of 3.0 or higher for all courses. Completion of the program within 5 years of the starting date.

### M.S.A. CORE CURRICULUM (24 HOURS)

#### Semester One Classes

BACC 5312	Advanced Accounting	3
BACC 6343	Fraud Examination	3
BACC 6325	Advanced Taxation	3
BACC 6360	Intro. to Accounting Data Analytics	3

#### Semester Two Classes

BACC 6313	Advanced Auditing Issues & Techniques	3
BACC 6320	Not-for-Profit Accounting	3
BACC 6330	Accounting Theory	3
BACC 6361	Advanced Accounting Data Analytics	3

*Students may find they have taken some of the above titles in their undergraduate education (institutions vary in required courses) and therefore wish to avoid repeating a subject in the UMHB MSA program. As an alternative, students may choose to supplement their MSA education with courses from our MBA and MSIS program to complete the 30-hour requirement. These supplemental courses are approved by the program director on a one-by-one basis.*

## 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.) degree is 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.

Students take BCIS6395 Capstone Project in their final semester

### Program Admission Requirements

A baccalaureate degree from an accredited institution with a cumulative GPA of 3.0 or above. Candidates lacking sufficient GPA will be considered on a case-by-case basis. See the admissions section of this catalog for admission application procedures and costs.

### Graduation Requirements

A cumulative GPA of 3.0 or higher for all courses. Completion of the program within 5 years of the starting date.

## DEGREE REQUIREMENTS

### M.S.I.S. Core Curriculum (24 Hours)

#### Semester One Classes

BCIS 6323	Enterprise Systems	3
BCIS 6320	Database Development & Administration	3
BCIS 6360	Applied Programming	3
BSYS 6342	Technology and Operations Management	3

#### Semester Two Classes

BCIS 6322	Analysis, Modeling & Design	3
BCIS 6340	Business Intelligence	3
BCIS 6370	Information Systems Security	3
BCIS 6395	Capstone Project	3

In addition to the core, the student must complete six (6) elective hours (two 3-credit courses).

## **GRADUATE ELECTIVES**

### **Purpose**

Electives complete a student's degree program.

## COLLEGE OF EDUCATION

### Dr. Craig Hammonds, Dean

#### Master of Education (M.Ed.)

Educational Administration  
Curriculum and Instruction

#### Doctor of Education (Ed.D.)

Professional certification programs are available for Educational Administration (Principal) and Educational Administration (Superintendent).

#### 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.

## CURRICULUM AND INSTRUCTION (M.ED.)

### Dr. George Willey, Program Director

The Master of Education in Curriculum and Instruction degree is a 30-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.

In addition to admission requirements, entry into the Educator Preparation Program involves a team review of multiple criteria, including prior academic performance, verbal communication skills, written communication skills, disposition, integrity, professional demeanor, critical thinking, and more. Candidates seeking teaching

certification must be admitted into the Education Preparation Program prior to beginning coursework.

## DEGREE REQUIREMENTS

### View degree plan.

#### Required courses:

EDUC 6352	Applications of Educational Research	3
EDUC 6340	Assessment and Evaluation	3
EDAD 6362	School Law	3
EDAD 6364	Administration of Special Programs	3
EDAD 6367	School & Its Instructional Program	3

#### 15 hours from one of the following cognates:

Education  
Teacher Certification

#### 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 Supervision	3

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

#### Teacher Certification Cognate

Students opting to student teach will enroll in EDUC 6303 Student Teaching during the fall or the spring semester of their student teaching assignment. Prior to enrolling in EDUC 6303 Student Teaching, students must complete 10 semester hours of coursework and 50 clock hours of field-based experiences. The 50 clock hours are done through coordination with the graduate advisor and the Director of Field Experiences.

Students opting to intern will enroll in EDUC 6103 Internship three times, once per semester for three semesters, resulting in an enrollment of 10 hours each semester. Successful completion of 10 hours of coursework is one of TEA's requirements for internship eligibility. Other TEA requirements for internship eligibility are completion of 50 clock hours of field-based experiences and passing all applicable Texas Examinations of Educator Standards (TExES) content exams. Students will have the opportunity to complete the 50 hours of field-based experiences and take all applicable TExES content exams during their first semester of enrollment in EDUC 6103 Internship. Students meeting all TEA eligibility

requirements for an internship and securing employment as the teacher of record in a TEA-approved internship assignment will enroll in EDUC 6103 Internship during both the fall and the spring semesters of their internship.

EDUC 5303	Curriculum & Instruction	3
EDUC 6357	Behavior Analysis	3
READ 5355	Disciplinary Literacy	3
EDUC 5338	Seminar	3

### Choose from Student Teaching or Internship

EDUC 6303	Student Teaching	3
	Or	
EDUC 6103	Internship	1
EDUC 6103	Internship	1
EDUC 6103	Internship	1

Note: All students, whether opting to student teach or to intern, are required to pass the Pre-Admission Content Test (PACT) for their desired certification area PRIOR to beginning the teacher certification program.

Note: While the College of Education does secure student teaching assignments for students, the College of Education does not secure internship assignments for students. Because students completing internships are hired by districts as teachers of record, students must identify, apply for, interview for, and be selected for a TEA-approved internship assignment on their own initiative.

## EDUCATIONAL ADMINISTRATION (M.ED.)

### Dr. George Willey, 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.

The M.Ed. in Educational Administration employs alternative delivery, cohort and non-cohort models utilizing select Saturday classes during the Fall and Spring semesters with abbreviated summer and minimester institutes. Admission into the Principal as Instructional Leader Certificate Program requires meeting all graduate and Education Preparation Program requirements.

### DEGREE REQUIREMENTS

#### View degree plan.

Summer (12 Hours)	Fall (12 Hours)	Spring (6 Hours)
<b>EDAD 6362</b> <b>*CORESchool Law</b> 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.	<b>EDAD 6367</b> <b>*COREThe School and Its Instructional Program</b> This course provides an in-depth study of how districts, schools, and classroom leaders improve student achievement. Research-based instructional strategies that ensure quality teaching are explored. Factors influencing school curriculum in grades K-12 are studied.	<b>EDAD 6365</b> <b>School Resource Management</b> This course is a seminar/survey course of the administrator's 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, and what the principal needs 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.
<b>EDAD 6366</b> <b>The Role of the Principal</b> Students will examine the roles and responsibilities of a principal as learner, culture builder, advocate, mentor, supervisor, manager, politician, and facilitator of a professional learning community. Factors influencing school community leadership, instructional leadership, and administrative leadership are explored. Requires travel fee; amount subject to change.	<b>EDUC 6352</b> <b>*COREApplications of Educational Research</b> 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.	<b>EDAD 6364</b> <b>*COREAdministration of Programs for Diverse Learners</b> 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,

To-Face		dyslexia, and vocational/technical programs are examined. <b>(Seminar fee \$100)</b>		
<b>EDAD 6361</b> <b>Instructional Supervision</b> This course provides training and certification in Advancing Educational Leaders (AEL) and Texas Teacher Evaluation & Support System (T-TESS) 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 and T-TESS to receive credit for the course.	<b>EDAD 6391</b> <b>(Principal Certification Candidates Only) Principal Practicum/Internship</b> 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 160 clock hours in the field ( <b>two semesters</b> ). 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.		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. <b>One Week Face-To-Face</b>	as they relate to continuing problems of school administration. <b>Wintermester Online Course</b>
<b>EDUC 6340</b> <b>*CORE Assessment &amp; Evaluation</b> This course provides an in-depth study of assessment and evaluation principles and practices related to student achievement. Criterion- and norm-referenced	<b>EDAD 6360</b> <b>Administration Theory and Practice</b> Analysis of administrative behavior and organizational patterns. The course includes study of conceptual models of decision-making, and examination of theory and practice			

### Required Courses

EDUC 6340	Assessment and Evaluation	3
EDAD 6360	Administrative Theory & Practice	3
EDAD 6361	Instructional Supervision	3
EDAD 6362	School Law	3
EDAD 6364	Administration of Special Programs	3
EDAD 6365	School 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

To earn a Master of Education degree with a major in Educational Administration: a student must complete 30 semester hours as specified. Candidates not seeking Principal as Instructional Leader certificate will select any MEd Director approved graduate education elective(s) to complete their 30-hour degree plan.

### PRINCIPAL AS INSTRUCTIONAL LEADER CERTIFICATE

**Principal as Instructional Leader Certificate:** A student must complete the 30 semester hours including successful completion of the principal practicum (EDAD 6391), earn the M.Ed. degree, have a valid Texas teacher certificate, have two years of acceptable classroom teaching experience, and pass state examinations: TExES Examination #268 Principal as Instructional Leader and ETS #368 Performance Assessment for School Leaders (PASL).

### LEADERSHIP (M.ED.)

**Dr. George Willey, Program Director**

The Master of Education in Leadership degree is a 36-hour program designed for students who wish to pursue graduate study for the purpose of furthering their knowledge and skills needed for professional development and career advancement. Coursework combines leadership core courses with leadership cognate studies courses. A culminating leadership capstone course provides students with the opportunity to demonstrate knowledge and skills developed during the program and showcase interests and abilities as they seek employment beyond graduation. The program does not provide the educational requirements for professional Texas educator certifications.

The option to pursue the Master of Education in Leadership will be offered to Doctor of Education students when they reach the maximum time limit for the doctoral degree (seven years from the point of matriculation) without successfully defending their dissertation. Students accepting the offer to pursue the Master of Education in Leadership must enroll in EDAD 7000 for degree completion. The option to pursue the Master of Education in Leadership will expire after ten years have elapsed from students' semester of admission into the Doctor of Education program.

## DEGREE REQUIREMENTS

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### Leadership Core Courses - 24 Hours

EDUC 7301	Advanced Research Foundations: Theory and Literature Analysis	3
EDAD 7302	Professional Ethics and Values	3
EDUC 7303	Diversity and Learning	3
EDAD 7306	Dynamics of Leadership	3
EDAD 7307	Education Law and Policy	3
EDAD 7313	State Trends in Educational Leadership	3
EDAD 7314	National Trends in Educational Leadership	3
EDAD 7315	International Trends in Educational Leadership	3

### Leadership Cognate Studies - 12 hours

#### P-12:

#### Cognate Studies: (12 hours)

EDAD 7316	P-12 Financial Leadership	3
EDAD 7317	Leadership Challenges	3
EDUC 7318	Managing the P-12 Curriculum	3
EDAD 7319	P-12 School Reform	3

#### Higher Education:

#### Cognate Studies: (12 hours)

EDUC 7320	Managing the Higher Education Curriculum	3
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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

#### Leadership Capstone

EDAD 7000	Leadership Studies	0
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## DOCTOR OF EDUCATION (ED.D.) - LEADERSHIP IN EDUCATIONAL ADMINISTRATION PROGRAM

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### Dr. Brenda Morton, Program Director

#### Vision

The UMHB Ed.D. program will be the doctoral program of choice for present and future educational leaders in the Central Texas area.

#### Mission

The UMHB Ed.D. program prepares exemplary education leaders for the P-12, higher education, and nursing environments via a rigorous curriculum delivered within a Christian framework.

#### Program Admission Requirements

- Submit official transcript of a completed Master's degree from an accredited university in an area related to the proposed studies, with a preferred 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.) Applicants will also submit an additional academic writing sample.
- 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 should be earned within five years prior to matriculation into the doctoral program. Credit earned beyond five years prior may be accepted with approval by the Dean or Associate Dean in the College of Education.
- 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. Program Director.

## 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 Saturdays.

## Residency Requirement

The doctoral student may fulfill residence requirements through completion of 27 credit hours.

## Admissions to Candidacy

Students are admitted to candidacy for the Doctor of Education degree and assigned a dissertation committee only after they have successfully passed the research qualifying examination and have completed thirty (30) semester hours of program study. If any part of the examination is failed the examining committee shall recommend reexamination. 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 preferences for committee members and chairpersons to the EdD program director. The faculty then determines the chairs and committee members based in part on student preference, but also on faculty availability/load and also expertise among potential committee members in the candidate's field or methodology. The College of Education maintains a list of potential 1 committee members and chairs, including faculty from across the university as well as community representatives with terminal degrees who may have areas of expertise for supporting candidates. If a conflict arises between a candidate and one or more committee members, the candidate may appeal to the Director of Graduate Programs, who will work with the Dean of the College of Education to address the concern and, if needed, to change the committee makeup.

## 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 cohort LEAD Read requirements, research qualifying exam, and dissertation defense.

## CURRICULUM

### Leadership Core: (18 hours)

EDUC 7301	Advanced Research Foundations: Theory and Literature Analysis	3
EDAD 7302	Professional Ethics and Values	3
EDUC 7303	Diversity and Learning	3
EDAD 7306	Dynamics of Leadership	3
EDAD 7307	Education Law and Policy	3
EDAD 7308	Field-Based Internship	3

### Research: (9 hours)

EDUC 7310	Research I Design and Methods	3
EDUC 7311	Research II Qualitative Design and Methods	3
EDUC 7312	Research III Quantitative Design and Methods	3

### Summer Institutes: (9 hours)

EDAD 7313	State Trends in Educational Leadership	3
EDAD 7314	National Trends in Educational Leadership	3
EDAD 7315	International Trends in Educational Leadership	3

### Dissertation: (6 hours)

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

Students who complete the 54 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).

### **Cognate Studies**

Select from one of the following 3 cognates:

- P-12
- Higher Education
- Nursing

#### **P-12:**

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

EDAD 7316	P-12 Financial Leadership	3
EDAD 7317	Leadership Challenges	3
EDUC 7318	Managing the P-12 Curriculum	3
EDAD 7319	P-12 School Reform	3

#### **Higher Education:**

Cognate Studies: (12 hours)

EDUC 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

## MAYBORN COLLEGE OF HEALTH SCIENCES

### **Dr. Andrew Tiger, Dean**

### **Dr. Colin Wilborn, FNCSA, CSCS\*D, FISSN, Executive Dean**

#### **Purpose**

The Mayborn College of Health Sciences bringing together the Scott & White School of Nursing, the School of Exercise and Sport Science, and the School of Health Professions, which houses the Doctor of Physical Therapy program, Master of Arts in Counseling Program, Master of Science in Occupational Therapy Program and Master of Science in Physician Assistant Program.

The college's focus is to prepare well-trained, distinctive leaders in a Christian learning environment for the health science fields. Students will be guided to exude ethical and moral attributes in professionalism, research, and the promotion of healing, wellness and quality of life. We are committed to mentoring and developing these leaders through the various programs within the Mayborn College of Health Sciences with a focus on upholding the vision and mission of the university. Our students receive a robust education and inter-professional, innovative learning opportunities, as well as the chance to go beyond the classroom with hands-on patient-care, research, service, and study-abroad opportunities.

### **Counseling Programs**

#### **Dr. Harris Ty Leonard, Director**

#### **Vision**

The Master of Arts in 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 Master of Arts in Counseling Program seeks to prepare students from diverse backgrounds and cultural experiences as master's level counselors for the mental health and family counseling 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 professional licensure by the Texas Behavioral Health Executive Council.

#### **Goals**

**Goal 1:** Prepare clinical mental health counselors to meet the needs of an increasingly diverse and changing society.

**Objective 1.** The Master of Arts in Counseling Program seeks to develop counselors firmly grounded in the practice of Multicultural Counseling Competencies with an understanding of the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individuals' views of others. (CACREP Common Core Area 2)

**Objective 2.** The Master of Arts in Counseling Program seeks to develop counselors with a broad knowledge of the internal and external factors that affect clients' human development, functioning, and behavior, and an ability to utilize this knowledge to competently serve clients. (CACREP Common Core Area 3)

**Goal 2:** Prepare qualified clinical mental health counselors who are proficient in written and verbal communications.

**Goal 3:** Prepare professional mental health counselors to practice effectively in collaborative and interdisciplinary environments.

**Objective 3.** The Master of Arts in Counseling Program seeks to develop and train counselors who develop a base to grow a personal model of counseling based in sound theory and practice, and with the ability to assess and addresses crisis, especially suicide (CACREP Common Core Area 5)

**Objective 4.** The Master of Arts in Counseling Program seeks to develop and train counselors in how to develop and provide group counseling based on effective therapeutic factors and characteristics. (CACREP Common Core Area 6)

**Objective 5.** The Master of Arts in Counseling Program seeks to develop counselors who understand concepts

essential to understanding and administering assessments. (CACREP Common Core Area 7)

Objective 6. The Master of Arts in Counseling Program seeks to develop and train counselors who understand statistics and research methods used in counseling research, and how to use that data to more effectively serve clients. (CACREP Common Core Area 8)

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

Objective 7. The Master of Arts in Counseling Program seeks to develop and train counselors who understand the ethics of our professional counseling organizations and credentialing bodies, and they understand how to self-evaluate their own performance in relation to these ethical standards. (CACREP Common Core Area 1)

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, and the Texas State Board of Examiners for Marriage and Family Therapists.

Objective 8. The Master of Arts in Counseling Program seeks to develop and train counseling students who have a holistic understanding of career development and the multifaceted factors that affect the development of self and career. (CACREP Common Core Area 4)

## Tracks of Study

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

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

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

**Academic Specialization in Counseling Track** – 33 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 enhance couples, families, or individuals' relationship quality in a variety of public settings 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 Counseling track and the Marriage, Family and Child Counseling 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 Clinical Mental Health Counseling track and the Marriage Family and Child Counseling track 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 and Techniques
- Group Theories, Dynamics, and Process
- Lifestyle and Career Development
- Multicultural Counseling
- Assessment, Appraisal, and Diagnosis
- Research and Evaluation
- Professional Orientation and Ethics

In addition, a sequence of specialized courses is offered within each track of study 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 Academic Specialization in Counseling track 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 Executive Dean of the Mayborn College of Health Sciences.

## Program 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 Counseling Faculty.

- A signed student agreement form (which includes a background check requirement clause).
- Submitted transcripts from all attended higher educational institutions.

### **Clinical Mental Health Counseling Track & Marriage, Family and Child Counseling Track**

To enter either of these 60 credit tracks of study 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 program admission 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.
- 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.
- Students who are enrolled in either CNSL 6397 Internship I or CNSL 6398 Internship II during the last two semesters of the Clinical Mental Health Counseling or the Marriage Family and Child Counseling tracks of study may be considered full-time students when enrolled in the courses. Both the Clinical Mental Health Counseling and the Marriage Family and Child Counseling tracks of study require 300 hours of clinical service per semester, which make these classes time intensive. The designated courses in students' degree plan for the Fall and Spring semesters would range between 3 and 6 credit hours.

### **Student Evaluation and Degree Requirements**

To obtain the Master of Arts degree in Counseling, 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 minimum cumulative grade point average (GPA) of 3.00, 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 program dismissal.

The Master of Arts in Counseling Program's two clinical tracks are both academic and experiential. Therefore, students must demonstrate more than cognitive abilities. Faculty will evaluate students utilizing domains associated with the Counselor Competencies Scales (CCS) and Candidacy Evaluations. Professional Performance Evaluation (PPE) will be used by the faculty to support students' professional and academic growth and to evaluate and determine students' ability to progress in the program.

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 the Clinical Mental Health Counseling track and the Marriage Family and Child Counseling track. . 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 in Counseling 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 Master of Arts in Counseling Program. If a student fails the comprehensive exam, the student must take an oral exam and will receive recommendations for remediation in order to prepare themselves for the respective national exam required for state licensure.

### **Master of Arts (M.A.)**

#### **MASTER OF ARTS (M.A.) - CLINICAL MENTAL HEALTH COUNSELING PROGRAM**

#### **Dr. Sydney Novoa, 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 track is currently accredited under the 2016 standards.

### **Mission**

The mission of the Clinical Mental Health Counseling track 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 educational 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. The Master of Arts Degree with Clinical Mental Health Counseling emphasis requires a minimum of 60 semester hours of academic preparation over a two-year and a half year period. The degree includes a required core curriculum of 51 academic hours and 9 hours of clinical experience, which meets the education eligibility criteria of the licensing exam for Texas Licensed Professional Counselor and National Board of Certified Counselor.

### **CMHC Goals**

Goal 1: Prepare clinical mental health counselors to meet the needs of an increasingly diverse and changing society.

Objective 1. The Master of Arts in Counseling Program seeks to develop counselors firmly grounded in the practice of Multicultural Counseling Competencies with an understanding of the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individuals' views of others. (CACREP Common Core Area 2)

Objective 2. The Master of Arts in Counseling Program seeks to develop counselors with a broad knowledge of the internal and external factors that affect clients' human development, functioning, and behavior, and an ability to utilize this knowledge to competently serve clients. (CACREP Common Core Area 3)

Goal 2: Prepare qualified clinical mental health counselors who are proficient in written and verbal communications.

Goal 3: Prepare professional mental health counselors to practice effectively in collaborative and interdisciplinary environments.

Objective 3. The Master of Arts in Counseling Program seeks to develop and train counselors who develop a base to grow a personal model of counseling based in sound theory and practice, and with the ability to assess and addresses crises, especially suicide (CACREP Common Core Area 5)

Objective 4. The Master of Arts in Counseling Program seeks to develop and train counselors in how to develop and provide group counseling based on effective therapeutic factors and characteristics. (CACREP Common Core Area 6)

**Objective 5.** The Master of Arts in Counseling Program seeks to develop counselors who understand concepts essential to understanding and administering assessments. (CACREP Common Core Area 7)

**Objective 6.** The Master of Arts in Counseling Program seeks to develop and train counselors who understand statistics and research methods used in counseling research, and how to use that data to more effectively serve clients. (CACREP Common Core Area 8)

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

**Objective 7.** The Master of Arts in Counseling Program seeks to develop and train counselors who understand the ethics of our professional counseling organizations and credentialing bodies, and they understand how to self-evaluate their own performance in relation to these ethical standards. (CACREP Common Core Area 1)

**Goal 5:** Provide Clinical Mental Health track students with the academic and practical experiences that satisfy the program accreditation standards set forth by the Council for the Accreditation of Counseling and Related Education Programs (CACREP) and satisfy the licensure requirements of the Texas State Board of Examiners of Professional Counselors.

**Objective 8.** The Master of Arts in Counseling Program seeks to develop and train counseling students who have a holistic understanding of career development and the multifaceted factors that affect the development of self and career. (CACREP Common Core Area 4)

**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 60 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	Counseling Assessment for Individuals & Families	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	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 6352	Advanced Group Therapy	3
CNSL 6353	Consultation, Prevention, & Supervision	3
CNSL 6354	Human Sexuality	3
CNSL 6391	Seminar	3
CNSL 6392	Working with Family Issues	3
CNSL 6393	Advanced Marriage and Family Techniques	3

### Practicum and Internship (9 hours)

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

**Comprehensive Examination (0 hours)**

CNSL 6090	Comprehensive Examination	0
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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 Coordinator of the Clinical Mental Health 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 February 28, 2019 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
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**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	Counseling Assessment for Individuals & Families	3
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**Counseling Theory**

CNSL 6320	Theories of Counseling	3
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**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
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**Research**

CNSL 6345	Research and Statistical Methods	3
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**Lifestyle and Career Development**

CNSL 6302	Career Development and Information Sources	3
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**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	Issues in Clinical Mental Health Counseling	3

**Elective (3 credits from any of the following)**

CNSL 6304	Couples Counseling	3
CNSL 6306	Counseling Children & Adolescents	3
CNSL 6352	Advanced Group Therapy	3
CNSL 6354	Human Sexuality	3
CNSL 6391	Seminar	3
CNSL 6392	Working with Family Issues	3
CNSL 6393	Advanced Marriage and Family Techniques	3

**Practicum and Internship**

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

\*NOTE: In addition to completing all degree requirements, students who want to become a **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. More information on LPC and NBCC can be found at Clinical Mental Health Counseling Program (p. 67).

## **MASTER OF ARTS (M.A.) - 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 2016 standards.

**Mission**

The mission of the Marriage, Family, and Child Counseling track (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 counseling. The Counselor Program 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 the Marriage and Family Therapy licensing exam.

### MFCC Goals

Goal 1: Prepare clinical mental health counselors to meet the needs of an increasingly diverse and changing society.

Objective 1. The Masters of Arts in Counseling Program seeks to develop counselors firmly grounded in the practice of Multicultural Counseling Competencies with an understanding of the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individuals' views of others. (CACREP Common Core Area 2)

Objective 2. The Masters of Arts in Counseling Program seeks to develop counselors with a broad knowledge of the internal and external factors that affect clients' human development, functioning, and behavior, and an ability to utilize this knowledge to competently serve clients. (CACREP Common Core Area 3)

Goal 2: Prepare qualified clinical mental health counselors who are proficient in written and verbal communications.

Goal 3: Prepare professional mental health counselors to practice effectively in collaborative and interdisciplinary environments.

Objective 3. The Masters of Arts in Counseling Program seeks to develop and train counselors who develop a base to grow a personal model of counseling based in sound theory and practice, and with the ability to assess and addresses crises, especially suicide (CACREP Common Core Area 5)

Objective 4. The Masters of Arts in Counseling Program seeks to develop and train counselors in how to develop and provide group counseling based on effective therapeutic factors and characteristics. (CACREP Common Core Area 6)

Objective 5. The Masters of Arts in Counseling Program seeks to develop counselors who understand concepts essential to understanding and administering assessments. (CACREP Common Core Area 7)

Objective 6. The Masters of Arts in Counseling Program seeks to develop and train counselors who understand statistics and research methods used in counseling research, and how to use that data to more effectively serve clients. (CACREP Common Core Area 8)

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

Objective 7. The Masters of Arts in Counseling Program seeks to develop and train counselors who understand the ethics of our professional counseling organizations and credentialing bodies, and they understand how to self-evaluate their own performance in relation to these ethical standards. (CACREP Common Core Area 1)

Goal 5: Provide Clinical Mental Health track students with the academic and practical experiences that satisfy the program accreditation standards set forth by the Council for the Accreditation of Counseling and Related Education Programs (CACREP) and satisfy the licensure requirements of the Texas State of Examiners of Professional Counselors.

Objective 8. The Masters of Arts in Counseling Program seeks to develop and train counseling students who have a holistic understanding of career development and the multifaceted factors that affect the development of self and career. (CACREP Common Core Area 4)

### 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	Counseling Assessment for Individuals & Families	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 6304	Couples Counseling	3
CNSL 6306	Counseling Children & Adolescents	3
CNSL 6392	Working with Family Issues	3
CNSL 6393	Advanced Marriage and Family Techniques	3

#### Elective (3 credits from any 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	Issues in Clinical Mental Health Counseling	3
CNSL 6391	Seminar	3

**Practicum and Internship (9 hours)**

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

**Comprehensive Examination (0 hours)**

MFCC 6090	Comprehensive Exam	0
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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 Coordinator of the Marriage, Family & Child Counseling Track.

**MARRIAGE, FAMILY, AND CHILD COUNSELING**

*This section identifies how the UMHB Marriage, Family & Child Counseling track 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 March 7, 2019 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**

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**

CNSL 6302	Career Development and Information Sources	3
CNSL 6304	Couples Counseling	3
CNSL 6306	Counseling Children & Adolescents	3
CNSL 6312	Group Processes	3
CNSL 6316	Applied Counseling Techniques in Individual & Family Counseling	3
CNSL 6326	Counseling Assessment for Individuals & Families	3
CNSL 6392	Working with Family Issues	3
CNSL 6393	Advanced Marriage and Family Techniques	3

**Human Development, Gender, Multicultural Issues and Family Studies**

CNSL 6310	Lifespan Development Seminar	3
CNSL 6351	Diversity Issues	3

**Psychopathology**

CNSL 6315	Abnormal Human Behavior	3
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**Professional Ethics**

CNSL 6308	Professional Orientation & Ethics	3
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**Applied Professional Research**

CNSL 6345	Research and Statistical Methods	3
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**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	Issues in Clinical Mental Health Counseling	3
CNSL 6391	Seminar	3

**Practicum and 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 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.

**MASTER OF ARTS (M.A.) - ACADEMIC SPECIALIZATION IN COUNSELING****Dr. Harris Ty Leonard, Program Coordinator  
Mission**

The Academic Specialization in Counseling is designed for students who desire an advanced degree to pursue further academic study or to enhance professional development.

**Goal**

The goal of the Academic Specialization in Counseling track is to give students who wish 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 meet the educational qualifications for state or national professional licensure or certification in counseling.

## COURSE REQUIREMENTS 33 CREDITS

### Core Courses (30 credits)

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 6320	Theories of Counseling	3
CNSL 6326	Counseling Assessment for Individuals & Families	3
CNSL 6345	Research and Statistical Methods	3
CNSL 6351	Diversity Issues	3
CNSL 6392	Working with Family Issues	3

### Electives (3 hours)

CNSL 6302	Career Development and Information Sources	3
CNSL 6304	Couples Counseling	3
CNSL 6305	Addictions Counseling and Psychopharmacology	3
CNSL 6306	Counseling Children & Adolescents	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 6391	Seminar	3
CNSL 6394	Pre-Practicum	3

### Comprehensive Examination (0 hours)

CNSL 6090	Comprehensive Examination	0
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The Academic Specialization in Comprehensive Examination consists of an oral presentation to a selected group of faculty members. The policies and procedures for the administration and scoring of the comprehensive examination for each specialization are available through the Director of the Master of Arts in Counseling Program.

## CLINICAL INSTRUCTION PROGRAM

### Dr. Sydney Novoa, 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 part-time clinical adjunct faculty who also provide clinical supervision to students in the CLC. 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.

## EXSS Programs

### MASTER OF SCIENCE (M.S.) - SPORT ADMINISTRATION ONLINE PROGRAM

Dr. Lester Sombito, Program Director

The Master of Science in Sport Administration is a completely online program designed to enhance leadership ability and develop administrative skills for students seeking a career in a variety of sport industry-related opportunities. The versatile online format allows students to work full-time while earning a graduate degree. The accelerated nature of this program provides an option for completion in as few as 12 months.

## CURRICULUM

### Course List

EXSS 6325	Sport Law	3
EXSS 6327	Athletic Administration	3
EXSS 6335	Marketing in Sport	3
EXSS 6337	Facilities Management	3
EXSS 6340	Management and Leadership	3
EXSS 6343	Human Resource Management	3
EXSS 6347	Organizational Behavior	3
EXSS 6350	Readings, Issues, Trends, Problems in EXSS	3
EXSS 6352	Research Methods in Sport Administration	3
EXSS 6397	Professional Career Development Portfolio (Capstone)	3

Program Admissions Requirements

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

## MASTER OF SCIENCE (M.S.) - EXERCISE PHYSIOLOGY PROGRAM

### Dr. Simone Provenzano, Program Director

#### Purpose of the Program

The Master of Science in Exercise Physiology program prepares students from diverse backgrounds for many different careers. The faculty seek to prepare students who wish to continue their pursuit of higher education for future success in exercise science related careers, through doctoral programs, and/or professional certification programs. Students are prepared for careers as Exercise Physiologists in clinical settings, in performance or strength and conditioning, and in the growing field of corporate fitness and wellness. Students will complete 21 hours core coursework and choose 9 hours of director approved electives to complete the 30 hour program.

#### CURRICULUM

##### Exercise Physiology - Required Courses

EXSS 6320	Advanced Performance Nutrition	3
EXSS 6350	Readings, Issues, Trends, Problems in EXSS	3
EXSS 6351	Principles & Techniques Strength Training and Conditioning	3
EXSS 6353	Research Methods	3
EXSS 6370	Sport Psychology	3
EXSS 6378	Adv Neuromuscular Ex Phys	3
EXSS 6382	Adv Cardiovascular Ex. Physiology	3

##### Exercise Physiology - Elective Courses

Students will also have to complete 9 hours of program director approved electives:

EXSS 6192-6692	Thesis in Exercise Physiology	1-6
EXSS 6395	Internship	3
EXSS 6340	Management and Leadership	3
EXSS 6367	Exercise for Disease Prevention and Management	3
EXSS 6397	Professional Career Development Portfolio (Capstone)	3

#### Program Admission Requirements

1. Bachelor's degree in Exercise Science or related field and/or must include the following courses:
  - a. 3 hours—Exercise Physiology
  - b. 4 hours—Anatomy and Physiology I
2. 3.0 GPA

3. Interview with Program Director

#### Nursing Programs

The Graduate Program in the Scott & White School of Nursing supports the missions of the School 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.

#### Mission

The mission of the graduate program of the Scott & White School of Nursing is to prepare excellent nurse educators, leaders, and practitioners by providing specialty practice with an expanded theoretical and empirical knowledge base. The Scott & White School of Nursing strives to prepare nurses who use Christian values and professional principles.

The Graduate Program in the Scott & White School of Nursing supports the missions of the Scott & White School of Nursing, The Mayborn College of Health Science, and the University of Mary Hardin-Baylor through innovative teaching methods and the integration of practical experiences in both clinical and classroom teaching.

#### Graduate Nursing 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.

#### The Master of Science in Nursing (MSN) Program

##### Danisha Bucher, Program Director

**Major Area of Study for MSN (track)**

- Nurse Educator
- Family Nurse Practitioner

FNP track graduate, and post-master's certificate completers will have completed a minimum of 600 clinical hours and will be eligible to take the national certification exam for FNP, offered by American Nurses Credentialing Corporation (ANCC), or the American Association of Nurse Practitioners Certification Board (AANPCB)

**Master of Science in Nursing****MSN-Ed:****Program Admissions Requirements**

- 3.0 GPA requirement is preferred, but the process is holistic and will take into consideration 2.75 – 2.99 with additional interview and letters of reference
- No GRE
- Unencumbered RN license from state where student resides and where clinical hours will be done
- No expiration on coursework taken in the past
- No expiration on statistics if an admission requirement
- No essay, letters of recommendation, or interviews required
- Minimal work experience required prior to admission or prior to clinical experience

**MSN-FNP****Program Admissions Requirements**

- 3.0 GPA requirement is preferred, but the process is holistic and will take into consideration 2.75 – 2.99 with additional interview and letters of reference
- No GRE
- Unencumbered RN license from state where student resides and where clinical hours will be done
- No expiration on coursework taken in the past
- No expiration on statistics if an admission requirement
- No essay, letters of recommendation, or interviews required
- 2 Years of nursing employment experience in a clinical setting is required

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

Laurel Pilkington, Program Director

**Program Admission Requirements**

Prospective students must possess:

- An active and unencumbered RN license
- Baccalaureate degree in nursing from an accredited institution
- Graduate degree in nursing from an accredited institution with an overall GPA of 3.0
- Students with a graduate degree in a healthcare related field and a baccalaureate degree in nursing may be considered.

**DNP Student Learning Outcomes**

- Interpret complex healthcare system data in order to collaborate with interprofessional teams to translate evidence-based solutions that align with higher quality, lower cost, and patient and staff satisfaction, all within diverse populations.
- Distinguish executive level leadership competencies in diverse healthcare environments.
- Design evidence-based solutions for complex healthcare system needs to improve healthcare outcomes, aligning with higher quality, lower cost, and patient and staff satisfaction, all within diverse populations.
- Value lifelong learning and professional scholarship
- Demonstrates service through involvement in leadership roles in professional and community organizations.
- Defend faith-informed discernment, moral courage, and ethical decision making while working in complex healthcare environments.

**Graduation requirements:**

A minimum GPA of 3.0 for all courses. Completion of the program within 5 years of the starting date.

**DEGREE REQUIREMENTS****Didactic Courses**

NURS 7310	DNP Role Transition	3
NURS 7313	Healthcare Policy, Leadership, and Ethics	3
NURS 7305	Population Health and Public Policy	3
NURS 7323	Healthcare Operations and Financial Systems	3
NURS 7345	Healthcare Informatics and Technology	3
NURS 7325	Healthcare System and Organizational Leadership	3

NURS 7340	Quality Improvement and Patient Safety	3
NURS 7320	Statistical Analysis and Evaluation Methods	3
NURS 7355	Translational Research: Applying Evidence-Based Practice	3

#### Practicum Courses

NURS 7251	Practicum I: Plan	2
NURS 7252	Practicum II: Implement	2
NURS 7253	Practicum III: Evaluate	2
NURS 7254	Practicum IV: Defend	2
NURS 7161	Scholarly Project I: Plan	1
NURS 7162	Scholarly Project II: Implement	1
NURS 7163	Scholarly Project III: Evaluate	1
NURS 7164	Scholarly Project IV: Defend	1

### MASTER OF SCIENCE IN NURSING ONLINE PROGRAMS (M.S.N.)

#### DEGREE REQUIREMENTS

To graduate, the student must meet the following requirements:

- Maintain a grade point average of 3.0 or higher 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

##### MSN Core Courses (24 hours)

NURS 6312	Theoretical Perspectives	3
NURS 6321	Nursing Research	3
NURS 6341	Health Care Policy, Delivery Systems and Financing	3
NURS 6336	Epidemiology & Population Health Research	3
NURS 6338	Advanced Pathophysiology	3
NURS 6337	Advanced Pharmacology	3
NURS 6327	Advanced Health Assessment	3
NURS 6310	Advanced Practice Registered Nurse Roles & Business Principles	3

##### Nurse Educator Track

NURS 6331	Curriculum Development	3
NURS 6332	Teaching Strategies	3
NURS 6342	Assessment and Evaluation in Nursing Education	3
NURS 6317	Nursing Education Practicum	3

##### Family Nurse Practitioner Track

NURS 6339	Diagnostic Reasoning	3
NURS 6360	Pediatric Health & Practicum	3

NURS 6361	Reproductive Health & Practicum	3
NURS 6362	Family Health & Practicum I	3
NURS 6363	Family Health & Practicum II	3
NURS 6364	Family Health & Practicum III	3
NURS 6365	Family Health Immersion	3

#### Adult Gerontology Acute Care Nurse Practitioner

##### Track

NURS 6305	Advanced Nursing Care for the Acutely III Adult I	3
NURS 6306	Advanced Nursing Care for the Acutely Ill Adult I Practicum	3
NURS 6307	Advanced Nursing Care of the Acutely Ill Adult Practicum II	3
NURS 6308	Advanced Nursing Care of the Acutely Ill Adult II	3
NURS 6318	Immersion I	3
NURS 6319	Immersion II	3

#### Public Health Programs

### GRADUATE CERTIFICATE IN PUBLIC HEALTH

Working professionals have the opportunity to advance their education in public health with the convenient online Graduate Certificate in Public Health. The certificate is comprised of 12 graduate credit hours. These courses align with the core public health responsibilities and professional competencies. The certificate allows for either a fall or spring entry point with each course being eight weeks in duration making the certificate easily completed within one year. Upon completion of the certificate, students earning a 'B' or better in each course and admitted to the MPH program may apply all 12 credit hours to the degree. Three courses are required allowing the remaining elective course to be selected based on student interest and professional goal alignment.

### GRADUATE CERTIFICATE IN PUBLIC HEALTH

##### Course Offerings (12 credit hours)

##### Required Courses

MPHE 6310	Foundations of Public Health & Health Promotion	3
MPHE 6315	Measurement and Evaluation in Health	3
MPHE 6320	Assessment and Program Planning in Health Promotion	3

##### Elective Options- Choose One

MPHE 6325	Health Systems, Organization, and Policy	3
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MPHE 6330	Applied Epidemiology	3
MPHE 6345	Population Health	3
MPHE 6353	Research Methods	3
MPHE 6360	Biostatistics	3
MPHE 6365	Global Infectious Disease	3

## MASTER OF PUBLIC HEALTH (MPH) WITH HEALTH PROMOTION CONCENTRATION

### ONLINE PROGRAM

#### Purpose of the Program

The Master of Public Health in Health Promotion degree is designed to accommodate graduate students who are seeking an advanced-level public health degree. All graduate public health courses will be offered in an online format. Coursework will include advanced topics specific to the public health field in epidemiology, biostatistics, research methods, population health, health behavior theories, program planning and evaluation, health policy, leadership, as well as a capstone and an internship in public health during the final semester of coursework. Students will have the option to take an elective course in specific topical areas related to public health and health promotion specialization areas. Student will have the required coursework to sit for the Certified Health Education Specialist (CHES®) examination. Students will complete a total of 42 hours for the MPH degree.

#### Program Admissions Requirements

- 3.0 GPA requirement is preferred, but the process is holistic and will take into consideration 2.75 – 2.99 with additional interview and letters of reference
- No GRE
- No expiration on coursework taken in the past
- No essay or letters of recommendation or interviews

### CURRICULUM

#### Public Health with Health Promotion Concentration

MPHE 6310	Foundations of Public Health & Health Promotion	3
MPHE 6320	Assessment and Program Planning in Health Promotion	3
MPHE 6360	Biostatistics	3
MPHE 6315	Measurement and Evaluation in Health	3
MPHE 6330	Applied Epidemiology	3
MPHE 6325	Health Systems, Organization, and Policy	3
	Graduate Level Elective	3
MPHE 6340	Leadership Skills for Interprofessional Practice	3

MPHE 6345	Population Health	3
MPHE 6353	Research Methods	3
MPHE 6350	Readings, Issues, Trends, Problems	3
MPHE 6375	Advanced Theory in Health Behavior	3
MPHE 6385	Internship in Public Health	3
MPHE 6295	Capstone in Public Health	2
MPHE 6191	Seminar in Public Health	1

## BACHELOR OF SCIENCE IN PUBLIC HEALTH TO MASTER OF PUBLIC HEALTH

The BSPH-MPH combination degree with a Health Promotion concentration is an accelerated degree plan designed to accommodate undergraduate students who are seeking an advanced-level public health degree. All undergraduate public health courses will be offered in a face-to-face format, and all graduate public health courses will be offered in an online format. Undergraduate coursework will include topics specific to the public health and health promotion fields in foundations of health education and health promotion, community and public health, health behavior theories, personal health, and human disease. Graduate coursework will include advanced topics specific to the public health field in epidemiology, biostatistics, research methods, population health, health behavior theories, program planning and evaluation, health policy, leadership, as well as a capstone and internship in public health during the final semester of coursework. Students will have the option to take a graduate elective course in specific topical areas related to public health and health promotion specialization areas. Students will have the required coursework to sit for the Certified Health Education Specialist (CHES®) examination.

Students are required to declare the BSPH-MPH combination degree major with a Health Promotion concentration by the completion of their first year of coursework.

Undergraduate students in the BSPH program can apply for the BSPH-MPH combination degree after the fall semester of their junior year.

#### Program Admission Requirements

Applicants must be BSPH majors and have a GPA of 3.2 or higher in the major prior to applying for the program. The applicants must obtain approval of the undergraduate BSPH advisor and Public Health Program director. Applicants to the BSPH-MPH program are not required to take the GRE for admission into the BSPH-MPH combination degree program. The BSPH degree will be awarded with the MPH upon completion of all requirements. Students who decide to withdraw or do not

maintain the required GPA will be allowed to finish the remaining BSPH, but will have admission to the graduate MPH degree program cancelled. These students will not be allowed to re-enter the combination degree program at a later date.

150 MINIMUM HOURS  
36 UPPER LEVEL HOURS  
31 HOURS AT UMHB

## DEGREE REQUIREMENTS

### Academic Core –40 hours

see Bachelor of Science in Public Health Academic Core.

### Major Required Courses – 66 hours

12 hours (*6 upper level*) at UMHB

12 hours minimum upper level

BSPH 2335	Foundations of Health Sciences	3
BSPH 2350	Principles of Health Education and Promotion	3
BSPH 2352	Personal Health and Fitness	3
BSPH 3315	Community and Public Health	3
BSPH 4392	Tests and Measurements in EXSS	3
BSPH 4310	Theories in Health Behavior	3
BSPH 4360	Pathophysiology of Chronic Disease	3
BSPH 4344	Leadership in Health Science	3
MPHE 6310	Foundations of Public Health & Health Promotion	3
MPHE 6353	Research Methods	3
MPHE 6330	Applied Epidemiology	3
MPHE 6325	Health Systems, Organization, and Policy	3
MPHE 6320	Assessment and Program Planning in Health Promotion	3
MPHE 6340	Management & Leadership	3
MPHE 6345	Population Health	3
MPHE 6350	Readings, Issues, Trends, Problems	3
MPHE 6375	Advanced Theory in Health Behavior	3
MPHE 6360	Biostatistics	3
MPHE 6315	Measurement and Evaluation in Health Promotion	3
MPHE 6385	Internship in Public Health	3
MPHE 6295	Capstone in Public Health	2
MPHE 6191	Seminar in Public Health	1
	3 hr. Graduate Level Elective	3

Grades of "C" or better required in all courses in the Public Health major.

### Health Promotion Concentration

MATH 2303	Statistics	3
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SOCI 3325	Human Diversity	3
BIOL 2340	Human Anatomy & Physiology I	3
BIOL 2140	Human Anatomy & Physiology I Lab	1
BIOL 2380	Microbiology	3
BIOL 2180	Microbiology Lab	1
SOCI 1311	Introduction to Sociology	3
PSYC 2311	Developmental Psychology	3

### General Electives - to reach 150 hours

Recommended support courses:

EXSS 2355, EXSS 3310, EXSS 3354, EXSS 3376, EXSS 3378, EXSS 3395, EXSS 4395

Recommended Graduate Level Elective:

MPHE 6355, MPHE 6365, or other approved course by Program Director and Academic Advisor.

## BSPH TO MPH COURSES OF STUDY BY TERM

### Freshman Fall

ENGL 1321	Rhetoric & Composition I	3
CSBS 1311	Engaging the Old Testament	3
COMM 1320	Public Speaking	3
MATH 1306	College Algebra	3
	Fine Arts	3
UMHB 1002	Chapel	0
UMHB 1101	First Year Seminar	1
UMHB 1005	Fine Arts Experience	0

### Freshman Spring

BSPH 2335	Foundations of Health Sciences	3
ENGL 1322	Rhetoric & Composition II	3
CSBS 1312	Engaging the New Testament	3
BIOL 2340	Human Anatomy & Physiology I	3
BIOL 2140	Human Anatomy & Physiology I Lab	1
SOCI 1311	Introduction to Sociology	3
UMHB 1002	Chapel	0
UMHB 1005	Fine Arts Experience	0

### Sophomore Fall

BSPH 2350	Principles of Health Education and Promotion	3
BIOL 2341	Human Anatomy & Physiology II	3
BIOL 2141	Human Anatomy & Physiology II Lab	1

MATH 2303	Statistics	3
PSYC 1301	General Psychology	3
	US History or Political Science	3
UMHB 1002	Chapel	0
UMHB 1005	Fine Arts Experience	0

**Sophomore Spring**

ENGL	Literature	3
SOCI 3325	Human Diversity	3
PSYC 2311	Developmental Psychology	3
BSPH 2352	Personal Health and Fitness	3
UMHB 1002	Chapel	0
UMHB 1005	Fine Arts Experience	0

**Junior Fall**

ENGL	Literature	3
	World Cultures	3
BIOL 2380	Microbiology	3
BIOL 2180	Microbiology Lab	1
BSPH 3315	Community and Public Health	3
BSPH 4310	Theories in Health Behavior	3
UMHB 1005	Fine Arts Experience	0

**Junior Spring**

EXAC	Activity Course	1
BSPH 4344	Leadership in Health Science	3
BSPH 4392	Tests and Measurements in EXSS	3
	Elective	3
	Recommended Elective	3
	Recommended Elective	3
UMHB 1005	Fine Arts Experience	0

**Senior Fall**

BSPH 4360	Pathophysiology of Chronic Disease	3
EXAC	Activity Course	1
MPHE 6310	Foundations of Public Health & Health Promotion	3
	Elective	3
	Elective	3
	Recommended Elective	3
UMHB 1005	Fine Arts Experience	0

**Senior Spring**

MPHE 6353	Research Methods	3
MPHE 6330	Applied Epidemiology	3
MPHE 6325	Health Systems, Organization, and Policy	3

MPHE 6320	Assessment and Program Planning in Health Promotion	3
UMHB 1005	Fine Arts Experience	0

**Year 5 Summer**

MPHE 6340	Management & Leadership	3
MPHE 6345	Population Health	3
MPHE 6350	Readings, Issues, Trends, Problems	3

**Year 5 Fall**

MPHE 6375	Advanced Theory in Health Behavior	3
	Graduate Level Elective	3
MPHE 6360	Biostatistics	3
MPHE 6315	Measurement and Evaluation in Health Promotion	3

**Year 5 Spring**

MPHE 6385	Internship in Public Health	3
MPHE 6295	Capstone in Public Health	2
MPHE 6191	Seminar in Public Health	1

**Master of Science in Physician Assistant Program****Mission**

The University of Mary Hardin-Baylor Master of Science in Physician Assistant Program's mission is to recruit and prepare graduate students to become competent, compassionate, service-driven physician assistant leaders who deliver evidence-based medical care to meet healthcare needs.

*Program education occurs in a Christian environment guided by faculty who teach and mentor with integrity, sensitivity, and a commitment to excellence.*

**Vision**

The vision of the University of Mary Hardin-Baylor Master of Science in Physician Assistant program is to be a regionally and nationally recognized medical education program, with a reputation for developing highly sought after physician assistants who are dedicated to the delivery of compassionate evidence-based healthcare, professional leadership, and community service.

**UMHB MSPA Program Goals**

**Goal 1:** Recruit and admit diverse qualified graduate students committed to the PA profession

**Goal 2:** Provide a competency-driven, practice-based training experience that prepares students for entry into clinical practice

**Goal 3:** Deliver quality clinical instruction that provides experiences in a variety of patient care settings.

Goal 4: Encourage professional involvement, leadership, and service

Goal 5: Graduate competent medical practitioners who are in high demand for careers as Physician Assistants

Goal 6: Create a supportive environment for faculty and staff that promotes continued educational development, ingenuity, scholarship, and collaboration.

### **Physician Assistant Program Curriculum**

The UMHB MSPA program consists of 28 months of graduate curriculum resulting in a Master of Science in Physician Assistant degree. It is comprised of pre-clinical and clinical educational experiences. The pre-clinical phase is 12 months in duration consisting of courses that prepare graduate students for the clinical training. The clinical phase is 16 months in duration and is comprised of rotations in Pediatrics, Obstetrics & Gynecology, Surgery, Emergency Medicine, Internal Medicine, Behavioral and Mental Health, Family Medicine, and elective rotations. The last month of the clinical phase is devoted to preparing students for graduation and the Physician Assistant National Certifying Exam (PANCE). Students will demonstrate their acquired medical research knowledge through a capstone research project and poster delivered prior to graduation.

The total academic credit awarded by the MSPA program is 120 credit hours.

### **Program Admission Requirements**

#### **Entrance Prerequisite Courses**

Required Courses	Credit Hours
Human, Human Comparative, or Vertebrate Anatomy with a Lab <b>and</b>	4
Human Physiology with a Lab <b>or</b>	3-4
Human Anatomy and Physiology with a Lab	8
Microbiology with a Lab	4
Genetics	3
General Chemistry with a Lab	8
Organic Chemistry 1 with a Lab	4
Statistics/Biostatistics	3
General, Abnormal, or Developmental Psychology	3

Application for admission to the UMHB MSPA program will be available through the Central Application Service for Physician Assistants (CASPA) starting in April and closing on August 1 each year. Applications must be verified by 11:59 PM ET on the deadline date. Interviews

with rolling admissions will start in June each year. Admission to the UMHB MSPA program is extremely competitive. The following list includes the minimum requirements, however meeting minimum requirements does not guarantee applicants an interview nor admission to the program with one exception – all UMHB undergraduate or graduate students who meet these requirements will be offered a one-time interview invitation. If the applicant interviews in a future admission cycle, they are not guaranteed an interview. Applications will be evaluated at the time of submission. With the exception of required prerequisites, the program will not evaluate items added after the submission date.

#### **Below are the required academic standards/prior education experience and documents for a completed UMHB MSPA application:**

- Completion of a bachelor's degree from a U.S. regionally accredited college or university or the equivalent academic accomplishments, approved by the World Education Service (WES) Credential Evaluation
- An overall GPA of 3.0 on a 4.0 scale as calculated by CASPA
- A last 60 hours GPA of 3.0 on a 4.0 scale as calculated by CASPA
- A science GPA of 3.0 on a 4.0 scale as calculated by CASPA (This GPA includes all college science courses taken at regionally accredited institutions.)
- Overall prerequisite GPA of 3.0 on a 4.0 scale as calculated by CASPA. All prerequisite courses must be completed by August 31 during the year prior to matriculation
- Original transcripts submitted to CASPA
- Three professional letters of recommendation (Overall reference scores are used with average scores of 4 or 5 preferred)
  - Recommendation letters can be from professors, medical professionals, employers, ministers, or area leaders. These letters should reflect your desire and commitment to becoming a physician assistant, as well as notable accomplishments
- Demonstration of Experiences on the CASPA (Visit the CASPA Help Center to determine how to choose the category that best fits the experience)
  - Healthcare-related experience (increased points based on number of hours)
  - Points are awarded once applicants reach 250 hours and then subsequently increase at the 500, 1000, and 1500 hour thresholds. Applicants with 0-250 hours are still eligible for admission.

- Our program evaluates all healthcare-related experience hours as a whole rather than stratifying the hours into separate categories such as patient care experience, healthcare experience, and shadowing hours. We recommend following CASPA's guidelines when categorizing these, but the program will evaluate these experiences together once an application is received.
- Virtual shadowing hours will be accepted.
- Community service (increased points based on number of hours)
  - Points are awarded once applicants reach 100 hours and then subsequently increase at the 200, 300, and 400 hour thresholds. Applicants with 0-100 hours are still eligible for admission.
- Leadership experiences (increased points based on number of experiences)
- Three professional letters of recommendation
- Demonstration of Experiences on the CASPA
- Healthcare-related experience
- Our program evaluates all healthcare-related experience hours as a whole rather than stratifying the hours into separate categories such as patient care experience, healthcare experience, and shadowing hours. We recommend following CASPA's guidelines when categorizing these, but the program will evaluate these together once an application is received.
- Virtual Shadowing hours will be accepted.
- Volunteer experiences
- Leadership experiences
- The Graduate Record Exam (GRE), PA-CAT, and CASPer assessments are NOT required nor considered for UMHB MSPA program applicants.
- While clinical shadowing experience with a physician assistant and a physician is highly recommended, the UMHB MSPA program does NOT require a set number of shadowing or clinical medical experience hours for admission.

#### **Additional Requirements for International Applicants or Domestic Applicants Who Attended Foreign Universities**

- Transcript Evaluation by World Education Services (WES), submitted through CASPA
- Official iBT TOEFL scores submitted to CASPA, with a minimum total score of 100 AND at least 25 in each section (reading, listening, speaking, and writing). TOEFL scores are only valid for two years.

- Applicants who have obtained US citizenship or have a bachelor's degree from a U.S. regionally accredited institution are exempt from the TOEFL requirement.
- Immigration documents, including a copy of a valid passport submitted to [www.umhb.edu/graddocs](http://www.umhb.edu/graddocs)
- If offered admission, further documents may be requested by the UMHB International Student Services Office
- All prerequisite courses must be taken at a U.S. regionally accredited college or university and completed by August 31 during the year prior to matriculation

#### **Disclosure of Admission and Enrollment Practices**

- The UMHB MSPA program will grant a one-time interview to all applicants who are current full-time students or graduates of UMHB who meet the minimum requirements for admission. If the applicant interviews in a future admission cycle, they are not guaranteed an interview. An interview does not guarantee admission into the program.
- Falsification of any application materials will be grounds for denial of admission to or expulsion from the MSPA program.

### **MASTER OF SCIENCE IN PHYSICIAN ASSISTANT PROGRAM**

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#### **DEGREE REQUIREMENTS**

##### **Spring I**

PAMS 6111	Clinical Reasoning I	1
PAMS 6210	Pharmacotherapeutics I	2
PAMS 6220	Human Physiology I	2
PAMS 6320	Human Anatomy I	3
PAMS 6325	Patient Assessment and Counseling I	3
PAMS 6640	Clinical Disease & Prevention I	6
PAMS 6215	Laboratory Med. and Diag. Stud I	2

##### **Summer I**

PAMS 6101	Physician Assistant Profession	1
PAMS 6112	Clinical Reasoning II	1
PAMS 6211	Pharmacotherapeutics II	2
PAMS 6216	Laboratory Med. and Diag. Stud. II	2
PAMS 6221	Human Physiology II	2
PAMS 6226	Patient Assessment and Counsel II	2
PAMS 6321	Human Anatomy II	3
PAMS 6540	Clinical Disease & Prevention II	5

##### **Fall I**

PAMS 6113	Clinical Reasoning III	1
PAMS 6212	Pharmacotherapeutics III	2
PAMS 6217	Laboratory Med. and Diag. Stud III	2
PAMS 6240	Mental Health	2
PAMS 6250	Clinical Skills	2
PAMS 6327	Patient Assessment and Counseling III	3

PAMS 6930	Clinical Disease & Prevention III	9
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**Spring II**

PAMS 6150	Clinical Prep	1
PAMS 6160	HEAL I	1
PAMS 6550	Internal Medicine Inpatient	5
PAMS 6551	Internal Medicine Outpatient	5
PAMS 6552	Obstetrics and Gynecology	5

**Summer II**

PAMS 6161	HEAL II	1
PAMS 6174	Evidence-Based Med and Research	1
PAMS 6553	Pediatrics	5
PAMS 6554	Emergency Medicine	5

**Fall II**

PAMS 6165	HEAL III	1
PAMS 6175	Applied Research I	1
PAMS 6556	Behavioral and Mental Health	5
PAMS 6575	Family Medicine	5
PAMS 6555	Surgery	5

**Spring III**

PAMS 6166	HEAL IV	1
PAMS 6176	Applied Research II	1
PAMS 6491	Advanced Core Rotation: Elective	4
PAMS 6491	Advanced Core Rotation: Elective	4
PAMS 6491	Advanced Core Rotation: Elective	4
PAMS 6295	Graduation Preparation	2

Subtotal: 120

## Master of Science in Occupational Therapy

### MASTER OF SCIENCE IN OCCUPATIONAL THERAPY PROGRAM

**Program Vision:** The vision of the UMHB Occupational Therapy Program is to prepare our graduates to meet the diverse and ever-changing occupational performance needs of local, national, and global communities through provision of high quality, compassionate, integrity-based occupational therapy services and commitment to lifelong learning.

**Program Mission:** To develop compassionate, well-prepared practitioners who possess a strong professional identity and love for lifelong learning and are prepared to engage in ethical evidence-based, entry-level practice, leadership, scholarship, and service.

#### Program Admission Requirements

The UMHB OT program has a rolling admission process. Applications will be reviewed on an ongoing basis as they are received and accepted until the class of 30 is filled.

Step 1: Submit your application through OTCAS. Required documents for a completed UMHB OT application:

- Original transcripts

- Must have 3.0 GPA minimum for last 60 completed hours at time of application

- Must have B (3.0) or better on all UMHB OT prerequisites

- Resume

Use instructions on UMHB OT webpage/OTCAS page  
UMHB OT will not review the essay required by OTCAS or references required by OTCAS.

**Step 2: Interview Process (for applicants invited to interview)**

Interviews will occur on a regular basis and will include breakfast with applicants and faculty, individual interview with faculty, and a group interview/project activity.

Three essay prompt options will be provided when the interview is scheduled, and one will be randomly selected for an essay on interview day.

Campus tours will be offered to those interested.

#### Step 3: Notification of Selection

Students will be notified of their selection status via email within two weeks of on-campus interview.

#### Requirements for Graduation

Successfully complete all coursework with a grade of “C” or better and maintain a 3.00 GPA throughout the program.

All Level II Fieldwork must be successfully completed within 24 months of completion of didactic coursework.

#### ACCREDITED MASTER'S-DEGREE-LEVEL OCCUPATIONAL THERAPY PROGRAM

The entry-level occupational therapy master's degree program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 7501 Wisconsin Avenue, Suite 510E, Bethesda, MD 20814. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its web address is [www.acoteonline.org](http://www.acoteonline.org). Graduates of the program will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. A felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

#### DEGREE REQUIREMENTS

##### Semester 1 - Spring 1

OCTH 6320	Human Occupation	3
OCTH 6321	Foundations of Occupation: Movement	3
OCTH 6322	Foundations of Occupation: Neuroscience	3

OCTH 6310	Occupational Therapy Theory and Process	3
OCTH 6180	Foundations of Occupation-Based Practice	1

**Semester 2 - Summer 1**

OCTH 6250	Evidence-Based Practice 1	2
OCTH 6440	Occupational Performance: Psychosocial Influences	4
OCTH 6315	Therapeutic Processes in OT	3

**Semester 3 - Fall 1**

OCTH 6350	Evidence-Based Practice 2	3
OCTH 6430	Neurological Assessment & Intervention 1	4
OCTH 6331	Foundations of Occupation: Chronic Conditions	3
OCTH 6432	Musculoskeletal Assessment & Intervention	4

**Semester 4 - Spring 2**

OCTH 6451	Pediatric Practice 1: Clinical Context	4
OCTH 6355	Adult Practice: 1 Community Context	3
OCTH 6435	Neurological Assessment & Intervention 2	4
OCTH 6260	Professional Writing	2

**Semester 5 - Summer 2**

OCTH 6460	Leadership & Management in OT	4
OCTH 6465	Occupational Performance: Functional Cognition	4
OCTH 6115	Immersive Practice Applications	1

**Semester 6 - Fall 2**

OCTH 6352	Pediatric Practice 2 - Community	3
OCTH 6356	Adult Practice 2: Clinic	3
OCTH 6491	Case-Based Special Topics	4
OCTH 6230	Integration of Occupation Based Practice	2

**Semester 7 - Spring 3**

OCTH 6580	FWIIA (Jan-March)	5
OCTH 6581	FWIIB (April-June)	5

Subtotal: 80

**Occupational Therapy Doctorate****OCCUPATIONAL THERAPY DOCTORATE**

Pending ACOTE candidacy/accreditation

**Program Admission Requirements**

All students will first enter the MSOT program and complete Semester 1 (Spring 2), Semester 2 (Summer 1) and Semester 3 (Fall 1) as MSOT students. By October 1

of Semester 3 (Fall 1), MSOT students interested in pursuing the doctoral degree will apply directly to the OTD program (no use of the centralized application system is required).

**OTD admission requirements include:**

- MSOT program cumulative GPA of 3.5 or higher at time of application to OTD program
- A grade of “B” or better in all MSOT courses up to point of OTD application
  - Anticipated grade of “B” or better on MSOT courses in progress at time of application
- No more than one academic alert and no academic warnings received in MSOT program for professional behavior up to time of application
- Completion of OTD program consult with OTS Program Director and Doctoral Capstone Coordinator
- Written statement of interest which includes rationale for application to OTD program

Acceptance to the OTD program will be contingent upon students maintaining the minimal GPA requirement through the end of the MSOT Semester 3 (Fall 1).

Once a student has been notified of accepted into the doctorate program, they have until the final day of the MSOT Semester 3 (Fall 1) to confirm their acceptance in writing with the OTD program. A lack of written confirmation of acceptance by the final day of the MSOT Semester 3 (Fall 1) will result in being removed from the OTD roster and the student will continue to progress with the MSOT degree plan.

Once the student begins coursework in the OTD program (Semester 4, Spring 2), the student may not switch back to the MSOT program. Exceptions may be granted under extenuating circumstances with program director approval.

**Graduation requirements:**

- Satisfactory completion of all MSOT Level I and level II fieldwork experiences
- Satisfactory completion of all coursework with a minimum course and program GPA of 3.0
  - No grade of “C” in any course throughout the program
- Successful completion of all doctoral capstone requirements
- Successful completion of required volunteer hours
- Successful completion of required professional development hours

## **DOCTORAL-DEGREE-LEVEL OCCUPATIONAL THERAPY PROGRAM**

The entry-level occupational therapy doctoral degree program has applied for accreditation by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (OTA), located at 7501 Wisconsin Avenue, Suite 510E, Bethesda, MD 20814. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its web address is [www.acoteonline.org](http://www.acoteonline.org).

The program must be granted Candidacy Status, have a preaccreditation review, complete an on-site evaluation, and be granted Accreditation Status before its graduates will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

## **DEGREE REQUIREMENTS**

### **Semester 1 - Spring 1 (MSOT)**

OCTH 6320	Human Occupation	3
OCTH 6321	Foundations of Occupation: Movement	3
OCTH 6322	Foundations of Occupation: Neuroscience	3
OCTH 6310	Occupational Therapy Theory and Process	3
OCTH 6180	Foundations of Occupation-Based Practice	1

### **Semester 2 - Summer 1 (MSOT)**

OCTH 6250	Evidence-Based Practice 1	2
OCTH 6440	Occupational Performance: Psychosocial Influences	4
OCTH 6315	Therapeutic Processes in OT	3

### **Semester 3 - Fall 1 (MSOT)**

OCTH 6350	Evidence-Based Practice 2	3
OCTH 6430	Neurological Assessment & Intervention 1	4
OCTH 6331	Foundations of Occupation: Chronic Conditions	3
OCTH 6432	Musculoskeletal Assessment & Intervention	4

### **Semester 4 - Spring 2 (OTD)**

OCTH 7451	Pediatric Practice 1: Clinical Context	4
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OCTH 7355	Adult Practice 1: Community Context	3
OCTH 7435	Neurological Assessment & Intervention 2	4
OCTH 7260	Professional Writing	2
OCTH 7110	Capstone 1: Exploration	1

### **Semester 5 - Summer 2 (OTD)**

OCTH 7460	Leadership & Management in OT	4
OCTH 7465	Functional Cognition	4
OCTH 7115	Immersive Practice Applications	1
OCTH 7120	Capstone Preparation 2 – Development	1

### **Semester 6 - Fall 2 (OTD)**

OCTH 7352	Pediatric Practice 2 - Community	3
OCTH 7356	Adult Practice – Clinical Context	3
OCTH 7491	Case-Based Special Topics	4
OCTH 7230	Integration of Occupation Based Practice	2
OCTH 7130	Capstone Preparation 3 – Intensive Preparation	1

### **Semester 7 - Spring 3 (OTD)**

OCTH 7580	Level IIA Fieldwork	5
OCTH 7582	Level IIB Fieldwork	5

### **Semester 8 - Summer 3 (OTD)**

OCTH 7310	Capstone 4: Seminar	3
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### **Semester 9 - Fall 3 (OTD)**

OCTH 7610	Capstone Experience	6
OCTH 7140	Capstone Project Dissemination	1

Subtotal: 93

## **Doctor of Physical Therapy Program**

### **DOCTOR OF PHYSICAL THERAPY (D.P.T.)**

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

**Dr. Kristi Trammell, Program Director**

#### **Accreditation Statement:**

The Doctor of Physical Therapy Program at University of Mary Hardin-Baylor is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave Suite 100, Alexandria, VA, 22305-3085; telephone: 703-706-3245; email: [accreditation@apta.org](mailto:accreditation@apta.org); website: <http://www.capteonline.org>. If needing to contact the program/institution directly, please call (254) 295-4938 or email [ktrammell@umhb.edu](mailto:ktrammell@umhb.edu)

#### **Program 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.

### Program Mission

The mission of the University of Mary Hardin-Baylor's Doctor of Physical Therapy Program is to prepare Doctors of Physical Therapy who demonstrate excellence in clinical practice as they collaborate with the interprofessional health care team, contribute to critical inquiry, advance societal health and wellness, advocate to promote change, and serve as leaders within the profession and community. Addressing the needs of underserved communities in a global society is a guiding principle for program faculty, staff, students and graduates. The program is offered in a Christian environment led by faculty who teach and mentor with integrity, sensitivity and a commitment to excellence.

### Program Goals

#### **The Program will:**

1. Provide an innovative and dynamic curriculum that reflects contemporary practice and includes interprofessional and service learning.
2. Promote and support diversity in all aspects of the program.
3. Collaborate with local clinicians to promote continued competence for physical therapists within the community.
4. Address the health and wellness needs of the community.
5. Promote and support faculty and student development and leadership opportunities.

#### **Faculty will:**

6. Model professional behaviors that reflect commitment to service to the institution, profession and community.
7. Maintain currency in physical therapy practice to contribute to an evidence informed contemporary curriculum.
8. Participate in scholarly activities to advance the teaching, research, and practice of physical therapy through rigorous inquiry.

#### **Students will:**

9. Demonstrate entry-level competency in clinical practice by the end of the program.
10. Complete the requirements for the Doctor of Physical Therapy degree.
11. Demonstrate a commitment to service through

community engagement.

12. Demonstrate a commitment to the profession of physical therapy.

13. Contribute to the body of knowledge in physical therapy.

#### **Graduates will:**

14. Demonstrate competent, effective and ethical practice with consideration for serving underserved communities.
15. Serve as leaders within clinical practice, the profession, and the community.

### Program Admission Requirements

- The Doctor of Physical Therapy program participates in the Physical Therapy Centralized Application Service (PTCAS). All application materials must be submitted through PTCAS at [www.ptcas.org](http://www.ptcas.org)
- 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 graduate 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 of a minimum of 25 hours of volunteer/observation experience in each of two different physical therapy settings (a total minimum of 50 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 faculty.
- Compose an essay response to a physical therapy related prompt (Interview and essay will be completed on the same day). Applicants needing to request accommodations for the essay should contact UMHB Disability Services.

### Program 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 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
- Complete two comprehensive examinations and any required guided study activities
- Complete a professional portfolio presentation
- Complete a total of 60 hours of volunteer/service learning activities approved by the program
- Complete the IPE Core Curriculum and at least 2 IPE electives

Curriculum (106 hours)

### DEGREE REQUIREMENTS

#### UMHB DPT CURRICULUM

##### Fall Semester 1st Year

PHTH 7511	Human Anatomy I	5
PHTH 7312	Functional Anatomy	3
PHTH 7313	Applied Physiology I	3
PHTH 7214	Foundational Patient Assessment	Two (2) Credit Hours
PHTH 7216	Foundational Patient Management	2
PHTH 7117	Documentation of Patient Care	1

##### Winter Term 1st Year

PHTH 7218	Human Anatomy II	2
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##### Spring Semester 1st Year

PHTH 7422	Therapeutic Interventions	4
PHTH 7423	Applied Physiology II	4
PHTH 7215	Introduction to Professional Practice	2
PHTH 7221	Neuroanatomy	2

## GRADUATE COURSES

PHTH 7222	Clinical Neuroscience	2
PHTH 7224	History and Systems Screening	2
PHTH 7233	Psychosocial Considerations	2
PHTH 7020	Integrated Clinical Development I	0

##### Summer Semester 1st Year

PHTH 7331	Musculoskeletal Rehab I	3
PHTH 7225	Development of Human Movement	2
PHTH 7335	Wound Management & Therapeutic Modalities	3
PHTH 7339	Medical Diagnostics & Pharmacology	3
PHTH 7259	Inpatient Physical Therapy Practice	2
PHTH 7126	Evidence Based Practice	1
PHTH 7030	Integrated Clinical Development II	0

##### Fall Semester 2nd Year

PHTH 7435	Neuromuscular Rehab I	4
PHTH 7442	Musculoskeletal Rehab II	4
PHTH 7341	Cardiopulmonary Patient Management	3
PHTH 7244	Geriatric Physical Therapy	2
PHTH 7137	Research Methods I	1
PHTH 7146	Issues in Underserved Communities	1
PHTH 7040	Integrated Clinical Development III	0

##### Winter Term 2nd Year

PHTH 7356	Management of Special Populations	3
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##### Spring Semester 2nd Year

PHTH 7345	Neuromuscular Rehab II	3
PHTH 7355	Practice Management	3
PHTH 7256	Differential Diagnosis	2
PHTH 7254	Pediatric Physical Therapy	2
PHTH 7148	Research Methods II	1
PHTH 7651	Professional Experience I	6

##### Summer Semester 2nd Year

PHTH 7861	Professional Experience II	8
PHTH 7162	Wellness and Health Promotion	1
PHTH 7191	Special Topics	1

##### Fall Semester 3rd Year

PHTH 7971	Professional Experience III	9
PHTH 7172	Professional Seminar	1
PHTH 7191	Special Topics	1

Subtotal: 106

## Ad Interim Courses

Departments or Programs may offer courses ad interim upon approval of the respective Program Director, associate dean, and/or dean. These courses may include Selected Topics, Seminars, Special Problems, Special Studies, Special Topics, etc. as well as Independent Learning, Independent Research, Independent Study(ies), etc.

Selected Topics, Seminars, Special Problems, Special Studies, Special Topics, and other courses of this type may be offered to provide content of particular interest, importance, relevance, etc. Such courses may be offered ad interim twice. Once courses of this type have been offered twice, departments or programs must obtain official approval of subsequent offerings via submission of curriculum change proposals for new courses. Courses of this type are generally offered due to some unusual circumstance; they are scheduled like typical courses and intended for general enrollment.

Independent Learning, Independent Research, Independent Study(ies), and other courses of this type may be offered to enable enrollment of a single student in an officially approved course or to provide individualized content. Courses of this type are not intended for general enrollment and usually meet apart from the standard weekly class schedule. A course in which a student has previously earned a grade of a "D" or "F" generally may not be repeated through independent study, unless the course in question is only offered through independent study or approved by the Dean of the School or College which provides the course. If more than one student needs an Independent Study course, it will be offered as a Topics course, addressed in the previous paragraph.

Any officially approved course prefixes (ARTS, BMGT, CSBS, ENGL, MATH, NURS, READ, etc.) may be selected. The courses may be offered at any level (0=developmental, 1=freshman, 2=sophomore, 3=junior, 4=senior, etc.) and for any number of semester credit hours ranging from 0 to 9.

The placeholder for Topics courses offered ad interim is XXXX XX9X: course prefix, course level, semester credit hours, and a two digit number to signify the temporary status of the course (90, 91, 99, etc.). Examples of course numbers for non-singular enrollment ad interim courses include BIOL 4090-01; ENGL 0191-01; EXSS 2391-01; and NURS 3691-01.

Courses which are offered as an independent study to a single student will be offered as their officially approved course numbers, but the section number will be "IS." Examples of numbers for courses of this type include BFIN 4345-IS; MUSI 3289-IS; and PHIL 2315-IS.

Courses offered ad interim are subject to all applicable tuition and fee charges.

## BACC - Accounting

### **BACC 5312 - Advanced Accounting (3)**

An in-depth study of accounting for partnerships, governmental accounting and foreign currency transactions branches, investments in equity securities, and business combinations. Preparation of consolidated financial statements.

Distribution: Business.

### **BACC 6310 - Financial Management for Non-Profit (3)**

This course addresses accounting issues related to the non-profit/mission-driven organization. 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, and long-range financial planning for non-profit/mission-driven organizations.

Distribution: Business.

### **BACC 6312 - Financial Statement Analysis (3)**

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.

Distribution: Business.

### **BACC 6313 - 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.

Distribution: Business.

### **BACC 6320 - Not-for-Profit Accounting (3)**

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.

Distribution: Business.

**BACC 6321 - Accounting for Managers (3)**

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.

Distribution: Business.

**BACC 6322 - Introduction to Accounting Analytics (Semester hours)**

This course is intended to provide students with an understanding of data analytic thinking and terminology as well as hands-on experience with data analytics tools and techniques from an Accounting standpoint. Students should leave this course with the skills necessary to translate accounting and business problems into actionable proposals that they can competently present to managers and data scientists. While there will be some use of tools in this course, the focus of this class is on concepts, not algorithms or statistical math.

Distribution: Business.

**BACC 6324 - Advanced Cost Accounting (3)**

A review of manufacturing cost with expanded emphasis on forecasting, balanced scorecards, transfer costing, scrap and reworking, and advanced variance analysis. Extensive use of previous CMA and CGMA exam problems prepare students for future exam content.

Distribution: Business.

**BACC 6325 - Advanced Taxation (3)**

Federal Estate and Gift Taxation and in-depth study of tax research methodology resulting in effective communication of case-based tax law conclusions.

Distribution: Business.

**BACC 6330 - Accounting Theory (3)**

This course is designed to examine the fundamentals of financial accounting theory including its history, development, application and current issues and topics. The main purpose of the course is to develop accounting thought that can be applied to the practical understanding of the financial reporting process, the accounting profession, and the controversial role of accounting in today's dynamic business environment.

Distribution: Business.

**BACC 6331 - Contemporary Accounting Issues (3)**

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.

Distribution: Business.

**BACC 6335 - Accounting Communications (3)**

An in-depth study of effective business writing principles focused on organizations, clarity, and conciseness. Emphasis is placed on ability to exchange technical information and ideas with co-workers, other professionals, and clients to recognize and understand the implications of critical business issues. Students will produce audit reports, cross reference documents, statements of financial condition, and other common documents produced in the practice of public accounting.

Distribution: Business.

**BACC 6343 - Fraud Examination (3)**

This course will cover reasons for fraud, types of fraud, warning signs, fraud detection technological tools, investigative techniques and financial statement screening.

Distribution: Business.

**BACC 6350 - Ethics for Accountants (3)**

Emphasis of the course includes ethical issues that relate to accounting. Areas of discussion include ethical reasoning, integrity, objectivity, independence and other core values.

Distribution: Business.

**BACC 6352 - Accounting Research (3)**

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.

Distribution: Business.

**BACC 6360 - Intro. to Accounting Data Analytics (3)**

The combination of computerization and automation of many accounting tasks as well as the explosion of available data is changing the accounting profession. To address this, accountants are increasingly required to have an analytics mindset to perform their jobs. Building upon the fundamentals of accounting learned in prior courses, Introduction to Accounting Data Analytics explores accounting concepts through the application of data analytics. Students will develop not only the skills to ask the right questions, but to learn how to use tools they may encounter in the workplace to examine and analyze data, and then effectively interpret results to make business decisions.

Distribution: Business.

**BACC 6361 - Advanced Accounting Data Analytics (3)**

This course is built from the premise that technology has changed the role of the accountant. A heightened awareness of systems, technology, and data analysis is becoming increasingly required of

individuals in the accounting and finance fields, instead of confining that knowledge to the Information Systems department. Data has proliferated in business, and managers and accountants need to understand the implications for decision-making and tap into the data to provide better insights into a firm/client/customer/supplier, etc.

This course is intended to provide students with an understanding of data analytic thinking and terminology as well as hands-on experience with data analytics tools and techniques. Students should leave this course with the skills necessary to translate accounting and business problems into actionable proposals that they can competently present to managers and data scientists. While there will be some use of tools in this course, the focus of this class is on concepts, not algorithms or statistical math.

Distribution: Business.

### **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").

Distribution: Business.

## **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.

Distribution: Business.

### **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.

Distribution: Business.

### **BADM 6344 - Managing Global Sustainability (3)**

This course provides students with a broad overview of the global sustainability challenges facing organizations. The course will focus on the business rationale for

sustainability as well as the utilization of practical models and indicators for strategically managing sustainable business growth and value chains.

Distribution: Business.

### **BADM 6288 - International Business Competition Capstone (2)**

The International Business Competition Capstone assembles teams of various disciplines to compete 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.

Distribution: Business.

### **BADM 6305 - Information Systems Management (3)**

This course surveys the current literature in information systems. It serves as an introduction to research methods, design and proposal writing.

Distribution: Business.

### **BADM 6310 - Managerial Communication (3)**

Develops communication skills crucial to successful management. Focuses on identifying a range of communication styles and recognizing how to use them; dealing successfully with challenging or hostile audiences; understanding cross-cultural and global communication issues and differences; and leading and communicating in a crisis situation.

Distribution: Business.

### **BADM 6312 - Organizational Behavior and Leadership (3)**

A study of management functions, human behavior in organizations, theories of leadership, and the change process. Ethical issues of business decisions and actions will be examined from a Christian perspective.

Distribution: Business.

### **BADM 6315 - Client Service Management (3)**

Develops skills to establish productive relationships with your internal or external clients and customers. Focuses on building mutual goals, planning for results collaboratively, providing ongoing support and assessing client relationships.

Distribution: Business.

### **BADM 6320 - Entrepreneurship (3)**

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.

Distribution: Business.

**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. Prerequisite: BADM 6305.

Distribution: Business.

**BADM 6340 - Leading the Mission-Driven Organization (3)**

This course focuses on leadership and management theories and practices within non-profit, missional, and social enterprises, examining the unique working environment which consists of both professional staff and volunteers. This course addresses issues related to motivation, leadership, conflict, and change, particularly as they apply to mission-driven organizations.

Distribution: Business.

**BADM 6343 - Global Issues in Business and Society (3)**

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.

Distribution: Business.

**BADM 6345 - Global Trade and Logistics (3)**

This course surveys various topics in international business as well as recent events and relevant changes in the international business environment.

Distribution: Business.

**BADM 6350 - Social Entrepreneurship (3)**

This course addresses the theories, concepts, and practices of social entrepreneurship, focusing on the issues involved in developing innovative, mission-based organizations (or programs within an existing organization), in order to meet the needs of a particular social group or geographic area, both in the United States and around the world. Students develop skills and competencies for creating, developing, and implementing social entrepreneurship ideas, and learn how to measure the success of a social entrepreneurial activity.

Distribution: Business.

**BADM 6351 - Global Strategies in Economics & Finance (3)**

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.

Distribution: Business.

**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").

Distribution: Business.

**BCIS - Business Computer Information 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.)

Distribution: Business.

**BCIS 6310 - Introduction to Data Analytics (3)**

An introduction to the concepts of data science, generally, and data analytics, specifically. This course will present the process of data analytics and the fundamentals of each of the aspects of data analytics. The course includes coverage of basic technical skills as well as soft skills that are required to effectively communicate with data stakeholders and decision-makers.

Distribution: Business.

**BCIS 6312 - Big Data Analytics (3)**

An introduction to the basics of data science and data analytics for handling of very large and complex databases. The course examines Big Data storage, processing, analysis, visualization, and application issues on business, non-governmental, and governmental environments. The course includes coverage of basic technical skills related to Big Data Analytics

Distribution: Business.

**BCIS 6320 - Database Development & 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.

Distribution: Business.

**BCIS 6321 - Business & Information Security**

In this course, you will learn how to determine the business need for information protection so that you can create the appropriate program.

Distribution: Business.

**BCIS 6322 - Analysis, Modeling & 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. Prerequisite BCIS 6360.

Distribution: Business.

**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.

Distribution: Business.

**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.

Distribution: Business.

**BCIS 6340 - 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.

Distribution: Business.

**BCIS 6341 - Machine Learning & Artificial Intelligence (3)**

An introduction to machine learning methods and techniques and how they relate to artificial intelligence. Coverage will include a basic examination of problem-solving through search, knowledge representation, and reasoning. The course will examine ethical aspects of artificial intelligence and machine learning. The course includes coverage of basic Machine Learning and Artificial Intelligence technical skills.

Distribution: Business.

**BCIS 6342 - Information Technology and Supply Chain Management (3)**

This course will include an introduction to the basic processes of the supply chain, the integration of the processes that make-up the supply chain, the dependence of the supply chain on information technology in a global environment, and an overview of the management of the supply chain. The students will be required to apply these concepts to ERP and supply chain management (SCM) software individually and in groups.

Distribution: Business.

**BCIS 6347 - Info. Security Program Basics**

In this course, you will learn how to implement an information security program for your business based on the proper use of Policy, People and Technology.

Distribution: Business.

**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.

Distribution: Business.

**BCIS 6357 - Data Visualization (3)**

An introduction to data visualization including both principles and techniques. The course will examine the value of visualization, specific techniques, in information visualization and scientific visualization, and methods to best leverage visualization methods, the course includes coverage of basic technical skills related to data visualization.

Distribution: Business.

**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.

Distribution: Business.

**BCIS 6361 - Managing Info. Security Operations**

In this course, you will learn how to manage, and continually maintain, the Information Security Program based on the daily technical issues discovered by the Security Operations Team. You will also learn how to provide an aggressive and effective security awareness program and manage the program through the continual changes in the company and the world.

Distribution: Business.

**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.

Distribution: Business.

**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.

Distribution: Business.

**BCIS 6380 - IT and Supply Chain Management (3)**

In this course the student will focus on the study of the movement of materials, services and information from supplier to manufacturer or service provider to the customer. All aspects of the supply chain will be explored

including coordinating and integrating this movement of resources within and among the stakeholders involved in the supply chain and the information technology aspects associated with the supply chain.

Distribution: Business.

**BCIS 6383 - FinTech (Semester hours)**

In this course, you will learn about the technologies involved in an ever-changing financial environment. Topics include information and technology components related to blockchain, cryptocurrency, portfolio optimization, payment methods, the regulatory environment, robo-advising, crowdfunding, and peer-to-peer lending. Cross-listed with BFIN 6383.

Distribution: Business.

**BCIS 6385 - Internship in Information Systems (3)**

Internship in Information Systems permits student to enhance their knowledge within the Information Systems field through employment or volunteer service with an external firm. Students must provide advance documentation, on-going updates, and prepare end-of-course materials.

This course can be taken only once, applying to a single semester. Internships must be approved in advance by the program director prior to registration. Prerequisites: 3.0 GPA, 15 hours of completed coursework in the MSIS program.

Distribution: Business.

**BCIS 6387 - Risks, Issues, & Crises in Info Sec**

In this course you will learn how to deal with non-compliance, the management of risk and the handling of incidents and crises.

Distribution: Business.

**BCIS 6389 - Global Info. Tech. Mgt. Issues (Semester hours)**

In this course, you will examine information technology management practices around the globe. You will also examine critical issues related to I.T. management, especially related to cross-border processes related to data, people, and products.

Distribution: Business.

**BCIS 6390 - Integrated Capstone Experience (3)**

This course focuses on issues relevant to the student's chosen career path. It may focus on one of the following areas but will be related to all: design, construction, testing and implementation of I.T. infrastructures, business application software, security, and/or decision-making technologies. Students will analyze a business problem and develop a systems-based solution to address the business requirements. Software project management techniques

will be employed to track and report progress. Students may be required to demonstrate a working prototype of their solution. (Students typically take this course in their final semester) Prerequisites: BADM 6305; BCIS 6320; BCIS 6322; BCIS 6360.

Distribution: Business.

### **BCIS 6395 - Capstone Project (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) Prerequisites: BADM 6330; BCIS 6322; BCIS 6320; BCIS 6350.

Distribution: Business.

## **BECO - Economics**

### **BECO 6331 - Business Economics (3)**

This course applies economic principles and methodology to managerial decision-making and problem-solving. The purpose of the course is to provide students with a basic foundation of economic concepts that are applicable to managerial activities. This course will help students become more adept at developing and implementing successful business strategies using proven economic concepts.

Distribution: Business.

## **BFIN - Finance**

### **BFIN 6362 - Financial Management (3)**

Introduce the principles of financial management as it applied to running a business or a corporation. Topics include the role of the financial manager, cash flow, time value of money concepts, financial statement analysis, basic and intermediate securities valuation models, capital budgeting, financial decision-making and valuation.

Distribution: Business.

## **BHCM - Business Health Care Management**

### **BHCM 6325 - Healthcare Law and Ethics (3)**

This course explores the legal, policy and ethical issues encountered by health care professionals in the continuously evolving health care system. Topics will include government regulation of health care providers, patient consent to and refusal of treatment, human

reproduction issues, privacy and confidentiality, tax-exemption, antitrust, fraud and abuse, mental health issues and health information management. Students will gain the ability to analyze legal and ethical health care resources by engaging in interactive discussions and informative research.

Distribution: Business.

### **BHCM 6330 - Leadership in Healthcare (3)**

This course examines leadership within the context of the healthcare industry. It analyzes leadership and management at different levels including individual, team and organizational leadership.

Distribution: Business.

### **BHCM 6335 - Healthcare Finance (3)**

This course covers financial management in the health services industry. Provider organizations such as hospitals and physician groups as well as insurance firms are included.

Distribution: Business.

### **BHCM 6340 - Current Issues in Healthcare Administration (3)**

In this course, students will review and analyze current issues and trends in the field of healthcare administration.

Distribution: Business.

## **BLAW - Business Law**

### **BLAW 6350 - Ethical and Legal Environment of Business (3)**

Law and ethics both represent important limitations on business operations. They also represent potential sources of stakeholder value and strategic advantage. This class utilizes primary sources and faculty guidance to help students devise ethical and legal frameworks for immediate application to their organizational context and for future development as their careers progress.

Distribution: Business.

## **BMGT - Management**

### **BMGT 6321 - Human Resources (3)**

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.

Distribution: Business.

**BMGT 6332 - Competition and the Entrepreneurial Manager (3)**

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.

Distribution: Business.

**BMGT 6335 - Advanced Management Theory & Practice (3)**

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.

Distribution: Business.

**BMGT 6360 - International Management (3)**

Focuses on the management of the multinational corporation (MCN). The objectives are to discuss specific managerial challenges and opportunities faced by MNC'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.

Distribution: Business.

**BMGT 6395 - Organizational Strategy (3)**

Development of strategy as the integration of functional and managerial decisions in pursuit of organizational performance and impact. Emphasizes the application of broad business knowledge to current organizational challenges and executive decision making under conditions of uncertainty.

Distribution: Business.

## BMKT - Marketing

**BMKT 6325 - Marketing & Development for Non-Profit Organizations (3)**

This course focuses on the principles and practices required to develop and promote nonprofit organizations. Topics include fundraising, promotion, the design of a marketing strategy, alternative revenue-generating mechanisms and customer service. Discussion will also be made of the use of various media, advertising and promotion methods, and fostering relationships with businesses and the community. Students will have an

opportunity to apply these concepts within a nonprofit organization.

Distribution: Business.

**BMKT 6341 - Marketing Management (3)**

Develops skills in strategic marketing analysis and planning, and introduces key marketing ideas and phenomena, such as how to deliver benefits to customers. Presents a framework for marketing analysis and enhances problem solving and decision-making abilities in these areas. Material relevant to understanding, managing, and integrating marketing concepts in managerial situations within organizations.

Distribution: Business.

**BMKT 6342 - Digital Marketing (3)**

This course allows learners to gain skills and insights into the most used digital marketing tools. Search engine optimization (SEO), Search Engine Marketing (SEM), Web Analytics, email marketing, and landing page development. Hands-on activities with the tools allow for professional portfolio development and/or immediate business application.

Distribution: Business.

**BMKT 6343 - Social Media Marketing (3)**

This course provides an advanced overview of social media and its impact on marketing. The course will focus on the importance of content marketing while using social media platforms like Facebook, LinkedIn, YouTube, Twitter, Instagram, TikTok and Pinterest.

Distribution: Business.

**BMKT 6344 - Marketing Research and Analytics (3)**

This course highlights the importance of marketing research within digital environments. Understanding what makes your target market tick allows marketers to make data-driven decisions regarding what content is the most relevant, most actionable, and most needed. This course allows learners to discern the information needed, survey techniques, whom to sample, and how to analyze data and report findings.

Distribution: Business.

**BMKT 6345 - Content and Creative Planning (3)**

This course highlights the strategies needed for successful content marketing campaigns and programs. You will learn to develop, organize, and implement content marketing strategies. You will learn how to measure and analyze these campaigns for effectiveness all while developing persuasive copywriting skills. Content is key in digital marketing. This course finalizes the digital marketing certificate by helping the learner develop the mindset of a digital marketer.

Distribution: Business.

**BMKT 6351 - Global Marketing & Competition (3)**

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.

Distribution: Business.

**BSYS - Business Systems**

**BSYS 6320 - Purchasing and Procurement (3)**

Analyzes purchasing and procurement aspects of the supply chain process including policies, procedures, contractual agreements, supplier selection, production and inventory control, competitive advantage and benchmarking, negotiation, and customer relations.

Distribution: Business.

**BSYS 6340 - Distribution and Inventory Management (3)**

Analyzes the logistical aspects of inventory management, transportation, distribution centers, domestic and global procurement, location analysis, and varying cost aspects related to supply chain partners.

Distribution: Business.

**BSYS 6342 - Technology and Operations Management (3)**

This course provides a broad-based understanding of the management of operations and information technology. It includes the basics of systems theory, business processes, quality, decision-making, data analytics, supply chain, logistics, security, information technology, and technology and operations management.

Distribution: Business.

**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.

Distribution: Business.

**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.

Distribution: Business.

**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.

Distribution: Business.

**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.

Distribution: Business.

**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 Master of Arts in Counseling Program. The comprehensive exam may only be retaken once. Exam fee is required.

Distribution: Counseling .

**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 Master of Arts in Counseling Program and the Program Coordinator. The comprehensive exam may only be retaken once. Exam fee is required.

Distribution: Counseling .

**CNSL 6191 - Seminar (1)**

A service course designed to permit the offering of topics of current interest.

Distribution: Counseling .

**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 either 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 to determine 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.

Distribution: Counseling .

**CNSL 6291 - Seminar (2)**

A service course designed to permit the offering of topics of current interest.

Distribution: Counseling .

**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 either 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 to determine 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.

Distribution: Counseling .

**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.

Distribution: Counseling .

**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.

Distribution: Counseling .

**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.

Distribution: Counseling .

**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.

Distribution: Counseling .

**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.

Distribution: Counseling .

**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.

Distribution: Counseling .

**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 grade of "B" or higher before they can be admitted to candidacy. This course may be retaken only once.

Distribution: Counseling .

**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.

Distribution: Counseling .

**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.

Distribution: Counseling .

**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.

Distribution: Counseling .

**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.

Distribution: Counseling .

**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.

Distribution: Counseling .

**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.

Distribution: Counseling .

**CNSL 6326 - Counseling Assessment for Individuals & Families (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. Students will also learn to use assessment instruments for appraisal of career/achievement, personality, mental health symptoms and addictions. Students will administer, score, and interpret a psychological battery of tests and complete a comprehensive assessment report.

Student will practice tasks related to assessing the various dimensions of the client system, forming and reformulating hypotheses, and diagnosing the client and family system in order to guide treatment suggestions.

Distribution: Counseling .

**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.

Distribution: Counseling .

**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.

Distribution: Counseling .

**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.

Distribution: Counseling .

**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.

Distribution: Counseling .

**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.

Distribution: Counseling .

**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.

Distribution: Counseling .

**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

Distribution: Counseling .

**CNSL 6370 - Issues in Clinical Mental Health Counseling (3)**

This course will integrate the student's professional knowledge and skills basic to clinical mental health counseling and practice. The student will explore a variety of topics within the field to include: ethical and legal topics; Texas Licensing rules and regulation. The role, functions, and settings of clinical mental health counselors; administration and management of mental health programs and services; strategies for supporting client education and advocacy. And knowledge of public mental health and government policies. This course serves as a capstone for the Clinical Mental Health Counseling Program, and helps prepare students to apply for licensure.

Distribution: Counseling .

**CNSL 6391 - Seminar (3)**

A service course designed to permit the offering of topics of current interest.

Distribution: Counseling .

**CNSL 6392 - Working with Family Issues (3)**

This course is designed to help students working with individual and family dynamics related to abnormality or dysfunction in human behaviors and social interactions, trauma, addictive behaviors, violence, sexuality and career issues. When family dynamic remains untreated, an identified patient's treatment progress often is limited. This course will focus on helping family recognize problematic symptoms, identify the circular causality with the issues at hand, and adopt treatment strategies to create 2<sup>nd</sup> order changes for the family systems in the recovery process.

Distribution: Counseling.

**CNSL 6393 - Advanced Marriage and Family Techniques (3)**

This course serves as a capstone for the Marriage, Family, and Child Counseling program. It is design to help students integrate theoretical constructs and therapeutic skills. In addition, this course will prepare students for the licensure process and review counselor ethics; include records management, an overview of business/family law and professional practice and the study of current board rule.

Distribution: Counseling .

**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.

Distribution: Counseling .

**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.

Distribution: Counseling .

**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.

Distribution: Counseling .

**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 complete 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.

Distribution: Counseling .

### **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 to determine 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.

Distribution: Counseling .

## **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.

Distribution: Education.

### **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.

Distribution: Education.

### **EDAD 6352 - School Law for Teachers (3)**

Legislation and litigation which forms the basis of education at national, state, and local levels is surveyed. Topics include teacher code of ethics, professional rights and responsibilities, federal and state laws and guidelines related to special populations, parent and student rights, and contractual legalities. Requires travel fee; amount subject to change.

Distribution: Education.

### **EDAD 6354 - Teaching for Diverse Learners (3)**

Designed to promote fidelity in implementation of special programs in the classroom, this course focuses on standard protocols appropriate for diverse student populations with 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.

Distribution: Education.

### **EDAD 6357 - School & Its Instructional Program for Teachers (3)**

This course provides an in-depth of how districts, schools, and classroom leaders improve student achievement through professional learning communities. Research-based instructional strategies that ensure quality teaching are explored. Factors influencing school curriculum in grades K-12 are studied.

Distribution: Education.

### **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.

Distribution: Education.

### **EDAD 6361 - Instructional Supervision (3)**

This course provides training and certification in Advancing Educational Leaders (AEL) and Texas Teacher Evaluation & Support System (T-TESS) 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 and T-TESS to receive credit for the course.

Distribution: Education.

**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.

Distribution: Education.

**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.

Distribution: Education.

**EDAD 6364 - Administration of Special Programs (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.

Distribution: Education.

**EDAD 6365 - School 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.

Distribution: Education.

**EDAD 6366 - The Role of the Principal (3)**

Students will examine the roles and responsibilities of a principal as learner, culture builder, advocate, mentor, supervisor, manager, politician, and facilitator of a professional learning community. Factors influencing school community leadership, instructional leadership, and administrative leadership are explored. Requires travel fee; amount subject to change.

Distribution: Education.

**EDAD 6367 - School & Its Instructional Program (3)**

This course provides an in-depth study of how districts, schools, and classroom leaders improve student achievement. Research-based instructional strategies that ensure quality teaching are explored. Factors influencing school curriculum in grades K-12 are studied.

Distribution: Education.

**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.

Distribution: Education.

**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.

Distribution: Education.

**EDAD 6391 - Principal Practicum/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 160 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, discussion, required readings, and a report.

Distribution: Education.

**EDAD 7000 - Leadership Studies (0)**

This capstone course provides students the opportunity to demonstrate knowledge and skills that they have developed during the program in a culminating paper that, in turn, may showcase their interests and abilities as they seek employment beyond graduation.

Distribution: Education.

**EDAD 7100 - Dissertation III (1)**

Continuous enrollment must be maintained until graduation. The dissertation course provides the mechanics by which the student continues enrollment.

Distribution: Education.

**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.

Distribution: Education.

**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.

Distribution: Education.

**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.

Distribution: Education.

**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.

Distribution: Education.

**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.

Distribution: Education.

**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.

Distribution: Education.

**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.

Distribution: 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.

Distribution: Education.

**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. Requires travel fee; amount subject to change.

Distribution: Education.

**EDAD 7314 - National Trends in Educational Leadership (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. Requires travel fee; amount subject to change

Distribution: Education.

**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. Requires travel fee; amount subject to change.

Distribution: Education.

**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 emphasis 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.

Distribution: Education.

**EDAD 7317 - Leadership Challenges (3)**

The purpose of the course is to study the American school superintendency 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.

Distribution: Education.

**EDAD 7319 - P-12 School Reform (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.

Distribution: Education.

**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.

Distribution: Education.

**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, proprietary 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.

Distribution: Education.

**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.

Distribution: Education.

**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.

Distribution: Education.

**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.

Distribution: Education.

**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.

Distribution: Education.

**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.

Distribution: Education.

**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.\*

Distribution: Education.

**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. A research project is required.

Distribution: Education.

**EDSP 5334 - Assessment in Special Education (3)**

This course provides an in-depth exploration of formal and informal means of assessment.. The supports needed for transitioning across educational environments and integration into various program placements are presented. A research project is required.

Distribution: Education.

**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.

Distribution: Education.

**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.

Distribution: Education.

**EDSP 5363 - Assistive Technology Resources & Services (3)**

This course examines technology 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.

Distribution: Education.

**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.\*

Distribution: Education.

**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.

Distribution: Education.

**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.\*

Distribution: Education.

**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)

Distribution: Education.

**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.

Distribution: Education.

**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.\*

Distribution: Education.

**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.

Distribution: Education.

**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.

Distribution: Education.

**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)

Distribution: Education.

**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.

Distribution: Education.

**EDUC - Education****EDUC 5303 - Curriculum & Instruction (3)**

This course focuses on general principles of curriculum development and assessment (including the state assessment system), with emphasis on planning, writing, and implementing effective lessons and units of study in alignment with the Texas Essential Knowledge and Skills (TEKS). The course addresses data analysis and the design of formative and summative assessment.

Distribution: Education.

**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 physical, cognitive and social emotional development of children from early childhood through adolescence. A research project is required..

Distribution: Education.

**EDUC 5338 - Seminar (3)**

This course is a preparatory course for the TExES Pedagogy and Professional Responsibilities (PPR) certification examination.

Distribution: Education.

**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.

Distribution: Education.

**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.

Distribution: Education.

**EDUC 6103 - Internship (1)**

An internship is a paid supervised classroom teacher assignment as the teacher of record for one full school year at a Texas Education Agency approved location. Interns are assigned a qualified on campus classroom teacher as a mentor for support during the internship experience. Conferences are arranged with the instructor. To be eligible to begin an internship, students must complete 10 semester hours of coursework, 50 clock hours of field-based experiences, and pass all applicable Texas Examinations of Educator Standards (TExES) content exams. Transportation to and from the field-based experiences and teaching assignment(s) is the responsibility of the student. Lab fee.

Distribution: Education.

**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.

Distribution: Education.

**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.

Distribution: Education.

**EDUC 6303 - Student Teaching (3)**

Student teaching, also referred to as clinical teaching, is a supervised teacher assignment in the classroom of a qualified cooperating (mentor) teacher at a Texas Education Agency approved location. The assignment will consist of observation and teaching experiences for a long (fall or spring) semester. Conferences are arranged with the instructor. Transportation to and from the teaching assignment is the responsibility of the student. Lab fee. Prerequisite: Completion of 10 semester hours of coursework and 50 clock hours of field-based experiences.

Distribution: Education.

**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.

Distribution: Education.

**EDUC 6330 - Assessment and Evaluation for Teachers (3)**

This course provides an in-depth assessment and evaluation principles and practices related to student achievement. Concepts include data-disaggregation, analysis, construct validity, reliability, teacher-created assessments, formative assessment, summative assessments, specific instruments used for screening, diagnosis, programming, progress-monitoring, high-stakes testing, and evaluation.

Distribution: Education.

**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.

Distribution: Education.

### **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).

Distribution: Education.

### **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.

Distribution: Education.

### **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.

Distribution: Education.

### **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.

Distribution: Education.

### **EDUC 6357 - Behavior Analysis (3)**

This course includes classroom and behavior management techniques as well as approaches to encouraging parental involvement. Emphasis is given to guidelines for working with various populations in schools. Preventive, supportive, and corrective behavior management techniques are explored.

Distribution: Education.

### **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.

Distribution: Education.

### **EDUC 7301 - Advanced Research Foundations: Theory and Literature Analysis (3)**

This doctoral-level course provides an in-depth exploration of theoretical frameworks and literature review methodologies essential for rigorous academic research. Through a systematic approach, students will develop advanced skills in conducting comprehensive literature reviews, synthesizing diverse sources, and identifying gaps in existing research. The course equips students to articulate the theoretical significance of their work and position their research within the broader academic discourse. By the end of the course, students will produce a well-developed literature review and theoretical framework that can serve as the foundation for their dissertation research or other scholarly endeavors. Active participation, critical analysis, and iterative writing will be emphasized throughout.

Distribution: Education.

### **EDUC 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.

Distribution: Education.

### **EDUC 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.

Distribution: Education.

### **EDUC 7311 - Research II Qualitative Design and Methods (3)**

This course offers an in-depth exploration of qualitative research methodologies, focusing on the theoretical foundations, design, and implementation of qualitative inquiry. Students will engage with diverse qualitative approaches, including case studies, ethnography, phenomenology, grounded theory, and narrative analysis,

to develop the skills necessary for conducting rigorous and ethical qualitative research.

Key topics include research design, data collection techniques (such as interviews, focus groups, and observations), data management, and strategies for coding and thematic analysis. The course emphasizes reflexivity, researcher positionality, and the role of context in shaping qualitative studies. Students will also learn to evaluate qualitative research critically and present findings in a way that contributes meaningfully to academic and applied knowledge.

By the end of the course, students will produce a well-developed qualitative research proposal, laying the groundwork for their dissertation or other scholarly endeavors. Active engagement, critical thinking, and iterative practice will be emphasized throughout the learning process.

Distribution: Education.

**EDUC 7312 - Research III Quantitative Design and Methods (3)**

This course provides a comprehensive examination of quantitative research methodologies, equipping students with the skills necessary to design, implement, and analyze data-driven studies. Emphasizing both theoretical underpinnings and practical applications, the course covers fundamental principles of quantitative research, statistical techniques, and the ethical considerations inherent in conducting empirical studies.

Students will explore topics including research design, hypothesis testing, measurement validity and reliability, sampling strategies, and data collection methods. Advanced statistical techniques such as regression analysis, ANOVA, and multivariate methods will be introduced, with hands-on experience using statistical software to analyze real-world data sets.

By the end of the course, students will be prepared to critically evaluate quantitative studies, design robust research projects, and effectively communicate their findings through clear, evidence-based reports. This course serves as a cornerstone for developing high-quality, impactful dissertation research and contributing to the broader body of academic knowledge.

Distribution: Education.

**EDUC 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)

Distribution: Education.

**EDUC 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.

Distribution: Education.

**EXSS - Exercise Sport Science**

**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.

Distribution: Health Science.

**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.

Distribution: Health Science.

**EXSS 6320 - Advanced 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.

Distribution: Health Science.

**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.

Distribution: Health Science.

**EXSS 6327 - Athletic Administration (3)**

Examination of the philosophical approach to managing and directing intercollegiate athletic departments and programs. Practical application and insight into athletic leadership development considerations including governance, compliance, eligibility, budgeting, marketing and licensing, ticketing, sponsorship, facility & event operations, alumni relations, media and public relations, and student-athlete support services.

Distribution: Health Science.

**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.

Distribution: Health Science.

**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.

Distribution: Health Science.

**EXSS 6337 - Facilities Management (3)**

This course will focus on providing students with the knowledge needed to make the proper decisions in all areas of facility management ranging from health clubs, college, and recreational environments to professional sport stadiums. Students will learn the history of the sport facility industry; the primary goals and objectives of facility managers; how to build and finance a facility; facility operation; administration of marketing, finance, and other critical areas; and event administration and management.

Distribution: Health Science.

**EXSS 6340 - Management and Leadership (3)**

An analysis of planning, organizing, leading, and evaluating efforts resulting in the creation of a vision and the establishment of goals for professional health science organizations. Emphasis on effective management practices, policy development, negotiation, conflict resolution, strategic planning, leadership theory, ethical decision-making, and problem solving. Students will examine and explore relationships between many levels of leadership and administration through a variety of organizational challenges.

Distribution: Health Science.

**EXSS 6343 - Human Resource Management (3)**

Investigation of the essential concepts in the management of an organization's greatest resource- its workforce. Focus on the critical aspects of human resources applicable to athletic administration and related organizations. Emphasis on employee acquisition, training, development, motivation, appraisal, and retention.

Distribution: Health Science.

**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.

Distribution: Health Science.

**EXSS 6347 - Organizational Behavior (3)**

This course offers a look at the inner workings of sport organizations and integrates the study of management principles and practices with human behavior. Students will explore key contemporary behavioral and managerial issues that leaders, managers, and employees in sport organizations face. Students will gain an understanding of individual, intrapersonal, and organizational processes that are fundamental to leading and working in a sport organization.

Distribution: Health Science.

**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.

Distribution: Health Science.

### **EXSS 6351 - 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.

Distribution: Health Science.

### **EXSS 6352 - Research Methods in Sport Administration (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.

Distribution: Health Science.

### **EXSS 6353 - Research Methods (3)**

This class will introduce students to the research process in the exercise sciences. An emphasis will be placed on the application of research design, data collection methods, and data analysis procedures used in quantitative and qualitative research.

Distribution: Health 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

Distribution: Health Science.

### **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.

Distribution: Health Science.

### **EXSS 6367 - Exercise for Disease Prevention and Management (3)**

The purpose of this course is to provide students with a framework for evaluating current information on exercise recommendations for special populations. Students will engage in in-depth analyses of the implications for exercise in preventing and managing obesity, coronary heart

disease, diabetes, cancer, asthma, neurological conditions and musculoskeletal conditions.

### **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.

Distribution: Health Science.

### **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.

Distribution: Health Science.

### **EXSS 6378 - Adv Neuromuscular Ex Phys**

This course examines neuromuscular adaptations to acute and chronic exercise. Students will engage in an in-depth analysis of neuromuscular structure and function, motor unit recruitment during different types of movement, and muscle adaptations to resistance and endurance training.

Distribution: Health Science.

### **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.

Distribution: Health Science.

### **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.

Distribution: Health Science.

**EXSS 6382 - Adv Cardiovascular Ex. Physiology**

This course examines cardiovascular adaptations to acute and chronic exercise. The course will provide an in-depth analysis of metabolic, systemic, and hormonal responses to the stress of exercise and the adaptive changes that occur with training, as well as the underlying mechanisms.

**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.

Distribution: Health Science.

**EXSS 6394 - Internship in Sport Administration (3)**

Internship in sport administration will consist of supervised practical experience in a setting to be approved by the Sport Administration director. The course required a culminating project.

Distribution: Health Science.

**EXSS 6395 - Internship (3)**

Internship in exercise science will consist of supervised practical experience in a setting to be approved by the Program director. The course requires a culminating project.

Distribution: Health Science.

**EXSS 6397 - Professional Career Development Portfolio (Capstone) (3)**

Capstone course designed to prepare graduate students for employment or career advancement opportunities. Students will design and prepare a job-specific, professional portfolio including executive –level written documents, and personal video of various interview procedures including phone, skype, group, and face-to-face.

Distribution: Health Science.

**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.

Distribution: Health Science.

**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.

Distribution: Health Science.

**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.

Distribution: Health Science.

**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 and the Program Coordinator. The comprehensive exam may only be retaken once. Exam fee is required.

Distribution: Counseling .

**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.

Distribution: Counseling .

**MPHE - Master Public Health****MPHE 6191 - Seminar in Public Health (1)**

This seminar will be a one-credit hour course taken during the final semester of coursework as part of the professional preparation for students to enter the job market and to

prepare students to succeed in passing the CHES examination. (1 credit hour)

Distribution: School of Health Professions.

**MPHE 6295 - Capstone in Public Health (2)**

This course is designed to be an integrative learning experience where students synthesize and apply the program's competencies to public health practice. Students will investigate a public health issue, complete a written report, which may take the form of a peer-reviewed research journal article and a health communication campaign most appropriate for the target audience. This project will be presented upon completion of the course. This course/project requires written approval from the graduate advisor and program director. (2 credit hours)

Distribution: School of Health Professions.

**MPHE 6310 - Foundations of Public Health & Health Promotion (3)**

This course will provide an overview of the history of health education and public health, as well as an overview of the principle theories and models used in promoting health behavior change. (3 credit hours)

Distribution: School of Health Professions.

**MPHE 6315 - Measurement and Evaluation in Health (3)**

This course will provide an overview of the various types of program evaluation, including formative assessment, process evaluation, monitoring outputs and outcomes, impact evaluation, outcome evaluation, and summative assessment. Students will develop an understanding of measurement in program evaluation. (3 credit hours) (Dual for BSPH 4340)

Distribution: School of Health Professions.

**MPHE 6320 - Assessment and Program Planning in Health Promotion (3)**

This course will provide students with an understanding of the procedures for conducting community needs assessments, formative research, process evaluation, monitoring of outputs and outcomes, and impact/outcome evaluations. This course will cover quantitative and qualitative methods used to plan and evaluate health promotion programs. Logic models will guide the development of the program evaluation. (3 credit hours) (Dual for BSPH 3320)

Distribution: School of Health Professions.

**MPHE 6325 - Health Systems, Organization, and Policy (3)**

This course places emphasis on the application of organizational perspectives for health and human service organizations. This course also provides an emphasis on

the phases involved in the policy-making process, including evaluating existing policies and their impact on public health. (3 credit hours)

Distribution: School of Health Professions.

**MPHE 6330 - Applied Epidemiology (3)**

This course will improve the skills needed by health professionals to examine problems and make decisions based on the application of epidemiological concepts and methods. Environmental, individual, and biological determinants of diseases will be reviewed. Epidemiologic tools to be presented include the use of vital statistics and rates, descriptive studies, observational studies, and experimental studies. Basic concepts of biostatistics are also discussed in the context of public health and health promotion studies. (3 credit hours)

Distribution: School of Health Professions.

**MPHE 6340 - Leadership Skills for Interprofessional Practice (3)**

This course will provide students with the foundational leadership and management skills needed by public health professionals to effectively work on interprofessional teams. Topics covered include leadership styles and attributes, fostering collaboration, communication, conflict management, motivating teams to accomplish goals, leading change, guiding decision-making, professionalism, and beyond. (3 credit hours)

Distribution: School of Health Professions.

**MPHE 6345 - Population Health (3)**

This course will provide an examination of health issues from a population health perspective. Students will develop an understanding of the individual, social, and environmental determinants of health, health indicators, health systems, communicable and emerging diseases of specific populations, and the importance of cultural competence for health professionals. (3 credit hours)

Distribution: School of Health Professions.

**MPHE 6350 - Readings, Issues, Trends, Problems (3)**

This course will provide an opportunity for critical analysis and study of selected problems, trends, techniques, and issues in the health sciences as presented in published items and research, and related to programs. (3 credit hours)

Distribution: School of Health Professions.

**MPHE 6353 - Research Methods (3)**

This class will introduce students to the research process in public health and health sciences. An emphasis will be placed on the application of research design, data collection methods, and data analysis procedures used in quantitative and qualitative research. (3 credit hours)

Distribution: School of Health Professions.

**MPHE 6355 - Proposal Writing & Grant Management (3)**

Proposal writing is a critical skill that is key to success in many fields, especially for health services research and practice. This course addresses the various components associated with obtaining external funding. Students will learn to strategically identify appropriate funding agencies, and develop the knowledge and skills necessary to apply for funding to support health-related research and practice. Feedback opportunities will allow students to practice the skills needed for writing effective, cogent, and convincing proposals. This course will also facilitate discussions surrounding budget development and strategies to manage a successfully funded grant.

Distribution: School of Health Professions.

**MPHE 6360 - Biostatistics (3)**

This course will introduce biostatistics used in the fields of public health and health sciences. Students will develop an understanding of hypothesis testing, descriptive statistics, and methods for comparing discrete and continuous data including analysis of variance (ANOVA), t-test, correlation, and regression. Students will learn basic steps to analyze quantitative data using the Statistical Package for the Social Sciences (SPSS) and the interpretation of analysis results.

Distribution: School of Health Professions.

**MPHE 6365 - Global Infectious Disease (3)**

Students will gain insight into the causative agents, chain of infection, biology, epidemiology, prevention, diagnosis, treatment, and control of select infectious diseases, with an emphasis on those affecting low- and middle- income countries. Diseases include (but are not limited to): Dengue, Ebola, HIV/AIDS, Leishmaniasis, Malaria, Monkeypox, Onchocerciasis, Smallpox, Trachoma, and Trypanosomiasis. Public health concerns unique to these areas will also be highlighted, including vector control, healthcare access, and environmental health issues. (3 credit hours)

Distribution: School of Health Professions.

**MPHE 6375 - Advanced Theory in Health Behavior (3)**

This course will provide public health students with an in-depth analysis of the role of paradigms, conceptual frameworks, and theories that influence and have utility for health-related research and intervention design. Students will integrate this knowledge into planning health promotion programs through intervention design and program implementation. (3 credit hours)

Distribution: School of Health Professions.

**MPHE 6385 - Internship in Public Health (3)**

This is a supervised applied practical experience which will take place at an extramural agency or organization engaged in work related to public health and health promotion. This allows students to apply learned competencies in a public health practice setting. This project requires written approval from the graduate advisor and program director. (3 credit hours) (Dual credit for BSPH 4350)

Distribution: School of Health Professions.

**NCPS - Non-Clinical Professional Studies**

General Studies in Helping Professions (Non-Licensure)

**NCPS 6090 - Comprehensive Examination (0)**

The NCPS Comprehensive Exam will cover all courses taken by the student. 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 and the Program Coordinator.

Distribution: Counseling .

**NURS - Nursing**

**NURS 6305 - Advanced Nursing Care for the Acutely III Adult I (3)**

This course introduces the adult gerontology acute care nurse practitioner student to the management of adult patients who are acutely ill and those with exacerbation of chronic illness. Analysis and interpretation of laboratory and other diagnostic data, as well as intervention with invasive therapy is included.

Distribution: Nursing.

**NURS 6306 - Advanced Nursing Care for the Acutely III Adult I Practicum (3)**

This course provides the student the opportunity to apply knowledge, skills, and abilities related to the roles of the adult gerontology acute care nurse practitioner in the acute care environment. A minimum of 200 supervised clinical hours are required.

Distribution: Nursing.

**NURS 6307 - Advanced Nursing Care of the Acutely III Adult Practicum II (3)**

This course provides the student the opportunity to apply knowledge, develop additional advanced skills and abilities in the role of the adult gerontology acute care nurse practitioner in the acute care environment. A minimum of 200 supervised clinical hours is required.

Distribution: Nursing.

**NURS 6308 - Advanced Nursing Care of the Acutely Ill Adult II (3)**

This course builds upon the skills and knowledge from prior coursework. Management of complex patients in the acute setting by the adult gerontology acute care nurse practitioner is emphasized.

Distribution: Nursing.

**NURS 6310 - Advanced Practice Registered Nurse Roles & Business Principles (3)**

This course focuses on the multifaceted roles of the professional nurse in advanced practice in a variety of clinical settings. Examines resource utilization in relationship to healthcare management and cost effectiveness, along with the legal, and ethical implications of advanced practice. Emphasis is on the development and assumption of the role of the advanced practitioner as a member of the interdisciplinary health care team.

Distribution: Nursing.

**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.

Distribution: Nursing.

**NURS 6317 - Nursing Education Practicum (3)**

(60 Practicum Hours) This practicum is the capstone course for the Nurse Educator track of the MSN Program. The practicum provides the student opportunity to synthesize information learned related to evidence-based teaching practice and the roles/responsibilities of the academic nurse educator. The practicum consists of two components: a semester long project and practice experiences related to the academic nurse educator role in classroom, clinical, and stimulated learning environments. Experiences may also relate to the nurse educator role in the acute care/inpatient setting.

Distribution: Nursing.

**NURS 6318 - Immersion I (3)**

(120 clinical hours) This course is individualized to student needs and outcomes. Opportunities are provided for enhanced knowledge and skill development related to adults across the lifespan. The student is expected to make application of knowledge from the didactic courses to the clinical care of individuals. The focus is on the continued development of the adult gero acute care NP role as a member of the interdisciplinary team in the acute care environment.

Distribution: Nursing.

**NURS 6319 - Immersion II (3)**

(120 clinical hours) This course is a continuation of the immersion experience and is individualized to student needs and outcomes. Opportunities are provided for enhanced knowledge and skill development related to adults across the lifespan. The student is expected to make application of knowledge from the didactic courses to the clinical care of individuals. The focus is on the continued development of the adult gero acute care NP role as a member of the interdisciplinary team in the acute care environment.

Distribution: Nursing.

**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.

Distribution: Graduate (Nursing).

**NURS 6327 - Advanced Health Assessment (3)**

(50 Practicum Hours) 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.

Distribution: Graduate (Nursing).

**NURS 6328 - Informatics and Business Concepts for the Advanced Practice Nurse (3)**

This course provides a comprehensive overview of healthcare information technology. Focus of this course is on the management principles necessary to establish and maintain a successful clinical practice including proper coding of encounters and procedures, reimbursement and fiscal responsibility of the provider.

Distribution: Graduate (Nursing).

**NURS 6331 - Curriculum Development (3)**

(15 Practicum Hours) This course will introduce components and frameworks for nursing education curriculum. Discussion of regulatory agencies and accreditation will be included. Best practices for developing and revising nursing education curriculum, as well as the roles/responsibilities of the academic nurse educator will be explored.

Distribution: Graduate (Nursing).

**NURS 6232 - Teaching Strategies (2)**

This course will survey principles of teaching and learning, learning theories, and evidence-based teaching practices. Additionally, students will examine the legal and ethical aspects of the academic nurse educator role, student/faculty relationships, and trends and issues in nursing education.

Distribution: Graduate (Nursing).

**NURS 6332 - Teaching Strategies (3)**

(15 Practicum Hours) This course will survey principles of teaching and learning, learning theories and evidence-based teaching practices. Additionally, students will examine the role of student-faculty relationships as well as trends and issues in nursing education.

Distribution: Graduate (Nursing).

**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.

Distribution: Nursing.

**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.

Distribution: Nursing.

**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.

Distribution: Nursing.

**NURS 6339 - Diagnostic Reasoning (3)**

This course is designed to assist students in the development of comprehensive assessment proficiency, critical thinking, and evidence-based diagnostic reasoning. The student will utilize a systematic approach for clinical decision making, diagnosis, and documentation.

Distribution: Nursing.

**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.

Distribution: Nursing.

**NURS 6342 - Assessment and Evaluation in Nursing Education (3)**

(15 Practicum Hours) This course will address assessment and evaluation in nursing education programs. Included are student assessment, course evaluation and program evaluation methods. Strategies for evaluating classroom and clinical outcomes, as well as development of a systematic plan for evaluation of a nursing program will be explored.

Distribution: Nursing.

**NURS 6345 - Family Health I (3)**

This course is first in a series of didactic courses that focuses on assessment, diagnosis and management of select common and acute health problems in the primary care setting across the lifespan. Included is the application of their epidemiologic, pathophysiologic, symptoms complexes, and research-based treatments as well as appropriate patient education resources and protocols. Attention is given to the integration and application of advanced health assessment and critical-thinking skills, developmental family theories, and health promotion strategies in the diagnostic and clinical management processes of the family nurse practitioner (FNP) role.

Distribution: Nursing.

**NURS 6360 - Pediatric Health & Practicum (3)**

(100 Practicum Hours) This course focuses on health and illness of children in the primary care setting. Using an evidence-based practice framework the student will utilize health promotion, disease prevention, screening recommendations, and assessment, along with managing most common acute and chronic illnesses in partnership with patients, families, and other healthcare providers. The focus of this clinical practicum is on the care provided to the pediatric population by the Family Nurse Practitioner. The importance of performing comprehensive advance-level health assessments, use of diagnostic reasoning, the selection of appropriate diagnostic tests and pharmacologic and non-pharmacological therapies is emphasized. Using an evidence-based practice framework the student will

utilize health promotion, disease prevention, screening recommendations, and assessment, along with managing most common acute and chronic illnesses of pediatric population in partnership with patients, families, and other healthcare providers.

Distribution: Nursing.

### **NURS 6361 - Reproductive Health & Practicum (3)**

(100 Practicum Hours) This course focuses on all reproductive health and illness in the primary care setting. Using an evidence-based practice framework the student will utilize health promotion, disease prevention, screening recommendations, and assessment, along with managing most common acute and chronic illnesses in partnership with patients, families, and other healthcare providers. The focus of this clinical practicum is on the care provided to women by the Family Nurse Practitioner. The importance of performing comprehensive advance-level health assessments, use of diagnostic reasoning, the selection of appropriate diagnostic tests and pharmacologic and non-pharmacological therapies is emphasized. Using an evidence-based practice framework the student will utilize health promotion, disease prevention, screening recommendations, and assessment, along with managing most common acute and chronic illnesses of all reproductive alterations in partnership with patients, families, and other healthcare providers.

Distribution: Nursing.

### **NURS 6362 - Family Health & Practicum I (3)**

(100 Practicum Hours) This course focuses on the family nurse practitioner role in assessment, diagnosis, and management of common acute and chronic health problems in the primary care setting across the lifespan. Using an evidence-based practice framework the student will utilize health promotion, disease prevention, screening recommendations, and assessment, along with managing most common acute and chronic illnesses in partnership with patients, families, and other healthcare providers. The focus of this clinical practicum is on the role of the Family Nurse Practitioner. The practicum builds upon the student's proficiency in comprehensive health evaluation across the lifespan within the context of family, community, and culture. The importance of performing comprehensive advance-level health assessments, use of diagnostic reasoning, the selection of appropriate diagnostic tests and pharmacologic and non-pharmacological therapies is emphasized. Using an evidence-based practice framework the student will apply health promotion, disease prevention and recommendations, and assess and manage most common acute and chronic illnesses.

Distribution: Nursing.

### **NURS 6363 - Family Health & Practicum II (3)**

(100 Practicum Hours). The focus of this course is on the progressive role of the family nurse practitioner in assessment, diagnosis, and management of common acute and chronic health problems in the primary care setting across the lifespan. Using evidence-based practice the student will utilize health promotion, disease prevention, screening recommendations, and assessment, along with managing most common acute and chronic illnesses. The focus of this clinical practicum is on the progression in the role of the Family Nurse Practitioner in the diagnosis and management of common acute and chronic conditions across the lifespan in a primary care setting. The importance of performing comprehensive advance-level health assessments, use of diagnostic reasoning, the selection of appropriate diagnostic tests and pharmacologic and non-pharmacological therapies is emphasized. Using an evidence-based practice framework the student will apply health promotion, disease prevention and recommendations, and assess and manage most common acute and chronic illnesses.

Distribution: Nursing.

### **NURS 6364 - Family Health & Practicum III (3)**

(100 Practicum Hours) The focus of this course is on the progressive role of the family nurse practitioner in assessment, diagnosis, and management of common acute, chronic, and complex health problems in the primary care setting across the lifespan. Using evidence-based practice the student will utilize health promotion, disease prevention, screening recommendations, and assessment, along with managing the most common acute, chronic, and complex illnesses. Focus is on the progression in the role of the Family Nurse Practitioner in the diagnosis and management of common acute, chronic, and complex conditions across the lifespan in a primary care setting. The importance of performing comprehensive advance-level health assessments, use of diagnostic reasoning, the selection of appropriate diagnostic tests and pharmacologic and non-pharmacological therapies is emphasized. Using an evidence-based practice framework the student will apply health promotion, disease prevention and recommendations, and assess and manage most common acute, chronic, and complex illnesses.

Distribution: Nursing.

### **NURS 6365 - Family Health Immersion (3)**

(200 Practicum Hours) 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 and illness prevention. This course will include both a didactic and clinical component in which the student will demonstrate

the role of the advanced practice nurse as member of the interdisciplinary health care team.

Distribution: Nursing.

#### **NURS 7161 - Scholarly Project I: Plan (1)**

This course provides the student the opportunity to work with the project chair to complete steps needed to defend the project proposal. The initial steps will include project management planning, CITI training, IRB (Institutional Review Board) submission, final literature review, and project proposal. The final project proposal must be approved before moving to the next course.

Prerequisites: Approval of program chair, completion of all didactic courses.

Co-requisite: NURS 7251

Distribution: Nursing.

#### **NURS 7162 - Scholarly Project II: Implement (1)**

The course provides the student the opportunity to work with the project chair to stay on target timeline goals, oversee project implementation, and begin data collection for the intervention.

Prerequisites: NURS 7161

Co-requisite: NURS 7252

Distribution: Nursing.

#### **NURS 7163 - Scholarly Project III: Evaluate (1)**

The course provides the student the opportunity to work with the project chair to stay on target timeline goals, oversee data collection, and analyze data results. Students are ready to begin the project defense process.

Prerequisites: 7162

Co-requisite: NURS 7253

Distribution: Nursing.

#### **NURS 7164 - Scholarly Project IV: Defend (1)**

This course is the culmination of the scholarly project. The scholarly project completion demonstrates the knowledge, skills, and attitudes required for the executive nurse leader to facilitate organizational change to improve healthcare outcomes in various settings for diverse populations.

Students can showcase their successful completion of the AACN (American Association of Colleges of Nursing) Nursing Essentials competencies through an E-Portfolio. Students will work with the project chair with final preparations for the scholarly project's defense.

Prerequisites: NURS 7163

Co-requisite: NURS 7254

Distribution: Nursing.

#### **NURS 7251 - Practicum I: Plan (2)**

This course is the first of four practicum courses that support the student's leadership growth while engaged in capstone project activities. The student will evaluate connections between the project and the leadership essentials required to plan the project. Students will establish goals and objectives that create a framework for the experience. Clinical hours (105) will be accrued during this course. The project chair will approve all clinical hours. Students must complete all pre-practicum requirements such as health clearances before enrollment in this course.

Prerequisites: Approval of program chair, completion of all didactic courses.

Co-requisite: NURS 7161

Distribution: Nursing.

#### **NURS 7252 - Practicum II: Implement (2)**

This course provides the student an opportunity to more deeply engage in the leadership competencies required to implement a large scope scholarly project. The students will execute the scholarly project, paying close attention to the inter and intra professional collaboration and communication necessary for implementation. Students will continue to progress in project goals and objectives. Clinical hours (105) will be accrued during this course. The project chair will approve all clinical hours. Completion of all course deliverables required for progression to the next course.

Prerequisites: NURS 7251

Co-requisite: NURS 7162

Distribution: Nursing.

#### **NURS 7253 - Practicum III: Evaluate (2)**

This course provides the student opportunities to engage in systems level leadership experiences. The scholarly project continues and will conclude during this course. The student will evaluate any continuing challenges with the flow of the project. Students will continue to progress in project goals and objectives. Clinical hours (105) will be accrued during this course. The project chair will approve all clinical hours. Completion of all course deliverables required for progression to the next course.

Prerequisites: NURS 7252

Co-requisite: NURS 7163

Distribution: Nursing.

#### **NURS 7254 - Practicum IV: Defend (2)**

This course continues to provide students opportunities to engage in systems level leadership experiences. The scholarly project concludes during this course, if not completed in previous course. Students will continue to

progress in project goals and objectives. The student will participate in leadership reflection activities that demonstrate growth as a nurse executive leader. Clinical hours (105) will be accrued during this course. The project chair will approve all clinical hours. This is the final course of the practicum. All clinical hours need to be completed by the end of this course.

Co-requisite: NURS 7164

Pre-requisite: NURS 7253

Distribution: Nursing.

### **NURS 7305 - Population Health and Public Policy (3)**

This course emphasizes the necessity of nursing leadership involvement in interdisciplinary collaboration, systems-level thinking, and innovation to advance population and public health initiatives. Students learn about and apply population-focused interventions to address health outcomes. Consideration is given to environmental, cultural, and socioeconomic dimensions of individuals, populations, and communities. Students will gain understanding of emergency and disaster preparedness in community, regional, national, and global forums from a population health perspective. This course includes opportunities to advocate and participate in political and policy-making processes for the student's area of interest.

Prerequisite: NURS 7310 and NURS 7313

Distribution: Nursing.

### **NURS 7310 - DNP Role Transition (3)**

This course is designed to provide students with the philosophy, background, and issues related to the developing DNP role as a terminal nursing degree. Students will investigate and reflect upon conceptual frameworks for the leadership qualities required for the DNP prepared nurse. Students will begin to develop a personal leadership framework and leadership development plan. This course also incorporates connections to nursing theory. The student will gain an understanding of project management concepts.

Prerequisites: Admission to DNP program

Corequisite: NURS 7313

Distribution: Nursing.

### **NURS 7313 - Healthcare Policy, Leadership, and Ethics (3)**

This course is designed to enable the student to consider executive level leadership competencies. Students will explore interprofessional team dynamics and ethical conflict resolution. The challenges of ethical decision-making while integrating faith-based discernment are incorporated into the competencies. Students will learn to critically analyze the nurse leader's role in policy development, ethical research, and outcomes management.

Prerequisite: Admission to DNP program

Corequisite: 7310

Distribution: Nursing.

### **NURS 7320 - Statistical Analysis and Evaluation Methods (3)**

This course focuses on providing students with the knowledge and skills needed to analyze and interpret data to be used in translating research into practice. Research design, data collection, and analysis techniques will be explored. The importance of creating the correct question for planned intervention will be discussed. Ethical research concepts are discussed, with an emphasis on human subjects' protections. Statistical software will be introduced.

Prerequisites: Master's level statistics course, NURS 7310 and NURS 7313

Distribution: Nursing.

### **NURS 7323 - Healthcare Operations and Financial Systems (3)**

This course is designed to support the executive nurse leader with the tools needed to analyze financial and operational mechanisms that drive current healthcare decision-making. Topics include budget analysis, financial decision-making, business plan evaluation, and financial implications on outcomes management in the diverse and complex healthcare system. This course includes opportunities to participate in clinical hours with financial decision-makers for the student's area of interest.

Prerequisite: 7310 and NURS 7313, can be taken concurrently

Distribution: Nursing.

### **NURS 7325 - Healthcare System and Organizational Leadership (3)**

This course will focus on exploring organizational change and systems theory for interprofessional collaboration and strategic planning. Forecasting needs, balancing data-driven decisions with innovation, entrepreneurship, and mentoring others are key leadership qualities and concepts for navigating the complexity of the current healthcare environment. This course includes opportunities to participate in clinical hours with leadership for the student's area of interest.

Prerequisites: NURS 7310, NURS 7313, and NURS 7323

Distribution: Nursing.

### **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.

Distribution: Nursing.

**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.

Distribution: Nursing.

**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.

Distribution: Nursing.

**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.

Distribution: Nursing.

**NURS 7340 - Quality Improvement and Patient Safety (3)**

This course prepares students to evaluate evidence-based quality improvement models and implementation science in order to effectively manage data translation into change initiatives. Working as partners in interdisciplinary teams, students will assess organizational quality and patient safety culture. The principles in this course will prepare students to engage in local, state, national, and global healthcare improvement. This course includes opportunities to participate in clinical hours with quality improvement and patient safety specialists/leaders.

Prerequisites: NURS 7345

Distribution: Nursing.

**NURS 7345 - Healthcare Informatics and Technology (3)**

This course focuses on the knowledge and skills needed for using data information systems to evaluate and improve healthcare. Students build a foundation for the appraisal of health information systems in various settings and consider how those systems can be used to maximize quality and patient safety. Students will explore different informatics tools for data extraction, organization, and evaluation. This course includes opportunities to participate in clinical hours with nurse informaticist or other data analyst in student's area of interest.

Prerequisite: NURS 7310 and NURS 7313

Distribution: Nursing.

**NURS 7355 - Translational Research: Applying Evidence-Based Practice (3)**

This course focuses on the student's final preparations prior to the start of the scholarly project. Various Evidence-Based Practice models will be explored. Synthesis of the evidence into a cohesive plan of action for the scholarly project includes literature review, selecting a theory or conceptual framework for the proposed project, and project management principles. The student will analyze the Institutional Review Board (IRB) process for their work environment. Student must gain approval of final deliverables to proceed to practicum and project courses. Prerequisites: Completion of all core courses in the DNP program.

Prerequisite: NURS 7320, can be taken concurrently

Distribution: Nursing.

**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 the Doctor in Nursing Practice program.

Distribution: Nursing.

**OCTH - Occupational Therapy**

**OCTH 6115 - Immersive Practice Applications (1)**

Students will engage in multiple practice simulations that address conditions across the lifespan and practice settings in areas of neurological, musculoskeletal, psychiatric, and chronic conditions. Students will apply professional reasoning to reflect on their performance related to safety, communication skills, therapeutic use of self, and implementation of evaluation and intervention approaches in contextually relevant environments.

Distribution: Occupational Therapy.

**OCTH 6171 - Integrative Project I (1)**

Students will explore interests and project options for their master's capstone Integrative Project. Culminates with Integrative Project proposal.

Distribution: Occupational Therapy.

**OCTH 6172 - Integrative Project II (1)**

Students will engage in activities required to carry out integrative project as proposed and approved in OCTH 6171 Integrative Project I. Project types may include occupation-related research with a faculty mentor, development of an occupation-based program, development of a product used to facilitate engagement in occupational activities, or other projects approved by the faculty advisor and program director.

Distribution: Occupational Therapy.

**OCTH 6173 - Integrative Project III (1)**

Master's integrative capstone project finalization phase. Culminates with professional presentation of project.

Distribution: Occupational Therapy.

**OCTH 6180 - Foundations of Occupation-Based Practice (1)**

Students will learn foundational skills and concepts that lead to the development of occupation-based practitioners. Students will be prepared to apply content from this course across the lifespan, within various practice settings, and to a wide range of diagnoses in future semesters.

**OCTH 6190 - Professionalism and Occ-Based Pract**

Students will explore the integration of occupation focused practice as it pertains to preparation for level II fieldwork placement. Student will understand and identify their role in the fieldwork level II process, identify all requirements for successful preparation and completion of the fieldwork, and will apply didactic course work with simulated experiences of patient care for preparation of fieldwork level II rotations and entry-level practice.

**OCTH 6230 - Integration of Occupation Based Practice (2)**

This culminating course is designed to facilitate the integration of professional reasoning and knowledge translation for occupation-based practice, to promote readiness for FWII A & B and entry-level practice. Through both didactic and simulation-based learning the students will demonstrate preparedness in all aspects of entry-level practice, including documentation, in varied practice settings. Professional communication, health literacy, and evidence-based, ethical practice will be promoted throughout the course. Credentialing and licensure will be discussed.

Distribution: Occupational Therapy.

**OCTH 6250 - Evidence-Based Practice 1 (2)**

This is a foundational course in which students will be introduced to basic research skills and concepts, critical appraisal of existing research, and knowledge translation with an emphasis on evidence-based occupational therapy practice.

Distribution: Occupational Therapy.

**OCTH 6251 - Evidence-Based Practice in OT II (2)**

This second course in the research sequence includes methods for clinical/professional research in occupational therapy, both quantitative and qualitative as well as strategies to embed research into occupational therapy practice. Students will write a research proposal to demonstrate understanding of course content.

Distribution: Occupational Therapy.

**OCTH 6260 - Professional Writing (2)**

Students will learn about paper and electronic medical record documentation as well as other aspects of professional writing specific to occupational therapy.

Distribution: Occupational Therapy.

**OCTH 6267 - Occupational Engagement Using Technology (2)**

Students will engage with adaptive and rehabilitative technology to learn to apply theoretical, research and industry literature pertaining to the design of environments, devices, and tools to enhance occupational performance across the lifespan.

Distribution: Occupational Therapy.

**OCTH 6310 - Occupational Therapy Theory and Process (3)**

Foundational theories to the profession of occupational therapy will be explored. The Occupational Therapy Practice Framework will be introduced as will practice models across traditional practice settings. Students will examine the process of theory development and how to apply the OT process and concepts of adaptation and remediation. Includes historical theoretical perspectives.

Distribution: Occupational Therapy.

**OCTH 6315 - Therapeutic Processes in OT (3)**

Students will learn to apply the essentials of therapeutic rapport and non-verbal communication. Client-centered approaches to individual and group interventions will be emphasized. Professional attitudes and behaviors will be discussed and concepts of professional accountability, professional liability and continuing competence will be examined. Influences of cultural diversity, spirituality, sexuality, values, and coping skills will be deliberated. The

course will include: Motivational interviewing, teaching and learning strategies.

Distribution: Occupational Therapy.

### **OCTH 6320 - Human Occupation (3)**

Students will examine the history of the profession and engage in exploration of occupational development and occupations throughout the lifespan with attention to occupational performance, biological, psychological, cognitive and sociocultural elements as health determinants. Students will learn basic concepts of activity analysis and grading and modification of occupations.

Distribution: Occupational Therapy.

### **OCTH 6321 - Foundations of Occupation: Movement (3)**

Students will analyze the musculoskeletal system in terms of anatomy, structure and function with specific focus on occupational performance. Musculoskeletal function will be the focus of activity analysis; students will learn basic musculoskeletal assessment techniques. (combined lecture/lab format)

Distribution: Occupational Therapy.

### **OCTH 6322 - Foundations of Occupation: Neuroscience (3)**

Introduction to the neurological foundations of human performance, behavior, and emotion. Analysis of the nervous system structure and function during occupational performance; includes basic assessment methods.

Distribution: Occupational Therapy.

### **OCTH 6331 - Foundations of Occupation: Chronic Conditions (3)**

Students will examine common chronic conditions which result in disruption of occupational performance through the lifespan. Includes pathophysiology, basic assessment of associated client factors and performance skills and intervention of associated occupational performance deficits.

Distribution: Occupational Therapy.

### **OCTH 6350 - Evidence-Based Practice 2 (3)**

This second course in the evidence-based sequence includes methods for location, selection, critique, and synthesis of current evidence. Students will critique qualitative and quantitative research and integrate the best evidence into sequential scholarly documents which inform their clinical decision making. Students will identify and integrate various resources for EBP knowledge translation available within the profession of OT through exploration of professional associations and journals.

Distribution: Occupational Therapy.

### **OCTH 6351 - Pediatric Practice 1 Clinical Context (3)**

Students will learn clinically-based approaches to occupational therapy practice for children from birth through adolescence, focusing on integrating knowledge of theoretical frameworks, practice settings, research evidence, clinical reasoning and regulatory and reimbursement policies in the provision of interventions for conditions and disorders experienced in this age group.

Distribution: Occupational Therapy.

### **OCTH 6352 - Pediatric Practice 2 - Community (3)**

Students will learn about community focused interventions for infants through transition aged individuals grounded in the social model of health and occupational justice concepts. This course is designed to promote health, well-being, social inclusion, empowerment, and health disparity reduction for populations and communities. Students will learn to evaluate and provide intervention for those with community-based occupational performance deficits through the creation and implementation of a community group activity.

Distribution: Occupational Therapy.

### **OCTH 6355 - Adult Practice: 1 Community Context (3)**

Students will learn about community focused interventions for adults and older adults designed to promote health, well-being, social inclusion, empowerment, and health disparity reduction for populations and communities. Students will understand how to evaluate and provide intervention for those with community-based occupational performance deficits using direct and consultative practice models. Students will be assigned to a Cru Work Skills Program client to: Engage in and apply the OT process; perform activity analysis; establish therapeutic relationship.

Distribution: Occupational Therapy.

### **OCTH 6356 - Adult Practice 2: Clinic (3)**

Students will learn clinically-based approaches to occupational therapy practice for the adult population from early through older adulthood, focusing on integrating knowledge of theoretical frameworks, practice settings, research evidence, clinical reasoning and regulatory and reimbursement policies in the provision of interventions for conditions and disorders experienced in this age group. Students will be assigned to an adult in the lab to: Engage in the OT process; activity analysis; establish therapeutic relationship; assessment; intervention planning and implementation; home programming; assistive technology application.

Distribution: Occupational Therapy.

**OCTH 6360 - Leadership & Management in OT (3)**

Students will learn the roles, knowledge and skills used when leading and managing OT services. Students will learn how to complete needs assessments to design and implement programs to address health needs of individuals and populations as well as outcomes assessments to determine program impact in order to influence policy and program development.

Distribution: Occupational Therapy.

**OCTH 6365 - Occupational Performance: Functional Cognition (3)**

Students will learn how to identify cognitive and perceptual impairments, assess and apply appropriate theoretical frameworks for goal setting and treatment planning. Students will learn a variety of intervention approaches to allow the client to engage in meaningful occupational throughout the lifespan, with emphasis on the older adult. Evidence-based outcome measures will also be explored.

Distribution: Occupational Therapy.

**OCTH 6391 - Case Based Special Topics (3)**

Students will explore specialty practice topics such as NICU, palliative care, driving, emerging practice areas (primary care, telehealth, etc.), mindfulness-based occupational therapy practice, prosthetics, and complementary approaches to intervention using a problem-based learning approach. Small-group seminar format.

Distribution: Occupational Therapy.

**OCTH 6430 - Neurological Assessment & Intervention 1 (4)**

Students will examine common neurological diagnoses which result in disruption of occupational performance through the lifespan. Includes pathophysiology, basic assessment of associated client factors and performance skills and intervention of associated occupational performance deficits. Evidence-based outcome measures will also be explored. Includes lab.

Distribution: Occupational Therapy.

**OCTH 6431 - Occupational Performance: Chronic Conditions (4)**

Students will examine common chronic conditions which result in disruption of occupational performance through the lifespan. Includes pathophysiology, basic assessment of associated client factors and performance skills and intervention of associated occupational performance deficits. Evidence-based outcome measures will also be explored. Includes Lab.

Distribution: Occupational Therapy.

**OCTH 6432 - Musculoskeletal Assessment & Intervention (4)**

Students will examine common musculoskeletal conditions resulting in disruption of occupational performance through the lifespan. Includes pathophysiology, basic assessment of associated client factors and performance skills and intervention of associated occupational performance deficits. Evidence-based outcome measures will also be explored.

Distribution: Occupational Therapy.

**OCTH 6435 - Neurological Assessment & Intervention 2 (4)**

Students will examine complex neurological diagnoses resulting in disruption of occupational performance through the lifespan, including pathophysiology, advanced assessment of associated client factors and performance skills and intervention of associated occupational performance deficits.

Distribution: Occupational Therapy.

**OCTH 6440 - Occupational Performance: Psychosocial Influences (4)**

Students will examine core theories and tenets related to psychosocial issues in occupational therapy with a central focus on examination of psychosocial and sociocultural influences on occupational performance throughout the lifespan. Significant community-based experiences will be utilized to explore psychosocial influences and mental health conditions (associated with FWIA).

Distribution: Occupational Therapy.

**OCTH 6451 - Pediatric Practice 1: Clinical Context (4)**

Students will learn clinically based approaches to occupational therapy practice for children from birth through transition to adulthood, focusing on integrating knowledge of theoretical frameworks, clinical reasoning, practice settings, research evidence and professionalism in the provision of interventions for conditions and disorders experienced in this setting. Students will evaluate, plan and document interventions, and discharge plan for a pediatric community client through a living lab experience. Students will participate in a simulated care conference for pediatric patients to engage in interdisciplinary communication and collaboration. Students will demonstrate knowledge of pediatric theories and clinical reasoning through skill competencies and labs.

Distribution: Occupational Therapy.

**OCTH 6460 - Leadership & Management in OT (4)**

This course is strategically placed in the fifth semester of the curriculum to introduce students to leadership concepts which will advance the conceptual knowledge acquired in previous coursework about ethics, advocacy, professional

development, and intra-professional and supervisory relationships. Students will explore leadership theories, professional development, advocacy, and management by developing a business plan that addresses a specific community need.

Distribution: Occupational Therapy.

**OCTH 6465 - Occupational Performance: Functional Cognition (4)**

Students will learn how to identify cognitive and perceptual impairments through occupational performance, and apply appropriate theoretical frameworks for goal setting and treatment planning. Students will learn and apply a variety of intervention approaches to allow the client to engage in meaningful occupations with a focus on both improvement and compensation for cognitive impairments across practice settings. Students will explore and administer evidence-based outcome measures.

Fieldwork Level IB will be integrated during this course, providing students with the opportunity to integrate the theory, knowledge, and skills learned in the classroom and community into the practice setting.

Distribution: Occupational Therapy.

**OCTH 6491 - Case-Based Special Topics (4)**

Students will explore specialty practice topics such as NICU, palliative care, driving, emerging practice areas (primary care, telehealth, etc.), mindfulness-based occupational therapy practice, prosthetics, and complementary approaches to intervention using a problem-based learning approach. Small-group seminar format. Increased from 3 complex cases to 4.

Distribution: Occupational Therapy.

**OCTH 6580 - FWIIA (Jan-March) (5)**

The purpose of the level II fieldwork experience is to provide students with the opportunity to integrate the theory, knowledge and skills learned in the classroom and community throughout the program into the practice setting. Level II fieldwork requires full synthesis and application of previously learned information related to all aspects of occupational therapy practice for successful completion. Upon conclusion of the fieldwork experiences, the student is expected to exhibit the skills of a professional entry-level occupational therapist, dedicated to ethical, client-centered occupational therapy practice with a commitment to lifelong learning.

Distribution: Occupational Therapy.

**OCTH 6581 - FWIIB (April-June) (5)**

The purpose of the level II fieldwork experience is to provide students with the opportunity to integrate the theory, knowledge and skills learned in the classroom and community throughout the program into the practice setting. Level II fieldwork requires full synthesis and

application of previously learned information related to all aspects of occupational therapy practice for successful completion. Upon conclusion of the fieldwork experiences, the student is expected to exhibit the skills of a professional entry-level occupational therapist, dedicated to ethical, client-centered occupational therapy practice with a commitment to lifelong learning.

Distribution: Occupational Therapy.

**OCTH 7110 - Capstone 1: Exploration (1)**

Students will begin the process of exploring doctoral capstone experience and project options in the areas of research, program development, advanced clinical practice skills, administration, and/or policy and advocacy. Students will explore personal interests and professional goals, and will initiate the needs assessment process for developing a capstone experience and project that can meet personal and professional goals.

Distribution: Occupational Therapy.

**OCTH 7115 - Immersive Practice Applications (1)**

Students will engage in multiple practice simulations that address conditions across the lifespan and practice settings in areas of neurological, musculoskeletal, psychiatric, and chronic conditions. Students will apply professional reasoning to reflect on their performance related to safety, communication skills, therapeutic use of self, and implementation of evaluation and intervention approaches in contextually relevant environments. Students will also analyze performance through self- and peer critiques and evaluate effectiveness of personal improvement plans.

Distribution: Occupational Therapy.

**OCTH 7120 - Capstone Preparation 2 – Development (1)**

Students will solidify a site for the capstone experience and begin collaborating with relevant stakeholders to form a capstone team. In collaboration with the capstone team, the student will develop final capstone objectives, identify needed resources including locating potential grants, and submit a final needs assessment. The student will also update their professional development plan with feedback from their capstone team.

Distribution: Occupational Therapy.

**OCTH 7130 - Capstone Preparation 3 – Intensive Preparation (1)**

Students will develop in-depth plan for implementing and evaluating the capstone experience and project, to include an evaluation plan, sustainability plan, action plans, and a dissemination plan, resulting in a formal capstone proposal and a signed MOU by the completion of this course.

Distribution: Occupational Therapy.

**OCTH 7140 - Capstone Project Dissemination (1)**

The purpose of the Capstone Project Dissemination is to demonstrate synthesis of in-depth knowledge in the focused areas of study during the Capstone Experience and to disseminate scholarly work. Students will complete the Capstone Project Dissemination in conjunction with the Capstone Experience. Students will collaborate with their capstone team about the Capstone Project Dissemination throughout course of the Capstone Experience. This course will culminate with a professional poster presentation to the community and relevant stakeholders.

Distribution: Occupational Therapy.

**OCTH 7230 - Integration of Occupation Based Practice (2)**

This course is designed to facilitate the integration of professional reasoning and knowledge translation for occupation-based practice, to promote readiness for FWII A & B and entry-level practice. Through both didactic and simulation-based learning the students will demonstrate preparedness in all aspects of entry-level practice, including documentation, in varied practice settings. Additionally, students will create an evidence-based intervention plan with each simulation activity to include a complete reference list.

Professional communication, health literacy, and evidence-based, ethical practice will be promoted throughout the course. Credentialing and licensure will be discussed.

Distribution: Occupational Therapy.

**OCTH 7260 - Professional Writing (2)**

Students will learn about paper and electronic medical record documentation as well as other aspects of professional writing specific to occupational therapy. Students will evaluate effectiveness of documentation for advocating for therapy services and consider ethical and professional responsibilities associated with documentation.

Distribution: Occupational Therapy.

**OCTH 7310 - Capstone 4: Seminar (3)**

Students will evaluate their current capstone proposals and make any necessary adjustments according to their site and capstone team based on thorough review of the evidence. This course will establish a schedule of learning activities and steps to implement each phase of the capstone experience and project effectively, including orientation, screening and evaluation, discontinuation and sustainability, and dissemination

Distribution: Occupational Therapy.

**OCTH 7352 - Pediatric Practice 2 - Community (3)**

Students will learn about community-focused interventions for infants through transition-aged individuals, grounded in

the social model of health and occupational justice concepts. The course is designed to promote health, well-being, social inclusion, empowerment, and the reduction of health disparities within populations and communities. Students will learn to evaluate, provide interventions, and document outcomes for individuals experiencing community-based occupational performance deficits through creation and implementation of a community group activity supported by evidence, with community and stakeholder collaboration.

Distribution: Occupational Therapy.

**OCTH 7355 - Adult Practice 1: Community Context (3)**

Students will learn about community focused interventions for adults and older adults designed to promote health, well-being, social inclusion, empowerment, and health disparity reduction for populations and communities. Students will evaluate and provide intervention for those with community-based occupational performance deficits using direct and consultative practice models, demonstrating ability to apply and analyze performance. Students will be assigned to a Cru Work Skills Program client to: Engage in and apply the OT process; perform activity analysis; establish therapeutic relationship; analyze and evaluate evaluation and intervention approaches.

Distribution: Occupational Therapy.

**OCTH 7356 - Adult Practice – Clinical Context (3)**

Students will learn clinically-based approaches to occupational therapy practice for the adult population from early through older adulthood, focusing on integrating knowledge of theoretical frameworks, practice settings, research evidence, clinical reasoning and regulatory and reimbursement policies in the provision of interventions for conditions and disorders experienced in this age group. Students will be assigned to an adult in the lab to: Engage in the OT process; activity analysis; establish therapeutic relationship; assessment; intervention planning and implementation; home programming; assistive technology application. Students will advance their critical thinking and clinical reasoning skills through self-reflection and analysis of client response to the therapeutic process through an in-depth case study.

Distribution: Occupational Therapy.

**OCTH 7435 - Neurological Assessment & Intervention 2 (4)**

Students will examine complex neurological diagnoses resulting in disruption of occupational performance through the lifespan, including pathophysiology, advanced assessment of associated client factors and performance skills and intervention of associated occupational performance deficits. Students will engage in application of EBP for the assessment and intervention of clients with complex neurological diagnoses with emphasis on

evaluating progress and modifying interventions as indicated. Students will also explore and identify appropriate community partners and resources to support a continuum of care.

Distribution: Occupational Therapy.

#### **OCTH 7451 - Pediatric Practice 1: Clinical Context (4)**

Students will engage in advanced, clinically based approaches to occupational therapy practice for children from birth through the transition to adulthood. The course emphasizes the comprehensive integration of knowledge of theoretical frameworks, advanced clinical reasoning, diverse practice settings, research evidence, and professional leadership in the development and implementation of interventions for conditions and disorders encountered in pediatric occupational therapy. Students will participate in a living lab experience, working with community clients to apply their skills in a realistic, supervised environment. Students will complete pediatric evaluations, treatment plans, and discharge summaries which incorporate the evidence for practice. They will engage and participate in a simulated care conference for pediatric patients to enhance their interdisciplinary communication and collaboration skills. Students will demonstrate knowledge of pediatric theories and clinical reasoning through skill competencies and labs.

Distribution: Occupational Therapy.

#### **OCTH 7460 - Leadership & Management in OT (4)**

This course is strategically placed in the fifth semester of the curriculum to introduce students to leadership concepts which will advance the conceptual knowledge acquired in previous coursework about ethics, advocacy, professional development, and intra-professional and supervisory relationships. Students will formulate a business plan to address a community need using evidence to evaluate the program and apply knowledge of federal and state regulations and reimbursements.

Distribution: Occupational Therapy.

#### **OCTH 7465 - Functional Cognition (4)**

Students will learn how to identify cognitive and perceptual impairments through occupational performance, analyze and critique theoretical frameworks, and implement goal setting and treatment planning within the living lab. Students will learn and apply a variety of intervention approaches to allow the client to engage in meaningful occupations with a focus on both improvement and compensation for cognitive impairments across practice settings. Students will explore and administer evidence-based outcome measures. Fieldwork Level IB will be integrated during this course, providing students with the opportunity to integrate the theory, knowledge, and skills learned in the classroom and community into the practice setting.

Distribution: Occupational Therapy.

#### **OCTH 7491 - Case-Based Special Topics (4)**

Students will explore specialty practice topics such as NICU, palliative care, driving, emerging practice areas (primary care, telehealth, etc.), mindfulness-based occupational therapy practice, prosthetics, and complementary approaches to intervention using a problem-based learning approach. Students will appraise current literature and select and apply evidence-based interventions while identifying and adjusting for unique client factors and contexts. Students will identify community partners and resources relevant to each case study to promote continuum of care.

Small-group seminar format.

Distribution: Occupational Therapy.

#### **OCTH 7580 - Level IIA Fieldwork (5)**

The purpose of the level II fieldwork experience is to provide students with the opportunity to integrate the theory, knowledge and skills learned in the classroom and community throughout the program into the practice setting. Level II fieldwork requires full synthesis and application of previously learned information related to all aspects of occupational therapy practice for successful completion. The student will demonstrate the use of evidence-based practice while creating or improving a program at the site that adheres to the organization's administrative structure, to ensure ethical practice. Upon conclusion of the fieldwork experiences, the student is expected to exhibit the skills of a professional entry-level occupational therapist, dedicated to ethical, client-centered occupational therapy practice with a commitment to lifelong learning.

Distribution: Occupational Therapy.

#### **OCTH 7582 - Level IIB Fieldwork (5)**

The purpose of the level II fieldwork experience is to provide students with the opportunity to integrate the theory, knowledge and skills learned in the classroom and community throughout the program into the practice setting. Level II fieldwork requires full synthesis and application of previously learned information related to all aspects of occupational therapy practice for successful completion. The student will demonstrate the use of evidence-based practice while creating or improving a program at the site that adheres to the organization's administrative structure, to ensure ethical practice. Upon conclusion of the fieldwork experiences, the student is expected to exhibit the skills of a professional entry-level occupational therapist, dedicated to ethical, client-centered occupational therapy practice with a commitment to lifelong learning.

Distribution: Occupational Therapy.

### **OCTH 7610 - Capstone Experience (6)**

The purpose of the Capstone Experience is to provide in-depth understanding of, implementation, and evaluation of occupational therapy service in the areas of advanced clinical skills, research, program development, policy and advocacy, and/or administration skills. Students will complete the Capstone Experience for a minimum of 14 weeks of full-time engagement, meeting the minimum requirement of 448 hours. Students will collaborate with their capstone team throughout the Capstone Experience and specific hours and schedules will be approved by the team prior to commencement.

Distribution: Occupational Therapy.

## **PAMS - Physician Assistant**

### **PAMS 6101 - Physician Assistant Profession (1)**

This course is an overview of the physician assistant (PA) profession and the role of PAs in the health care field. Students will receive instruction on interprofessional practice, providing medical care for diverse populations, concepts of public health, historical development of the profession, laws and regulations for professional practice, licensure and certification, and professional organizations.

Distribution: Physician Assistant.

### **PAMS 6110 - Basic Fundamentals of Medical Science (1)**

The Basic Fundamentals of Medical Science course is designed to provide the first-year physician assistant student with a baseline level of established and evolving biomedical science knowledge upon which to build during the study of health and human diseases. This course includes instruction in the following areas of applied medical sciences and their application in clinical practice: biochemistry, immunology, microbiology, and molecular mechanisms of health and disease. The course also reviews the basic fundamentals of study and test-taking skills, stress management, professionalism, and problem-solving.

Distribution: Physician Assistant.

### **PAMS 6111 - Clinical Reasoning I (1)**

This course is designed to develop and refine the clinical reasoning skills essential for Physician Assistants (PAs). Students will engage in a comprehensive exploration of the diagnostic process, integrating evidence-based medicine, patient history, physical examination findings, and diagnostic testing. The course emphasizes critical thinking, problem-solving, and decision-making in the clinical setting. Through case-based learning and interactive discussions, students will practice formulating differential diagnoses, creating management plans, and applying clinical guidelines. By the end of the course, students will be adept at navigating complex clinical scenarios, making

informed decisions, and providing high-quality, patient-centered care. This course is fundamental for preparing PAs to meet the challenges of diverse clinical environments and to excel in their roles as vital members of the healthcare team.

Distribution: Physician Assistant.

### **PAMS 6112 - Clinical Reasoning II (1)**

This course is designed to develop and refine the clinical reasoning skills essential for Physician Assistants (PAs). Students will engage in a comprehensive exploration of the diagnostic process, integrating evidence-based medicine, patient history, physical examination findings, and diagnostic testing. The course emphasizes critical thinking, problem-solving, and decision-making in the clinical setting. Through case-based learning and interactive discussions, students will practice formulating differential diagnoses, creating management plans, and applying clinical guidelines. By the end of the course, students will be adept at navigating complex clinical scenarios, making informed decisions, and providing high-quality, patient-centered care. This course is fundamental for preparing PAs to meet the challenges of diverse clinical environments and to excel in their roles as vital members of the healthcare team.

Distribution: Physician Assistant.

### **PAMS 6113 - Clinical Reasoning III (1)**

This course is designed to develop and refine the clinical reasoning skills essential for Physician Assistants (PAs). Students will engage in a comprehensive exploration of the diagnostic process, integrating evidence-based medicine, patient history, physical examination findings, and diagnostic testing. The course emphasizes critical thinking, problem-solving, and decision-making in the clinical setting. Through case-based learning and interactive discussions, students will practice formulating differential diagnoses, creating management plans, and applying clinical guidelines. By the end of the course, students will be adept at navigating complex clinical scenarios, making informed decisions, and providing high-quality, patient-centered care. This course is fundamental for preparing PAs to meet the challenges of diverse clinical environments and to excel in their roles as vital members of the healthcare team.

Distribution: Physician Assistant.

### **PAMS 6150 - Clinical Prep (1)**

This is a one-week preparatory session prior to students beginning clinical rotations. Students will review preceptor expectations, professionalism, intellectual honesty, and appropriate academic and professional conduct. This course will provide instruction regarding reimbursement, coding and billing, as well as patient safety, and prevention of medical errors.

Distribution: Physician Assistant.

**PAMS 6160 - HEAL I (1)**

HEAL I is an extended course that occurs throughout the clinical components of the program's curriculum. This course reinforces the knowledge of important medical practitioner attributes including humanities, ethics, altruism, and leadership. Students will learn about the principles of the health care delivery team, medical ethics and law, cultural competency, diversity, spirituality, credentialing, licensing, certification, and preparing students to work collaboratively in interprofessional patient centered teams. Interprofessional patient centered team instruction will emphasize the importance of the team approach to patient centered care and provide opportunities to apply these principles in a scenario. This course provides additional instruction on the constantly changing health care system and the impact of racial, ethnic, and socioeconomic health disparities on health care delivery. Instruction related to medical care and diversity aims to prepare students to evaluate their own values and avoid stereotyping. It assists them in becoming aware of differing health beliefs, values and expectations of patients and other health care professionals that can affect communication, decision-making, compliance, and health outcomes. This course also provides instruction and assessment in the development of clinical reasoning and problem-solving abilities, and developing a differential diagnosis and patient management plan related to individualized patient care.

Distribution: Physician Assistant.

**PAMS 6161 - HEAL II (1)**

This is a continuation of the HEAL I course. This course continues to reinforce the knowledge of important medical practitioner attributes including humanities, ethics, altruism, and leadership. Students will learn about the principles and practice of medical laws and regulations, cultural competency, diversity, clinical informatics, professional organizations, and preparing students to work collaboratively in interprofessional patient centered teams. Interprofessional patient centered team instruction will emphasize leadership styles and the importance of cultivating these skills. This course provides additional instruction on the constantly changing health care system, including racial, ethnic, and religious disparities, as well as social determinants of health and the impact on health care delivery. It assists them in becoming aware of differing health beliefs, values and expectations of patients and other health care professionals that can affect communication, decision-making, compliance, and health outcomes. This course also provides instruction and assessment in the development of clinical reasoning and problem-solving abilities, and developing a differential diagnosis and patient management plan related to individualized patient care.

Distribution: Physician Assistant.

**PAMS 6165 - HEAL III (1)**

This is a continuation of the HEAL II course. This course continues to reinforce the knowledge of important medical practitioner attributes including humanities, ethics, altruism, and leadership. Students will learn about the principles and practice of patient safety, quality improvement, end of life care, cultural awareness, health disparities, telemedicine, and preparation for post-graduation. Interprofessional team instruction will emphasize the importance of the team approach and challenges in telemedicine. This course provides additional instruction on the constantly changing health care system and the impact of homelessness on health care delivery. Patient safety, quality improvement, and principles related to death, dying, and loss are evaluated. Instruction related to medical care and cultural awareness aims to prepare students to evaluate their own values and avoid stereotyping. It assists them in becoming aware of differing health beliefs, values and expectations of patients and other health care professionals that can affect communication, decision-making, compliance, and health outcomes. Students will prepare for post-graduation through examination of the licensure and interviewing process, and principles and practice of professional conduct. This course also provides instruction and assessment in the development of clinical reasoning and problem-solving abilities, and developing a differential diagnosis and patient management plan related to individualized patient care.

Distribution: Physician Assistant.

**PAMS 6166 - HEAL IV (1)**

This is a continuation of the HEAL III course. This course continues to reinforce the knowledge of important medical practitioner attributes including humanities, ethics, altruism, and leadership. Students will learn about the principles and practice of medical ethics and law, health disparities, patient safety, reduction of medical errors and risk management, provider wellness, and preparing students to work collaboratively in interprofessional patient centered teams. Interprofessional patient centered team instruction will emphasize the importance of volunteerism in the interprofessional team. This course provides additional instruction on health disparities including disability status and gender identity. Instruction related to medical care and diversity aims to prepare students to evaluate their own values and avoid stereotyping. It assists them in becoming aware of differing health beliefs, values and expectations of patients and other health care professionals that can affect communication, decision-making, compliance, and health outcomes. This course also provides instruction and assessment in the development of clinical reasoning and problem-solving abilities, and developing a differential diagnosis and

patient management plan related to individualized patient care.

Distribution: Physician Assistant.

### **PAMS 6170 - EBMR I (1)**

This course will provide instruction to prepare students to search, interpret and evaluate the medical literature. Specifically, this course will assist students in learning how to maintain and evaluate new medical findings required for the prevention and treatment of disease. Instruction for the following topics are included in this course: framing of research questions, interpretation of basic biostatistical methods, types of sampling methods, the role of Institutional research training, and the use of common databases to access medical literature.

Distribution: Physician Assistant.

### **PAMS 6171 - EBMR II (1)**

Evidence Based Medicine and Research II is a continuation of the Evidence Based Medicine and Research I course. This course continues to provide instruction to prepare students to search, interpret, and evaluate the medical literature with application to patient care. Instruction for the following topics are included in this course: analyzing, interpreting, and evaluating literature as well as discussing the limitations of medical research.

Distribution: Physician Assistant.

### **PAMS 6174 - Evidence-Based Med and Research (1)**

This course will provide instruction to prepare students to search, interpret, and evaluate the medical literature as the first component of their Capstone research project. Specifically, this course will assist students in learning how to maintain and evaluate new medical findings required for the prevention and treatment of disease. Instruction for the following topics are included in this course: the framing of research questions, interpretation of basic biostatistical methods, types of sampling methods, the role of Institutional research training, research ethics, the use of common databases to access medical literature, interpreting and evaluating literature as well as discussing the limitations of medical research.

Distribution: Physician Assistant.

### **PAMS 6175 - Applied Research I (1)**

The Applied Research I course provides students the opportunity to conduct research. Students will search, interpret, and evaluate medical literature to develop a research project individualized to patient care. Instruction for this course will guide students in performing a systematic rapid research review to address a medical-based research question.

Distribution: Physician Assistant.

### **PAMS 6176 - Applied Research II (1)**

Applied Research II is a continuation of the Applied Research I course. This course continues to provide research instruction in developing a journal abstract and medical poster. In addition, students will be taught the skills needed to present their research findings in the academic setting of UMHB Scholar's Day. The abstract, research poster, and poster presentation are all required components for the summative evaluation.

Distribution: Physician Assistant.

### **PAMS 6195 - Graduation Preparation (1)**

This is a preparatory course prior to graduation. During this course, students are exposed to multiple resources to prepare for the summative evaluation, which is a requirement for each student prior to graduation. The summative evaluation correlates with the didactic and clinical components of the program's curriculum and will measure each student's medical knowledge, interpersonal skills, clinical and technical skills, professional behaviors, and clinical reasoning and problem-solving abilities behaviors required to enter clinical practice.

Distribution: Physician Assistant.

### **PAMS 6201 - Basic Fundamentals of Medical Science (2)**

The Basic Fundamentals of Medical Science course is designed to provide the first-year physician assistant student with a baseline level of established and evolving biomedical science knowledge in which to build upon during the study of health and human diseases. This course includes instruction in the following areas of applied medical sciences and their application in clinical practice: biochemistry, immunology, microbiology, infectious diseases, genetics, and molecular mechanisms of health and disease. The course also reviews the basic fundamentals of study and test-taking skills, stress management, professionalism, and problem-solving.

Distribution: Physician Assistant.

### **PAMS 6210 - Pharmacotherapeutics I (2)**

This course is a study of the applied medical sciences of pharmacology and pharmacotherapeutics and their application in clinical practice. Students will be taught the appropriate selection and rational use of drugs for the prevention and treatment of diseases. Specific topics include mechanism of action, indication, adverse effects, contraindications, and patient education. This course will include instruction in the acute and longitudinal management of infectious, dermatologic, hematologic, cardiac, pulmonary, and genitourinary diseases. Students will be instructed in clinical reasoning and problem-solving abilities while developing patient centered pharmacologic management plans for adult populations.

Distribution: Physician Assistant.

**PAMS 6211 - Pharmacotherapeutics II (2)**

This course is a continuation of Pharmacotherapeutics I as the curriculum progresses through the body/organ systems. This course is a study of the applied medical sciences of pharmacology and pharmacotherapeutics and their application in clinical practice. Students will be taught the appropriate selection and rational use of drugs for the prevention and treatment of diseases. Specific topics include mechanism of action, indication, adverse effects, contraindications, and patient education. This course will include instruction in the acute and longitudinal management of gastroenterology, nephrology, rheumatology, musculoskeletal, otolaryngology, and ophthalmologic diseases. Students will be instructed in clinical reasoning and problem-solving abilities while developing patient centered pharmacologic management plans for adult populations.

Distribution: Physician Assistant.

**PAMS 6212 - Pharmacotherapeutics III (2)**

This course is a continuation of Pharmacotherapeutics II as the curriculum progresses through the body/organ systems. This course is a study of the applied medical sciences of pharmacology and pharmacotherapeutics and their application in clinical practice. Students will be taught the appropriate selection and rational use of drugs for the prevention and treatment of diseases. Specific topics include mechanism of action, indication, adverse effects, contraindications, and patient education. This course will include instruction in the acute and longitudinal management of neurology, endocrinology, women's health, pediatrics, emergency medicine, surgery, and geriatric-related conditions. Students will be instructed in clinical reasoning and problem-solving abilities while developing patient centered pharmacologic management plans for pediatric, adult, and elderly populations.

Distribution: Physician Assistant.

**PAMS 6215 - Laboratory Med. and Diag. Stud I (2)**

This course will provide an overview of commonly utilized laboratory tests and diagnostic studies based on current professional practices. Students will learn the appropriate application and interpretation of diagnostic tests related to infectious diseases, dermatology, hematology, cardiology, pulmonology, and genitourinary conditions. Students will apply clinical reasoning and problem-solving abilities when selecting laboratory and diagnostic studies. The course will also teach students how to formulate a differential diagnosis based on patient-specific laboratory tests and diagnostic study results.

Distribution: Physician Assistant.

**PAMS 6216 - Laboratory Med. and Diag. Stud. II (2)**

This course is a continuation of Laboratory Medicine and Diagnostic Studies I. This course continues to provide an overview of commonly utilized laboratory tests and diagnostic studies based on current professional practices. Students will learn the appropriate application and interpretation of diagnostic tests related to gastroenterology, nephrology, rheumatology, musculoskeletal, and ophthalmology. Students will apply clinical reasoning and problem-solving abilities when selecting laboratory and diagnostic studies.

Distribution: Physician Assistant.

**PAMS 6217 - Laboratory Med. and Diag. Stud III (2)**

This course is a continuation of Laboratory Medicine and Diagnostic Studies II. This course continues to provide an overview of commonly utilized laboratory tests and diagnostic studies based on current professional practices. Students will learn the appropriate application and interpretation of diagnostic tests related to otolaryngology, neurology, endocrinology, women's health, pediatrics, emergency medicine, surgery and geriatric/palliative conditions. Students will apply clinical reasoning and problem-solving abilities when selecting laboratory and diagnostic studies.

Distribution: Physician Assistant.

**PAMS 6220 - Human Physiology I (2)**

This course comprises the basic concepts and principles that are essential in comprehending the fundamental mechanisms of human physiology at the cellular, tissue, and organ levels. This course will focus on basic human physiology concepts to include the integumentary system, cardiovascular system, pulmonary system, reproductive system, digestive/excretory system, and lymphatic system.

Distribution: Physician Assistant.

**PAMS 6221 - Human Physiology II (2)**

This course is a continuation of Human Physiology I and comprises the basic concepts and principles that are essential in comprehending the fundamental mechanisms of human physiology at the cellular, tissue, and organ levels. This course will focus on basic human physiology concepts to include the renal/urinary system, musculoskeletal system, neurologic system, and endocrine system.

Distribution: Physician Assistant.

**PAMS 6226 - Patient Assessment and Counsel II (2)**

This course teaches the fundamentals of medical history-taking, physical examination, and patient communication. Physical examination of the patient is approached using a systematic model. Primary skills include performing complete and focused physical examinations, recognizing

normal and abnormal findings, developing a diagnostic and treatment plan, counseling patients, medical documentation, and oral presentations. This course also teaches patient-centered communication techniques in preparation of medical care for a diverse patient population. This section of the course will focus on the abdominal exam, musculoskeletal exam, and eye exam.

Distribution: Physician Assistant.

#### **PAMS 6240 - Mental Health (2)**

This course is designed to provide the students with an overview of normal and abnormal characteristics of human psychological development and behavior. This social and behavioral science course includes detection and treatment of substance abuse; human sexuality; issues of death, dying and loss; response to illness, injury, and stress; principles of violence identification and prevention; and psychiatric/behavioral conditions. The course will provide skills needed for clinical evaluation and assessment of pediatric, adult, and elderly populations with psychiatric/behavioral conditions and disorders. Instruction in this course will prepare students to provide emergent, acute, chronic, and rehabilitative care for patients with psychiatric disorders.

Distribution: Physician Assistant.

#### **PAMS 6250 - Clinical Skills (2)**

This course introduces the physician assistant student to common clinical skills and procedures following current professional practices. Students will utilize clinical reasoning and problem-solving abilities as well as technical skills to perform in-office or bedside procedures. Certification for Basic Life Support (BLS) and Advanced Cardiovascular Life Support (ACLS) will occur during this course.

Distribution: Physician Assistant.

#### **PAMS 6295 - Graduation Preparation (2)**

This is a preparatory course prior to graduation. During this course, students are exposed to multiple resources to prepare for the summative evaluation, which is a requirement for each student prior to graduation. The summative evaluation correlates with the didactic and clinical components of the program's curriculum and will measure each student's medical knowledge, interpersonal skills, clinical and technical skills, professional behaviors, and clinical reasoning and problem-solving abilities behaviors required to enter clinical practice. This course also provides instruction and resources to prepare students for the Physician Assistant National Certifying Examination (PANCE).

Distribution: Physician Assistant.

#### **PAMS 6320 - Human Anatomy I (3)**

This course is designed to develop an understanding of normal human anatomy with an in-depth examination of anatomical structures. Emphasis is placed on the basic terminology of anatomical directions, planes, and structures, basic embryology, the integument system, the thorax, the abdomen, the reproductive system, and the endocrine system. Within each of these systems, students will learn the organization and spatial relationships of structures, the clinical significance of structures, the difference between normal variation and pathology, circulatory supply and neural innervation, and major anatomical changes throughout the lifespan.

Distribution: Physician Assistant .

#### **PAMS 6321 - Human Anatomy II (3)**

This course is a continuation of Human Anatomy I and is designed to develop an understanding of normal human anatomy with an in-depth examination of anatomical structures. Emphasis is placed on the basic terminology of anatomical directions, planes, and structures, the musculoskeletal system, the nervous system, the head and neck, and the endocrine system. Within each of these systems, students will learn the organization and spatial relationships of structures, the clinical significance of structures, the difference between normal variation and pathology, circulatory supply and neural innervation, and major anatomical changes throughout the lifespan.

Distribution: Physician Assistant.

#### **PAMS 6325 - Patient Assessment and Counseling I (3)**

This course teaches the fundamentals of medical history-taking, physical examination, and patient communication. Physical examination of the patient is approached using a systematic model. Primary skills include performing complete and focused physical examinations, recognizing normal and abnormal findings, developing a diagnostic and treatment plan, counseling patients, medical documentation, and oral presentations. This course also teaches patient-centered communication techniques in preparation of medical care for a diverse patient population. This section of the course will focus on general survey and vital signs, integument system, thorax, lungs, cardiac system, peripheral vasculature, male genitalia, and rectal exams.

Distribution: Physician Assistant.

#### **PAMS 6326 - Patient Assessment and Counseling II (3)**

This course teaches the fundamentals of medical history-taking, physical examination, and patient communication. Physical examination of the patient is approached using a systematic model. Primary skills include performing complete and focused physical examinations, recognizing normal and abnormal findings, developing a diagnostic and treatment plan, counseling patients, medical

documentation, and oral presentations. This course also teaches patient-centered communication techniques in preparation of medical care for a diverse patient population. This section of the course will focus on the abdominal exam, musculoskeletal exam, and eye exam.

Distribution: Physician Assistant.

**PAMS 6327 - Patient Assessment and Counseling III (3)**

This course teaches the fundamentals of medical history-taking, physical examination, and patient counseling. Physical examination of the patient is approached using a systematic model. Primary skills include performing complete and focused physical examinations, recognizing normal and abnormal findings, developing a diagnostic and treatment plan, counseling patients, medical documentation, and oral presentations. This course also teaches patient-centered communication techniques in preparation of medical care for a diverse patient population. This section of the course will focus on the head, ears, nose, throat, and mouth exam, mental health exam, gynecologic, breast and prenatal exam, pediatric exam, emergent exam, geriatric exam, well-adult exam, and violence identification and prevention.

Distribution: Physician Assistant.

**PAMS 6491 - Advanced Core Rotation: Elective (4)**

This advanced core rotation provides students with opportunities to gain additional experience in one of the core disciplines or to supplement the foundational core rotations with specialty medical or surgical experiences.

Distribution: Physician Assistant.

**PAMS 6540 - Clinical Disease & Prevention II (5)**

This course is a continuation of the Clinical Disease and Prevention I course. This course continues to follow an organ system-based delivery of instruction in patient evaluation, diagnosis, and management of clinical diseases and disorders covering all organ systems. Emphasis will be placed on instruction in the pathophysiology of diseases common to the organ system. Students will be taught to recognize the patient history, physical signs, and symptoms of diseases in order to generate a differential diagnosis, ordering and interpreting diagnostic studies, and diagnosis. Students will be instructed in problem solving and medical decision-making skills while developing acute and longitudinal management plans for the adult population. Management plans will be taught to be inclusive addressing medical issues, patient education, and referrals when needed. This semester will focus on gastroenterology, nutrition, nephrology, rheumatology, musculoskeletal, and ophthalmology diseases and disorders to include preventive, acute, chronic, and rehabilitative patient care.

Distribution: Physician Assistant.

**PAMS 6550 - Internal Medicine Inpatient (5)**

This core clinical rotation provides students with exposure to the principles and practice of inpatient internal medicine. This supervised clinical practice experience enables students to assess adult and elderly patients seeking medical care for acute conditions in the inpatient setting. Students will assist in the evaluation and treatment of hospital patients, participate in inpatient hospital rounds and presentations, and learn how to function as part of the internal medicine and interprofessional medical teams. This supervised clinical practice experience will enable students to achieve the program required learning outcomes necessary to provide care as an entry-level physician assistant in inpatient internal medicine.

Distribution: Physician Assistant.

**PAMS 6551 - Internal Medicine Outpatient (5)**

This core clinical rotation provides students with exposure to the principles and practice of outpatient internal medicine. This supervised clinical practice experience enables students to assess adult and elderly patients seeking medical care for chronic conditions. Students will develop the skills necessary to evaluate, monitor, and manage health problems encountered in outpatient internal medicine. Students will also develop the knowledge and skills required to implement preventive health strategies in adult and elderly patients. This supervised clinical practice experience will enable students to achieve the program required learning outcomes necessary to provide care as an entry-level physician assistant in the outpatient internal medicine setting.

Distribution: Physician Assistant.

**PAMS 6552 - Obstetrics and Gynecology (5)**

This core clinical rotation provides students with exposure to the principles and practice of women's health, including prenatal and gynecologic patient care. Students will gain experience in well woman care as well as common women's health diseases and disorders. Students will develop the skills necessary to evaluate, monitor, and manage women's health problems encountered in the prenatal and gynecologic patient. This supervised clinical practice experience will enable students to achieve the program required learning outcomes necessary to provide care as an entry-level physician assistant in women's health.

Distribution: Physician Assistant.

**PAMS 6553 - Pediatrics (5)**

This core clinical rotation provides students with exposure to the principles and practice of pediatric medicine. Students will gain experience in the evaluation and management of infants, children, and adolescents seeking pediatric medical care. This rotation will provide the exposure needed for students to develop the skills

necessary to evaluate, monitor, and manage acute pediatric health problems. Students will also develop the knowledge and skills required to implement preventive health strategies in pediatric patients. This supervised clinical practice experience will enable students to achieve the program required learning outcomes necessary to provide care as an entry-level physician assistant in pediatric medicine.

Distribution: Physician Assistant.

#### **PAMS 6554 - Emergency Medicine (5)**

This core clinical rotation provides students with exposure to the principles and practice of emergency medicine. Students will gain experience assessing patients seeking medical care in the emergency department with an emphasis on caring for the emergent patient. Students will develop skills necessary to triage, evaluate, and manage patients in the emergent medical setting. This supervised clinical practice experience will enable students to achieve the program required learning outcomes necessary to provide care as an entry-level physician assistant in emergency medicine.

Distribution: Physician Assistant.

#### **PAMS 6555 - Surgery (5)**

This core clinical rotation provides students with experiences in the provision of care for conditions requiring surgical management, including pre-operative, intra-operative, and post-operative care. Students will develop technical skills pertinent to the pre-operative, intra-operative, and post-operative care of surgical patients. This supervised clinical practice experience will enable students to achieve the program required learning outcomes necessary to provide care as an entry-level physician assistant to patients seeking care for conditions requiring surgical management.

Distribution: Physician Assistant.

#### **PAMS 6556 - Behavioral and Mental Health (5)**

This core clinical rotation provides students with exposure to the principles and practice of behavioral and mental health. Students will develop skills necessary to evaluate, monitor and manage patients with behavioral and mental health conditions, with emphasis placed on the development of communication and behavior modification skills. This supervised clinical practice experience will enable students to achieve the program required learning outcomes necessary to provide care as an entry-level physician assistant in behavioral and mental health.

Distribution: Physician Assistant.

#### **PAMS 6575 - Family Medicine (5)**

This advanced clinical rotation provides students with exposure to the principles and practice of family medicine. This supervised clinical practice experience

enables students to assess adult and elderly patients seeking medical care for acute and chronic conditions. Students will develop the skills necessary to evaluate, monitor, and manage health problems encountered in family medicine. Students will also develop the knowledge and skills required to implement preventive health strategies in adult and elderly patients. This supervised clinical practice experience will enable students to achieve the program required learning outcomes necessary to provide care as an entry-level physician assistant in family medicine.

Distribution: Physician Assistant.

#### **PAMS 6640 - Clinical Disease & Prevention I (6)**

This course follows an organ system-based delivery of instruction in patient evaluation, diagnosis, and management of clinical diseases and disorders covering all organ systems. Emphasis will be placed on instruction in the pathophysiology of diseases common to the organ system. Students will be taught to recognize the patient history, physical signs, and symptoms of diseases in order to generate a differential diagnosis, ordering and interpreting diagnostic studies, and diagnosis. Students will be instructed in problem solving and medical decision-making skills while developing acute and longitudinal management plans for the adult population. Management plans will be taught to be inclusive addressing medical issues, patient education, and referrals when needed. This semester will focus on infectious, hematologic, dermatologic, cardiac, and pulmonary diseases to include preventive, acute, chronic, and rehabilitative patient care.

Distribution: Physician Assistant.

#### **PAMS 6930 - Clinical Disease & Prevention III (9)**

This course is a continuation of the Clinical Disease and Prevention II course. This course continues to follow an organ system-based delivery of instruction in patient evaluation, diagnosis, and management of clinical diseases and disorders covering all organ systems. Emphasis will be placed on instruction in the pathophysiology of diseases common to the organ system. Students will be taught to recognize the patient history, physical signs, and symptoms of diseases in order to generate a differential diagnosis, ordering and interpreting diagnostic studies, and diagnosis. Students will be instructed in problem solving and medical decision-making skills while developing acute and longitudinal management plans for prenatal, infant, children, adolescent, adult, and elderly populations. Management plans will be taught to be inclusive addressing medical issues, patient education, and referrals when needed. This semester will focus on otolaryngology, oral health, neurology, endocrinology, women's health, pediatrics, emergency medicine, surgical disease, and geriatrics associated diseases and disorders to include preventive, emergent, acute, chronic, rehabilitative, palliative, and end-of-life patient care.

Distribution: Physician Assistant.

## **PHTH - Physical Therapy**

### **PHTH 7020 - Integrated Clinical Development I**

Orientation to clinical practice through clinical observation/reflection and opportunity to practice basic skills in the Cru Community Clinic (8 contact hours).

Distribution: Physical Therapy.

### **PHTH 7030 - Integrated Clinical Development II**

Orientation to clinical practice through clinical observation/reflection and opportunity to practice basic skills in the Cru Community Clinic and in clinical settings within the community. (Minimum total of 8 hours community settings and 6 hours Cru Community Clinic)

Distribution: Physical Therapy.

### **PHTH 7040 - Integrated Clinical Development III**

Orientation to clinical practice through clinical observation/reflection and opportunity to practice basic skills in the Cru Community Clinic (8 contact hours).

Distribution: 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)

Distribution: Physical Therapy.

### **PHTH 7117 - Documentation of Patient Care**

Overview of patient care documentation with discussion of required elements and legal aspects, key components such as the ICF framework and outcome measures, electronic medical records, and various types of documentation required in the physical therapy setting; includes early skill development in documenting patient care through case scenarios. (1 lecture)

Distribution: Physical Therapy.

### **PHTH 7126 - Evidence Based Practice (1)**

Introduction to the concepts of evidence based practice in physical therapy; includes accessing, reviewing, analyzing, and critiquing scientific literature related to physical therapy practice; prepares students to become knowledgeable consumers of scientific literature. (1 lecture)

Distribution: Physical Therapy.

### **PHTH 7137 - Research Methods I (1)**

This course outlines the key elements for understanding the research process including the fundamentals of the

scientific method, data collection methods, data analysis and basic statistical approaches for quantitative and qualitative research. This course will emphasize the development of a research question and development of literature review for evaluating the research question. (1 lecture)

Distribution: Physical Therapy.

### **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)

Distribution: Physical Therapy.

### **PHTH 7148 - Research Methods II (1)**

This course emphasizes the development of the experimental design and methodology needed to answer a research question. Key elements of this course will include strengths and weaknesses of various data collection methods, internal and external validity, and application of the research design and is focused on making the student a more informed consumer of scientific research through discussion, analysis, and hands-on practice. (1 lecture)

Distribution: Physical Therapy.

### **PHTH 7162 - Wellness and Health Promotion (1)**

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. (1 lecture)

Distribution: Physical Therapy.

### **PHTH 7172 - Professional Seminar (1)**

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. (1 lecture)

Distribution: Physical Therapy.

### **PHTH 7191 - Special Topics (1)**

A course designed to permit the offering of topics of current interest in physical therapy. Prerequisite: permission of DPT faculty advisor.

Distribution: Physical Therapy.

**PHTH 7214 - Foundational Patient Assessment (Two (2) Credit Hours)**

Introduction to foundational tests and measures necessary for physical therapy examination, including but not limited to: goniometry, muscle strength testing, muscle length testing, deep tendon reflex testing, vital signs, cardiorespiratory endurance, posture and balance assessment, and abdominal assessment. (1 lecture, 3 lab)

Distribution: Physical Therapy.

**PHTH 7215 - Introduction to Professional Practice (2)**

Study of physical therapy as a profession, core values, ethics and laws, professional behavior, communication, and elements of interprofessional and intraprofessional practice; key elements of professional communication include foundations of communication, interpersonal and conflict resolution skills, and principles of teaching and learning. (2 lecture).

Distribution: Physical Therapy.

**PHTH 7216 - Foundational Patient Management (2)**

Introduction to foundational physical therapy skills, including but not limited to: general positioning/draping, gait training, assistive/adaptive devices, mobility training, infection control, ADL training, body mechanics, safety and protection, emergency preparedness, basic line/tube management. (1 lecture, 3 lab)

Distribution: Physical Therapy.

**PHTH 7218 - Human Anatomy II**

Part two of a two-part series; study of the neuromuscular structure and function of the anterior neck, thorax including thoracic viscera (heart, lungs, vasculature) and the muscles and innervation of the posterior abdominal wall, including radiology, histology, and embryology; includes human cadaver dissection (2 lecture, 2 lab). Lab Fee Required.

Distribution: Physical Therapy.

**PHTH 7221 - Neuroanatomy**

Study of the anatomy, structure and function of the nervous system of the human body (central, peripheral, and autonomic), including neural pathways, radiology, histology, and embryology; includes cadaver dissection (2 lecture, 2 lab). Lab Fee Required.

Distribution: Physical Therapy.

**PHTH 7222 - Clinical Neuroscience (2)**

Study of cellular, systemic, and clinical pathology of peripheral and central neural components; includes basic examination of sensation, perception, cognition, and principles of sensorimotor control. (2 lecture). Prerequisite: Grade of C or better in PHTH 7221 Neuroanatomy.

Distribution: Physical Therapy.

**PHTH 7224 - History and Systems Screening (2)**

Development of the history taking and screening skills necessary for the physical therapist to make informed decisions related to patient referral and physical therapy diagnosis in preparation for a primary care environment; emphasizes the importance of properly collecting information during the patient interview/chart review as well as appropriate physical screening tests (2 lecture, 2 lab) Prerequisite: Grade of C or better in PHTH 7215.

Distribution: Physical Therapy.

**PHTH 7225 - Development of Human Movement (2)**

Study of the development of and changes in human movement throughout the lifespan based on principles of neuroscience, motor control, and motor learning. Tests and measures related to the development of human movement and the analysis of human movement patterns will be used to guide identification of impairments and development of treatment strategies to optimize movement and function. (2 lecture, 2 lab)

Distribution: Physical Therapy.

**PHTH 7233 - Psychosocial Considerations (2)**

Study of the psychological and social factors relevant to health care and physical therapy practice, including but not limited to psychological factors, selected mental health conditions, cultural/ethnic considerations, social and lifestyle factors; explores current topics of justice, equity, diversity, inclusivity, belonging, and anti-racism; includes service learning activity. (2 lecture)

Distribution: Physical Therapy.

**PHTH 7244 - Geriatric Physical Therapy (2)**

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 opportunity for service learning project. (2 lecture, 2 lab)

Distribution: Physical Therapy.

**PHTH 7254 - Pediatric Physical Therapy (2)**

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, 2 lab)

Distribution: Physical Therapy. Offered: Physical Therapy.

**PHTH 7256 - Differential Diagnosis**

Exploration of clinical reasoning skills and strategies necessary for the differential diagnosis of conditions that may require referral to or examination by a physician or other health care provider; incorporates basic to complex case studies, with a focus on system interactions, from a variety of physical therapy practice settings for students to develop skills in screening for medical disease and making an informed physical therapy diagnosis. (2 lecture, 2 lab)

Distribution: Physical Therapy.

**PHTH 7259 - Inpatient Physical Therapy Practice**

In-depth study of the physical therapist's role in patient/client management in the inpatient setting (i.e., general medicine, surgical practice, critical care, and post-acute care rehabilitation placement); addresses the five elements of patient/client management by the physical therapist - examination, evaluation of examination results, diagnosis, establishing a prognosis, and instituting appropriate interventions; investigates relationship between pharmacological management and physical therapy interventions. (1 lecture, 3 lab)

Distribution: Physical Therapy.

**PHTH 7312 - Functional Anatomy (3)**

Introduction to biomechanical principles of human movement; includes mechanical principles of joint movement, posture, and gait; integration of anatomy and kinesiology with biomechanics is emphasized. (3 lecture, 2 lab)

Distribution: Physical Therapy.

**PHTH 7313 - Applied Physiology I (3)**

In depth examination of systems physiology of the human body, including function at the molecular, cellular, tissue and systems levels in homeostatic conditions. Metabolism and physiological responses to physical activity and exercise will also be addressed in key body systems. (3 lecture)

Distribution: Physical Therapy.

**PHTH 7331 - Musculoskeletal Rehab I (3)**

In-depth study of examination, evaluation, and intervention strategies for patients/clients with spine and upper extremity musculoskeletal problems across the lifespan; includes orthotics and bracing techniques, manual therapy, and mechanical traction; includes principles of prevention, diagnosis, prognosis, and outcomes; investigates relationship between pharmacological management and physical therapy diagnosis and interventions. (2 lecture, 3 lab)

Distribution: Physical Therapy.

**PHTH 7335 - Wound Management & Therapeutic Modalities (3)**

Study of examination, evaluation and intervention strategies for patients/clients with integumentary and/or vascular problems; includes principles of prevention, diagnosis, prognosis, and outcomes; addresses management of wounds and investigates relationship between pharmacological management and physical therapy interventions. Study of theory, scientific principles, and clinical applications of therapeutic modalities associated with physical therapy evaluation, assessment, and intervention, including but not limited to: thermal modalities, iontophoresis, electrotherapy modalities (e.g. FES), ultrasound, biofeedback, and intermittent compression. (2 lecture, 3 lab)

Distribution: Physical Therapy.

**PHTH 7339 - Medical Diagnostics & Pharmacology**

Study of medical management of patients/clients commonly seen in physical therapy; includes diagnostic imaging (x-rays, CT, MRI, ultrasound, etc.), laboratory test values, and other medical tests; overview of pharmacology, including mechanisms of action, indications, side effects and therapeutic implications of major classes of drugs used to treat the nervous, musculoskeletal, cardiorespiratory, immune, endocrine, gastrointestinal, and other body systems. Focus on the relationship between medical management and physical therapy management of patients/clients. (3 lecture)

Distribution: Physical Therapy.

**PHTH 7341 - Cardiopulmonary Patient Management (3)**

In-depth study of examination, evaluation and intervention strategies for patients/clients with cardiovascular, lymphatic, 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)

Distribution: Physical Therapy.

**PHTH 7345 - Neuromuscular Rehab II (3)**

Part two of a two-part series; in-depth study of examination, evaluation and intervention strategies for patients/clients with selected neuromuscular conditions across the lifespan; includes principles of prevention, diagnosis, prognosis, and outcomes; investigates relationship between pharmacological management and physical therapy interventions. (2 lecture, 3 lab).

Distribution: Physical Therapy .

**PHTH 7355 - Practice Management (3)**

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. Exploration of issues facing autonomous practitioners including strategic planning, financial management, personnel management, resource management, marketing strategies, legal considerations for health care delivery, conflict resolution and clinical negotiation. (3 lecture)

Distribution: Physical Therapy.

**PHTH 7356 - Management of Special Populations (3)**

Case-based study of examination, evaluation and intervention strategies for patients/clients with complex medical problems spanning multiple systems. Special topics include but are not limited to amputation, spinal manipulation, pelvic floor dysfunction, peripartum management, chronic pain, oncology, lymphedema, and orthotics and prosthetics. (2 lecture, 3 lab)

Distribution: Physical Therapy.

**PHTH 7422 - Therapeutic Interventions (4)**

Development of therapeutic intervention principles and skills based on current best evidence, including types, applications, effects, and potential complications; addresses appropriate prescription, dosing, and modification based on patient presentation and response; topics covered include, but are not limited to: tissue healing, therapeutic exercise (e.g. flexibility, aerobic, strength, power, balance, multimodal), motor function training, aquatic therapy, and foundations of manual therapy. (3 lecture, 3 lab)

Distribution: Physical Therapy.

**PHTH 7423 - Applied Physiology II (4)**

In depth examination of the pathophysiology of all body systems and the influence of chronic and congenital diseases, respectively. Emphasis will be placed on diseases of cardiorespiratory, musculoskeletal, immune, and nervous systems as well as metabolic disease and include the etiology of disease, risk factor identification, diagnostic indicators of disease, and general pharmacology. (4 lecture, 1 lab)

Distribution: Physical Therapy.

**PHTH 7435 - Neuromuscular Rehab I (4)**

Part one of a two-part series; in-depth study of examination, evaluation and intervention strategies for patients/clients with selected 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)

Distribution: Physical Therapy.

**PHTH 7442 - Musculoskeletal Rehab II (4)**

In-depth study of examination, evaluation and intervention strategies for patients/clients with spine and lower extremity musculoskeletal problems across the lifespan; includes orthotics and bracing techniques, manual therapy, and mechanical traction; includes principles of prevention, diagnosis, prognosis, and outcomes; investigates relationship between pharmacological management and physical therapy diagnosis and interventions (3 lecture, 3 lab)

Distribution: Physical Therapy.

**PHTH 7511 - Human Anatomy I (5)**

Part one of a two-part series; study of the structure and function of the neuromusculo-skeletal system of the human body focusing on osteology, arthrology, muscle attachments and actions, peripheral innervation, and blood supply of the extremities as well as muscles of the back and posterior neck. The course also includes aspects of radiology, histology, and embryology; includes human cadaver dissection (3 lecture, 6 lab). Lab Fee Required.

Distribution: Physical Therapy.

**PHTH 7651 - Professional Experience I (6)**

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.

Distribution: Physical Therapy.

**PHTH 7861 - Professional Experience II (8)**

Second of three clinical experiences; consists of 10 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.

Distribution: Physical Therapy.

**PHTH 7971 - Professional Experience III (9)**

The last of three clinical experiences, consists of 12 weeks of full-time supervised clinical practice; emphasizes development of entry-level physical therapy skills, knowledge and behaviors in a patient care environment.

Distribution: Physical Therapy.

## 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.

Distribution: Education.

### **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.

Distribution: Education.

### **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.

Distribution: Education.

### **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 is required.

Distribution: Education.

### **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.

Distribution: Education.

### **READ 5355 - Disciplinary Literacy (3)**

This course is designed to equip the pre-service teacher with tools to teach across the disciplines in grades four through twelve. Pre-service teachers obtain knowledge and apply strategies that include structure of expository texts, development of vocabulary, word identification, reading fluency, and comprehension of text. Attention is given to writing as a learning tool in various content areas. Students examine and develop assessments which cover a variety of formats to fit various content areas. A connection between language arts and other content areas is emphasized.

Distribution: Education.

### **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.

Distribution: Education.

### **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.

Distribution: Education.

### **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.

Distribution: Education.

### **READ 6191 - Seminar (1)**

A service course designed to permit the offering of topics of current interest. By prior approval only.

Distribution: Education.

### **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.

Distribution: Education.

**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.

Distribution: Education.

**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.

Distribution: Education.

**READ 6291 - Seminar (2)**

A service course designed to permit the offering of topics of current interest. By prior approval only.

Distribution: Education.

**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.

Distribution: Education.

**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.

Distribution: Education.

**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.

Distribution: Education.

**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.

Distribution: Education.

**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.

Distribution: Education.

**READ 6391 - Seminar (3)**

A service course designed to permit the offering of topics of current interest. By prior approval only.

Distribution: Education.

**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.

Distribution: Education.

**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.

Distribution: Education.

**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.

Distribution: Education.

**READ 6491 - Seminar (4)**

A service course designed to permit the offering of topics of current interest. By prior approval only.

Distribution: Education.

**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.

Distribution: Education.

**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.

Distribution: Education.

**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.

Distribution: Education.

**READ 6591 - Seminar (5)**

A service course designed to permit the offering of topics of current interest. By prior approval only.

Distribution: Education.

**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.

Distribution: Education.

**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.

Distribution: Education.

**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.

Distribution: Education.

**READ 6691 - Seminar (6)**

A service course designed to permit the offering of topics of current interest. By prior approval only.

Distribution: Education.

**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.

Distribution: Education

