

UNIVERSITY OF MARY HARDIN-BAYLOR
2024-2025
CBE AT UMHB
COURSE CATALOG



A Texas Baptist Institution

900 College Street
Belton, Texas 76513
Telephone: (254) 295-8642
Telephone: 1-800-727-8642
Internet Home Page: www.umhb.edu
Directory: <https://www.umhb.edu/resources/hr/directory/alpha/A>

TABLE OF CONTENTS

2024-2025 CBE at UMHB Catalog	4
Purpose of the Catalog	5
University Information	7
Welcome from the President	7
The University	7
Accreditation	8
Annual Security and Fire Safety Report (Clery Report)	10
Annual Security and Fire Safety Reports (Clery Report)	10
Daily Crime and Fire Log	10
Notice of Nondiscriminatory Policy as to Students	11
Notification of Rights under FERPA for Postsecondary Institutions	11
Academic Calendar	13
Identification Cards (CruCard Services)	13
Student Disability Services	13
Change of Name or Address	14
Admissions	15
Admission Requirements	15
Identity Verification Processes	16
Computer Requirements	16
Financial Information	17
Refunds	17
Financial Aid	17
Financial Aid Satisfactory Academic Progress (SAP)	18
Pace	18
(SAP) Warning Period	19
SAP Suspension	19
(SAP) Probation Period	19
SAP Appeal process	19
Transfer Credits	19
Remedial/Developmental Coursework	19
Incomplete Grades	20
Repeating Classes	20
Withdrawing from the University / Failure to Earn a Passing Grade	20
Academic Support Services	21
Role of the Faculty	21
Academic Standards	22
Credit Hour Equivalency Definition	22
Academic Interaction Policy	22
Transcripts	23
Grade Reports	25
Academic Appeals	25
Registration Policy and Procedures	27
Program Enrollment	27
Concurrent Program Enrollment Policy	27
Enrollment Status	27
Leave of Absence	27
Withdrawal and Readmission	29
Administrative Withdrawal	29

Academic Expectations and Ethics	30
Student Responsibility	30
CBE Program Academic Integrity Policy	30
Determination of Grades	31
Military Benefits	32
Veterans and Family Members	32
Tuition Assistance	32
Degrees	33
Curriculum Approval Process	33
Degree Snapshots	34
Degree Requirements	35
Texas Core Complete	35
Transfer of Credit	36
Commencement Ceremony Participation	38
CBE at UMHB Degrees	39
Bachelor of Applied Studies - Organizational Leadership	39
Bachelor of Applied Studies - Worship Leadership	39
Bachelor of Science in Nursing	40
CBE at UMHB Courses	42
AHCB - American History	42
CACB - Creative Arts	42
CPCB - Capstone	42
CSCB - Christian Studies	42
CVCB - World Civilizations	42
EDCB - Education	42
ENCB - Literature	43
ETCB - Ethics	43
EXCB - Exercise Activity	43
GACB - Global Awareness	43
GVCB - Government/Political Science	44
ILCB - Information Literacy	44
LDCB - Leadership	44
MACB - Mathematics	44
MGCB - Management	44
MKCB - Marketing	45
MUCB - Music	45
NUCB - Nursing (RN to BSN Program)	45
NURS - Nursing Escrow	46
PCCB - Professional Communications	48
PSCB - Creative Problem Solving	48
PYCB - Psychology	48
QRCB - Quantitative Reasoning	48
RECB - Religion	48
SCCB - Life and Physical Sciences	48
SSCB - Social and Behavioral Sciences	49
TWCB - Teamwork	49
WCCB - Written Communication	49

2024-2025 CBE AT UMHB CATALOG

PURPOSE OF THE CATALOG

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.

-

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 at UMHB 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 at UMHB 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 at UMHB 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 to award baccalaureate, masters, and doctorate degrees. 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, Georgia 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 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 bgresham@umhb.edu

Memberships/Associations

American Council of Academic Physical Therapy

Master of Science in Occupational Therapy Program

The entry-level occupational therapy master's degree program is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200, North

Bethesda, MD 20852-4929. 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.

Master of Arts in Counseling Program

Accredited by the Council for Accreditation of Counseling and Related Educational Programs, Community Counseling/Clinical Mental Health Counseling

Master of Science in Physician Assistant Program

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

Accreditation-Provisional does not ensure any subsequent accreditation status. It is limited to no more than five years from matriculation of the first class.

The program's accreditation history can be viewed on the ARC-PA website at <http://www.arc-pa.org/accreditation-history-university-of-mary-hardin-baylor>.

Scott & White School of Nursing

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

Memberships/Associations

Texas Board of Nursing

American Association of Colleges of Nursing

College of Humanities and Sciences

Bachelor's in Social Work is accredited by the Council on Social Work Education
B.S. in Engineering is accredited by the Accreditation Board for Engineering and Technology (ABET)

College of Visual and Performing Arts

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

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

All questions about university or program-level accreditation should be directed to the Associate Provost for Institutional Effectiveness at 254-295-4505. This includes inquiries regarding the accreditation status of UMHB and requests to review documents pertaining to accreditation.

Annual Security and Fire Safety Report (Clery Report)

Annual Security and Fire Safety Reports (Clery Report)

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

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

Notice of Nondiscriminatory Policy as to Students

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, and ethnic origin in the administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs. Furthermore, UMHB does not unlawfully discriminate on the basis of handicap in the recruitment and admission of students and the operation of any of its programs and activities, as specified by federal laws and regulations.

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

The University is required not to discriminate unlawfully on the basis of sex by Title IX of the Education Amendments Act of 1972 and its implementing regulations at 34 C.F.R. Part 106. This requirement extends to admissions. 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.

The University has grievance procedures to provide students, employees, or applicants an opportunity to file a complaint of illegal discrimination of any kind. In order to file a grievance, contact the appropriate person below or see the grievance procedures published online.

A student or applicant with a question about the university's non-discrimination policies or who claims to have experienced unlawful discrimination in connection with any university program or activity should contact the designated coordinator for university compliance with nondiscrimination policies:

Susan Owens, Title IX Coordinator and non-discrimination compliance officer, Sanderford Administrative Complex, 900 College Street, Belton, Texas 76513, 254-295-4527, susan.owens@umhb.edu.

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.

Academic Calendar

There are six 7-week terms throughout the calendar year: 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.

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 and Worship Leadership students must have a digital CruCard.
- 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.

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.

Prospective students seeking admission to the CBE at UMHB **Bachelor of Science in Nursing for Registered Nurses (RN-BSN)** program must do the following:

- Have a 2.5 cumulative GPA.
- RN license is NOT required for admission but, student must successfully complete the National Council Licensure Examination (NCLEX) prior to beginning of second term in program.

- Must be employed (full or part-time) and maintain employment throughout the program.
- No expiration on coursework taken in the past.

Prerequisite Course	Semester Credit Hours	Included in Combined GPA Calculation
Rhetoric and Composition I	3	Yes
Rhetoric and Composition II	3	Yes
Human Anatomy and Physiology I with Lab	4	Yes
Human Anatomy and Physiology II with Lab	4	Yes
Microbiology with Lab	4	Yes
College or Introductory or General Chemistry with Lab	4	Yes
General Psychology	3	Yes
Developmental Psychology	3	Yes
Introduction to Sociology	3	Yes
Public Speaking	3	Yes
Statistics	3	No

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.

Identity Verification Processes

When a student applies for admission into the program, traditional documentation will be requested which will assist in verifying the applicant's identity. Supporting documentation may include high school transcripts, college transcripts, SAT scores, and ACT scores. In addition, applicants must submit a government-issued photo ID to assist in identity verification throughout the program.

Once a student is accepted into the program, the success coach will conduct an initial web conference with the student in which the student will be asked to show government issued photo identification such as a driver's license or passport. The success coach will compare the photo of the student on the government issued photo identification to the live image of the student through the web conference and to the photo submitted during the application process to confirm the student's identity.

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. We recommend you 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, 2024.

Tuition

The RN to BSN program tuition is \$500 per credit hour. The Organizational Leadership and Worship 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. 35).

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 MyPath," 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 the CBE at UMHB platform opens on the first calendar day of a student's term. CBE at UMHB students may opt out of enrollment in a term prior to the start of the term. Once a student's term starts, tuition refunds will not be available.

CBE at UMHB students who are administratively withdrawn from the program for failure to participate in academic planning within seven (7) days of the start of the term or for failure to satisfy academic or financial responsibilities will be subject to the same terms of CBE at UMHB's Refund Policy.

Financial Aid

Federal financial aid is available for qualified students enrolled in CBE at UMHB, 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 FASFA, 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

Success Coach

Students beginning CBE at UMHB 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.

- Move students forward toward mastery in a way that is supportive and encouraging in terms of exploration of content and preparing for assessment;
- Identify each student's prior level of competence and provide individualized support and facilitation, as needed;
- Provide phone and e-mail support as needed;
- Provide additional resources if needed; and
- Demonstrate passion for and interest in the subject.

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.

Faculty members have expertise in the content of the competencies they support. They are expected to be knowledgeable and able to address questions about content and assessments as well as extending learning for students who want to explore a topic further.

The goal of CBE at UMHB is to provide faculty who:

- Maintain a high level of expertise with the field of instruction as well as the content of the instructional module;
- Demonstrate competence in using the University learning management system;
- Maintain a culture of learning that exemplifies the Learning Covenant and the UMHB mission;
- Provide effective responses to student questions about the content, activities, resources (both within the university system and externally), and assessment;
- Provide feedback and assistance with task revision as the student works through the content;
- Communicate effectively with students;
- Respond to questions and discussions in a timely manner (generally, within 2 business days from Monday through Friday);
- Relate positively to students from different backgrounds and cultures;

ACADEMIC STANDARDS

The courses/competencies offered through CBE at UMHB are assigned semester credit hour values. The enrollment status of CBE at UMHB 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.

Total Number of Credit Hour Equivalents (CHE's)	Enrollment Status
5 or less	Less Than Half-Time
6-8	Half-Time
9-11	Three-Quarter Time
12 or more	Full-Time

Students are required to make measurable progress toward degree completion every term. Consequently, a student's academic standing is determined by the student's progress toward graduation. There are five categories of academic standing recognized by the CBE at UMHB Program: *Good Standing, Warning, Suspension, Warning Continued by Appeal, and Dismissal*. Students completing a minimum of 12 semester credit hours of courses/competencies each term are considered to be making on time progress toward degree completion and, therefore, in academic "Good Standing."

A student completing less than 12 semester credit hours but at least 3 semester credit hours of courses/competencies in a term is also considered to be in academic "Good Standing." However, the student's progress toward graduation may be delayed. Students not making on time progress toward degree completion are reminded catalogs are considered valid for six years. A student who fails to complete the required work for a degree in a six-year interval dating from the student's first term of enrollment must reorganize his or her degree plan to conform with the current catalog.

Students completing less than 3 semester credit hours of courses/competencies in a term are not considered to be making timely progress toward degree completion and will be placed on academic "Warning" for the following term. A student who does not complete at least 3 semester credit hours of courses/competencies by the end of a warning term will be placed on academic

"Suspension." Students who are placed on academic suspension are administratively withdrawn from CBE at UMHB and are ineligible to re-admit for a minimum of one term.

A student may petition being placed on academic suspension in writing to the Associate Dean of Digital Learning and Innovation within 30 days of the warning term end date. An appeal should state the factor(s) contributing to the student's inability to make timely progress toward degree completion and describe the measure(s) the student will use to attain academic "Good Standing" if allowed to continue enrollment. If the CBE at UMHB Program Director approves a student's academic suspension petition, the student will be given the academic standing of "Warning Continued by Appeal" and will be allowed to enroll in the next available term.

Students allowed to enroll under the academic standing of "Warning Continued by Appeal" must complete at least 3 semester credit hours of courses/competencies by the end of their second warning term. A student who does not complete at least 3 semester credit hours of courses/competencies by the end of the second warning term will be placed on academic "Dismissal." Students placed on academic dismissal are administratively withdrawn from CBE at UMHB and are ineligible to reapply for admissions to the CBE Program.

Credit Hour Equivalency Definition

The value of a semester credit hour for CBE at UMHB'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

CBE at UMHB represents 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 * Available for Nursing courses only	60-69	1	Below Average
F	< 60 Nursing courses < 80 Non Nursing courses	0	Mastery Standard Not Attained
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
WIP*			Work in Progress

*Not Counted in Computing GPA

The Scott & White School of Nursing adheres to the University grading scale with one exception. The Scott & White School of Nursing has additional grading policies based on critical components. If the student does not meet the required minimum grade of 75% average on the critical components, the student will not pass the course and will be assigned an F. If the student meets the requirement of 75% average on the critical components, then the course grade will be calculated according to the assignment grading weights, consistent with the University grading scale.

- 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.

CBE at UMHB is self-paced. 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>.

Grades of "I-Incomplete" are not awarded. Courses/competencies started but not successfully completed/mastered within a term must be repeated in subsequent terms until successfully completed/mastered. A student’s final enrollment in a course is coded with an “R” on the official course transcript. All previous enrollments in a course are coded with an “*” on the official course transcript. Only successfully completed/mastered courses/competencies earn grades/ratings that count toward GPA calculations and semester credit hours that count toward degree requirements.

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 CBE at UMHB and are ineligible to re-admit to the CBE at UMHB 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 CBE at UMHB 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 CBE at UMHB.

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.

Grade Reports

Final grade reports are available on the My Academics tab of myCampus at: <https://www.umhb.edu/report-it/academic-grade-appeal#1845>

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) submitted through the Associate Provost for Strategic Initiatives, 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.

The procedure for appealing decisions related to academic probation and academic suspension are provided to the student in writing when the student is notified of academic probation or academic suspension status.

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 at UMHB 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 at UMHB 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 at UMHB students may request schedule changes during the first 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.

Given the integrated nature of the CBE at UMHB curriculum, students may not drop courses after the term census date.

Concurrent Program Enrollment Policy

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

Enrollment Status

The initial enrollment status of CBE at UMHB 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.

Total Number of Credit Hour Equivalents (CHE's)	Enrollment Status
5 or less	Less Than Half-Time
6-8	Half-Time
9-11	Three-Quarter Time
12 or more	Full-Time

Given the integrated nature of the CBE at UMHB curriculum, students may not drop CHE's after the term census date.

Leave of Absence

One of the benefits of CBE at UMHB is to allow students to take a Leave of Absence from their coursework for a brief time to attend to family, work, or other personal situations while intending to return to their coursework. A Leave of Absence allows a student to temporarily discontinue participation in the program for up to one semester, without charge for that term, and to return to the program where they left off with no additional application or fees. Students may access the temporary leave of absence form on MyCampus.

Number of Allowable Leaves of Absence:

Students may not take more than two (2) Leaves of Absence in any six (6) consecutive term periods.

Leaves of Absence of any length cannot be taken in consecutive terms; the student must reenter and fully participate in the program for at least one (1) full term before a second Leave of Absence can be taken.

Types of Leave:

- **Leave of Absence Between Terms:** A leave of absence between terms can be requested in writing at least fifteen (15) calendar days prior to the beginning of the student's next term. A Leave of Absence can be

requested in one (1) month increments, not to exceed six (6) months in duration.

- **Emergency Leave of Absence During a Term:** This type of leave will only be granted in catastrophic emergency situations by contacting the Associate Dean of Digital Learning and Innovation . If granted, it will be determined with the student the needed length of the emergency leave of absence, not to exceed six (6) months.

The refund policy, found within the Refunds (p. 17) section of this catalog, will apply to leaves of absence requests.

Prior to a Leave of Absence:

Any outstanding balance must be paid prior to starting a Leave of Absence. The student must participate in a Leave of Absence guidance session with the success coach no later than the 9th day of the month in which scheduled (non-emergency) leave begins.

During a Leave of Absence:

A student's degree plan assessments and corresponding resources (success coaches, courses of study, learning communities, and online learning resources) are not available to the student during a Leave of Absence. However, the student is encouraged to stay in touch with the success coach and also to check UMHB email regularly.

Extension of Leave:

If the leave is initially granted for less than a 6-month increment, but the student's circumstances require leave for the remainder of the six-month period, the student may request to extend the leave for the remainder of the term by submitting a written request for extension at least fifteen (15) calendar days prior to the program reentry date designated on the original Leave of Absence granted.

Abbreviation of Leave:

If the student ultimately needs less than the approved amount of leave, he/she may request early reentry by submitting a written request.

Re-entry into Program:

If the Leave of Absence is granted, the student must reenter the CBE at UMHB program and resume active program participation on the date designated. Failure to resume active program participation status on that date will be deemed by the University as voluntary withdrawal and the student must apply for re-admission.

Students must contact the success coach no later than fifteen (15) calendar days prior to the scheduled return date to enroll in the next term and to discuss other procedures for returning. The next term's tuition must be paid according to the payment policy. Although the University will make every effort to assist the student in reentering the program, the student is not guaranteed that space will be available for the next term following a leave of absence.

Students returning after a Leave of Absence will remain under the academic requirements in place at the time of the beginning of the Leave of Absence. Upon completion of the Leave of Absence, the student's access to the University's Learning Management System (LMS) will automatically be reactivated and the student will be charged all applicable tuition and fees for the next term.

The student's academic standing will be determined by the academic work completed in that term prior to the Leave of Absence, using the same criteria outlined within the Academic Standards (p. 22) section of this catalog. *(i.e. If the student completes at least 3 credits, he/she will remain in good standing but graduation may be delayed. If a student completes less than 3 credits, he/she will be placed on academic warning upon return for the next term, etc.).*

Leave of Absence as outlined in this policy may be requested as an accommodation for a student's own disability by contacting UMHB's Disability Services office **directly**. More information can be found in this catalog in the Students Seeking Disability Accommodations section.

Withdrawal and Readmission

CBE at UMHB makes a distinction between a Leave of Absence and Withdrawal. A Leave of Absence should be used when the student intends to return to the program after an approved absence. See the policy on Leave of Absence (p. 27). 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 CBE at UMHB 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.

Failure to return as scheduled from an approved Leave of Absence will be deemed by the University as voluntary withdrawal and the student must apply for re-admission.

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 through CBE at UMHB and to ensure that all work meets the University's standards for academic integrity.

1. Written work and oral presentations submitted electronically should reflect the student's own ideas, and any use of others' words, ideas, or patterns of thought should be appropriately quoted and/or cited. Plagiarism in any form is expressly prohibited. Failure to comply with the University's copyright policy is expressly prohibited. Professors may make use of Turn-it-In or other online systems at any time for verifying the originality of student work.
2. Students are responsible for understanding the program's rules governing any particular piece of academic work and abiding by those rules. Any questions about persons or materials not authorized to be used on any particular assignment should be clarified before accessing those persons or materials. Submitting academic work produced with unauthorized assistance or materials is expressly prohibited. This may include assistance from associates and family, other faculty members, textbooks, 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 program for use. Papers, recorded presentations or other work (in whole or in part) prepared for one assessment should not be submitted to meet the requirements of another assessment without express permission from the student's success coach.
3. Instruction in CBE at UMHB requires specific diligence to personal and University standards of honesty. Online students should maintain strict privacy of their login identity and passwords. Students may not copy, record, or otherwise disclose CBE at UMHB assessments or project material, including posting on websites, blogs, and other social media. When taking a proctored assessment, students may not access any device or learning materials or communicate with anyone except the proctor, unless that access or communication is specifically approved in writing by the assessment evaluator.
4. Academic integrity requires that students be truthful in all their academic work. Falsifying research data, lab reports, or other academic work product is expressly prohibited. Students should refrain from disclosing the specific contents of any assessment or other required assignment to another student who will, or may, later be required to complete the same assignment. Students should refrain from soliciting or otherwise acquiring specific information about the contents of any assessment or other assignment that will, or may, be administered in the future.
5. The University's standards of academic integrity go beyond the coursework to encompass all aspects of a student's academic life. Falsifying an academic record, a degree plan, a waiver, or any other official document is expressly prohibited. Students should not mislead any official of the University in order to secure a required form or otherwise obtain an academic advantage.
6. Participants are responsible for their own actions. For example, providing or receiving unauthorized assistance, including (but not limited to) completing another student's assessment or contributing to another student's written or oral work without permission is prohibited.
7. 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.
8. Academic integrity also includes good digital citizenship in an online environment. Students should take care to use respectful language in all communication. Vulgar or foul language will not be permitted. In addition, language that demeans persons or groups of persons or that otherwise violates the University's rules of student conduct will not be permitted. This is not an exhaustive list and the University reserves the right to interpret and reasonably apply academic integrity standards to individual situations. A student who fails to meet these standards

of academic integrity may be required to repeat the assessment for the competency involved, as determined by the Associate Dean of Digital Learning and Innovation. The penalty for academic dishonesty may also include more severe penalties, up to and including expulsion from the University. Conduct which violates the University's rules of student conduct may also be grounds for disciplinary action as described in the student handbook.

Determination of Grades

Progress through CBE at UMHB 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. For example, the competency in Quantitative Reasoning consists of 3 individual assessments. Students must achieve mastery level on all 3 assessments to be awarded mastery of that competency.

When a student completes an individual assessment, the assessment is evaluated and scored by a specially trained faculty assessor.

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.

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

1. Complete all requirements for admission to CBE at UMHB.
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 CBE at UMHB.
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 at UMHB Program offers the following undergraduate degrees:

Bachelor of Applied Studies

Organizational Leadership (p. 39)

Worship Leadership (p. 39)

Bachelor of Science in Nursing

Nursing: RN to BSN (p. 40)

Curriculum Approval Process

All academic programs at UMHB are approved by the faculty and administration, including CBE at UMHB. Working through several reviewing and approving bodies, CBE at UMHB, 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 at UMHB curriculum has been approved by the Competency-Based Education curriculum committee, the Deans' Council, and the Provost.

DEGREE SNAPSHOTS

BAS - Organizational Leadership 24-25

BAS - Worship Leadership 24-25

RN to BSN 24-25

DEGREE REQUIREMENTS

To receive any undergraduate degree offered through CBE at UMHB, 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 at UMHB 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

CBE at UMHB accepts in 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 at UMHB Program Director, and the Provost’s

Office on the basis of the applicability of the nature, content, and level of the learning experiences to CBE at UMHB degree requirements.

Degrees offered through CBE at UMHB 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 credential evaluation service for a course-by-course evaluation in order for the possibility of transfer credit to be determined.

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 at UMHB 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 at UMHB 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 at UMHB 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 CBE at UMHB 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 at UMHB 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 at UMHB courses/competencies can be transferred.

Commencement Ceremony Participation

Degree candidates enrolled in CBE at UMHB 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 at UMHB students with degree conferral dates in January through June are invited to participate in the May ceremony. CBE at UMHB 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 at UMHB 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 January 15 for Spring participants or September 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 January 31 for Spring participants or September 30 for Fall participants. Students filing for graduation after their respective deadline will be charged a late fee and are NOT guaranteed inclusion in the printed commencement program.

Participation in commencement exercises is not equivalent to graduation. Students granted permission by their respective dean or the 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 AT UMHB DEGREES

BACHELOR OF APPLIED STUDIES - ORGANIZATIONAL LEADERSHIP

DEGREE REQUIREMENTS

View degree plan.

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

Organizational Leadership - 39 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
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 4300	Leading Service Organizations	3
LDCB 4310	Leading Diversity	3
LDCB 4320	Leading Organizational Change	3
CPCB 4300	Capstone	3

BACHELOR OF APPLIED STUDIES - WORSHIP 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

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

Worship Leadership - 39 CHE

MUCB 1300	Introduction to Commercial Music Theory	3
MUCB 2300	Worship Ministry in the Local Church	3
MUCB 3300	History of Church Music and Worship	3
MUCB 3310	The Songs of Worship	3
MUCB 3320	Technology for Worship Ministry	3
MUCB 4300	Philosophy of Church Music and Worship	3
MUCB 4310	Worship Design	3
MUCB 4110	Internship/Field Experience – Leading Bible Study	1
MUCB 4120	Internship/Field Experience – Worship Technology	1
MUCB 4130	Internship/Field Experience – Leading Worship	1
CSCB 1300	Introduction to Christian Ministry	3
CSCB 2300	Introduction to Biblical Interpretation	3
CSCB 2310	Introduction to Church History	3
CSCB 2320	Introduction to Christian Theology	3
CSCB 3300	Spiritual Formation	3

BACHELOR OF SCIENCE IN NURSING**DEGREE REQUIREMENTS**

View degree plan.

120 Minimum Total Hours

30 Minimum Upper-Level Hours
30 Minimum Hours in Residence*

*Nursing escrow courses do not count toward the required 30 hours in residence.

Prerequisite Courses - 37 CHE

ENGL	Rhetoric and Composition I	3
ENGL	Rhetoric and Composition II	3
BIOL	Human Anatomy and Physiology I with Lab	4
BIOL	Human Anatomy and Physiology II with Lab	4
BIOL	Microbiology with Lab	4
CHEM	College or Introductory or General Chemistry with Lab	4
PSYC	General Psychology	3
PSYC	Developmental Psychology	3
SOCI	Introduction to Sociology	3
COMM	Public Speaking	3
MATH	Statistics	3

Fine Arts, Humanities, Literature - 3 CHE

CACB 1300	Introduction to the Creative Arts	3
CVCB 2300	World Civilizations	3
ENCB 2300	Principles of Literature	3
	Any 3 Hour Fine Arts, Humanities or Literature Elective	3

Electives - 12 CHE

12 additional hours to reach minimum 120 required hours.

Christian Studies - 6 CHE

RECB 1301	Engaging the Old Testament	3
RECB 1302	Engaging the New Testament	3

RN to BSN Program Courses - 24 CHE

NUCB 4320	Role Transition	3
NUCB 4325	Comprehensive Health Assessment	3
NUCB 4330	Evidence-Based Practice in Nursing	3
NUCB 4335	Nursing in the Community	3
NUCB 4340	Contemporary Issues	3
NUCB 4345	Nursing Leadership and Governance	3
NUCB 4350	Capstone I	3
NUCB 4355	Capstone II	3

Nursing Escrow Courses - 38 CHE

Credit hour equivalents for these courses will be awarded by escrow following the successful completion of the RN to BSN Program capstone courses.

Nursing escrow courses do not count toward the required 30 hours in residence.

NURS 2350	Health Assessment Across Lifespan	3
NURS 2460	Essentials in Nursing	4
NURS 3300	Introduction to Professional Nursing	3
NURS 3210	Population Health Perspectives	2
NURS 3215	Ethics in Nursing Practice	2
NURS 3620	Health Care Delivery	6
NURS 3315	Nursing Perspectives in Pharmacotherapy	3
NURS 3621	Health Care Delivery II	6
NURS 3321	Pathophysiology II	3
NURS 4620	Health Care Delivery III	6

CBE AT UMHB 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.

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 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 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 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.

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. 45).

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. 45).

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. 45).

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. 45).

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. 45).

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. 45).

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. 45).

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. 45).

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. 45).

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. 45).

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.

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 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.

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.

