

UNIVERSITY OF MARY HARDIN-BAYLOR

2026-2027

CBE CATALOG



A Texas Baptist Institution

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PURPOSE OF THE CATALOG

UMHB's fully online, competency-based education (CBE) programs are ideal for self-directed learners.

The purpose of the catalog published for the University of Mary Hardin-Baylor's CBE (Competency Based Education) Program at UMHB Program is to provide information about the academic programs as well as the rules, policies, and guidelines of the University. It includes information concerning admissions, academic offerings, academic regulations and requirements, tuition and fees, services available to students, university accreditation, and other critical items for prospective and enrolled students. In the entirety of the catalog, the terms "University" or "UMHB" shall mean the University of Mary Hardin-Baylor. The term "campus" shall mean UMHB owned, leased, or controlled buildings, land, parking lots, and walkways.

The catalog is available online and may be viewed from any computer able to access the University's website – <http://registrar.umhb.edu/catalog>.

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.

The University charges the same tuition & 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 under the University's normal withdrawal policies. Some courses cannot be conducted in a wholly online format. Most labs and clinical rotations cannot be completed online. Such classes are subject to cancellation by the University if necessary for reasons of health and safety; to 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. Students will be notified of any changes

primarily through UMHB student email and the university's website.

Except as provided above, all withdrawals and refunds will be handled according to the University's normal policies described in this Catalog.

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Application and Revisions to the Catalog

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 student's 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.

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.

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 admissions 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.

However, the student alternatively may choose to graduate under the catalog for any subsequent year in which the student was registered, within the six-year limitation.

UMHB Student Handbook

The University publishes a student handbook available at <http://students.umhb.edu/student-handbook>.

The student handbook is generally applicable to CBE students, with the exception of provisions which are altered by the express terms of this Catalog or provisions which are clearly inconsistent with the non-traditional nature of the CBE Program.

UNIVERSITY INFORMATION

Welcome from the President

On behalf of the administration, faculty, and staff, let me welcome you to the CBE Program! This catalog outlines this innovative program, which is designed and offered by our talented and dedicated faculty. You will quickly see that our curriculum offers a solid set of foundational courses in the arts, sciences, and humanities, plus an array of specialized classes to expand your skills and knowledge. CBE is aimed at providing a flexible and affordable path to finishing your degree, while also benefiting from an outstanding UMHB experience.

UMHB offers you these learning opportunities in an environment where personal attention to each student is valued. We believe that the size of our enrollment, the quality of our faculty, and our commitment to Christian values and service will make your time with UMHB an extraordinary experience - one that will make your educational journey both engaging and fulfilling. It is our hope that, at the end of your time in our program, you will not only gain a diploma, but also 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 advance your education at the University of Mary Hardin-Baylor and hope you find the CBE Program to be a perfect fit.

We look forward to having you as a member of our learning community!

Sincerely,

Randy O'Rear, Ed.D.
President

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.

Accreditation

The University of Mary Hardin-Baylor is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award associate, baccalaureate, masters, 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).

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; website:

<http://www.capteonline.org>. If needing to contact the program/institution directly, please call (254) 295-4940 or email ktrammell@umhb.edu

Memberships/Associations

American Council of Academic Physical Therapy

Occupational Therapy Program

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. 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.

Doctoral Degree Level Occupational Therapy Program

The entry-level occupational therapy doctoral degree program has applied for accreditation and has been granted Candidacy Status 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 acoteonline.org. The program must 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. 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 Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA) has granted Accreditation-Continued status to the University of Mary Hardin-Baylor Master of Science in Physician Assistant Program sponsored by University of Mary Hardin-Baylor. Accreditation-Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA Standards. Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the Standards. The approximate date for the next validation review of the program by the ARC-PA will be July 2035. The review date is contingent upon continued compliance with the Accreditation Standards and ARC-PA policy. The program's accreditation history can be viewed on the ARC-PA website at <https://www.arc-pa.org/accreditation-history-university-of-mary-hardin-baylor>.

Master of Public Health Program

The UMHB Master of Public Health is an applicant for accreditation by the Council on Education for Public Health. The accreditation review will address the Master of Public Health degree. Other degrees and areas of study offered by this institution will not be included in the unit of accreditation review.

Scott & White School of Nursing

The baccalaureate degree in nursing and the master's degree in nursing at the University of Mary Hardin-Baylor are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, telephone 202-887-6791.

Memberships/Associations

Texas Board of Nursing

American Association of Colleges of Nursing

National League for Nursing

National Organization of Nurse Practitioner Faculties

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. This includes inquiries regarding the accreditation status of UMHB and requests to review documents pertaining to accreditation.

The University of Mary Hardin-Baylor has been approved to participate in the National Council for State Authorization Reciprocity Agreement (SARA). SARA is an agreement among member states, districts and territories that establishes comparable national standards for interstate postsecondary distance education and allows reciprocity facilitating the enrollment of students in online courses offered by SARA member institutions. For more information on SARA, its member states and institutions, please visit the NC-SARA website.

Notification of Rights under FERPA for Postsecondary Institutions

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

1. The right to inspect and review the student's education records within 45 days after the day the University of Mary Hardin-Baylor (UMHB) receives a request for access. A student should submit to the registrar 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)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1))
- To officials of another university where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
- To authorized representatives of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the university's State-supported education programs. Disclosures under this

provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)

- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
- To organizations conducting studies for, or on behalf of, UMHB, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))
- Information UMHB has designated as “directory information” under §99.37. (§99.31(a)(11))
- To a victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense, subject to the requirements of §99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§99.31(a)(13))
- To the general public, the final results of a disciplinary proceeding, subject to the requirements of §99.39, if UMHB determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the university’s rules or policies with respect to the allegation made against him or her. (§99.31(a)(14))
- To parents of a student regarding the student’s violation of any Federal, State, or local law, or of any rule or policy of UMHB, governing the use or possession of alcohol or a controlled substance if the university determines the student committed a disciplinary violation and the student is under the age of 21. (§99.31(a)(15))

As of January 3, 2012, the U.S. Department of Education’s FERPA regulations 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.

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's non-discrimination grievance procedures can be located at <https://www.umhb.edu/resources/titleix/policies-and-definitions#1845>

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 Mabree Student Success Center, by calling (254) 295-5555, by emailing 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/>.

Academic Calendar

There are six 7-week terms throughout the calendar year for the competency-based education student: 2 terms in fall semester, 2 terms in spring semester and 2 terms in summer semester. A student may begin classes at the start of any of these 7-week terms.

<https://www.umhb.edu:8443/resources/registrar/cbe-ap#1845>

Identification Cards (CruCard Services)

The University Police Department, located on the first floor of the Mabee Student Success Center, issues identification (ID) cards (CruCard) for all members of the campus community.

- All Organizational Leadership students must have a digital CruCard prior to the start of their first term.
- RN to BSN students MUST have a physical CruCard and may also get a digital CruCard.

Getting a CruCard is part of the onboarding process. Students will submit their CruCard photos online at: (www.umhb.edu/crucardpic). In order to complete the process, students must also submit a government issued photo ID. Once the photo is approved, students can obtain a digital CruCard by following the instructions located here: <https://www.umhb.edu/resources/crucard/getmobile#1845>.

After following the above process, RN to BSN students will receive their physical CruCard in the mail.

Student Disability Services

Students Seeking Disability Accommodations

The University of Mary Hardin-Baylor does not unlawfully discriminate on the basis of disability in the recruitment and admission of students, or in the operation of any of its programs and activities. The UMHB Student Disability Services Office is available to assist students with disability-related issues including reasonable accommodation under Section 504 of the Rehabilitation Act of 1973. It is the student's responsibility to request disability accommodations each semester.

Students are encouraged to submit requests for accommodations in a timely manner, preferably before a class begins. A student may request an accommodation at any time, but an accommodation cannot be granted by the Disability Services Office until the request is processed and the disability is documented. Accommodations, if approved, cannot be applied retroactively.

Contact Information

Location: Mabee Student Success Center • Third Floor
Address: 900 College Street, Box 8437 • Belton, TX 76513
disabilityservices@umhb.edu • Phone: (254) 295-4731

More information regarding procedures and required documentation will be provided to the student upon receipt of the student's specific request.

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, Sanderford Administrative Complex, 900 College Street, Belton, Texas 76513, 254-295-4870, hedwards@umhb.edu

Change of Name or 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.

CBE ADMISSIONS

Admission Requirements

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.

Prospective students residing in the US seeking admission to the **Bachelor of Applied Studies** program must:

- Be transferring with a "C" or higher a minimum of 12 transferable semester credit hours (non-developmental/non-vocational) OR possess a minimum 4 years full-time work experience.
- Have graduated from a regionally accredited or state accredited high school or have earned their GED.
- Have an overall grade point average of 2.0 or better (based on a four-point system). Entering GPA will be calculated using all hours attempted. The one exception to this requirement concerns a course that was repeated. In this circumstance, only the last grade received for the repeated course will be used when calculating the entering GPA.
- Not be on scholastic or disciplinary suspension from any college or university.

Prospective students residing outside the US seeking admission to the **Bachelor of Applied Studies** program:

- TOEFL score requirements = At least 80(iBT) with at least 20 in each band or IELTS = At least 6 in each band.
- Proof of High School Graduation in the form of diploma or transcripts showing graduation date.
- Not be on scholastic or disciplinary suspension from any college or university.

For All Programs:

A limited number of students may be admitted on probationary admission by consent of the Admissions Committee. An interview may be required.

Students admitted on probationary admission will need to successfully complete all courses in which they are enrolled for their first semester. If all courses within a student's first semester are successfully completed, the student's probationary admission status will be removed. If a student does not successfully complete all courses enrolled for in their first semester, the student would not be eligible to register for the next semester.

To be considered for admission to the program, prospective students must submit:

- An application for admission with the non-refundable application fee.
- If applicable, an official transcript for each college/university previously attended (sent directly from the institution to UMHB). 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. 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.

More information on CBE admissions can be found here: <https://www.umhb.edu/cbe/apply>

Required Vaccinations

Online students may be exempt from state meningitis vaccination requirement if they are only taking distance education courses and have no in-person requirements. If an online student has any in-person requirements (i.e. testing, tutoring, or access to computer labs, etc.), they are not exempt and must meet the vaccination or exemption requirements:

<https://www.umhb.edu/admissions/meningitis-vaccination>

Computer Requirements

To access the Learning Management System and other online program resources students must have the following

1. A reliable Internet connection (minimum download speed of 2Mbps and upload speed of 1Mbps)
2. A desktop or laptop computer manufactured within the last five years with an operating system (Windows, Mac, or Linux) capable of running the required software listed below
3. One or more of the following modern web browsers:
 - Mozilla Firefox (Recommended)
 - Google Chrome
 - Apple Safari (Mac OS only)
 - Windows Edge
4. A modern office productivity suite (e.g. Microsoft Office, Apache OpenOffice, LibreOffice . . .)
5. Sound card with speakers and microphone (external or built-in)
6. Webcam (external or built-in)

7. The following multimedia apps/plugins:

- PDF reader software (e.g. Adobe Reader, Apple Preview, Foxit Reader, Windows Reader App . . .)
- Adobe Flash Player
- Apple Quicktime
- Java
- Webex

8. The university recommends CBE students have an up-to-date anti-virus program. Students are solely responsible for their choices of hardware and software. The University highly recommends that students arrange for the regular backup of their data and academic work product. Credit cannot be given for work which is lost due to technical problems.

FINANCIAL INFORMATION

The following fees are established by the Board of Trustees of the University of Mary Hardin-Baylor. Changes to the fee structure will be evaluated periodically. Any changes to the fee schedule will go into effect for terms beginning after August 1, 2026.

Tuition

The RN to BSN program tuition is \$500 per credit hour.

The Organizational Leadership program tuition is based on a flat charge of \$1,230 per 7-week term. Students may register for up to 6-credit hours each 7-week term.

Application Fee

Applicants are required to pay a non-refundable application fee of \$30. This fee does not apply toward tuition and is paid only once.

Diploma Fee

There is a \$30 fee associated with filing an application for degree. See details for this process within Degree Requirements (p. 36).

Tuition Payment and Financial Policies

Tuition for the term is due by the first day of each seven-week term. For details regarding tuition please contact the Bursar's Office at (254) 295-4533 or cashier@umhb.edu.

Account balances are available on MyCampus (<https://mycampus.umhb.edu/ics/>) 24/7. Paper statements are not mailed. Payment 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 convenience fee). Cash and check payments are accepted in the Bursar's Office. No payments are accepted over the telephone. For any check, including E-check, not honored by a bank, a returned check fee of \$30 will be charged and University reserves the right to not accept checks for any future payments.

UMHB utilizes the UMHB Sadermail account as the official means of communicating account notices to students. It is the student's responsibility to periodically check their Sadermail accounts. The UMHB Bursar's Office is committed to assisting all student account needs; however, students have the primary responsibility to make sure their tuition is paid on time each term.

Delinquent Accounts

Failure to meet financial obligations of any kind to the University may result in a financial hold and suspension of services including enrollment for subsequent terms. UMHB will not release transcripts and diplomas until accounts have been paid in full. The University also

reserves the right to withhold a student's access to campus services, including "MyCampus" and to restrict a student's participation in university events, including commencement, for failure to make complete payment of a student account. UMHB may additionally withdraw a student for failure by the student to demonstrate proper responsibility in the handling of financial matters as related to the University.

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.

Refunds

Access to a student's courses opens up on the first calendar day of the term. Once the term starts, tuition refunds will be available through the second day of the term. After the second day of the term, no refunds will be made.

This refund policy also applies to students who are administratively withdrawn from the program for failure to participate in academic advising within seven (7) days of the start of the term or for failure to satisfy academic or financial responsibilities.

Financial Aid

Federal financial aid is available for qualified students enrolled in the CBE program, including Pell Grants, Direct Subsidized Loans, and Direct Unsubsidized Loans.

- **Federal Pell Grant:** The Federal Pell Grant is awarded to eligible students who have not received a bachelor's degree. Eligibility is determined by the student's Student Aid Index (SAI) from the FAFSA, the cost of attendance, and the student's enrollment status (part time or full time).
- **Federal Direct Subsidized Loan:** The Federal Direct Subsidized Loan is awarded to eligible students on the basis of documented financial need as determined by the FAFSA. The U.S. Department of Education pays the interest while the student is in school at least half-time, the first six months after the student leaves school, and during a period of deferment.
- **Federal Direct Unsubsidized Loan:** The Federal Direct Unsubsidized Loan is not limited to students with documented financial need. The student is responsible for paying the interest which begins to accrue when funds are disbursed.

Alternative/private educational loans are also an option.

- **Alternative/Private Educational Loan:** Alternative educational loans are private loans available to students who are seeking additional funds to help finance their education or who are not eligible for Federal Student Aid. UMHB utilizes ELM SELECT and CREDIBLE to provide students with information about alternative/private loans.

Students applying for financial aid will need to complete the following steps:

1. Complete a FAFSA:
 1. Use school code 003588.
 2. Create an FSA ID and Password at FSA ID. (Dependent students will need for at least one parent to create an FSA ID as well.) The FSA ID will be used for both the FAFSA and loan documents.
 3. UMHB receives FAFSA results within 5 business days from the U.S. Department of Education.
2. Accept an award package: The UMHB Financial Aid Office will calculate an award package then notify the student via email within a few days after receiving the FAFSA.
3. Submit required documentation: The UMHB Financial Aid Office will follow up with students via email should other forms and documentation be required to verify information provided on the FAFSA. Note: A student's financial aid application may be processed on an estimated basis until all required documentation is submitted.

In order for financial aid applications to be processed for a particular subscription period, the following deadlines must be met:

1. UMHB should receive a student's FAFSA by the 1st day of the month in which the student plans to enroll. (For example, if a student plans to begin their enrollment in August, the student's FAFSA must be received by August 1st.) Reminder: It takes 5 business days for the U.S. Department of Education to forward FAFSA results to UMHB.)
2. Students should accept award packages and submit required documentation one week prior to the start of the enrollment period.
3. Students should complete the ENTRANCE COUNSELING and MASTER PROMISSORY NOTE at STUDENTAID.GOV one week prior to the start of the enrollment period.

Financial Aid Satisfactory Academic Progress (SAP)

Financial Aid Disbursement and Satisfactory Academic Progress (SAP)

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.

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 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.

Satisfactory Academic Progress will be reviewed 3 times during the Financial Aid year at the end of fall semester, spring semester and summer semester.

CGPA requirements by classification

Minimum 2.00 CGPA: all Competency Based – CBE Students

Note: Students should note that the standards for Satisfactory Academic Progress (SAP) for Financial Aid purposes are different from the standards for academic purposes. See "Academic Probation" for the academic standards and how they apply to academic standing.

Pace

Satisfactory academic progress is determined by dividing the cumulative number of credit hours successfully completed by the cumulative number of credit hours attempted (including

transfer credit hours that have been accepted). The percentage must be greater than or equal to 70% 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 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 SAP in the upcoming payment period (semester), and the consequences for failing to meet SAP at the end of the warning period.

During the warning period, students may continue to receive financial aid. After the warning period, students who do not meet SAP are ineligible for financial aid. The Financial Aid Office will notify students at the end of the warning payment period (semester) if they 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 the appeal process.

SAP Suspension

If a student was previously under a financial aid Warning or Probation SAP status and fails to meet SAP eligibility requirements during the next semester, the student's status will be placed on 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 Suspension may appeal this decision through the appeal process.

(SAP) Probation Period

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

SAP Appeal process

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

- Submit the appeal in writing to the Financial Aid Office
- State in the appeal why they failed to meet SAP requirements
- State in the appeal what has changed so that they will meet SAP at the following review (semester)

Step Two: The Financial Aid Office will:

- Review the appeal and notify the student of the decision.
- Approved appeals include:
 - Approval and terms of reinstatement of financial aid eligibility
 - Possibility of meeting SAP in the next payment period (semester)

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

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

Transfer Credits

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

- Assumes all accepted credits will be at least 2.0 GPA for Undergraduate
- Counted in the next evaluation period following receipt and review of the transcript
- Incoming transfer students transfer in, meeting 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 as attempted credit hours when meeting the pace component of SAP. Grades will be included in the CGPA component of 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 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 SAP review.

Withdrawing from the University / Failure to Earn a Passing Grade

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 SAP review.

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

ACADEMIC SUPPORT SERVICES

CBE Success Coach

Students beginning the CBE program will be assigned a success coach to serve as a guide and encourager throughout the program. Trained in the tools available to students within the program and in basic coaching principles, the success coach will talk with each student individually on a regular basis (usually weekly) to assess the student's progress and make the student aware of available resources.

Role of the Faculty

Under a competency-based education program, the role of the faculty differs from that of traditional approaches. Student success remains the primary focus. The faculty role may involve differing levels of support, instruction, and facilitation – depending on individual student need.

ACADEMIC STANDARDS

The courses/competencies in the CBE program are assigned semester credit hour values. The enrollment status of CBE students is determined based upon the total number of credit hour equivalents (CHE's) in which the students are enrolled at the beginning of each semester. 6 hours of enrollment per 7-week term is considered full-time.

Credit Hour Equivalency Definition

The value of a semester credit hour for the CBE program's competency-based instruction is determined by the educational experience/competencies mastered by the student. In other words, credit is awarded based on learning outcomes that are equivalent to those in a traditional course setting, involving forty-five (45) hours of work by a typical student for each credit hour.

As part of the design process, learning outcomes are established for each of the competencies that comprise the degree program. Assessments required for mastery of each competency along with rubrics for measuring mastery are created by faculty. These assessments indicate the amount of time a typical student is expected to devote in order to address the competency at the level required for mastery.

The time required to achieve and demonstrate mastery of each competency will depend on a number of variables, including the knowledge and professional experience a student brings to the learning situation.

Academic Interaction Policy

UMHB's CBE programs represent an alternate format for education to measure learning. Student progress reflects completion of assessments which demonstrates mastery of competencies required for the degree. Students are urged to recognize the importance of utilizing learning apps, success coaches, and other provided resources.

Academically Related Activities (ARAs) include participating in recorded activity in course modules, working on an assignment outside of the platform that is course related (attendance must be verified by logging into the course), or assignment/assessment submissions. Academically Related Activities do NOT include activities such as logging in to a class without academic interaction participation in online community not related to coursework (i.e. birthday celebration or giveaway activity), or participation on the platform unrelated to coursework. ARAs and our Academic Interaction Policy provide a measurement for Regular Substantive Interaction (RSI) between instructor/coach and student. Within the CBE program, on day 7 of the term, students who have not completed any ARAs, will be administratively withdrawn. Additionally, students are required to:

1. Engage in a learning activity each week AND
2. Make satisfactory progress toward a degree

Transcripts

The official course transcript uses the following course numbering system:

- The first digit denotes the course level (1-Freshman, 2-Sophomore, 3-Junior, 4-Senior). Freshman- and sophomore-level courses are classified as lower-level. Junior- and senior-level courses are classified as upper-level.
- The second digit denotes the number of semester credit hours at which the course is valued.
- The third and fourth digits are curriculum-tracking numbers.

Each course has been assigned a semester credit hour value as denoted by its course number. Grade Point Averages (GPAs) are the quotients of total grade points divided by total graded hours. Term GPAs include all University courses completed during a student's term of enrollment. Career GPAs include all University courses completed for a student's pursued degree. Grades for transferred courses are not posted to students' academic records and are not included in Term GPA or Career GPA calculations unless otherwise stipulated in program specific articulation agreements.

The official course transcript key includes the following grades for all Competency Based Education:

Grade	Minimum Score	Grade Points	Interpretation of Grades
A	90-100	4	Superior Mastery Attained
B	80-89	3	Mastery Standard Attained
C * Available for Nursing courses only	70-79	2	Average

D *	60-69	1	Below Average
Available for Nursing courses only			
F	< 60 Nursing courses < 80 Non Nursing courses	0	Mastery Standard Not Attained
I*			Incomplete
TL*			Transfer Course - Lower Level
TU*			Transfer Course - Upper Level
CR*			Test Credit (i.e., AP, CLEP, IB, ACT, or SAT)
NC*			Mastery Standard Not Attained
W*			Withdrawn
WP*			Withdraw While Passing
WF*			Withdraw While Failing
WIP*			Work in Progress

***Not Counted in Computing GPA**

- The “TL” grade signifies the student has completed lower-level (freshman-level or sophomore-level) transfer equivalencies that comply with the University’s transfer credit policies. “TL” grades are not counted in computing GPAs.
- The “TU” grade signifies the student has completed upper-level (junior-level or senior-level) transfer equivalencies that comply with the University’s transfer credit policies. “TU” grades are not counted in computing GPAs.
- The “CR” grade signifies the student has completed test equivalencies that comply with the University’s credit by examination policies. “CR” grades are not counted in computing GPAs.
- The “NC” grade signifies the student started but did not complete a competency within the term. “NC” grades are not counted in computing GPAs.

- The “W” grade signifies the student has withdrawn from the University. “W” grades are not counted in computing GPAs.
- The “WIP” grade signifies work in progress between the term start date and the term end date. “WIP” grades are not counted in computing GPAs.
- The “WIP” rating signifies work in progress between the term start date and the term end date.

Posting of successfully completed courses/competencies and the respective grades/ratings to students’ transcripts will follow the schedule published by the Office of the Registrar at <http://registrar.umhb.edu/academic-calendar>.

Academic Good Standing: Students must complete the minimum semester credit hours of courses/competencies required to make measurable progress toward degree completion every semester to maintain academic “Good Standing.”

Academic Warning: Students who are engaging in learning activities each week but who are not considered to be making timely progress toward degree completion at the end of a semester are placed on academic “Warning” for the following semester.

Academic Suspension: A student failing to complete the required minimum semester credit hours of courses/competencies by the end of a "Warning" term is placed on academic “Suspension.” Students who are placed on academic suspension are administratively withdrawn from the CBE program and are ineligible to re-admit to the CBE Program for a minimum of one 7-week term.

Academic Suspension: A student for whom the CBE at UMHB approves an appeal of academic suspension is given the academic standing of “Warning Continued by Appeal” for the following term.

Academic Dismissal: Students failing to complete the required minimum semester credit hours of courses/competencies by the end of a "Warning Continued by Appeal" term may be placed on academic “Dismissal.” Students who are placed on academic dismissal are administratively withdrawn from the CBE program and are ineligible to re-admit to the CBE program.

Administrative Withdrawal: Students must engage in a learning activity each week. If students do not engage in an academically related activity for two (2) consecutive weeks, the students may be administratively withdrawn from the program.

More information on academic standing can be found within the Academic Standards (p. 22) section of this catalog.

Options by which students may request copies of their transcripts are published by the Office of the Registrar at

<http://registrar.umhb.edu/how-request-transcript>. In accordance with the Family Educational Rights and Privacy Act (FERPA), the Office of the Registrar will not release transcripts to anyone other than the student without the written permission of the student unless specifically permitted under FERPA exceptions.

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

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

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 Good Standing for CBE Programs

A CBE student is considered to be in Academic Good Standing if he or she maintains a minimum grade point average (GPA) of 2.0 on cumulative hours attempted. Academic Standing will be determined at the end of each fall and spring semester. A student may request that Academic Standing be reviewed at the end of a summer term by contacting the Registrar's Office in writing. GPA as described in this policy will not be rounded up.

First Academic Warning:

A CBE student failing to meet the minimum standard above is automatically placed on First Academic Warning for the ensuing "long" semester:

A student who enters the University on First Academic Warning or who is placed on First Academic Warning is expected to conform to the following rules:

1. Academic load may not exceed 15 semester hours;
2. Student must adhere to individualized academic action plan created in consultation with the student's assigned staff member in the Center for Academic Excellence.
3. Student must complete any other assigned education courses, seminars, or similar activities.

The student will return to good academic standing at the end of the term if the cumulative GPA is 2.0 or higher.

Second Academic Warning:

If a student does not meet the requirements to be removed from First Academic Warning at the end of one "long" semester, he/she will be placed on Second Academic Warning.

During the period of Second Academic Warning, these rules will apply:

1. Academic load may not exceed 15 semester hours;
2. Student must adhere to an individualized academic action plan in consultation with the student's assigned staff member in the Center for Academic Excellence.
3. Student will be able to participate in all activities related to courses for which the student is enrolled; however,
4. Student will not represent the University of Mary Hardin-Baylor in any activity (except those related to courses for which the student is enrolled) under the direct supervision of any university area, such as intercollegiate athletics, contests and off-campus productions; and
5. Student may still participate but will not hold a leadership/officer position/role in any activity (except those related to courses for which the student is enrolled) under the
6. sponsorship of any university area, such as student clubs and organizations.

Academic Suspension:

A student who does not achieve a cumulative GPA of 2.0 or better during the semester on Second Academic Warning will be placed on Academic Suspension. Students

placed on academic suspension will be suspended for a minimum of one “long” semester.

For example: A CBE student placed on academic suspension at the end of the fall semester will not be allowed to re-enroll until the start of the summer semester. For students who are placed on academic suspension at the end of the spring semester, the suspension will begin at the next fall semester and students may still participate in summer classes. **If a student placed on academic suspension at the end of Spring semester participates in summer classes, and at the end of the summer session the student’s cumulative GPA is 2.0 or higher, the student will return to good academic standing and the suspension for the Fall semester will be cancelled. Students are responsible for contacting the Registrar’s office to initiate this reinstatement to good academic standing. Summer classes may be taken at UMHB or at another institution, but it is the student’s responsibility to contact the Registrar’s Office to determine if summer classes taken at another institution are transferrable to UMHB. If the transfer of credit is approved, the student must provide a transcript from the other institution to the Registrar’s Office showing the successful completion of the course(s) for academic standing to be recalculated.

A CBE student who has been academically suspended must apply to be readmitted to the university through the university’s regular CBE admission procedure. The readmission application will be considered according to the institution’s admission standards.

For GPA requirements for particular programs, please reference the appropriate section in the CBE Catalog.

Administrative Withdrawal:

Students must engage in a learning activity each week. If students do not engage in an academically related activity for two (2) consecutive weeks, the students may be administratively withdrawn from the program.

Transcripts

Options by which students may request copies of their transcripts are published by the Office of the Registrar at <http://registrar.umhb.edu/how-request-transcript>. In accordance with the Family Educational Rights and Privacy Act (FERPA), the Office of the Registrar will not release transcripts to anyone other than the student without the written permission of the student unless specifically permitted under FERPA exceptions.

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

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

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.

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 the end of the term 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 Associate Dean or department chairperson to the Dean. 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

Final grade reports are available on the My Academics tab of myCampus at: <https://mycampus.umhb.edu/ics/>

Academic Appeals

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 (moderator) 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. **CBE students who wish to advance an appeal to the dean should submit their form directly to the Associate Provost for Strategic Initiatives who will coordinate the review by the appropriate dean.** 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

Program Enrollment

Academic Advisement and Registration

CBE students are assigned a success coach. The success coach assists students in making progress towards degree completion. Prior to the start of the student's first term, the success coach will assist the student with selecting courses in which to enroll and with officially registering for the selected courses in the student information system. Near the completion of the first term, CBE students will work with their success coach to select courses in which to enroll for the next term and to officially register for the next term. This procedure will repeat each subsequent term until students complete their degree.

Schedule Changes (Dropping or Adding Courses)

CBE students may request schedule changes during the first two (2) days of a term. Students desiring schedule changes will work with their success coach to officially drop and/or add courses in the student information system.

Concurrent Program Enrollment Policy

While enrolled in CBE, students may not enroll in other programs at UMHB.

Enrollment Status

The initial enrollment status of CBE students is determined based upon the total number of credit hour equivalents (CHE's) in which the students are enrolled at the beginning of each term, the first of the two seven week series. 6 hours of enrollment per 7-week term is considered full-time.

Withdrawal and Readmission

Withdrawal initiated by the student is used when the student has no intention of returning to the program.

Withdrawal initiated by student:

Students wishing to voluntarily withdraw from the CBE program must notify the Success Coach. The Success Coach will facilitate the completion of the appropriate withdrawal form.

If circumstances change and former students who voluntarily withdrew wish to re-enter the program at a future date, they must re-apply to the program. Readmission after voluntary withdrawal may or may not be granted.

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.

Students will receive appropriate CHE's for competencies which are mastered.

If students who were administratively withdrawn wish to re-enter the program at a future date, they must re-apply to the program. Readmission after administrative withdrawal may or may not be granted.

ACADEMIC EXPECTATIONS AND ETHICS

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 that they plan to pursue.

CBE Program Academic Integrity Policy

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

- 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>.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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

- 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) 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

dishonestly 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.

Determination of Grades

Progress through the CBE program is determined by a student's success on a series of assessments, each aligned to a specific competency. Each competency is assigned a semester credit hour value or Credit Hour Equivalent (CHE) (p. 22). Grades for Credit Hour Equivalents (CHE's) are determined based on the proficiency exhibited by the student on each assessment. The number of assessments per competency varies.

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.

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 U.S. 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.

An individual planning to enroll in the CBE program using VA benefits must comply with the following procedures:

1. Complete all requirements for admission to the CBE program.
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 your success coach, register for only courses that are required for completion of your selected degree.
4. Maintain satisfactory academic progress. The provisions found under the heading of "Academic Standards" in this catalog will apply.

An enrollment certification will be submitted to the Veterans Administration only upon the student's attainment of semester credit hours equivalent to the student's designated enrollment status. For example, if a student's designated enrollment status is full-time, an enrollment certification will be submitted to the Veterans Administration only upon the student's attainment of at least 12 semester credit hours.

In the event a student does not attain semester credit hours equivalent to the student's designated enrollment status, an enrollment certification will be submitted to the Veterans Administration only at the end of the student's term and only for the semester credit hours attained by the student during that term. For example, if a student's designated enrollment status is full-time but the student only attains 9 semester credit hours during the student's term, an enrollment certification will be submitted to the Veterans Administration only at the end of the student's term and only for 9 semester credit hours.

In the event a student does not attain any semester credit hours during the student's term, no enrollment certification will be submitted to the Veterans Administration.

Tuition Assistance

The University of Mary Hardin-Baylor is approved through the Memorandum of Understanding (MOU) enforced by the U.S. 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 CBE program.
2. Complete admission requirements through the Go Army Ed Portal.
3. Have an evaluation of service schools/experiences completed by the Registrar's Office to determine any awarding of military credit.
4. Register for classes in coordination with your success coach. Provide Certification Coordinator with a copy of UMHB class schedule.
5. Register for classes through the Go Army Ed Portal to secure available Tuition Assistance benefit.
6. Maintain satisfactory academic progress. The provisions found under the heading of "Academic Standards" in this catalog will apply.

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

DEGREES

The University of Mary Hardin-Baylor's CBE Program offers the following undergraduate degrees:

Bachelor of Applied Studies - Organizational Leadership (p. 40)

Bachelor of Applied Studies - Organizational Leadership with Education Emphasis (p. 40)

Bachelor of Applied Studies - Project Management (p. 41)

Curriculum Approval Process

All academic programs at UMHB are approved by the faculty and administration, including the CBE programs. Working through several reviewing and approving bodies, CBE, including competencies, learning resources, and course equivalencies for each degree are overseen by a group of UMHB faculty and administrators. Faculty play a key role in overseeing all assessments and updating the curriculum. The CBE curriculum has been approved by the curriculum committee, the Deans' Council, and the Provost.

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DEGREE SNAPSHOTS

[BAS Organizational Leadership CBE 2627](#)

[BAS Organizational Leadership Education Emphasis CBE
2627](#)

[BAS Project Management CBE 2627](#)

DEGREE REQUIREMENTS

To receive any undergraduate degree offered through the CBE program, a student must:

1. Earn a minimum of 120 semester hours of credit.
2. Earn a minimum of 30 semester hours of credit in upper-level courses. These 30 upper-level semester hours are included in the 120 total semester hour minimum.
3. Earn a minimum of 30 semester hours of credit in residency. ("In residency" means through enrollment at UMHB. Physical presence on the UMHB campus is not required to earn residency credits.) These 30 residency semester hours are included in the 120 total semester hour minimum and may be included in the 30 upper-level semester hour minimum.
4. Fulfill the specific curriculum requirements of the degree pursued as set forth in a catalog under which the student is entitled to graduate.
 - a. A student's CBE degree plan is initially maintained in draft form by the student's success coach. When the student is one term from anticipated graduation, the degree plan will be "formalized" by the Registrar's Office. A "formalized" degree plan should be on file in the Registrar's Office no later than one month prior to the student's anticipated degree conferral date. Degree conferrals will follow the schedule published by the Office of the Registrar at <http://registrar.umhb.edu/academic-calendar>.
 - b. Substitutions and/or waivers affecting the degree plan must be approved by the appropriate parties at the time the degree plan is "formalized." Signed substitution and/or waiver forms must be on file in the Registrar's Office.
 - c. 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 success coach) listing those items the student needs to complete to graduate. A student experiencing a disruption in enrollment lasting longer than two consecutive terms must reorganize his/her degree plan under the current catalog.
5. File an application for degree and pay the graduation fee.
 - a. Degree conferral is not automatic.
 - b. All degree candidates, irrespective of participation in a commencement ceremony, must file an application for degree and pay the graduation fee by

their anticipated degree conferral date (according to the published schedule).

- c. Applications for expired degree conferral dates will not be accepted, even though all degree requirements may have been completed by the expired date.
- d. Students failing to graduate by their anticipated degree conferral date may roll their application for degree and graduation fee forward for a maximum of twelve (12) months, but doing so does not waive the other time constraints described in this catalog (completion within six years, no enrollment disruption exceeding 2 semesters, etc.). Students failing to graduate after the expiration of this 12-month period 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.

The University of Mary Hardin-Baylor will not normally change degree requirements as detailed in this policy 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 organizations.

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.

Admission to or completion of an undergraduate degree does not guarantee licensure by any state licensing board or other professional certification or licensure entity.

Texas Core Complete

Texas General Education Core Complete Students certified as core complete by a state of Texas public institution of higher education before enrolling at the University of Mary Hardin-Baylor are granted UMHB Core Complete status with the exception of the required Old and New Testament

courses and courses embedded within the major. The requirements to meet this status are as follows:

- The relevant coursework must be completed prior to enrollment at the University of Mary Hardin-Baylor and “core complete” must be indicated on the official transcript on file within the student’s initial semester of enrollment. Core complete status is not retroactive and having an associate’s degree does not confirm core complete status.
- While Texas Core Complete indicators on the transcript will prevail, student must meet the minimum grade requirements for courses embedded within the major. Only courses that meet the minimum grade requirements will count towards overall credit hours.
- Core complete status cannot be accepted from schools outside of Texas or from other Texas private institutions.
- Core complete students are still responsible for CSBS 1311 and CSBS 1312 and any general education requirements embedded within their major/minor curricula.
- First-time freshmen are not be eligible for core complete status. While they are eligible to bring in dual credit coursework and college-level examinations as transfer credit, they are required to complete their remaining core at UMHB.

Students who have taken general education courses at other universities, but are not certified as Texas general education core complete, will transfer in credit according to the policies outlined in the current catalog.

Transfer of Credit

Internal Transfer of Credits Previously Earned at UMHB

The CBE program accepts internal transfer college-level course work with a grade of “D” or higher previously earned at UMHB, except in instances where a grade of “D” will not fulfill degree requirements. For example, a grade of “C” or higher is required for all Nursing courses as well as for all prerequisite courses (except Statistics) applying to RN-BSN program degree requirements.

Internal transfer credit may be applied to degree requirements, including general education courses, applied core courses, Organizational Leadership courses, prerequisite courses, support courses, and Nursing courses, as deemed appropriate by course age, level, and content. Internal transfer course equivalencies are determined through the collaborative efforts of the Registrar’s Office, the competency subject matter experts, the CBE Program Director, and the Provost’s Office on the basis of the applicability of the nature, content, and level of the

learning experiences to the CBE program degree requirements.

Degrees offered through the CBE program are comprised of 120 semester credit hours, with a minimum of 30 semester hours credit in residency (through enrollment at UMHB) and a minimum of 30 semester hours credit in upper-level (junior-senior) courses included in the total. Internal transfer credit will apply toward residency credit totals. While lower-level (freshman-sophomore) courses may be approved to satisfy specific upper-level course requirements, the semester hours will not apply toward upper-level credit totals.

Internal transfer courses along with their respective credit hours are posted to a student’s academic record and are available for degree planning purposes by the end of the student’s first term of enrollment. However, grades for internally transferred course work are not posted to students’ academic records and are not included in term or cumulative GPA calculations unless otherwise stipulated in program specific articulation agreements.

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

Transfer in of Credits Earned at Other Institutions

The University of Mary Hardin-Baylor accepts in transfer college-level course work with a grade of “C” or higher from United States colleges or universities accredited by Council for Higher Education Accreditation (CHEA) recognized institutional accrediting organizations. Transfer credit may be applied to degree requirements as deemed appropriate by course age, level, and content and 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.

All transcripts, certificates, and diplomas from institutions outside the United States must be sent to an approved foreign credentials evaluation service for a course-by-course evaluation in order for the possibility of transfer credit to be determined.

Military training will be evaluated using the American Council on Education (ACE) guidelines upon submission of a Joint Services Transcript (JST). Instructions for requesting an official JST are published at <https://jst.doded.mil>.

Only official transcripts will be evaluated for potential transfer credit.

Transfer credit may be applied to degree requirements, including general education courses, applied core courses, Organizational Leadership courses, prerequisite courses, support courses, and Nursing courses,

as deemed appropriate by course age, level, and content. Transfer course equivalencies are determined through the collaborative efforts of the Registrar's Office, the competency subject matter experts, and the Provost's Office on the basis of the applicability of the nature, content, and level of the learning experiences to CBE degree requirements.

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 University's Admissions Office.

University of Mary Hardin-Baylor
Admissions Office
Attn: CBE Program
UMHB Box 8004
900 College Street
Belton TX 76513

Readmitted students who attend any other institutions during their absence from the University must submit official transcripts reflecting such attendance. Transcripts should be sent directly from prior institutions to the University's Admissions Office.

University of Mary Hardin-Baylor
Admissions Office
Attn: CBE Program
UMHB Box 8004
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 record and are not returned or copied for distribution.

Degrees offered through the CBE program are comprised of 120 semester credit hours. Within the 120 semester credit hour total, students must earn a minimum of 30 semester credit hours in residency (through enrollment at UMHB). Consequently, students may transfer a maximum of 90 semester credit hours from other accredited institutions. A student, nonetheless, must fulfill the specific curriculum requirements of the degree pursued as set forth in a catalog under which the student is entitled to graduate.

This 90 semester credit hour maximum may include community/junior college and/or four-year college/university courses. Community/junior college

semester hours will only transfer as lower-level (freshman-sophomore) credit. While lower-level courses may be approved to satisfy specific upper-level (junior-senior) course requirements, the semester hours will not apply toward upper-level credit totals. Students are required to earn a minimum of 30 semester hours credit in upper-level courses. These 30 upper-level semester credit hours are included in the 120 semester credit hour total.

Students may transfer in 30% or less of total program credit hours from non-degree awarding college course providers.

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

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

Developmental/pre-college level, technical/occupational (including professional certificate programs), and continuing education courses are not accepted in transfer. Credit is not awarded for experiential learning.

The current criteria for evaluating credit by examination can be found on the university's Testing Services website: <https://www.umhb.edu/resources/testing/home>. Official test score reports should be sent directly from the testing agency to the University's Admissions Office.

University of Mary Hardin-Baylor
Admissions Office
Attn: CBE Program
UMHB Box 8004
900 College Street
Belton TX 76513

Transfer courses along with their respective credit hours are posted to a student's academic record and are available for degree planning purposes by the end of the student's first term of enrollment. However, grades for transferred course work are not posted to students' academic records and are not included in term or cumulative GPA calculations unless otherwise stipulated in program specific articulation agreements.

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

Transfer Out of Courses/Competencies Earned to Other Educational Institutions

The official course transcript provides academic history information traditionally needed when students apply to graduate school or transfer to another institution.

Students applying to graduate school or transferring to another institution should request official transcripts be sent from the University to the institution(s) in which admission is sought. The transferability of credits to another institution, however, is solely at the discretion of the receiving institution. Not all academic work completed at one institution may transfer to another institution. Any student interested in transferring credit should check with the receiving institution directly to determine to what extent, if any, CBE program courses/competencies can be transferred.

Commencement Ceremony Participation

Degree candidates enrolled in CBE programs are eligible to participate in the University's commencement ceremonies. While degrees are conferred according to the schedule published by the Office of the Registrar at <http://registrar.umhb.edu/academic-calendar>, the University holds two commencement ceremonies per year—one in May and one in December. CBE program students with degree conferral dates in January through June are invited to participate in the May ceremony. CBE program students with degree conferral dates in July through December are invited to participate in the December ceremony. Students are permitted to participate in only one commencement ceremony per degree.

The degree conferral dates for May, June, and December graduates may fall after the respective commencement ceremony date. To participate in a commencement ceremony prior to degree conferral, CBE students must petition for permission to “walk” with the conferred graduates. To petition, students must submit a fully completed Petition to Participate in Commencement Exercises form. To qualify to “walk” in a commencement ceremony prior to degree conferral, a student must anticipate completing all degree requirements by the June degree conferral date (according to the published schedule) for participation in the May ceremony or by the December degree conferral date (according to the published schedule) for participation in the December ceremony. Completion of the form requires a concrete plan for earning the remaining degree requirements.

Students must submit the form no later than March 15 for Spring participants or October 15 for Fall participants. The dean normally will approve or deny the petition within five business days of receipt of the form. Students denied permission to participate in commencement exercises will have five business days to appeal in writing to the Provost. Students granted permission to participate in commencement exercises must

file an application for degree and pay the graduation fee by March 15 for Spring participants or October 15 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 Provost to “walk” in the ceremony are not official graduates. They will not receive diplomas nor will their degrees be posted to their transcripts until all their degree requirements have been completed. Degree conferral dates will not be retroactive. The official degree conferral date of the term in which the students' outstanding degree requirements are completed will apply. Students failing to graduate after the expiration of one academic year must reorganize their respective degree plan to conform with the current catalog as well as must submit another application for degree and pay another graduation fee by the applicable deadlines.

Graduates also may petition the Office of the Registrar for permission to delay participation in commencement exercises if they are unable to participate in the ceremony prescribed by their degree conferral dates.

Students must settle all accounts in order to be eligible to participate in commencement ceremonies. The University may restrict students from participating in commencement for failure to make complete payment of student accounts.

Degree conferral is not automatic. All graduates, irrespective of participation in a commencement ceremony, must file an application for degree and pay the graduation fee by their anticipated degree conferral date (according to the published schedule).

Diplomas are mailed to the address provided on the application for degree approximately eight weeks after the degree conferral date. This allows time for confirmation all degree requirements have been met. Under no circumstances will a diploma be released prior to the degree conferral date. Diplomas will not be released to students owing a balance to the University.

CBE DEGREES

BACHELOR OF APPLIED STUDIES - ORGANIZATIONAL LEADERSHIP

DEGREE REQUIREMENTS

120 Minimum Total Hours
30 Minimum Upper-Level Hours
30 Minimum Hours in Residence

General Education - 48 CHE

WCCB 1301	Written Communication I	3
WCCB 1302	Written Communication II	3
ENCB 2300	Principles of Literature	3
QRCB 1300	Quantitative Reasoning	3
SCCB 1300	Life and Physical Sciences I	3
SCCB 2300	Life and Physical Sciences II	3
CVCB 2300	World Civilizations	3
CACB 1300	Introduction to the Creative Arts	3
AHCB 2301	American History I	3
AHCB 2302	American History II	3
GVCB 2301	State and Federal Government I	3
GVCB 2302	State and Federal Government II	3
PCCB 1300	Professional Communications	3
SSCB 1300	Social Problems	3
RECB 1301	Engaging the Old Testament	3
RECB 1302	Engaging the New Testament	3

Applied Core - 33 CHE

AICB 1300	Introduction to AI	3
ILCB 1300	Introduction to Information Literacy	3
TWCB 1300	Teamwork Skills	3
PSCB 1300	Introduction to Creative Problem Solving	3
PSCB 2300	Technology in Problem Solving	3
PSCB 3310	Data-Driven Problem Solving	3
PSCB 4300	Problem Solving Methods	3
ETCB 2300	Introduction to Ethics	3
GACB 2300	Multiculturalism and Diversity	3
GACB 3300	International Business	3
GACB 4300	Global Challenges	3

Organizational Leadership - 39 CHE

LDCB 2300	Principles of Servant Leadership	3
LDCB 2310	Leadership Skills Development	3
LDCB 3300	Psychology of Leadership	3
LDCB 3310	Leading Teams	3
LDCB 4310	Leading Diversity	3

LDCB 4320	Leading Organizational Change	3
LDCB 4331	Entrepreneurial Leadership	3
CPCB 4300	Capstone	3

Business Emphasis - 15 CHE

MKCB 3300	Principles of Marketing	3
MGCB 2300	Managerial Communications	3
MGCB 2310	Conflict Management	3
MGCB 3300	Project Management	3
MGCB 4300	Human Capital Management	3

BACHELOR OF APPLIED STUDIES - ORGANIZATIONAL LEADERSHIP WITH EDUCATION EMPHASIS

DEGREE REQUIREMENTS

120 Minimum Total Hours
30 Minimum Upper-Level Hours
30 Minimum Hours in Residence

General Education - 48 CHE

WCCB 1301	Written Communication I	3
WCCB 1302	Written Communication II	3
ENCB 2300	Principles of Literature	3
QRCB 1300	Quantitative Reasoning	3
SCCB 1300	Life and Physical Sciences I	3
SCCB 2300	Life and Physical Sciences II	3
CVCB 2300	World Civilizations	3
CACB 1300	Introduction to the Creative Arts	3
AHCB 2301	American History I	3
AHCB 2302	American History II	3
GVCB 2301	State and Federal Government I	3
GVCB 2302	State and Federal Government II	3
PCCB 1300	Professional Communications	3
SSCB 1300	Social Problems	3
RECB 1301	Engaging the Old Testament	3
RECB 1302	Engaging the New Testament	3

Applied Core - 33 CHE

AICB 1300	Introduction to AI	3
ILCB 1300	Introduction to Information Literacy	3
TWCB 1300	Teamwork Skills	3

PSCB 1300	Introduction to Creative Problem Solving	3
PSCB 2300	Technology in Problem Solving	3
PSCB 3310	Data-Driven Problem Solving	3
PSCB 4300	Problem Solving Methods	3
ETCB 2300	Introduction to Ethics	3
GACB 2300	Multiculturalism and Diversity	3
GACB 3300	International Business	3
GACB 4300	Global Challenges	3

Organizational Leadership - 39 CHE

LDCB 2300	Principles of Servant Leadership	3
LDCB 2310	Leadership Skills Development	3
LDCB 3300	Psychology of Leadership	3
LDCB 3310	Leading Teams	3
LDCB 4310	Leading Diversity	3
LDCB 4320	Leading Organizational Change	3
LDCB 4331	Entrepreneurial Leadership	3
CPCB 4300	Capstone	3

Education Emphasis - 15 CHE

EDCB 4313	Growth and Development for Children & Adolescents	3
EDCB 4324	The Positive Classroom	3
EDCB 4328	Instructional Planning and Assessment	3
EDCB 4315	Survey of Special Populations	3
RDCB 4326	Effective Literacy Instruction	3

BACHELOR OF APPLIED STUDIES - PROJECT MANAGEMENT

This program prepares individuals to apply quantitative and qualitative knowledge, skills, tools, and techniques to manage projects in a wide range of fields and occupations. Includes instruction in project planning, risk management, cost and time management, contracts and procurement, accounting, statistics, decision making, and human resources.

DEGREE REQUIREMENTS

120 Minimum Total Hours

30 Minimum Upper-Level Hours

30 Minimum Hours in Residence

General Education - 48 CHE

WCCB 1301	Written Communication I	3
WCCB 1302	Written Communication II	3
ENCB 2300	Principles of Literature	3
QRCB 1300	Quantitative Reasoning	3
SCCB 1300	Life and Physical Sciences I	3
SCCB 2300	Life and Physical Sciences II	3
CVCB 2300	World Civilizations	3

CACB 1300	Introduction to the Creative Arts	3
AHCB 2301	American History I	3
AHCB 2302	American History II	3
GVCB 2301	State and Federal Government I	3
GVCB 2302	State and Federal Government II	3
PCCB 1300	Professional Communications	3
SSCB 1300	Social Problems	3
RECB 1301	Engaging the Old Testament	3
RECB 1302	Engaging the New Testament	3

Applied Core - 33 CHE

PCCB 1301	Written Professional Communications	3
ILCB 1300	Introduction to Information Literacy	3
TWCB 1300	Teamwork Skills	3
PSCB 1300	Introduction to Creative Problem Solving	3
PSCB 2300	Technology in Problem Solving	3
PSCB 3300	Advanced Creative Problem Solving	3
PSCB 4300	Problem Solving Methods	3
ETCB 2300	Introduction to Ethics	3
GACB 2300	Multiculturalism and Diversity	3
GACB 3300	International Business	3
GACB 4300	Global Challenges	3

Project Management - 39 CHE

MKCB 3300	Principles of Marketing	3
MGCB 2300	Managerial Communications	3
MGCB 2310	Conflict Management	3
MGCB 4300	Human Capital Management	3
LDCB 2300	Principles of Servant Leadership	3
MGCB 3300	Project Management	3
PMCB 2310	Adaptive Project Delivery	3
PMCB 3300	Contracts, Law, & Regulatory Compliance	3
PMCB 3310	Risk, Quality, and Stakeholder Management	3
PMCB 4300	Scheduling and Budgeting	3
PMCB 4310	Project Management Tools	3
PMCB 4320	Advanced Project Management	3
PMCB 4330	Project Management Capstone	3

RN-BSN

RN-BSN Program Teach Out

The RN-BSN program is no longer accepting new students. The program is currently in a teach out phase to

allow enrolled students to complete degree requirements within the established timeframe and in accordance with institutional and accreditation standards.

CBE COURSES

AHCB - American History

AHCB 2301 - American History I (3)

Students learn to evaluate and analyze the impact of migration, immigration, human conflicts, and reform movements in America and identify their impact on society. TCCNS Equivalent: HIST 1301.

Distribution: CBE Program.

AHCB 2302 - American History II (3)

A continuation of AHCB 2301, including further evaluation and analysis of the impact of migration, immigration, human conflicts, and reform movements in America and identification of their impact on society. TCCNS Equivalent: HIST 1302.

Distribution: CBE Program.

AICB - Artificial intelligence

AICB 1300 - Introduction to AI (3)

Students gain a broad, foundational understanding of artificial intelligence from a non-technical perspective. Emphasis is placed on how computer systems can replicate or simulate tasks traditionally associated with human intelligence, such as reasoning, learning and problem-solving.

Distribution: CBE Program.

CACB - Creative Arts

CACB 1300 - Introduction to the Creative Arts (3)

Students learn to evaluate the role of art in historical and contemporary culture. TCCNS Equivalent: HUMA 1315.

Distribution: CBE Program.

CPCB - Capstone

CPCB 4200 - Capstone (2)

Students will design and execute a professional presentation, addressing a challenge in organizational leadership and employing skills and knowledge attained through the Applied Core Component and the Organizational Leadership Component.

Distribution: CBE Program.

CPCB 4300 - Capstone (3)

Students will design and execute a professional presentation, addressing a challenge in organizational

leadership and employing skills and knowledge attained through the Applied Core Component and the Organizational Leadership Component.

Distribution: CBE Program.

CSCB - Christian Studies

CSCB 1300 - Introduction to Christian Ministry (3)

This course is a biblical, historical, theological, and practical study of Christian Ministry. Students study the role of the minister in proclamation, administration, and care-giving. Attention is given to educational preparation, spiritual growth, and the development of skills in ministry. Fee.

Distribution: CBE Program.

CSCB 2300 - Introduction to Biblical Interpretation (3)

This course informs students about the methodologies, principles, and concerns of biblical interpretation with an emphasis on application.

Distribution: CBE Program.

CSCB 2310 - Introduction to Church History (3)

The course examines the origin, progress, and development of the Christian religion. Attention is given to major themes, movements, events, leaders, and developments. This course is designed as an orientation to the entire Christian tradition in its social and cultural setting.

Distribution: CBE Program.

CSCB 2320 - Introduction to Christian Theology (3)

This course is a study of basic Christian beliefs from a biblical perspective. Emphasis will also be given to how these beliefs have been stated over the history of the church to the present day.

Distribution: CBE Program.

CSCB 3300 - Spiritual Formation (3)

This course is a study of the theology, processes and practices of the formation in the believer of the character of Christ by the ministry of the Spirit for the sake of others. Attention is given to the practices of personal and corporate spiritual disciplines.

Distribution: CBE Program.

CVCB - World Civilizations

CVCB 2300 - World Civilizations (3)

Students learn to analyze the uniqueness of beliefs and cultural norms among groups of people and how these impact modern life. TCCNS Equivalent: HIST 2311 or HIST 2312.

Distribution: CBE Program.

EDCB- Education

EDCB 4313 - Growth and Development for Children & Adolescents (3)

This course focuses on human growth and development from birth to adolescence, with respect to the physical, emotional, cognitive, and social domains. The course focuses on using theories about learning and development as the driving forces in effective classrooms.

Distribution: CBE Program.

EDCB 4315 - Survey of Special Populations (3)

The course surveys various school populations and their varied needs. Terminology, characteristics, educational procedures, and requirements under federal, state, and local guidelines are addressed. Specifically, the needs of special education, emergent bilinguals, and gifted and talented students will be emphasized.

Distribution: CBE Program.

EDCB 4324 - The Positive Classroom (3)

Effective teachers know how to manage classrooms and behavior in positive ways. This course addresses working with parents and also with various populations in schools. Preventive management techniques, including establishing clear routines and rules, are shared. In addition, the course examines effective approaches to behavior modification and intervention.

Distribution: CBE Program.

EDCB 4328 - Instructional Planning and Assessment (3)

Education

Effective teachers know foundational principles for curriculum design, delivery, and assessment. This course focuses on planning, writing, and implementing effective lessons in alignment with the Texas Essential Knowledge and Skills (TEKS). In addition, the content addresses different types of assessment and the importance of data-driven decision making in the classroom.

Distribution: CBE Program. Offered: 4328.

EDCB 4601 - Student Teaching (6)

This involves 15 or more weeks as a student teacher or a full year of a paid internship. During this time, the student teacher or intern works with a mentor and will be observed in the teaching and learning process a minimum of six times. Each observation includes a pre and post conference, and the student is provided with feedback for improvement and assessment purposes.

Distribution: CBE Program.

ENCB - Literature

ENCB 2300 - Principles of Literature (3)

Students will read selected fiction and poetry in order to develop an understanding of the way in which literature functions. The course will explore the basics of literary analysis by requiring multiple levels of reading as well as differing interpretations of the various texts. Prerequisite: WCCB 1302.

Distribution: CBE Program.

ETCB - Ethics

ETCB 2300 - Introduction to Ethics (3)

Students learn to perform ethical analyses of common situations using multiple ethical frameworks, to evaluate the performance of other individuals and organizations in those situations, and to apply a well-developed, personalized framework for ethical decision making. TCCNS Equivalent: PHIL 2306.

Distribution: CBE Program.

ETCB 3300 - Philosophical Ethics (3)

Students learn to use the systematic procedural process and results from the philosophical tests of Intentions, Universalizability, and Utilitarianism to determine solutions for ethical dilemmas.

Distribution: CBE Program.

EXCB - Exercise Activity

EXCB 1100 - Lifetime Fitness (1)

This class introduces students to basic concepts of wellness, fitness and lifestyle management through classroom instruction and physical activity. The course includes principles of physical fitness including cardiorespiratory endurance, muscular strength and endurance, flexibility, body composition and nutrition. Students will apply this knowledge in developing an individual fitness program. Lab Fee.

Distribution: CBE Program.

GACB - Global Awareness

GACB 2300 - Multiculturalism and Diversity (3)

Students learn to identify their own cultural background, including its origins, development, and assumptions, to articulate personal awareness of difficult diversity differences, and to identify factors that impact an issue from a self-selected organization. TCCNS Equivalent: ANTH 2346; ANTH 2351; ARTS 1303; ARTS 1304; ENGL 2331; ENGL 2332; ENGL 2333; HIST 2311; HIST 2312; HUMA 1301; HUMA 1302; HUMA 2323; or PHIL 1304.

Distribution: CBE Program.

GACB 3300 - International Business (3)

Students learn to analyze data from specific countries to determine market attractiveness for international business.

Distribution: CBE Program.

GACB 4300 - Global Challenges (3)

Students learn to consider and analyze movements of people and competition for resources, by tracing historical developments and evaluating their impact on contemporary political outcomes that have national and global consequences.

Distribution: CBE Program.

GVCB - Government/Political Science

GVCB 2301 - State and Federal Government I (3)

Students learn to analyze the evolution of state and federal constitutions, federalism, individual rights and freedoms, and methods of enacting legislation. TCCNS Equivalent: GOVT 2301; GOVT 2302; GOVT 2305; or GOVT 2306.

Distribution: CBE Program.

GVCB 2302 - State and Federal Government II (3)

A continuation of GVCB 2301, including further analysis of the evolution of state and federal constitutions, federalism, individual rights and freedoms, and methods of enacting legislation. TCCNS Equivalent: GOVT 2301; GOVT 2302; GOVT 2305; or GOVT 2306.

Distribution: CBE Program.

ILCB - Information Literacy

ILCB 1300 - Introduction to Information Literacy (3)

Accesses information using a variety of tools (e.g. catalog, databases, and internet search engines), evaluates information, and uses the information effectively and according to the Publication Manual of the American Psychological Association citation guidelines.

Distribution: CBE Program.

LDCB - Leadership

LDCB 2300 - Principles of Servant Leadership (3)

Students learn to apply servant leadership principles to organizational issues.

Distribution: CBE Program.

LDCB 2310 - Leadership Skills Development (3)

Students learn to identify types of leaders and to explain and apply skills essential for effective leadership.

Distribution: CBE Program.

LDCB 3300 - Psychology of Leadership (3)

Students learn to analyze their own personal value strengths and leadership strengths, identify follower attributes, and demonstrate how these data can be used to evaluate leadership potential.

Distribution: CBE Program.

LDCB 3310 - Leading Teams (3)

In the context of a problem, students learn to explain ways leaders plan strategically, build trust among teams, and lead with empathy.

Distribution: CBE Program.

LDCB 4300 - Leading Service Organizations (3)

Students examine how leaders use the knowledge of the underlying structure and evolution of service strategies within a competitive environment.

Distribution: CBE Program.

LDCB 4310 - Leading Diversity (3)

Students learn to design a comprehensive plan to support organizational diversity.

Distribution: CBE Program.

LDCB 4320 - Leading Organizational Change (3)

Students learn to propose and justify a significant organizational change and design an implementation plan.

Distribution: CBE Program.

LDCB 4331 - Entrepreneurial Leadership (3)

The course examines the mindset, skills, and strategies required to lead entrepreneurial ventures and drive innovation within organizations. Students explore opportunity recognition, risk assessment, resource allocation, and the creation of sustainable business models. Case studies and applied projects provide opportunities to design practical entrepreneurial solutions for real-world organization challenges.

Distribution: CBE Program.

MACB - Mathematics

MACB 2303 - Statistics (3)

Students learn to use methods and procedures of statistics to analyze and interpret data to solve real-world problems.

Distribution: CBE Program.

MGCB - Management

MGCB 2300 - Managerial Communications (3)

Students learn to communicate effectively in various managerial contexts, including meetings and supervisory communications.

Distribution: CBE Program.

MGCB 2310 - Conflict Management (3)

Students learn to recognize conflict and employ effective strategies to deescalate and manage the conflict.

Distribution: CBE Program.

MGCB 3300 - Project Management (3)

Students learn to design a project plan using the fundamental principles of project management, in accordance with the Project Management Institute.

Distribution: CBE Program.

MGCB 4100 - Human Capital Management II (1)

A continuation of MGCB 4300, including further application of best practices in human capital management.

Distribution: CBE Program.

MGCB 4300 - Human Capital Management (3)

Students learn to recognize and apply best practices in human capital management.

Distribution: CBE Program.

MKCB - Marketing

MKCB 3300 - Principles of Marketing (3)

Students learn to demonstrate operational application of marketing concepts by exploring, analyzing, planning, and measuring market opportunities that provide value to a firm's stakeholders.

Distribution: CBE Program.

MUCB - Music

MUCB 1300 - Introduction to Commercial Music Theory (3)

Basic theoretical concepts and skills relating to commercial music. The course covers basic concepts of notation, melody, rhythm, harmony, and analysis, with an emphasis on harmonic structure and progression.

Distribution: CBE Program.

MUCB 2300 - Worship Ministry in the Local Church (3)

An overview of church music concepts, practices, and administration.

Distribution: CBE Program.

MUCB 3300 - History of Church Music and Worship (3)

A survey of church music and worship from the Old Testament to the contemporary church.

Distribution: CBE Program.

MUCB 3310 - The Songs of Worship (3)

A historical survey of congregational music and Christian hymnody.

Distribution: CBE Program.

MUCB 3320 - Technology for Worship Ministry (3)

An orientation to the technologies used in church music and worship ministry.

Distribution: CBE Program.

MUCB 4110 - Internship/Field Experience – Leading Bible Study (1)

Distribution: CBE Program.

MUCB 4120 - Internship/Field Experience – Worship Technology (1)

Distribution: CBE Program.

MUCB 4130 - Internship/Field Experience – Leading Worship (1)

Distribution: CBE Program.

MUCB 4300 - Philosophy of Church Music and Worship (3)

A study of the concepts and ideas that shape church music and worship.

Distribution: CBE Program.

MUCB 4310 - Worship Design (3)

Develops and refines student's abilities to construct biblical worship services.

Distribution: CBE Program.

MUCB 4320 - Worship Leadership Internship/Field Experience (3)

Distribution: CBE Program.

NUCB - Nursing (RN to BSN Program)**NUCB 4200 - Capstone (2)**

Students demonstrate critical thinking, effective communication, clinical competence, scholarly work, and professionalism appropriate for entry level BSN practice.

Distribution: CBE Program.

NUCB 4216 - Plan Communication (2)

Students learn to recognize and analyze therapeutic and non-therapeutic communication.

Distribution: CBE Program.

NUCB 4218 - Integrate Policies (2)

Students learn to use evidence and professional standard of care in the establishment of health care policy.

Distribution: CBE Program.

NUCB 4312 - Nursing Research (3)

Students learn to identify, apply, and reflect on evidence-based practice to improve patient care outcomes.

Distribution: CBE Program.

NUCB 4316 - Nursing in the Community (3)

Students learn to use information systems to monitor concept-based, patient-centered health care.

Distribution: CBE Program.

NUCB 4318 - Leadership and Management (3)

Students learn to recognize and apply appropriate delegation and prioritization decisions.

Distribution: CBE Program.

NUCB 4320 - Role Transition (3)

This course assists students with the integration of theory and practice as they approach the completion of the baccalaureate nursing degree and transition into the role of the baccalaureate prepared nurse. Emphasis is placed on the synthesis of knowledge, skills, and experience as students prepare for the role of a baccalaureate prepared registered nurse.

Distribution: CBE Program.

NUCB 4325 - Comprehensive Health Assessment (3)

This course focuses on the skills needed to conduct a comprehensive health assessment across the lifespan, including the physical, psychological, spiritual, social, functional and environmental aspects of health. Emphasis is placed on the health continuum and the client focus includes individuals, families, and populations.

Distribution: CBE Program.

NUCB 4330 - Evidence-Based Practice in Nursing (3)

This course investigates the research process and introduces the critique of nursing research. The focus is on the identification of best practices and the impact of findings on nursing practice.

Distribution: CBE Program.

NUCB 4335 - Nursing in the Community (3)

This course introduces population focused care. The emphasis is on the scope of public health nursing, health promotion and education, and the nursing care of individuals, families, and populations across the lifespan. Diverse public health care settings are explored.

Distribution: CBE Program.

NUCB 4340 - Contemporary Issues (3)

This course will identify and explore current trends, issues, and policies related to health care in the United States. Emphasis is placed on the development of knowledge and skills necessary for registered nurses to address and navigate complex challenges and emerging trends in healthcare.

Distribution: CBE Program.

NUCB 4345 - Nursing Leadership and Governance (3)

This course examines theories and strategies from various disciplines for leadership pertaining to patient care delivery and shared governance in the nursing profession. Resource allocation for patient populations and systems will be evaluated within an interprofessional context from both financial and leadership perspectives.

Distribution: CBE Program.

NUCB 4350 - Capstone I (3)

This course allows students to synthesize concepts and processes studied through a liberal arts foundation, the RN-BSN nursing curriculum, and workplace experiences. Through integration of knowledge, skills and experiential learning, students will demonstrate clinical reasoning, management of care, assessment of clinical outcomes, scholarly work and professionalism appropriate for BSN practice.

Distribution: CBE Program.

NUCB 4355 - Capstone II (3)

This course allows students to synthesize concepts and processes studied through a liberal arts foundation, the RN-BSN nursing curriculum, and workplace experiences. Through integration of knowledge, skills and experiential learning, students will demonstrate clinical reasoning, management of care, assessment of clinical outcomes, scholarly work and professionalism appropriate for BSN practice.

Distribution: CBE Program.

NUCB 4417 - Plan of Care (4)

Students learn to develop a patient-centered, concept-based plan of care to guide clinical reasoning in determining priorities of nursing care to diverse individuals, families, groups, and communities.

Distribution: CBE Program.

NUCB 4617 - Evaluate Nursing Interventions (6)

Students learn to evaluate nursing interventions for timeliness, accuracy, safety, best practice, and relevance.

Distribution: CBE Program.

NURS - Nursing Escrow

NURS 2350 - Health Assessment Across Lifespan (3)

This course focuses on the skills needed to conduct a comprehensive health assessment across the lifespan, including the physical, psychological, spiritual, social, functional and environmental aspects of health. Effective communication, assessment, and documentation is practiced. Emphasis is placed on the health continuum and the client focus includes individuals, families, and populations. Escrow credit for this course is awarded following the successful completion of the RN to BSN Program capstone course NUCB 4200 (p. 47).

Distribution: CBE Program.

NURS 2460 - Essentials in Nursing (4)

This course provides a foundation for the student in basic nursing interventions integral to providing effective nursing care. Emphasis is placed on application of theory to practice. The clinical component of this course focuses on the wellness aspect of the health continuum and the patient focus includes individual, families, and populations. Escrow credit for this course is awarded following the successful completion of the RN to BSN Program capstone course NUCB 4200 (p. 47).

Distribution: CBE Program.

NURS 3210 - Population Health Perspectives (2)

This concept-based course provides an introduction to population-focused care. The emphasis is on prevention of disease, injury, and premature death. Nursing care for individuals, families, and populations across the lifespan and in diverse settings is explored. Escrow credit for this course is awarded following the successful completion of the RN to BSN Program capstone course NUCB 4200 (p. 47).

Distribution: CBE Program.

NURS 3215 - Ethics in Nursing Practice (2)

This concept-based course provides students the opportunity to explore moral sensitivity, ethical reflection, analysis, and principles. A foundation for ethical decision-making in clinical practice and policy development within diverse health care systems is established. Escrow credit for this course is awarded following the successful completion of the RN to BSN Program capstone course NUCB 4200 (p. 47).

Distribution: CBE Program.

NURS 3300 - Introduction to Professional Nursing (3)

This concept-based course is an overview of the role of the nurse as a health professional. The focus is on nurse collaboration within interdisciplinary healthcare settings. The patient focus includes individuals, families, and populations. Escrow credit for this course is awarded following the successful completion of the RN to BSN Program capstone course NUCB 4200 (p. 47).

Distribution: CBE Program.

NURS 3315 - Nursing Perspectives in Pharmacotherapy (3)

This concept-based course highlights the major drug classifications and the nursing role in the management of medication administration. Information regarding core drug knowledge, patient variables, and assessment in drug therapy will be discussed. The course content provides the foundation of basic pharmacology necessary for nursing practice. Escrow credit for this course is awarded following the successful completion of the RN to BSN Program capstone course NUCB 4200 (p. 47).

Distribution: CBE Program.

NURS 3321 - Pathophysiology II (3)

Concepts from prerequisite science courses will be built upon in discussions of disease processes. This is the second of two courses that correspond to concepts of nursing care to patients across the lifespan. Factors that contribute to altered physiological functioning of selected body systems and interrelationships among selected pathophysiological processes are more complex and expanded. Escrow credit for this course is awarded

following the successful completion of the RN to BSN Program capstone course NUCB 4200 (p. 47).

Distribution: CBE Program.

NURS 3620 - Health Care Delivery (6)

This concept-based clinical course concentrates on the application of the nursing process in the continuum of care of wellness to acute illness. Students will provide nursing care, patient education, and health promotion to patients across the lifespan in a variety of settings. The patient focus includes individuals, families, and populations. Escrow credit for this course is awarded following the successful completion of the RN to BSN Program capstone course NUCB 4200 (p. 47).

Distribution: CBE Program.

NURS 3621 - Health Care Delivery II (6)

This concept-based clinical course concentrates on the application of the nursing process for patients with complex concept-based health interruptions. Emphasis is on the impact of major diseases across the lifespan in select healthcare settings. Comprehensive nursing care for patients with a wide range of disorders will be addressed as well as the need for patient teaching and continuity of care as the patient returns to the community. Escrow credit for this course is awarded following the successful completion of the RN to BSN Program capstone course NUCB 4200 (p. 47).

Distribution: CBE Program.

NURS 4620 - Health Care Delivery III (6)

Explores nursing health promotion strategies to facilitate individual, group, and community health and wellness across the lifespan. The development of disease states and methods to prevent or decrease risk factors will be discussed. The course will focus on developing skills in problem-solving, clinical judgment, and critical thinking so that students may function as a beginning member of the healthcare team in the provision of interdisciplinary care for a variety of patient situations. Emphasis is on the role of the professional nurse in planning and implementing effective teaching and interventional behaviors. Escrow credit for this course is awarded following the successful completion of the RN to BSN Program capstone course NUCB 4200 (p. 47).

Distribution: CBE Program.

PCCB - Professional Communications

PCCB 1300 - Professional Communications (3)

Students learn to design and execute an effective oral presentation for an audience using visual aids. TCCNS Equivalent: COMM 2327; COMM 2330; SPCH 1315; or SPCH 1321.

Distribution: CBE Program.

PCCB 1301 - Written Professional Communications (3)

Students learn to develop written documents designed to facilitate effective organizational communication with internal and external stakeholders. TCCNS Equivalent: BUSI 1304; BUSI 2304; COMM 2311; COMM 2315; COMM 2327; COMM 2330; or ENGL 2311.

Distribution: CBE Program.

PMCB - Project Management

PMCB 2310 - Adaptive Project Delivery (3)

This course introduces agile, lean, and adaptive approaches to project delivery. Students examine agile values and principles, Scrum and Kanban practices, and lean thinking to manage projects in uncertain and rapidly changing environments. Emphasis is placed on selecting and tailoring delivery approaches, including hybrid models, to align with organizational constraints and stakeholder needs.

Distribution: CBE Program.

PMCB 3300 - Contracts, Law, & Regulatory Compliance (3)

This course examines the legal, contractual, and regulatory dimensions of project management. Students develop competencies in contract selection, compliance management, ethical decision-making, and risk mitigation within regulated environments. Emphasis is placed on practical application to real-world project scenarios.

Distribution: CBE Program.

PMCB 3310 - Risk, Quality, and Stakeholder Management (3)

This course examines the legal, contractual, and regulatory dimensions of project management. Students develop competencies in contract selection, compliance management, ethical decision-making, and risk mitigation within regulated environments. Emphasis is placed on practical application to real-world project scenarios.

Distribution: CBE Program.

PMCB 4300 - Scheduling and Budgeting (3)

This course develops student competency in project scheduling and cost management. Emphasis is placed on creating, analyzing, and controlling schedules and budgets using industry-standard techniques to support informed decision-making.

Distribution: CBE Program.

PMCB 4310 - Project Management Tools (3)

This course provides a survey of industry recognized project management tools and technologies used to plan, execute, monitor, and close projects.

Distribution: CBE Program.

PMCB 4320 - Advanced Project Management (3)

This advanced course integrates project management knowledge areas and performance domains aligned with the PMI (Project Management Institute) Body of Knowledge. Students learn to apply industry standards to complex project scenarios, demonstrating readiness for professional practice and certification.

Prerequisites: MGCB 3300, PMCB 2310, PMCB 3300, PMCB 3310, PMCB 4300, and PMCB 4310.

Distribution: CBE Program.

PMCB 4330 - Project Management Capstone (3)

In this culminating course, students demonstrate mastery of project management competencies by completing a comprehensive, real-world project. The capstone integrates planning, execution, monitoring, and closing activities into a cohesive professional portfolio.

Prerequisites: MGCB 3300 and all PMCB courses.

Distribution: CBE Program.

PSCB - Creative Problem Solving**PSCB 1300 - Introduction to Creative Problem Solving (3)**

Students learn to use creative problem solving techniques to identify problems and construct innovative solutions. TCCNS Equivalent: PHIL 2303.

Distribution: CBE Program.

PSCB 2300 - Technology in Problem Solving (3)

Students learn to analyze organizational problems, develop solutions, and construct professional-quality, computer-generated documents to support a given scenario through the use of spreadsheet software. TCCNS Equivalent: BCIS 1301; BCIS 1305; BCIS 1401; BCIS 1405.

Distribution: CBE Program.

PSCB 3300 - Advanced Creative Problem Solving (3)

Students learn to resolve difficult or complex challenges by developing creative ideas that provide solutions to workplace encounters.

Distribution: CBE Program.

PSCB 3310 - Data-Driven Problem Solving (3)

This course equips students with the skills to use data and analytical methods to identify, assess, and solve organizational problems. Students learn to collect, interpret, and apply data techniques to inform strategic decision-making. Emphasis is placed on evidence-based approaches, critical thinking, and practical tools for improving organizational performance.

Distribution: CBE Program.

PSCB 4300 - Problem Solving Methods (3)

Students learn to formulate, analyze, model, and solve real-world problems using logic, graph theory, hypothesis testing, modeling with functions and systems of linear equations, linear programming, and modeling with statistics.

Distribution: CBE Program.

PYCB - Psychology**PYCB 2311 - Developmental Psychology (3)**

Development of the human being from birth through old age, studied in terms of basic psychological principles. Major theories of child development will be considered. Prerequisite: PSYC 1301 or equivalent

Distribution: CBE Program.

QRCB - Quantitative Reasoning**QRCB 1300 - Quantitative Reasoning (3)**

Students learn to analyze and solve real-world problems using mathematical structures, algebraic thinking, and statistical processes. TCCNS Equivalent: MATH 1332; MATH 1314; MATH 2312; or MATH 2313.

Distribution: CBE Program.

RDCB - Reading**RDCB 4326 - Effective Literacy Instruction (3)**

Effective teachers know the importance of literacy for every student. This course equips candidates with tools to teach across the disciplines and with strategies for working with English Language Learners. It addresses the 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: CBE Program.

RECB - Religion

RECB 1301 - Engaging the Old Testament (3)

Students learn to analyze aspects of the biblical narrative in its contexts to the students' relationship to the story. TCCNS Equivalent: PHIL 1316.

Distribution: CBE Program.

RECB 1302 - Engaging the New Testament (3)

Students learn to analyze Christian perspectives and apply them to spirituality, contemporary life, and intercultural views. TCCNS Equivalent: PHIL 1317.

Distribution: CBE Program.

SCCB-Life and Physical Sciences

SCCB 1300 - Life and Physical Sciences I (3)

Students learn to use the scientific method and concepts in Life and Physical Sciences to respond to present-day challenges.

Distribution: CBE Program.

SCCB 1400 - College Chemistry (4)

Students examine general chemistry principles and apply basic techniques and fundamental properties in an online laboratory. TCCNS Equivalents: CHEM 1305/1105; CHEM 1405; CHEM 1306/1106; CHEM 1406; CHEM 1311/1111; or CHEM 1411.

Distribution: CBE Program.

SCCB 2300 - Life and Physical Sciences II (3)

Students apply and build upon concepts in Life and Physical Sciences introduced in SCCB 1300 to respond to more complex present-day challenges.

Distribution: CBE Program.

SSCB - Social and Behavioral Sciences

SSCB 1300 - Social Problems (3)

Students identify a social problem or challenge, determine an analytical approach for study of the problem, and use research methods to solve the problem. TCCNS Equivalent: SOCI 1306.

Distribution: CBE Program.

TWCB - Teamwork

TWCB 1300 - Teamwork Skills (3)

Students examine their own psychological and interpersonal strengths/weaknesses as a team member and recognize how to employ those effectively.

Distribution: CBE Program.

WCCB - Written Communication

WCCB 1301 - Written Communication I (3)

Students learn to effectively write for a wide range of audiences and purposes, while adhering to conventions and protecting intellectual property. TCCNS Equivalent: ENGL 1301.

Distribution: CBE Program.

WCCB 1302 - Written Communication II (3)

A continuation of WCCB 1301, including further instruction on effectively writing for a wide range of audiences and purposes, while adhering to conventions and protecting intellectual property. TCCNS Equivalent: ENGL 1302. Prerequisite: WCCB 1301.

Distribution: CBE Program.

