

UNIVERSITY OF MARY HARDIN-BAYLOR
2021-22
GRADUATE CATALOG



A Texas Baptist Institution

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PURPOSE OF THE CATALOG

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

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

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

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

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

If a class can neither continue in-seat nor be moved online, students will be allowed to withdraw from the course

without any academic penalty and receive a full refund. Otherwise, all withdrawals and refunds will be handled according to the University's normal policies included in this Catalog.

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

Certain organizations which work with UMHB as a third party associate in connection with its programs may require students to observe specific COVID-19 protocols such as mandatory reporting or testing and mandatory vaccinations. Some examples of these third party associates include the NCAA/ASC for student-athletes, local schools for student teachers, foreign government regulations or third party providers for study abroad, and hospitals or other clinical sites for students engaged in clinical rotations.

Students will be notified if a third party associate has adopted mandatory COVID-19 protocols which apply to them. If a student is unable to satisfy its requirements, a third party associate may determine that the student is not qualified to participate in its program. If that happens, it may not be possible for the student to continue in that program at UMHB.

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.

WELCOME FROM THE PRESIDENT

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

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

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

Sincerely,

Randy O’Rear, Ed.D.
President

UNIVERSITY CALENDAR 2021-2022

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

Fall 2021

August 5-6	Advising & Registration
August 9	Classes Begin
November 16	Last Class Day
November 18-23	Final Exams (R, F, M, T)
November 24-26	Thanksgiving Holidays
December 3 (1:00 pm)	Winter Commencement
December 20-31	Christmas Holidays

Spring 2022

January 6-7	Advising & Registration
January 10	Classes Begin
January 17	Martin Luther King, Jr. Day Holiday
March 14-18	Spring Break
April 15	Good Friday Holiday
April 21	Play Day
April 28	Classes End
April 29	Study Day
May 2-5	Final Exams
May 7 (7:30 pm)	Spring Commencement

May Mini-Mester 2022

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

Summer I 2022

May 31	Advising & Registration
May 31-June 27	Class Days

Summer II 2022

June 29	Advising & Registration
June 29-July 27	Class Days
July 4	Independence Day Holiday

Fall 2022 (Tentative)

August 8	Classes Begin
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ACCREDITATION

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

Selected academic programs are accredited by the following agencies:

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. Accreditation Council for Business Schools and Programs (ACBSP)

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

Council on Social Work Education

The Texas Education Agency

The UMHB Art Department is accredited by the National Association of Schools of Art and Design.

The UMHB Department of Music is accredited by the National Association of Schools of Music.

The UMHB Doctor of Physical Therapy program is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, VA, 22314; telephone: 703-706-3245; email: accreditation@apta.org; website: <http://www.capteonline.org>

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

Accreditation Review Commission on Education for the Physician Assistant

American Association of Colleges of Nursing

The American Association of Colleges for Teacher Education

American Association of University Women

American Choral Directors Association

American College of Musicians

American Counseling Association

The Association to Advance Collegiate Schools of Business

The Association of American Colleges and Universities

The Association of College and Research Libraries

Association of Texas Graduate Schools

Baptist General Convention of Texas

Central Texas Music Teachers Association

Committee for Accreditation of Allied Health Education Programs

Conference of Southern Graduate Schools

The Council for Christian Colleges and Universities

The Independent Colleges and Universities of Texas
International Association of Baptist Colleges and Universities

Kindermusik International

Kodaly Educator of Texas

Music Teachers National Association

The National Conference of Church Related Schools

National Federation of Music Clubs

National Guild of Piano Teachers

Organization of American Kodaly Educators

Southwestern Business Deans' Association

State Board for Educator Certification

The Texas Association of Music Schools

Texas Association of Social Work Deans and Directors

Texas Board of Nursing

Texas Choral Directors Association

Texas Counseling Association

Texas Field Educator's Consortium

Texas Music Educators Association

Texas Music Teachers Association

All questions about university or program accreditations 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.

THE UNIVERSITY

History

The University of Mary Hardin-Baylor traces its distinguished history to the days when Texas had yet to gain statehood and when Baptist missionary work was just beginning in the partially civilized new territory. As early as 1839, representatives of churches in Washington County issued an appeal to the Home Mission Board of New York to inaugurate a missionary movement in Texas.

Missionaries Rev. James Huckins and Rev. William M. Tryon were sent, and soon afterwards, Judge R.E.B. Baylor came to Texas as a teacher, lawyer, soldier and preacher. These leaders inspired the desire for Christian education in the area and, at a meeting of the Union Association in 1841, recommended forming an education society. War prevented action until 1843, when the Texas Baptist Education Society was organized.

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

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

UMHB's illustrious history includes such notable occurrences as claiming the first work-study program for women in a college west of the Mississippi (1893); serving as the campus model for the Baptist Student Union (1920); establishing the first school of journalism in a college for women in America and being the second institution in Texas to offer the degree of Bachelor of Journalism (1921); hosting and winning the first intercollegiate debate between college women in Texas (1921); and being recognized as the first Texas Baptist college accepted into full membership in the Southern Association of Colleges and Schools (1926). Since these auspicious "firsts,"

UMHB has continued to make history as a leader in the fields of education, nursing, business, and church leadership; in athletics through conference and national play; and in other important areas of campus life. Today, UMHB enjoys a robust student enrollment of more than 3,900 and employs more than 400 full-time faculty and staff committed to Christian higher education.

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

Location

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

Mission

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

Vision

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

Values

Broad-based Education. We believe an educated person is one who not only has mastered a chosen field of study

but also has gained an understanding and appreciation for the intellectual and cultural traditions of a diverse world. Through traditional liberal arts programs and professional programs at both the undergraduate and graduate levels, the university seeks to develop graduates of strong Christian character and integrity who are able to communicate effectively, think critically, and solve complex problems. In addition, we strive to inspire a lifelong love for learning so that graduates may face challenges successfully in an ever-changing world.

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

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

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

Students as Individuals. We respect each student as a unique individual who has a distinct perspective on the world. Therefore, we welcome students from diverse backgrounds and understand that exposure to different cultures and experiences within a Christian environment enriches the educational process. The university strives to

create an atmosphere where every student is an integral part of our learning community. We place student achievement first and emphasize this through personal attention, small class sizes, teaching excellence, campus activities, athletic programs, and leadership opportunities. The university is committed to encouraging each student to reach his or her potential spiritually, academically, socially, and physically.

NOTICE OF NONDISCRIMINATORY POLICY 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 admission, except that the University may discriminate on the basis of sex in undergraduate admissions and is exempt from provisions of Title IX which conflict with the University's religious tenets.

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, Vice President for Human Resources, 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, dean, head of the academic department, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The university official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the university official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

2. The right to request the amendment of the student's education records that the student believes 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 the university official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed.

If the university decides not to amend the record as requested, the university will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before the university discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

UMHB discloses education records without a student's prior written consent under the FERPA exception for disclosure to university officials with legitimate educational interests. A university official is a person employed by UMHB in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A university official also may include a volunteer or contractor outside of the university who

performs an institutional service or 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.

ANNUAL CAMPUS CRIME AND FIRE SAFETY 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.

A copy of the University of Mary Hardin-Baylor Annual Campus Fire and Safety Report is available for your review. A printed copy of this report can be obtained by contacting the University of Mary Hardin-Baylor's Campus Police Department at (254) 295-5555 or at <https://go.umhb.edu/resources/police/policies-reports>

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 copy of the University of Mary Hardin-Baylor Annual Campus Security and Fire Report. Printed copies of the report may also be obtained at 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

The full text of the annual report can be located on our web site at:

<https://go.umhb.edu/resources/police/policies-reports#1845>

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

GRADUATE STUDENT SERVICES AND FACILITIES

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

Student Professional Liability Insurance

Student professional liability insurance is provided by the University at no additional cost to the student for students who participate in clinical instruction as part of required academic coursework. For more information, contact your Dean or Program Director

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

Students Seeking Disability Accommodations

Students who are otherwise qualified for a university program or course and who desire accommodation(s) for a disabling condition (prior to the accommodation being needed) are responsible for initiating the request directly to:

Disability Services
UMHB Box 8437
900 College Street
Belton, Texas 76513
Office: (254) 295-4696
Fax: (254) 295-4196
Email: disabilityservices@umhb.edu
<https://go.umhb.edu/resources/disability/home>

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

Testing

The following exams are not offered at the Center, but for which information resources are available, include GRE, GMAT, MCAT, LSAT, MAT, ExCET, TExES, NTE, TOPT, and TOEFL.

Townsend Memorial Library offers a variety of online practice tests including the GRE, MCAT, LSAT, TOEFL, GMAT, and NCLEX. Simply access the library's homepage and look for Learning Express Advantage in the list of databases.

When utilizing the UMHB Student Testing Center, students must fully comply with all testing protocols and the university's academic integrity policy.

Career Services

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

Visit Career Services website and events calendar at careerservices.umhb.edu

University of Mary Hardin-Baylor

Career Services

UMHB Box 8415
900 College Street
Belton, TX 76513
Office: (254) 295-4691
Fax: (254) 295-5692
careerservices@umhb.edu

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

Services: Complimentary services include: Assessments, Career Coaching; Career Events; Crusader Successes; CRU Connection online platform linking Crusaders with Employers; Internship Searches; Job Leads; Mock Interviews; Resume and CV Development and Research Tips. Graduate students registering with Cru Connection and Career Services are provided an action plan with specific tasks for career strategy. Career Services also assists graduate students with exploring careers and job searches. Resources are also available for students interested in finding employment abroad through Going Global.

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

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

Mock Interviews: Mock interview appointments are available for graduate students to prepare for important job interviews. Career Services offers a resource area for general career planning and partners with several national

career search internet organizations that serve college graduates.

Townsend Memorial Library

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

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

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

The library contains total volume holdings of over 209,000 items, including books, audiovisual materials, and electronic books. The library subscribes to about 500 print journals and there is online access to more than 140,000 full-text journals. The library provides access to 125 subscription databases and almost 27,000 electronic book titles.

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

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

Student Organizations

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

UMHB CAMPUS

Academic, Administrative, and Other Buildings

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

Bawcom Student Union Building was named in honor of former president Dr. Jerry Bawcom. Completed in 2014, this 110,000 square foot building interlocks with Crusader Stadium and offers an assortment of dining areas, campus store, Student Life offices, Baptist Student Ministries, rooms for UMHB band programs, and multi-functional rooms, including the McLane Great Hall.

C.R. Clements Building was built in 1981, thanks to a gift from Mr. & Mrs. Kenneth Kirkpatrick in honor of Mr. C.R. Clements. The building was renovated in 2001 and houses offices for Development as well as for Communications and Special Projects. An addition of 4,000 square feet was completed in March 2016 along with renovations to the existing building.

Cru Community Clinic previously housed the Baptist Student Ministry. The building was completely renovated in Summer 2019. It now houses a combined interprofessional community clinic for Occupational Therapy, Physical Therapy, and Counseling.

Curtis Mansion is undergoing renovations to house the Campus Planning and Support Services Division. The structure was originally built in 1902 and is listed on the National Register of Historic Places.

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

Engineering Design Building was completed in Summer 2019 and accommodates space for classrooms, labs, offices, and meeting spaces for the Engineering program. The facility includes four “smart” classrooms, a digital design lab that can double as a classroom, an electronics lab, a conference room, a student lounge, and a large fabrication workshop where students can test their designs by building them, using wood, metal, plastics, and other materials.

Frazier Hall, built in 1960, provides offices for various functions, to include graduate school admissions, food

services administration, and Strength and Conditioning coaches.

Hardy Hall was named in honor of former president Dr. J.C. Hardy; the building was constructed in 1929. It was renovated in 2015 for our Doctor of Physical Therapy program which contains classrooms, offices, and labs. An addition was completed in 2019 to house the Master of Science in Occupational Therapy program and Master of Science in Physician Assistant Program.

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

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

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

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

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

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

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

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

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

Sue and Frank Mayborn Performing Arts Center was completed in 2017. The facility is designed to double as an academic building and a performance venue. The centerpiece of the facility is a 524-seat theater, complete with orchestra pit, fly space, and proscenium stage.

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

J.W. Williams Service Center is located on the northern edge of the campus, at 800 Industrial Park Road. The building is named for J.W. Williams, who served as maintenance supervisor for the campus from 1936 to 1941 and from 1948 to 1977. This property was purchased in September 2012 and renovations were completed in September 2013. This facility now houses offices and shops for the Physical Plant staff and for custodial services.

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

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

York House supports the Office of English as a Second Language.

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

Athletic Facilities

Andersen Field House was made possible by a gift from the Andersen Foundation and was opened in 1998. Renovations were completed in 2011. This facility now combines state-of-the-art video and training facilities for the football program with offices for the football program staff.

Campus Recreational Office and Courts were completed in August 2012, encompassing four tennis courts, 3 sand-volleyball courts, and 2 basketball courts. The building consists of 2,000 square feet of office and storage space.

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

Cummins Field House was named in honor of Chris and Cindy Cummins of College Station, Texas. The field house offers locker rooms, training areas, and therapy space for the Crusader football program. Dedicated in 2012, Cummins Field House is located adjacent to Andersen Field House in the university SportsPlex.

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

Frank and Sue Mayborn Campus Center opened in January 2005. This 122,000 square-foot facility provides offices for Athletics coaches and Exercise and Sport Science faculty, classrooms, a fitness center, a natatorium, an indoor jogging track, a 2,500-seat multi-purpose special events center, and the Mabree-Farris recreation gymnasium.

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

Soccer and Tennis Field House opened in the fall of 2019 and was officially dedicated on October 12, 2019. This 9,763-square-foot facility houses locker rooms for both men's and women's soccer and tennis, athletic training room, meeting room, and full-service laundry facility.

Yvonne Li Tennis Center is named in honor of Yvonne Li. Opened in spring 2005, the center includes eight courts, storage space, and support areas for the UMHB tennis teams.

UMHB Sportsplex includes football practice field, baseball field, softball field, tennis courts, soccer practice field, and a lighted soccer competition field.

Campus Living

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

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

College View Apartments reverted back to UMHB ownership in May 2014. Phased renovations began in 2014 and were completed in 2016. This complex includes a total of 11 buildings and offers 414 beds for male and female students.

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

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

Johnson Hall is a women's residence hall named for the mother of Lyndon Baines Johnson, former President of the United States. The building was constructed in 1968 and renovated in 2011.

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

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

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

Lord Hall is a residence hall named in honor of Griff and Kathy Lord, Michael and Sharon Lord Dagget, and their families. The three-story facility offers dormitory-style

housing for up to 214 male and female students. The building was constructed in 2018.

Independence Village

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

- **Shannon Commons** was named for John H. Shannon, honorary member of the UMHB Alumni Association and late husband of Pat Lockridge Shannon, Class of 1953. The building was constructed in 2005.
- **Clark Hall** was named for Dr. Horace Clark, principal of the Female Department of Baylor University and president of Baylor Female College in 1871. This building was constructed in 1996.
- **Ferguson Hall** named for Miriam Amanda "Ma" Ferguson, a former student of the late 1800s and first woman governor of Texas. This building was constructed in 1996.
- **Garner Hall** is a housing complex which offers 72 apartments for 141 men and women. The complex is named for John Hood Garner and Alleen Weatherford Garner, whose charitable trust made a key gift toward construction of the facility in 2010.
- **Grover Hall** was named for the late O. Stanley and Blanche Grover, avid supporters and recruiters for the university. This building was constructed in 1998.
- **Hobby Hall** was named for Oveta Culp Hobby, a former student of the early 1920s, who was a businesswoman and first commanding officer of the Women's Army Corps. This building was constructed in 2005.
- **James Hall** was named for the James family, which has maintained close ties with the university since 1885 by serving on the board of trustees, teaching, and attending the university. Eleanor James, Class of 1933, was the author of "Forth from Her Portals," a history of the first 100 years of the university in Belton. This building was constructed in 1998.
- **Provence Hall** was named for Sally A. Provence, a graduate of 1937 and former professor of pediatrics at Yale University. This building was constructed in 1998.
- **Taylor Hall** was named for Mattie E. Taylor, a graduate of 1910 and former member of the board of trustees. This building was constructed in 1998.
- **Tryon Hall** was named for William M. Tryon, one of the original founders of the university in 1845. This building was constructed in 1998.

- **Tyson Hall** was named for Dr. Arthur K. Tyson, president of Mary Hardin-Baylor College from 1954 to 1966. This building was constructed in 2005.
- **Wilson Hall** was named for William A. Wilson, president of Baylor Female College from 1896 to 1911. This building was constructed in 2005.

Points of Interest/Landmarks:

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

RESOURCES AND SERVICES

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

Student Health Services Center

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

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

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

Student requirements:

- Once accepted for admission to UMHB, all students who are applying for campus housing must submit a housing application, which includes a Medical History form.
- Vaccinations and TB Tests (there is a nominal charge):
 - Effective January 1, 2014, the State of Texas requires all first-time students &/or transfer students who are 21 years or younger to receive a vaccination for Bacterial Meningitis. The vaccine must be obtained within five years preceding enrollment or a booster is required. Written evidence of vaccination must be submitted to UMHB. A student must receive vaccination or booster at least 10 days prior to the first of class or moving into campus housing, whichever is first (Texas Education Code, §51.9192, Subchapter Z).
 - If a student has been outside the US in the last year for more than a 3 week period, a TB skin test is recommended. Once accepted for admission to UMHB, international students from countries identified as "TB high-risk" (source: World Health

Organization) are required to submit a negative TB test from a licensed medical professional within the United States. Results from test completed outside the United States recorded on government-issued documents are presented by the student upon arrival. UMHB reserves the right to review the source of test results to determine if they will be accepted. The test results must be dated no more than 6 months prior to the student's initial enrollment date at UMHB. Either a negative TB skin test or a negative (normal) chest x-ray report will be accepted. Test results may be included on the UMHB Medical History form or scanned and emailed separately to UMHB Health Services. The Student Health Center also offers the TB skin test at a nominal charge. Students are encouraged to submit proof of current immunizations for their age, as published by the State of Texas. (source: 25 TAC §§97.61; 97.63-97.72) Student Health Services Center contact

Student Medical Expenses

UMHB assumes no responsible for medical expenses incurred by students and strongly encourages all students to maintain individual medical insurance.

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

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

Resources for Pregnant Students

The University of Mary Hardin-Baylor continues to provide equal access to its education programs to students during pregnancy and childbirth. Any student may meet with UMHB's Title IX Coordinator to learn how the university supports and encourages pregnant 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.

Pregnant students who anticipate a need for assistance with their academic program are encouraged to contact the Title IX Coordinator rather than individual faculty members. The Title IX office will work with the student and with faculty as needed to develop an individualized education plan that will insure equal access to the

university's programs and provide pregnant students the best opportunity to complete their education. Contact: Susan Owens, Vice President for Human Resources, Title IX Coordinator and non-discrimination compliance officer, Sanderford Administrative Complex, 900 College Street, Belton, Texas 76513, 254-295-4527, susan.owens@umhb.edu

Career Services

Mission

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

Assessments

The Career Center offers several programs to assist the student in their career decision-making process. The assessment tools include the on-line Traitify, Strong Interest Inventory College Profile, and I-Start Strong. Each provides a collection of data related to a student's abilities, interests, and values.

Career Coaching

Career Services is committed to assisting each student in career planning and development. A realistic career path strategy will be mapped out and explored through regular visits with the Career Center. Effective career planning is a 4-year activity with specific tasks to be completed including shadowing and internships. Students should Start Early, Get Prepared & Be Noticed for career success upon graduation.

UMHB 4100 Career Coaching & Planning Course

Each Semester Career Services offers a Career Coaching & Planning Course for one hour academic credit to assist students in career development education. This course is designed to offer students enhanced career coaching through personalized coaching, planning and course of action with opportunity for independent study. Activities and assignments are designed to meet personal career calling and planning needs.

Handshake

The Career Center serves as a clearinghouse for job leads, and the center is in contact with employers striving to expand networks for internships, part-time, and full-time

opportunities. The center does not serve as a staffing or placement service, but is a resource for contacts and job postings. All jobs posted by recruiters can be found through Handshake. Handshake also provides Career Services event information, appointment scheduling, and company reviews from other college students.

Job Search Skills & Tools

A wide range of skills and tools are required in today's competitive and challenging economic environment. Students will have the opportunity to participate in group workshops or individual meetings to sharpen their skills and develop documents to best market them for employment. This includes resumes, cover letters, personal statements, writing samples, professional portfolios, and online profiles such as LinkedIn.

Resources

The Career Center maintains a library of career-related materials. Available on the Career Services website is "What Can I Do With This Major?", Glassdoor, "Going Global," and "Candid Career Videos." Other resources available include tips for interviewing, attending job fairs, and researching employers.

Special Career Events

Career Services offers an array of special events to help students in their career path.

Programs include: Part-Time Job Fair, Education Job Fair, Job & Internship Fair, Nursing Job Fair, Mock Interviews, Senior Etiquette Dinner, Speed Interviews, Summer Camps Info Tables, Company Showcase Days and Information Sessions, Graduate and Professional School Information sessions, and Employer Q&A Panels

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

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

Registrar

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.

therapy, clinical lab science, cytogenetics and anatomic pathology, and exercise sport science/physiology. For more information, contact the Dean or Program Director.

Townsend Memorial Library

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

Library services are directed to increasing the successful delivery of pertinent information.

Professional librarians teach skills to allow the student to determine the extent of information needed from the wide array available. Effectively and critically surveying a subject to identify needed information and evaluating its validity and authority are research techniques taught in classroom and personal instruction that contribute to information literacy and lifelong learning.

The library contains total volume holdings of over 209,000 items, including books, audiovisual materials, and electronic books. More than 125 subscription periodical databases are available for scholarly research. The library subscribes to about 500 print journals and there is online access to more than 140,000 full-text journals. NetLibrary provides about 27,000 electronic book titles which are searchable through the library's online catalog.

Current UMHB students, faculty, and staff who have a valid library account may access library resources electronically from off-campus locations. Additional information about the library may be found at <http://lib.umhb.edu> or by calling (254) 295-4637.

Student Professional Liability Insurance

Student professional liability insurance is provided by the University at no additional cost to the student for students who participate in clinical instruction as part of required academic coursework in the following areas: nursing, counseling, social work, physical therapy, occupational

INFORMATION AND INQUIRIES

The University of Mary Hardin-Baylor welcomes those who are seeking information. This catalog has been prepared to answer most questions concerning the University and its services. Other inquiries should be addressed to the Graduate Admissions office at 1-800-727-UMHB, Ext. 4924, or 1-254-295-4895, or via email at ltaylor@umhb.edu who will provide answers to questions or route inquiries to the proper individual.

Office	Telephone Number	Email
Director of Graduate Studies	(254) 295-4895	ltaylor@umhb.edu
Master of Business Administration	(254) 295-4884	ksmith@umhb.edu
Master of Science in Information Systems	(254) 295-4836	jking@umhb.edu
Master of Science in Accounting	(254) 95-4655	tdeluze@umhb.edu
Master of Science in Management	(254) 295-4884	ksmith@umhb.edu
Master of Art in Counseling	(254) 295-5425	mwells@umhb.edu
Master of Education and Doctor of Education	(254) 295-4572	LEAD@umhb.edu
Master of Science in Exercise Physiology	(254) 295-4895	ltaylor@umhb.edu
Master of Science in Sport Administration	(254) 295-4194	lsombito@umhb.edu

Master of Science in Nursing	(254) 295-4662	schoolofnursing@umhb.edu
Doctor of Physical Therapy	(254) 295-4921	bgresham@umhb.edu
Master of Science in Occupational Therapy	(254) 295-4837	gkrug@umhb.edu
Master of Science in Physician Assistant	(254) 295-4968	wstewart@umhb.edu
Career Services	(254) 295-4691	careerservices@umhb.edu
Financial Aid Office	(254) 295-4517	finaid@umhb.edu
Registrar's Office	(254) 295-4510	registrar@umhb.edu
University Library	(254) 295-4637	library@umhb.edu
Campus Store	(254) 295-4628	

Student Handbook

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

ADMISSIONS

Applying for Admission

An applicant must submit:

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

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

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

Admission Requirements

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

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

Regular Admission

An applicant must:

1. Have completed a baccalaureate degree (or its equivalent) from a regionally accredited institution.
2. Have completed a master's degree from a regionally accredited institution to apply for a doctoral level program.

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

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

Conditional Admission

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

Probationary Admission

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

Non-Degree Admission

A non-degree student may be permitted to take up to six hours of graduate credit with the recommendation of the appropriate department. Such students must provide official transcripts from the institution(s) granting their bachelor's degree(s) or later degree(s). If students admitted on non-degree status wish to continue beyond the six

hours, they must apply for admission as a student seeking a degree or certification and must meet all requirements for graduate admission.

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

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

Readmission

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

Concurrent Enrollment

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

Registration

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

Admission of International Graduate Students

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

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

1. Submit completed online International Application. All academic documents must be submitted before an admission decision will be given, and all other documents must be submitted before an I-20 can be issued.
2. Submit a notarized Affidavit of Educational Support (I-134) showing the availability of funds to finance

student's education and transportation both to school and back to student's home country. A signed letter of support may be substituted for the affidavit. The letter should state the relationship of the sponsor to the applicant and specify exactly what expenses are covered. Documentation is required. All money amounts must be stated in U.S. dollars.

3. Submit official transcripts or diplomas from all schools, colleges, and universities previously attended. If the student has attended United States colleges/universities, the official transcripts must be mailed directly from the college/university to the Graduate Admissions Office. All transcripts, certificates, or diplomas from institutions outside the United States must be sent to an approved evaluation service for a course by course evaluation by the date required by the Graduate Admissions Office. A copy of the results should be sent directly to University of Mary Hardin-Baylor Graduate Admissions Office from the evaluation service. Transcripts from other institutions which have been submitted for admission or evaluation become part of the student's academic file and are not returned or copied for distribution.
4. Submit a copy of the passport identification page. Passport must show validity at least 6 months from the expected date of enrollment.
5. Submit the following fees (in U.S. dollars): \$135 Application Fee (Not refundable). The application will not be processed until the application fee is paid.

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

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

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

1. Regular Admission
 - Have a cumulative GPA of 3.0 or higher
 - TOEFL SCORES: At least 60 (iBT) overall with at least 15 in each band

IELTS SCORES: At least 4.5 in each band

2. Probationary Admission

- Have a cumulative GPA between 2.7-2.99
- TOEFL SCORES: At least 60 (iBT) overall with at least 15 in each band

IELTS SCORES: At least 4.5 in each band

PTE SCORES: At least 38 overall

Probationary Admission

After official transcripts, transcript evaluation and program documentation are received, an applicant not meeting the university standards of a 3.0 GPA may be admitted if he/she shows evidence of an ability to successfully participate in graduate study as determined by the graduate program to which he/she is applying with a minimum of a 2.70 GPA. A probationary status student may take no more than nine hours of graduate work during any semester of attendance until the probationary status has been removed. Students enrolled in graduate programs consisting of two-hour courses may only enroll in eight hours of graduate work during this time. If grades of "B" or better are earned for all graduate courses, the probationary status will be removed. Failure to earn a "B" or better in all graduate courses will result in academic dismissal from the graduate program.

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

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

General Academic Requirements

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

I-20

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

Transportation

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

Money

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

Payment of Accounts

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

English Competency

International students applying to graduate programs are eligible for ESOL (English for Speakers of Other Languages) classes. Students must submit a TOEFL, IELTS, or PTE score as part of the application. The minimum TOEFL score to enter regular academic classes is at least 100 (iBT) with at least 25 in *each* category. Students submitting IELTS scores of at least 7 in *each* category may enter regular academic classes. Students submitting PTE scores of at least 68 overall may enter regular academic classes. Students who do not meet these testing requirements will be enrolled in ESOL classes before beginning the graduate program.

Mail all Correspondence to:

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

English Proficiency Guidelines

English Proficiency Guidelines

Overview

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

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

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

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

English Language Proficiency Standards for Admission to Graduate and Undergraduate Programs

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

Admission to Undergraduate Programs without ESOL

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

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

IELTS=At least 6 in *each* band.

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

If an international student has attended an English-speaking college or preparatory school prior to admission

to UMHB, the ESOL requirements may be waived. Please contact the Chair of the MFL Department for information regarding waivers.

Admission to Graduate Programs without ESOL

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

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

IELTS=At least 7 in *each* band.

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

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

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

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

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

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

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

FINANCIAL INFORMATION

Fees

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

Admission Fee

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

Tuition

Graduate — \$985 per semester hour
 Doctoral — \$1040 per semester hour

Other Required Fees

General Service — \$60 per semester hour
 Technology Fee — \$25 per hour
 Transportation Fee — \$50 per semester (Fall and Spring)
 Replacement Vehicle Tag — \$15 per hour
 Replacement Student ID — \$10

Trip Fees

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

Course Fees

A course or lab fee may be required for certain courses and is in addition to the Tuition charges for the course. It is used to support courses requiring specialized materials, equipment and/or a specialized environment. A list of course fees can be found on the Bursar's Webpage, bursar.umhb.edu under billing information.

Inclusive Access Fees

An inclusive access fee may be assessed for certain courses. An inclusive access fee indicates that the required course materials are included and covered by this

fee. Students have access to course materials on first day of course and no prior purchase is required. Students have the opportunity to opt-out of the inclusive access fee during the first five days of the start of the semester.

Financial Settlement

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

Settlement dates are established and communicated each semester. Tuition, fees, and room & board charges are due by August 1 for the Fall semester and December 15 for the Spring semester. Tuition, fees, and room & board charges are due by the first day of the term for summer and all other terms. Students receiving any type of financial aid (scholarships, grants, loans, campus work programs, etc.) must complete all financial aid documents by the due date each semester or at the time of registration if the due date has passed. Corrections, adjustments, and / or charges associated with schedule changes after the settlement date are due and payable at that time.

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

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

Exclusive arrangements have been made with Nelnet to offer a monthly payment plan option. The monthly payment program is not a loan and bears no interest. An enrollment fee of \$40 per semester enables the payer to make 4 or 5 equal payments to cover projected semester costs. The first payment for the Fall semester is due by July 10 (if electing 5 payments) or August 10 (if electing 4 payments), but the program may be entered into later by including all previously due payments with the enrollment fee. The first payment for the Spring semester is due by December 10 (if electing 5 payments) or January 10 (if electing 4 payments). Life insurance which covers the

unpaid contract amount is included with this enrollment fee.

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

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

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

Accounts that are not financially settled after the first day of each semester will have a financial hold placed on the account. This hold prevents the release of student's transcript as well as prevents registration for future classes.

Late Payment Fee

Payments are due by August 1 for the Fall semester, and December 15 for the Spring semester. Summer and Minimester due dates are posted each term on the Bursar's website and in the financial notices sent to students upon registration. Students who are not enrolled and current in the payment plan or who do not have an approved third party payment arrangement will be assessed a **late payment fee of \$50** per month.

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

This **non-refundable fee** will be assessed each month thereafter until the account is paid in full or student is

administratively withdrawn.

Collection Costs

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

Schedule Cancellations

A cancellation occurs when a student decides not to attend the University prior to the first day of classes of that term per the published University academic calendar. Cancellations must be in writing or by email to the Registrar's Office prior to the first day of classes for the semester. If the student has a housing assignment, the student must also contact the Residence Life Office in person or in writing to inform them that they will not be attending. For cancellations, all tuition, fees, and room & board will be refunded at 100%. Financial aid for the term is cancelled and returned to the programs. A student's schedule cannot be cancelled on or after the first day of classes.

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 W, WP, WQ, NC or F. The grade will depend on the time of withdrawal and the student's grade at that time or the circumstances causing the withdrawal. Depending on the circumstances of the withdrawal, an application may be required for readmission.

Refund Policy

Once the semester begins, registration in the University is considered a contract binding the student for charges for the entire academic period. However, a student may find it necessary to make schedule changes once the semester begins.

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

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

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

Fall or Spring (16 week) semester:

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

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

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

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

Summer terms:

- Please refer to the Tuition Refund section on the Bursar's webpage, bursar.umhb.edu for the complete Tuition Refund schedule for summer terms. Due to the accelerated nature of many summer courses, the tuition refund schedule will also follow a more accelerated schedule.

Fees — No refunds are available on general service fee, technology fee, or other required or special fees except as indicated during the 100% refund period.

Room & Board— No refunds are available on room & board charges since housing is contracted for an entire academic period.

Room Deposit — Unless refunded prior to initial occupancy in accordance with policies in the Guide to Campus Housing, the room deposit constitutes a permanent room deposit for as long as the student resides in university housing. The fee is refundable when a student ceases residency in university owned housing provided the student's room is clean and undamaged and the student has followed the required steps to notify Residence Life and withdraw from campus housing. The student must submit a room deposit refund request, in writing, to the Residence Life/Housing Office in the Student Development Department prior to June 1. If student has an outstanding balance on student account or other residential fines, room deposit will be applied to that balance prior to issuing refund.

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

Withdrawing From the University

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

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

To determine the amount of aid the student has earned up to the time of withdrawal, the Bursar's Office will do a Return of Title IV (R2T4) calculation. The Bursar's Office will notify and provide instructions to students who are required to return funds to the government. If the student disputes the withdrawal date used in this calculation, the student must provide evidence of participation in an academically related activity after 60% of the semester to avoid return of Title IV funds. The University's R2T4 Policy can be found at [https://go.umhb.edu/resources/bursar/release of Title IV funds](https://go.umhb.edu/resources/bursar/release%20of%20Title%20IV%20funds).

Students are encouraged to understand the financial impact

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

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

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

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

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

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

Exit Counseling

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

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

- Students who are graduating are sent instructions via email notification 1 month before graduating. Those who do not complete the counseling before graduating receive a follow-up notice after graduation. Holds are placed on student accounts 2-3 weeks after last day of class. Students with a hold on their account not will be able to obtain an official academic transcript until the hold is removed by the Office of Financial Aid.
- Exit counseling is required of students who have not graduated and are not enrolled for the next academic semester, students who are registered less than half-time, or students who are expelled. This same counseling is required even if the student plans to transfer to another institution.

MILITARY BENEFITS

Veterans and Family Members

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

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

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

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

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

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

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

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

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

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

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

Tuition Assistance

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

To receive Tuition Assistance benefits:

1. **Complete all requirements for admission** to the University as a degree-seeking student or as a transient student with an approved formal degree plan from another university.
2. Have an evaluation of service schools/experiences completed by the Registrar's Office to determine any awarding of military credit.
3. Register for classes through the University in coordination with assigned academic advisor. Provide Certification Coordinator with a copy of UMHB class schedule.

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

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

Yellow Ribbon Program

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

To be eligible for the Yellow Ribbon Program:

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

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

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

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

Conditions are as follows:

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

FINANCIAL AID

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

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

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

Application Procedures

Students applying for financial aid must complete the following steps:

1. **Process a Free Application For Federal Student Aid (FAFSA):**

This is a form that determines the family's ability to contribute to the student's education. The completed form can be completed electronically via the internet at www.studentaid.gov

2. **Submit additionally requested documents:** UMHB Verification Worksheet(s) and parent's and/or student's IRS Tax Return Transcript(s) as requested. All requested documents will appear on myfinancialaid.umhb.edu under the "Documents" page.

3. **The UMHB Financial Aid Office** will follow up with an email request asking for other forms and documentation that may be required of the student in order to verify information provided on the Free Application For Federal Student Aid.

All electronic communication should be directed to finaid@umhb.edu. Scanned documents, should be imported securely through the financial aid portal (myfinancialaid.umhb.edu).

All mail to the Financial Aid Office should be addressed:

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

***Note: A student's financial aid application may be processed on an estimated basis until all required documentation is submitted.**

Awarding Policy

The Free Application For Federal Student Aid uses a federal formula to determine an amount which the family and/or the student is expected to contribute towards the student's expenses. This family contribution amount is then deducted from the student's budget, which estimates all reasonable and moderate expenses for the period of enrollment.

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

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

Leaving School

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

Refund/Repayment Policy

Please refer to the financial section for more information.

Satisfactory Academic Progress (SAP) and Financial Aid

The Higher Education Act of 1965, as amended by Congress, mandates that institutions of higher education monitor the academic progress of students who receive federal financial aid. The University of Mary Hardin-Baylor has established the following minimum standards to be eligible for and continue to receive federal financial aid.

This policy reflects the changes to federal regulations that are effective as of July 1, 2011.

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

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

CGPA requirements by classification

Minimum 1.80 CGPA: undergraduates before their 4th semester of attendance

Minimum 2.00 CGPA: undergraduates after their 4th semester of attendance

Minimum 3.00 CGPA: graduate students

Note: Students should note that the standards for Satisfactory Academic Progress (SAP) for Financial Aid purposes are slightly 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% in order to meet SAP. The maximum timeframe 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 notification to inform them that they are not meeting SAP for purposes of financial aid. The notification will include SAP requirements, steps necessary to meet SAP in the upcoming payment period (semester), and the consequences for failing to meet SAP at the end of the warning period.

During the warning period, students may continue to receive financial aid. At the completion of the warning period, students who do not meet SAP are ineligible for financial aid. The Financial Aid Office will notify students at the end of the warning payment period (semester) if they failed to meet SAP. The notification will include information concerning the loss of financial aid for the upcoming payment period (semester) due to failure to meet CGPA and/or 70% completion rate, and the appeal process.

(SAP) Probation Period

If a student is placed on Suspension, he/she has the option of appealing the suspension through the SAP appeal process. If the appeal is granted, the student will be placed on Probation for the next semester, and 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 he/she is otherwise eligible.

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 Appeal process

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

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

Step Two: The Financial Aid Office will:

- Review the appeal
- Send results of appeal to the student

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

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

Transfer Credits

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

- Assumes all accepted credits will be at least 2.0 GPA
- 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 include its own developmental coursework toward credit hours.

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

- Classes that have been passed may be retaken one time to improve GPA and included in the SAP review (any grade higher than an "F" is considered passing)
- Classes that have been failed may be retaken as necessary and included in the SAP review

Withdrawing from the University

Prior to the census date – No impact on SAP as no credit hours have been attempted. However, 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 attempted and included in the SAP review.

Aid Programs by Category

Federal Programs

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

1. Federal Pell Grant

This grant can be applied for when a student completes the Free Application For Federal Student Aid (FAFSA). The Pell Grant Program processes the information reported, then the student's Expected Family Contribution (EFC) is determined and reported back to the student on an Institutional Student Information Report (ISIR). The amount of the grant is based upon the EFC, enrollment status, and cost of attendance. Funds awarded are directly credited to the student's UMHB account.

2. Federal Supplemental Education Opportunity Grant (FSEOG)

Eligibility for this grant is determined after Pell Grant eligibility has been established. SEOG recipients will also be Pell recipients and will show the smallest of family contributions. This program is funded only in a limited manner. Funds awarded are directly credited to the student's UMHB account.

3. Federal Direct Loans

• Federal Direct Subsidized Student Loan

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

complete online entrance counseling and a master promissory note

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

Loan Borrowing Limits

Year	Dependent Students (except students whose parents are unable to obtain PLUS Loans)	Independent Students (and dependent undergraduate students whose parents are unable to obtain PLUS Loans)
First-Year Undergraduate Annual Loan Limit	\$5,500—No more than \$3,500 of this amount may be in subsidized loans.	\$9,500—No more than \$3,500 of this amount may be in subsidized loans.
Second-Year Undergraduate Annual Loan Limit	\$6,500—No more than \$4,500 of this amount may be in subsidized loans.	\$10,500—No more than \$4,500 of this amount may be in subsidized loans.
Third-Year and Beyond Undergraduate Annual Loan Limit	\$7,500—No more than \$5,500 of this amount may be in subsidized loans.	\$12,500—No more than \$5,500 of this amount may be in subsidized loans.
Graduate or Professional Students Annual Loan Limit	Not Applicable (all graduate and professional students are considered independent)	\$20,500 (unsubsidized only)

Subsidized and Unsubsidized Aggregate Loan Limit	\$31,000—No more than \$23,000 of this amount may be in subsidized loans.	\$57,500 for undergraduates—No more than \$23,000 of this amount may be in subsidized loans. \$138,500 for graduate or professional students—No more than \$65,500 of this amount may be in subsidized loans. The graduate aggregate limit includes all federal loans received for undergraduate study.
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4. **Federal Direct Parent Loan for Undergraduate Students (PLUS)**

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

5. **Federal Work-Study**

This college work program (need-based) allows a student to work on campus at the prevailing minimum wage. Students on Federal Work-Study are also eligible to apply for select community service positions within the Belton area. Work awards are calculated on 13 hours per week for each 15-week semester. The maximum work award will be indicated on the student's award letter. Timesheets are completed online daily and require the student's supervisor's approval. Earnings are issued bi-weekly through the Bursar's Office and will be used to pay any outstanding balance on the student's account. If the student does not have an outstanding balance, the earnings will be issued directly to the student.

State Programs

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

This is a need-based grant which requires that recipients be Texas residents and enrolled full-time. The application for this grant is made through the Financial Aid Office. Funds are awarded on a first come first-served basis. Upon

enrollment verification, funds are directly credited to the student's UMHB account.

2. **State Funded Scholarships**

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

3. **Texas College Work Program**

This college work program (need-based) allows a student to work on campus at the prevailing minimum wage. Work awards are calculated on 13 hours per week for each 15-week semester. The maximum work award will be indicated on the student's award letter. Timesheets are completed online daily and require the student's supervisor's approval. Earnings are issued bi-weekly through the Bursar's Office and will be used to pay any outstanding balance on the student's account. If the student does not have an outstanding balance, the earnings will be issued directly to the student.

Institutional Programs

1. **Endowed Scholarships**

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

2. **Institutional Scholarships**

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

3. **Work Duty**

This college work program allows a student to work on campus at the prevailing minimum wage. Work awards are calculated on 13 hours per week for each 15-week semester. The maximum work award will be indicated on the student's award letter. This program is similar to the Work-Study program except that students may be hired because of special skills or other criteria instead of demonstrated financial need. Time sheets are completed online daily and require the student's supervisor's approval. Earnings are issued bi-weekly through the Bursar's Office and will be used to pay any outstanding balance on the student's account. If the student does not have an outstanding balance, the earnings will be issued directly to the student.

REGISTRATION POLICY AND PROCEDURES

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

Academic Advisement

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

Dropping or Adding Courses

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

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

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

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

Repeating a Course

If a Graduate Program requires a student to repeat a course, the student may raise the grade for that course. However, while the highest grade earned will be used to compute the grade point average, all grades will remain on the transcript. Re-taking courses at other institutions that were

initially taken at UMHB may satisfy degree requirements but the UMHB course grade will remain on the transcript.

Audit Registration

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

Withdrawal from the University

Withdrawal from the University

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

A student whose withdrawal is necessitated by illness or injury may qualify for a medical withdrawal. Additional information about medical withdrawals may be obtained by contacting disabilityservices@umhb.edu. Medical withdrawals must be completed within three weeks of the last day a student attends class.

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

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

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

Failing grades in all courses will be posted for any students who stop attending classes but do not officially withdraw which may result in financial implications.

Students are encouraged to consider carefully both the program and financial implications of an official withdrawal or receipt of failing grades for discontinuing attendance without an official withdrawal.

ACADEMIC STANDARDS

Credit Hour

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

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

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

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

Course Numbers

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

Student Course Load

Full-time Load:

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

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

Overload: 12 semester hours or more

Grading System

Grade	Range	Interpretation of Grades
A	90-100	Excellent
B	80-89	Average
C	70-79	Below Average

F	< 70	Failing
I*		Incomplete
IP*		In Progress
P*		Pass
CR*		Credit
NC*		No Credit
S*		Satisfactory
U*		Unsatisfactory
AU*		Audit
W*		Withdrawal
WP*		Withdrawal—Passing
WQ**		Withdrawal—Failing
NG*		No Grade Submitted

**Not counted in computing GPA*

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

Incomplete Grade

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

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

Grade Reports

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

Transcript of University Credits

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

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

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

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

Disciplinary Notation on Transcript

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

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

Any transcript issued while such charges are pending may be reissued with the required notation by the university (1) once the disciplinary charge is concluded (and the student is found responsible), and (2) the student’s appeal rights are either concluded or expired. For purposes of this policy, a disciplinary charge is pending as soon as an allegation of student misconduct has been made to the university official who is responsible for making an investigation or determination with respect to such misconduct.

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

Academic Progress Requirements

A grade point average (GPA) of 3.00 or above, semester and cumulative, is required of all graduate students enrolled at the University of Mary Hardin-Baylor. Students with a semester or cumulative GPA of less than 3.00 will be placed on probation. Students with a term GPA of 0.0 will be automatically suspended from school and will be required to sit out a long semester. Two consecutive terms of enrollment with a cumulative GPA of less than 3.00 will result in dismissal from the program. A student who has been dismissed may apply for readmission to the University and/or to the program of interest one calendar year after dismissal. Resubmission of GRE/GMAT score report and transcript(s) is not required. Departmental and program policies on grade requirements and academic progress supersede the language in the graduate catalog. With approval of the Program Director and the Director of Graduate Studies, students may be readmitted sooner than one calendar year after dismissal.

Academic Appeal

Grounds for Appeal

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

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

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

At every level the appeal must be in writing and state: (1) the change requested, (2) all valid reasons for the change, (3) any evidence to support the change, and (4) the student's contact information. Appeals must be submitted utilizing the form available on the Registrar's page of the UMHB website.

Appeals Related to Academic Coursework

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

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

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

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

*Appeals in the Mayborn College of Health Sciences

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

Timelines

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

Other Provisions

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

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

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

Other Types of Academic Appeals

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

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.

CLASSROOM EXPECTATIONS AND ETHICS

Christian Citizenship

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

Children in the Classroom

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

Student Responsibility

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

Class Attendance

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

Types of Absence

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

Excused Absences: Students who miss class due to illness, death of a family member, or other unavoidable circumstances may be granted an excused absence. Should an excused absence be granted, faculty will provide reasonable opportunity for student to make up work that is missed. If it is not feasible for the student to make up work, some allowance may be made in order that the student will not be overly penalized. The student must inform the instructor as soon as possible of such absences. It shall be up to the discretion of the faculty member to determine whether the circumstances that caused the absence warrant granting an excused absence. The instructor may request verifying documentation for non-medical care related absences (i.e. death in family). It is the student's responsibility to check with the instructor upon their return to class as to whether a particular absence will be considered excused.

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

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

While some colleges or departments might have policies that are used by all faculty in the respective college or department, students are required to abide by the attendance policy that pertains to each class, as indicated in the course syllabus.

Academic Decorum

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

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

Examples of disruptive behaviors to avoid include:

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

Academic Integrity

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

Section One: Standards of Academic Integrity

1. Written work shall reflect the student's own ideas, and any use of others' words, ideas, or patterns of thought shall be appropriately quoted and/or cited.
- Plagiarism in any form is expressly prohibited.

- Failure to comply with the university's copyright policy is expressly prohibited: <http://libguides.umhb.edu/copyright>.
2. Students are responsible for understanding the instructor's rules governing any particular piece of academic work and abiding by those rules. Any questions about persons or materials not authorized to be used on any particular assignment shall be clarified before accessing those persons or materials.
 - Submitting academic work produced with unauthorized assistance or materials is expressly prohibited. This may include assistance from fellow students, other faculty members, textbooks, notes, online resources, or commercial sources such as professional paper writers that are available for hire, or any other material that has not been authorized by the instructor for use.
 - Papers (in whole or in part) or other work prepared for one course shall not be submitted to meet the requirements of another course without express permission from the instructor.
 3. Students assigned to collaborate in group projects are expected to contribute their fair share of the work necessary to complete the project or notify the instructor of their failure to contribute.
 4. Academic integrity requires that students be truthful in all their academic work.
 - Falsifying research data, lab reports, or other academic work product is expressly prohibited.
 - Students must refrain from disclosing the specific contents of any test, exam, or other required assignment to a student who will, or may, later be required to complete that same assignment.
 - Students must refrain from soliciting or otherwise acquiring specific information about the contents of any test, exam, or other assignment that will, or may, be administered in the future.
 5. As members of a learning community, we all have a responsibility to assure that all members have equal access to learning materials.
 - Keeping, taking, intentionally misplacing or damaging library books, online files, laboratory equipment, or other academic resources in order to obtain an academic advantage over another student is expressly prohibited.
 -
 6. Students taking online courses shall be diligent to maintain the same standards of academic integrity for work performed off campus as for work performed in the classroom, the library, or other campus facilities. Online students shall maintain strict privacy of their login identity and passwords.

7. The University's standards of academic integrity go beyond the classroom to encompass all aspects of a student's academic life.

- Falsifying an academic record, a degree plan, a prerequisite waiver, or any other official document is expressly prohibited.
- Students must not mislead any official of the University in order to secure a required form or otherwise obtain an academic advantage.

8. The University is a learning community in which participants are responsible for one another.

- Assisting a student in any violation of the academic integrity standards is expressly prohibited. For example, providing or receiving unauthorized assistance, including (but not limited to) taking another student's exam, providing answers to another student during a test, or contributing to another student's written work without permission.

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

Section Two: Violations of Academic Integrity Standards

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

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

2. In furtherance of the mutual responsibility students share for academic integrity, students are expected to respond fully and candidly to any request from a University official for assistance in any investigation of violations of the University's standards. Failure to respond candidly and fully to such a request is a violation of the university's standards of conduct.

3. The university will normally use a progressive system of sanctions for students who violate this policy, but reserves the right to consider the totality of a situation (including mitigating or aggravating factors, previous incidents, current academic performance, etc.) and may impose one or more sanctions for any instance of misconduct. The university may use the following sanctions or another sanction that the university deems appropriate under the circumstances.

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

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

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

5. Review Process for Allegations of Academic Dishonesty:

- Category One: An incident of alleged academic dishonesty that occurs within a single course:

1) If a faculty member has reason to suspect academic dishonesty may have occurred within a course he/she is teaching, the faculty member will request a meeting with the student to discuss the issue. This meeting should occur within two (2) business days from the date that the faculty member became aware of the possible student misconduct. Students are required to meet with the faculty member upon request and to cooperate in the process.

2) In the course of this meeting, the faculty member and the student may agree on whether academic dishonesty occurred and any appropriate academic penalty. The student may withdraw such an agreement by notice to the faculty member within three (3) days business days after the agreement was made.

3) If the student fails to meet with the faculty member, or in the absence of an agreement between the faculty member and the student suspected of academic dishonesty, the faculty member may interview other persons who may have pertinent information about the allegations, including any person identified by the student who may provide information on the student's behalf. The

faculty member may also request information or counsel from other persons whom the faculty member may consider appropriate and conduct additional interviews with the accused student.

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

5) Sanctions and Reporting to the Provost's Office

- The faculty member will make a decision regarding the allegations against the student and any sanction imposed within a reasonable time, normally within two weeks after the initial meeting, although the school schedule may require a longer period of time. If sanctions are imposed, the faculty member will notify the student of the decision in writing (See Appendix A).
- The faculty member will also inform the student in writing that he/she will report the violation to the Provost's Office, and if there are other instances of academic dishonesty on record, the student will be contacted by the Provost's Office and may be subject to additional sanctions.
- The faculty member will contact the Provost's office via the Academic Dishonesty Incident Report portal (found on the Faculty Tab of MyCampus) so that the Provost's Office can determine whether the student has had previous incidents of academic dishonesty.

6) Under normal circumstances, sanctions imposed by the faculty member are not effective until the time for appeal has expired or a student has exhausted the appeal process. However, the Associate Dean or Dean (as applicable to the College) may direct that any sanction imposed will take effect immediately if it is determined that immediate sanctions are reasonably necessary, given the circumstances of the incident.

7) The student has the right to appeal the faculty member's decision by delivering a letter of appeal to the Associate Dean or Dean (as applicable to the School or College) within seven (7) calendar days after notification of the decision by the faculty member. The letter of appeal shall state the portions of the faculty member's decision which the student wishes to appeal, the reasons why the student disagrees with the faculty member's decision, and the relief requested by the student.

8) The Associate Dean or Dean (as applicable to the School or College) shall review the faculty member's decision in light of the letter of appeal. The Associate Dean or Dean (as applicable to the School or College) may interview anyone who may have pertinent information about the issue and request information or counsel from other persons.

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

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

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

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

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

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

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

4) The Associate Provost for Institutional Effectiveness shall report the decision to the Provost, typically within five (5) business days of the decision. Upon receipt, the Provost will update the student's record and notify any other university offices necessary to process a sanction, if one is given.

5) The student has the right to appeal the Associate Provost for Institutional Effectiveness decision by delivering a letter of appeal to the Provost within seven (7) calendar days after the decision by the Associate Provost. The letter of appeal shall state the portions of the Associate Provost's decision which the student wishes to appeal, the reasons why the student disagrees with the decision, and the relief requested by the student.

6) The Provost shall review the Associate Provost for Institutional Effectiveness's decision in light of the letter of appeal. The Provost may interview anyone who may have pertinent information about the issue and request information or counsel from other persons.

7) The Provost will provide a written decision on the appeal to the student and the Associate Provost for Institutional Effectiveness within a reasonable time, normally within ten days after receiving the appeal, although the school schedule may require a longer period of time. The Provost may affirm the decision of the Associate Provost for Institutional Effectiveness, make a different determination of the facts, or change any academic penalties imposed on the student. The decision of the Provost is final.

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

1) The Provost will review the matter, request information or counsel from other persons as he may consider appropriate, including at a minimum the Dean of Students, and may elect to conduct additional interviews with the student or others. The Provost may affirm the Associate Provost for Institutional Effectiveness's recommendation, impose one or more different sanctions, or refer the matter back to the Associate Provost for Institutional Effectiveness for consideration of different sanctions. If the student is expelled, the Provost will notify the student in writing and will also notify any university office necessary to process expulsion.

2) If the student is expelled, the student may appeal the expulsion to the President. The procedure for an appeal to the President shall be the same as set out in steps 8, 9 and 10 above for an appeal to the Provost. The President's decision shall be final.

Under normal circumstances, sanctions imposed are not effective until the time for appeal has expired or a student has exhausted the appeal process. However, sanctions

imposed will take effect immediately if reasonably necessary, given the circumstances of the incident.

The application of the University's Academic Dishonesty policy is strictly a matter between the student and the University. A faculty member or administrator has no obligation to permit a student to be accompanied by a parent or other advisor during any part of the process

PROGRAMS OF STUDY

DEGREES

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

Doctor of Education (Ed.D.)

Educational Administration- P-12 (p. 65)

Educational Administration- Higher Education (p. 65)

Leadership in Nursing Education (p. 65)

Doctor of Physical Therapy (D.P.T)

Doctor of Physical Therapy (p. 82)

Master of Science in Physician Assistant Program

(p. 79) (p. 79) (p. 79) Master of Science in Physician Assistant Program (p. 79)

Master of Science in Occupational Therapy Program

(p. 79) (p. 79) Master of Science in Occupational Therapy (p. 81)

Master of Arts (M.A.)

Clinical Mental Health Counseling (p. 71)

Licensed Professional Counselor

National Board Certified Counselor

Marriage, Family and Child Counseling (p. 73)

Licensed Marriage and Family Therapist

Academic Specialization in Counseling (p. 75)
(p. 75)

Master of Business Administration (M.B.A.) (p. 60)

Master of Education (M.Ed.)

Educational Administration (p. 65) (with principal certification)

Curriculum and Instruction (p. 64) (Fields of study)

Master of Science (M.S.)

Sport Administration (p. 77)

Exercise Physiology (p. 76)

Master of Science in Accounting (M.S.A.) (p. 60)

Master of Science in Information Systems (M.S.I.S.) (p. 60)

Master of Science in Management (M.S.M) (p. 61)

Master of Science in Nursing (M.S.N.)

Nursing Education (p. 78)

Family Nurse Practitioner (p. 79)

Adult-Gerontology Acute Care Nurse Practitioner (p. 79)

Post-Master's Certificate- Adult Gerontology Acute Care Nurse Practitioner (p. 79)

Post-Master's Certificate- Family Nurse Practitioner (p. 79)

Post-Master's Certificate- Nursing Educator (p. 79)

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(p. 79)

(p. 79)

(p. 79)

REQUIREMENTS

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

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

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

General Requirements for All Graduate Degrees

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

1. Earn a minimum of 30 semester hours (total varies with specific degree requirements and hours required for doctoral degrees are considerably more) of credit which meet the requirements of the degree and area of specialization in which the student is enrolled with a grade point average of at least 3.00 on all work including transfer credit.
2. For a Master's degree, complete at least half of the course work in 6000-level classes. For a Doctor of Education degree, all course work must be 7000-level courses. No course at the 5000-level may be applied to a graduate degree if the course content substantially repeats the content of a course taken for undergraduate credit.
3. Complete a degree plan. A student's degree plan is initially maintained in draft form by the student's graduate program advisor. When the student is two semesters from graduating, the degree plan will be "formalized" by the Registrar's Office. A "formalized" degree plan should be on file in the Registrar's Office prior to Fall Registration for May graduates, and prior

to Spring Registration for August and December graduates.

The Program Director must approve substitutions and/or waivers affecting the degree plan at the time the degree plan is "formalized." Completed substitution and/or waiver form(s) must be on file in the Registrar's Office. Once the degree plan has been "formalized" by the Registrar's Office, a Graduation Audit will be sent to the student (copy to the student's graduate program advisor) listing those items the student needs to complete to graduate. If the student desires to make an appointment with the Registrar's Office to discuss the degree plan, the student is welcome to do so. A student experiencing a disruption in enrollment lasting longer than one academic year must reorganize his/her degree plan under the current catalog. The student cannot make formal application for degree, however, without Registrar's Office approval. While following a degree plan should be a joint effort between a student and the student's advisor, **meeting the requirements for a particular degree is ultimately the responsibility of the student.** Adherence to the above schedule should be followed.

4. Although a student may have completed all degree requirements, degree conferral is not automatic. All degree candidates must file an application for degree and pay the graduation fee by January 30 for Spring graduates, by May 30 for Summer graduates, and by September 30 for Fall graduates. Students filing for graduation after their respective deadline will be charged a late fee and are NOT guaranteed inclusion in the printed commencement program.

Applications for past graduation dates will not be accepted, even though all degree requirements may have been completed during previous semesters.

Students failing to graduate in their respective anticipated graduation year and term may roll their application for degree and graduation fee forward for the duration of one academic year. Students still failing to graduate after the expiration of one academic year must reorganize their respective degree plan to conform with the current catalog as well as must submit another application for degree and pay another graduation fee by the deadlines mentioned above.

Off-Site Components

Certain programs at the University require the student's successful completion of an off-site component, such as a clinical rotation, practicum, or student teaching. These off-site components are typically operated by separate institutions or organizations which are not controlled by

the University and which may establish their own rules and conditions for participation. A student may be unable to complete a program of study and obtain a degree if he or she is unable to complete an off-site component after being excluded from participation by the University's off-site providers. Students who have reason to believe that they may be barred from participation by any of the off-site providers in their program of study are encouraged to determine early in the enrollment process what, if any, alternatives may be available.

Awarding of Transfer Credit

The University of Mary Hardin-Baylor accepts in transfer a maximum of six semester hours of graduate credit toward master's degrees and 12 semester hours of graduate credit toward doctoral degrees provided that those graduate courses were (1) completed no more than five years before admission to UMHB; (2) United States colleges or universities accredited by Council for Higher Education Accreditation (CHEA) recognized institutional accrediting organizations; (3) received a grade of at least a "B;" and (4) consisted of subject matter equivalent to UMHB course(s) applicable to the student's program of study.

For students who have completed a graduate certificate in the McLane College of Business, up to 12 credit hours can be transferred internally to meet the degree requirements towards a 36 hour master's degree with a concentration in the McLane College of Business. An additional 24 hours of coursework is required above the certification to complete a master's degree. Transfer credits must be approved by the graduate program director for the program of interest and the Registrar's Office. Students who complete less than 12 hours towards the certificate program are not eligible to use these credits towards the completion of the 30 hour master's degree.

Transfer course equivalencies are determined through the collaborative efforts of the Registrar's Office, the graduate program Director, the Dean/Executive Dean of the College, and the Provost's Office on the basis of the comparability of the nature, content, and level of the learning experiences to those offered by UMHB and the appropriateness and applicability of the learning experiences to the programs offered by UMHB. Documentation detailing content studied such as course syllabi may be requested for transfer course equivalency determination.

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

All transcripts, certificates, and diplomas from institutions outside the United States must be sent to an approved foreign credential evaluation service for a course-by-course

evaluation in order for the possibility of transfer credit to be determined.

Credit is not awarded for experiential learning.

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

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

Only official transcripts will be evaluated for potential transfer credit.

- New students must submit an official transcript from ALL previously attended colleges and universities. Even though courses taken at one institution may be noted on another institution's transcript, an official transcript from each institution at which courses were taken is required. Transcripts should be sent directly from prior institutions to the UMHB office overseeing admissions for the program of interest. For more information, refer to <https://go.umhb.edu/graduate/graduate-admissions#1845>.
- Readmitted students who attended any other institutions during their absence from UMHB must submit official transcripts reflecting such attendance. Transcripts should be sent directly from prior institutions to the UMHB office overseeing admissions for the program of interest. For more information, refer to <https://go.umhb.edu/graduate/graduate-admissions#1845>.
- Current students who concurrently enroll in other institutions must submit official transcripts reflecting their concurrent enrollment. Transcripts should be sent directly from the institution to the UMHB Registrar's Office.

University of Mary Hardin-Baylor
Registrar's Office
UMHB Box 8425
900 College Street
Belton TX 76513

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

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

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

UMHB is not responsible for courses taken without proper approval.

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

Graduation under a Particular Catalog

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

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

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

The University catalog is considered valid for five years from a student's initial enrollment with degree seeking status for master's degrees and for seven years from a student's initial enrollment with degree seeking status for doctoral degrees. For example, the catalog for school year 2020-2021 is valid for graduation purposes through Summer 2025 for a master's degree-seeking student enrolling in the Fall of 2020. The catalog for school year 2020-2021 is valid for graduation purposes through Summer 2027 for a doctoral degree-seeking student enrolling in Fall 2020.

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

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

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

Second Master's Degree

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

Commencement Ceremonies

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

- Because commencement exercises are meaningful experiences in the academic lives of students, all students are encouraged to participate when possible.
- Students are permitted to participate in only one commencement ceremony per degree.
- Students must settle all accounts in order to be eligible to participate in commencement exercises. UMHB may restrict students from participating in commencement for failure to make complete payment of student accounts.
- A student may be excused from commencement exercises and be permitted to graduate in absentia with approval from the Registrar's Office. Students desiring to graduate in absentia should submit a written request to the Registrar's Office not less than two weeks prior to the commencement exercise.
- Diplomas will be mailed within eight weeks of the commencement exercise to the address provided on the application for degree. This allows time for confirmation all degree requirements have been met. Under no circumstances will a diploma be released prior to the official degree conferral date. Diplomas will not be released to students owing a balance to UMHB.
- Students lacking a maximum of seven semester hours toward degree completion may petition for permission to participate in commencement exercises. To petition, students must submit a fully completed Petition to Participate in Commencement Exercises form to their respective dean. Completion of the form requires a concrete plan for earning the remaining degree requirements. The specific requirements for that plan will vary by academic discipline. Whether or not the plan is adequate will be determined by the dean.

Students must submit the form to their respective dean no later than January 15 for Spring participants or September 15 for Fall participants. The dean may require an in-person consultation. Normally the petition will be approved or denied within five business days of receipt of the form. Students denied permission to participate in commencement exercises by their respective dean will have five business days to appeal in writing to the Associate Provost. Students granted permission to participate in commencement exercises by either their respective dean or the Associate Provost must file an application for degree and pay the graduation fee by January 31 for Spring participants or September 30 for Fall participants. Students filing for graduation after their respective deadline will be charged a late fee and are NOT guaranteed inclusion in the printed commencement program.

Participation in commencement exercises is not

equivalent to graduation. Students granted permission by their respective dean or the Associate Provost to "walk" in the ceremony are not official graduates. They will not receive diplomas nor will their degrees be posted to their transcripts until all their degree requirements have been completed. Degree conferral dates will not be retroactive. The official degree conferral date will correspond to the semester in which the students' outstanding degree requirements are completed. Students failing to graduate after the expiration of one academic year must reorganize their respective degree plan to conform with the current catalog as well as must submit another application for degree and pay another graduation fee by the applicable deadlines.

- Students may petition the Registrar's Office for permission to delay participation in commencement exercises if students are unable to participate in the ceremony immediately following their degree completion.

Professional Certifications and Licensures

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

MCLANE COLLEGE OF BUSINESS

Degree Programs

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

Master of Science in Accounting (M.S.A.)

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

Master of Science in Management (M.S.M.)

Concentrations (combine with any degree program)

Management

Information Systems Management

Accounting Analytics

International Business

Supply Chain Management

Not-for-Profit Management

Health Care Administration

Vision

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

Mission

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

Objectives

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

General Information

Modular Design

The UMHB “Modular Masters” allows students to combine any core degree program with electives organized into “concentrations” to attain an accredited degree with a focus on career goals. Using these electives, students tailor their degree to provide the best preparation for their chosen career path.

For students who have completed a graduate certificate in the McLane College of Business, up to 12 credit hours can be transferred internally to meet the degree requirements towards a 36 hour master’s degree with a concentration in the McLane College of Business. An additional 24 hours of coursework is required above the certification to complete a master’s degree. Transfer credits must be approved by the graduate program director for the program of interest and the Registrar’s Office.

Program Length

Each degree consists of 24 core coursework hours covering specific requirements for that discipline. Students then add 6 hours from a list of electives. Students have the option of taking an additional 6 hours in order to obtain a concentration. Students completing 12 hours of electives from a single concentration will have that emphasis noted on their academic record.

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

Program Start and Stop Points

Fall and spring semesters divide into two terms denoted A and B. The A term spans seven weeks and B term spans eight weeks. Summer is divided into two six-week terms, also denoted A and B.

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

Program Schedule and Delivery

The MSA degree program is delivered in a fully online format, while the MBA, MSIS and MSM programs have both fully online and residency options.

Residency programs use a hybrid* delivery method. The hybrid delivery method requires a visit to campus (referred to as residencies) at the beginning and end of selected courses. These residencies are mandatory. The intervening weeks make use of distance-learning technologies and methods. Students must have access to the appropriate technology (mostly a good Windows-based computer and high-speed Internet) to successfully complete their program.

*Limited face-to-face class meetings may be offered for selected courses as need dictates.

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

Purpose of the Program

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

Admission Requirements

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

GRADUATION REQUIREMENTS

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

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

Semester One Classes

BADM 6312	Organizational Behavior and Leadership	3
BFIN 6362	Financial Management	3
BMKT 6341	Marketing Management	3
BECO 6331	Business Economics	3

Semester Two Classes

BACC 6321	Accounting for Managers	3
BLAW 6350	Ethical and Legal Environment of Business	3
BMGT 6395	Organizational Strategy	3
BSYS 6342	Technology and Operations Management	3

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

Purpose of the Program

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

Admission Requirements

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

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

Graduation Requirements

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

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

Semester One Classes

BACC 5312	Advanced Accounting	3
BACC 6343	Fraud Examination	3
BACC 6325	Advanced Taxation	3
BACC 6335	Accounting Communications	3

Semester Two Classes

BACC 6313	Advanced Auditing Issues & Techniques	3
BACC 6320	Not-for-Profit Accounting	3
BACC 6350	Ethics for Accountants	3
BACC 6324	Advanced Cost Accounting	3

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

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

Purpose of the Program

The Master of Science in Information Systems (M.S.I.S.) degree is designed to prepare students for

success in the dynamic field of information technology. Students in the M.S.I.S. program are exposed to a balanced combination of managerial and technical topics. Graduates gain the skills and knowledge necessary to understand, develop, implement and manage information systems in all types of industries and organizations. Graduates may choose a concentration to provide career focus. Graduates may choose a concentration to provide career focus. A total of 12 hours of electives from a specific concentration area is required in order to obtain the concentrations.

Students have 2 pathways for completing their MSIS degree.

1. Residency Program –
 - a. Offered in a hybrid format with mandatory residencies
 - b. Take BCIS6395 Capstone Project in their final semester
2. Flexpath Program –
 - a. Offered in a fully online format
 - b. Students who have earned 18 hours or less in the Flexpath program may convert to the Residency program
 - c. Take BCIS6390 Integrated Capstone Experience in their final semester

Admission Requirements

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

Graduation Requirements

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

DEGREE REQUIREMENTS

M.S.I.S. CORE CURRICULUM (24 HOURS)

Semester One Classes

BADM 6305	Information Systems Management	3
BCIS 6323	Enterprise Systems	3
BCIS 6320	Database Development & Administration	3
BCIS 6360	Applied Programming	3

Semester Two Classes

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

* Students in the Flexpath program take BCIS 6390.

MASTER OF SCIENCE IN MANAGEMENT (M.S.M)

Purpose of the Program

The Master of Science in Management (MSM) degree is designed to equip students with a strong business foundation coupled with a focus on technology, process, project, and client service management. The program includes courses to help build communication, client management, business process management, budgeting/forecasting, people management and project management knowledge and skills. While gaining knowledge of core business topics, students will acquire an understanding of how to address issues and challenges of managing the dynamic environment inherent in today's organization. Graduates may choose a concentration to provide career focus. A total of 12 hours of electives from a specific concentration area is required in order to obtain the concentration.

Admission Requirements

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

Graduation Requirements

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

DEGREE REQUIREMENTS

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

Semester One Classes

BADM 6312	Organizational Behavior and Leadership	3
BADM 6330	Business Process Management	3
BADM 6310	Managerial Communication	3
BADM 6315	Client Service Management	3

Semester Two Classes

BACC 6321	Accounting for Managers	3
BCIS 6350	Project and Change Management	3
BSYS 6342	Technology and Operations Management	3
BMGT 6395	Organizational Strategy	3

GRADUATE CERTIFICATES

GRADUATE CERTIFICATES

Purpose of the Professional Certificate

Earning a professional certificate enables an individual to acquire skills and expertise in a particular job function or career. The certificate demonstrates a commitment to growth and can help one achieve an advantage in the workplace which may lead to job opportunities, promotion, a higher pay scale, and job security.

A Graduate Certificate is available for students who hold a bachelor degree with a cumulative GPA of 3.0 or above from an accredited college or university. A Graduate Certificate requires the completion of twelve (12) credit hours consisting of four courses. A student pursuing a graduate degree in Business at UMHB who chooses to complete the courses required for the Certificate, will be awarded a Certificate as well as their diploma upon completion of their degree requirements.

The following apply to Non-Degree Seeking Students:

- Professional certificates do not qualify for Federal financial aid and VA benefits.
- Certificate course tuition is non-refundable.
- Students enrolled in the certificate program are not required to have a University ID, but may request one.
- UMHB follows a continuous enrollment model. Students may start the certificate program on the 15th of each month.
- Deadline for a schedule change is three (3) days from enrollment date.
- For every three-hour certificate course completed successfully, students will earn three hours of transcribed graduate credit.
- Students earning all 12 hours of certificate credit with a GPA of 3.0 or above may be able to apply those hours toward one of UMHB's business graduate degrees.
- If a student fails to satisfactorily complete a certificate course, they will receive no credit or grade for the course.
Students may not retroactively opt-out of enrollment for a term. Decisions to opt-out of enrollment during an active term must be communicated by students to their advisor no later than the term end date.
- Instructors of Certificate Courses are unavailable for response and feedback during the following blackout

holidays. Labor Day, Thanksgiving Day, Christmas Eve, Christmas Day, New Year's Eve, New Year's Day, Martin Luther King, Jr. Day, Good Friday through Easter Sunday, Memorial Day, Independence Day. Wednesday through Friday of Spring Break from the University Calendar will also be observed as Blackout Dates.

Academic Interaction Policy

The UMHB Certificate Program represents an alternate format for education which measures learning, not seat time. Student progress reflects completion of assessments which demonstrates content mastery required for completion of the certificate. Students are urged to recognize the importance of utilizing learning apps, faculty, and other provided resources.

To promote student success, during a student's enrollment into the Certificate Program, they are required to:

- Engage in a Learning Activity during the first week after the date of enrollment. *, +
- Master at least one assessment by Day 21 after the date of enrollment.
- Make satisfactory progress toward the completion of the Certificate.

* A Learning Activity includes participating in, recorded activity in learning apps, assignment or assessment submissions, online tutoring, faculty tutoring, and learning community participation related to coursework. Learning Activities do NOT include activities such as logging in to a class without academic interaction, participating in coaching calls without coursework discussion/activity, participation in online community not related to coursework (I.e. birthday celebration or giveaway activity), or participation on the platform unrelated to coursework. Learning Activities and our Academic Interaction Policy provide a measurement for Regular Substantive Interaction (RSI) between Instructor and Students.

+ If students do not engage in a Learning activity for 30 consecutive days, they will be administratively withdrawn from the program.

The McLane College of Business offers the following Graduate Certificates:

Non-Profit Administration & Leadership

Data Analytics

CERTIFICATE PROGRAMS

Non-Profit Administration and Leadership Certificate

This Certificate is designed to support individuals interested in pursuing careers in a non-profit/missional

organization, as well as individuals who are currently working for a non-profit/missional organization. This Certificate requires the completion of the following courses:

BACC 6310	Accounting for Non-Profits	3
BADM 6340	Leading the Mission-Driven Organization	3
BADM 6350	Social Entrepreneurship	3
BMKT 6325	Marketing & Development for Non-Profit Organizations	3

Data Analytics Certificate

This Certificate is designed to support individuals interested in integrating the broad field of data science into any career they are in or will pursue through courses in the specific area of data analytics. This Certificate requires the completion of the following courses:

6310 6310	Introduction to Data Analytics	3
BCIS 6312	Big Data Analytics	3
BCIS 6357	Data Visualization	3
BCIS 6341	Machine Learning & Artificial Intelligence	3

GRADUATE ELECTIVES AND CONCENTRATIONS

Purpose

Electives complete a student's degree program. Electives are organized into concentrations. A student can combine any electives to complete a degree; however, should a student complete four electives from the same concentration the confirmed degree will stipulate completion of that concentration. Students may complete multiple concentrations. Students may also pursue any of the certificates offered in the Graduate Business programs to be used as their concentration.

DEGREE REQUIREMENTS

Management Track Courses

BADM 6320	Entrepreneurship	3
BMGT 6321	Human Resources	3
BMGT 6332	Competition and the Entrepreneurial Manager	3
BMGT 6335	Advanced Management Theory & Practice	3
BMGT 6360	International Management	3

Information Systems

BADM 6330	Business Process Management	3
BCIS 6335	Emerging Technologies and Issues	3

BCIS 6350	Project and Change Management	3
BCIS 6380	IT and Supply Chain Management	3

Accounting Analytics Concentration

BACC 6352	Accounting Research	3
BACC 6312	Financial Statement Analysis	3
BACC 6331	Contemporary Accounting Issues	3
BACC 6335	Accounting Communications	3

International Business Concentration

BADM 6345	Global Trade and Logistics	3
BADM 6343	Global Issues in Business and Society	3
BMKT 6351	Global Marketing & Competition	3
BMGT 6360	International Management	3

Supply Chain Management Concentration

BADM 6345	Global Trade and Logistics	3
BCIS 6380	IT and Supply Chain Management	3
BSYS 6320	Purchasing and Procurement	3
BSYS 6340	Distribution and Inventory Management	3

Not-for-Profit Management

BACC 6320	Not-for-Profit Accounting	3
BADM 6340	Leading the Mission-Driven Organization	3
BADM 6350	Social Entrepreneurship	3
BMKT 6325	Marketing & Development for Non-Profit Organizations	3

Health Care Administration

BHCM 6325	Healthcare Law and Ethics	3
BHCM 6330	Leadership in Healthcare	3
BHCM 6335	Healthcare Finance	3
BHCM 6340	Current Issues in Healthcare Administration	3

COLLEGE OF EDUCATION

Master of Education (M.Ed.)

Educational Administration
Curriculum and Instruction

- Education (EDUC)
- Special Education (EDSP)
- Reading (READ)
- Administration of Intervention Programs
- Teacher Certification

Doctor of Education (Ed.D.)

Educational Administration P-12
Educational Administration Higher Education
Leadership in Nursing Education

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

Vision

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

Mission

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

MASTER OF EDUCATION (M.ED.) - CURRICULUM AND INSTRUCTION PROGRAM

Dr. Craig Hammonds, Program Director

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

private, as well as PK-12 and postsecondary education endeavors. Individual cognate choices within the Curriculum and Instruction program can be tailored to meet certain requirements for certificated areas.

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

DEGREE REQUIREMENTS

View degree plan.

Required courses:

EDUC 6352	Applications of Educational Research	3
EDUC 6340	Assessment and Evaluation	3
EDAD 6362	School Law	3
	Or	
EDAD 6352	School Law for Teachers	3
EDAD 6364	Administration of Programs for Diverse Learners	3
EDAD 6367	School & Its Instructional Program	3
	Or	
EDAD 6357	School & Its Instructional Program for Teachers	3
EDUC 6090	Comprehensive Examination	0

18 hours from one of the following cognates:

Education
Reading Education
Special Education
Teacher Certification
Administration of Intervention Programs

Administration of Intervention Cognate

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

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

Teacher Certification Cognate

EDUC 5303	Curriculum & Instruction in the Elementary School	3
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EDUC 5603	Student Teaching/Internship	6
EDUC 6357	Behavior Analysis	3
READ 5355	Disciplinary Literacy	3

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

MASTER OF EDUCATION (M.ED.) - EDUCATIONAL ADMINISTRATION PROGRAM

Dr. Craig Hammonds, Program Director

Purpose of the Program

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

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

DEGREE REQUIREMENTS

View degree plan.

Required Courses

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

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

EDUC 6352	Applications of Educational Research	3
EDUC 6090	Comprehensive Examination	0

PROFESSIONAL PRINCIPAL CERTIFICATE

A student must complete the 30 semester hours listed above, complete the 3 semester hour principal internship (EDAD 6391), earn the M.Ed. degree, have a valid Texas teacher certificate, have two years of acceptable classroom teaching experience, and pass state examinations: TExES Examination #268 Principal as Instructional Leader and ETS #368 Performance Assessment for School Leaders (PASL).

DOCTOR OF EDUCATION (ED.D.) - LEADERSHIP IN EDUCATIONAL ADMINISTRATION PROGRAM

Dr. Randy Hendricks, Program Director

Vision

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

Mission

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

Program Entrance Requirements

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

- Submit employment verification document or artifact, if employed.

Transfer Credits

- Credit should be earned within five years prior to matriculation into the doctoral program. Credit earned beyond five years prior may be accepted with approval by the Dean or Associate Dean in the College of Education.
- Graduate level credit must be beyond the master's degree from an accredited Graduate School.
- Credits transferred in must be appropriate to the degree sought.
- Transfer credit must be approved by members of the Ed.D. Program Director.

Mode of Instruction

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

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

Residency Requirement

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

Admissions to Candidacy

Students are admitted to candidacy for the Doctor of Education degree and assigned a dissertation committee only after they have successfully passed the research qualifying examination and have completed thirty (30) semester hours of program study. If any part of the examination is failed the examining committee shall recommend reexamination. The qualifying examination is a test of competence in the areas of research, methods and design.

Assignment of Dissertation Committee

Upon advancement to candidacy, students are allowed to recommend preferences for committee members and chairpersons to the EdD program director. The faculty then determines the chairs and committee members based in part on student preference, but also on faculty availability/load and also expertise among potential committee members in the candidate's field or

methodology. The College of Education maintains a list of potential committee members and chairs, including faculty from across the university as well as community representatives with terminal degrees who may have areas of expertise for supporting candidates. If a conflict arises between a candidate and one or more committee members, the candidate may appeal to the Director of Graduate Programs, who will work with the Dean of the College of Education to address the concern and, if needed, to change the committee makeup.

Culminating Assessments

The Doctor of Education Program has three (3) culminating assessments which serve as final prerequisites for graduation. Students are permitted to graduate only after they have successfully completed the cohort LEAD Read requirements, research qualifying exam, and dissertation defense.

Time Limitation

The maximum time limit for the doctoral degree is seven years from the point of matriculation. After this time, the appropriate required coursework may be re-validated or not according to the policy of the individual degree program in consultation with the College of Education. Candidates are not allowed to continue in the doctoral program after ten years has elapsed from the semester of admission. Continuous enrollment must be maintained until graduation or until the time limitation is reached.

CURRICULUM

Leadership Core: (18 hours)

EDUC 7301	Advanced Education Theories	3
EDAD 7302	Professional Ethics and Values	3
EDUC 7303	Diversity and Learning	3
EDAD 7306	Dynamics of Leadership	3
EDAD 7307	Education Law and Policy	3
EDAD 7308	Field-Based Internship	3

Research: (9 hours)

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

Summer Institutes: (9 hours)

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

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

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

Cognate Studies: (12 hours)**Higher Education:**

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

Cognate Studies: (12 hours)**Nursing**

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

Dissertation: (6 hours)

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

Students who complete the 54 hour program, but have not successfully defend the dissertation, must continually be enrolled in EDAD 7100 each semester until completion of the dissertation or reached the maximum time limit for completion of the doctoral degree (seven years from matriculation).

MAYBORN COLLEGE OF HEALTH SCIENCES

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

Purpose

The Mayborn College of Health Sciences bringing together the Scott and White School of Nursing, the School of Exercise and Sport Science, and the School of Health Professions, which houses the Doctor of Physical Therapy program, Master of Arts in Counseling Program, Master of Science in Occupational Therapy Program (beginning in 2020) and Master of Science in Physician Assistance Program (beginning in 2021).

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

Counseling Programs

Dr. Harris Ty Leonard, Director

Vision

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

Mission

The Master of Arts in Counseling Program seeks to prepare students from diverse backgrounds and cultural experiences as master's level clinicians for the mental

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

Goals

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

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

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

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

Programs

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

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

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

Non-Clinical Professional Studies in Counseling Program – 30 hours (does not lead to licensure or certification)

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

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

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

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

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

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

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

Executive Dean of the Mayborn College of Health Sciences.

Admission Requirements

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

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

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

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

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

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

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

Marriage Family and Child Counseling tracks of study require 300 hours of clinical service per semester, which make these classes time intensive. The designated courses in students' degree plan for the Fall and Spring semesters would range between 3 and 6 credit hours.

Student Evaluation and Degree Requirements

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

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

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

The Master of Arts in Counseling Program is both academic and experiential. Therefore, the student must demonstrate more than cognitive abilities. Faculty will evaluate students utilizing domains associated with the Counselor Competencies Scales (CCS) and Candidacy Evaluations. Professional Performance Evaluation (PPE) and will be used as the faculty deems appropriate.

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

<http://graduate.umhb.edu/counseling>

3. Acceptance as a candidate is required for all clinical degrees. Students with a GPA of 3.00 or better must apply twice for admission to candidacy: after the completion of a minimum of 12 semester hours [before beginning the Practicum course] **and again** after the completion of Practicum. The departmental graduate faculty committee evaluates each student on the student's overall

performance in courses completed to determine if the student is qualified to be a candidate to receive the Master of Arts degree. Areas evaluated by the committee include academic knowledge, class participation and interpersonal skills, writing ability (both content and construct), speaking and presentation skills, independent research, professional orientation, self-reflection and self-care, and freedom from mental health problems that, even with reasonable accommodation would interfere with occupational functioning.

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

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

4. During clinical instruction:

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

5. Following administration of comprehensive examination:

Students accepted for candidacy must register for and successfully complete a comprehensive examination conducted by the graduate counseling faculty during the students' last semester of course work prior to graduation. All comprehensive examinations cover material presented in the courses required according to the degree specialization. The comprehensive exam in the three clinical programs is a standardized written examination. The comprehensive examination in the Non-Clinical Professional Studies is a written examination constructed by three or more faculty to represent the student's individualized degree plan. The policies and procedures for

the administration and scoring of the comprehensive examination for each specialization are available through the Director of the Master of Arts in Counseling Program. The comprehensive exam may only be retaken once. If the examination is failed a second time, the student will no longer be eligible to receive a Master of Arts degree with a major in Counseling from UMHB.

Master of Arts (M.A.)

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

Dr. Harris Ty Leonard, Program Coordinator

The Clinical Mental Health Counseling program at the University of Mary Hardin-Baylor is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The Clinical Mental Health Counseling program is currently accredited under the 2016 standards.

Mission

The mission of the Clinical Mental Health Counseling track is to prepare students for licensure and certification as knowledgeable and ethical professional counselors to meet the increasing demand for mental health services in a complex society with a diverse population by offering a curriculum that combines theory and concepts with skills development and meets the educational requirements as set forth by the Texas State Board of Examiners of Professional Counselors and the Council for Accreditation of Counseling and Related Educational Programs. The Master of Arts Degree with Clinical Mental Health Counseling emphasis requires a minimum of 60 semester hours of academic preparation over a two-year and a half year period. The degree includes a required core curriculum of 51 academic hours and 9 hours of clinical experience, which meets the education eligibility criteria of the licensing exam for Texas Licensed Professional Counselor and National Board of Certified Counselor.

CMHC Goals

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

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

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

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

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

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

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

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

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

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

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

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

Objective 8. The Master of Arts in Counseling Program seeks to develop and train counseling students who have a holistic understanding of career development

and the multifaceted factors that affect the development of self and career. (CACREP Common Core Area 4)

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

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

COURSE REQUIREMENTS 60 HOURS

Core Counseling Courses (36 hours)

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

Clinical Mental Health Counseling Specialized Courses (12 hours)

CNSL 6305	Addictions Counseling and Psychopharmacology	3
CNSL 6330	Trauma and Crisis Counseling with Individuals and Families	3
CNSL 6355	Advanced Psychopathology & Treatment Planning	3

CNSL 6370	Issues in Clinical Mental Health Counseling	3
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Elective (3 credits from any of the following or other counseling courses with approval)

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

Clinical Instruction (9 hours)

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

Comprehensive Examination (0 hours)

CNSL 6090	Comprehensive Examination	0
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Counselor Preparation Comprehensive Examination (CPCE). The policies and procedures for the administration and scoring of the comprehensive examination for each specialization are available through the Director of the Professional Counseling Program.

CLINICAL MENTAL HEALTH COUNSELING DEGREE PLAN

This section identifies how the UMHB Clinical Mental Health Counseling Program meets the 10 academic content areas required in Rule §681.83 and §681.84 Academic Course Content of Title 22, Texas Administrative Code, Part 30, Chapter 681, effective February 28, 2019 for meeting the course requirements for licensure as a professional counselor in the State of Texas:

Human Growth and Development

CNSL 6310	Lifespan Development Seminar	3
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Abnormal Human Behavior

CNSL 6305	Addictions Counseling and Psychopharmacology	3
CNSL 6315	Abnormal Human Behavior	3
CNSL 6355	Advanced Psychopathology & Treatment Planning	3

Appraisal or Assessment Techniques

CNSL 6326	Marriage and Family Assessment & Treatment	3
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Counseling Theory

CNSL 6320	Theories of Counseling	3
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Counseling Methods or Techniques**Counseling Individuals**

CNSL 6316	Applied Counseling Techniques in Individual & Family Counseling	3
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CNSL 6394	Pre-Practicum	3
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Theory and Types of Groups

CNSL 6312	Group Processes	3
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Research

CNSL 6345	Research and Statistical Methods	3
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Lifestyle and Career Development

CNSL 6302	Career Development and Information Sources	3
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Social and Cultural and Family Issues

CNSL 6318	Marriage and Family Theories in Counseling	3
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CNSL 6330	Trauma and Crisis Counseling with Individuals and Families	3
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CNSL 6351	Diversity Issues	3
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Professional Orientation & Ethics

CNSL 6308	Professional Orientation & Ethics	3
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CNSL 6353	Consultation, Prevention, & Supervision	3
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CNSL 6370	Issues in Clinical Mental Health Counseling	3
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Elective (3 credits from any of the following)

CNSL 6301	Brief Counseling Interventions with Individuals & Families	3
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CNSL 6304	Couples Counseling	3
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CNSL 6306	Counseling Children & Adolescents	3
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CNSL 6327	Marriage and Family Assessment & Treatment	3
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CNSL 6352	Advanced Group Therapy	3
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CNSL 6354	Human Sexuality	3
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CNSL 6391	Seminar	3
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CNSL 6393	Advanced Marriage and Family Techniques	3
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Practicum (Internship)

CNSL 6395	Practicum	3
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CNSL 6397	Internship I	3
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CNSL 6398	Internship II	3
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*NOTE: In addition to completing all degree requirements, students who want to become a **Licensed Professional Counselors (LPC)** in Texas must, after graduation, complete a 3000 clock hour internship approved by the Texas State Board of Examiners of Professional Counselors. Prior to beginning this internship, graduates must apply to take the National Counselor Exam and apply

to the Texas State Board of Examiners of Professional Counselors for a temporary license. Graduates must also take and pass the Jurisprudence Exam administered by the Texas State Board of Examiners of Professional Counselors. More information on LPC and NBCC can be found at Clinical Mental Health Counseling Program (p. 71).

MASTER OF ARTS (M.A.) - MARRIAGE, FAMILY, AND CHILD COUNSELING PROGRAM

Dr. Wen-Mei Chou, Program Coordinator

The Marriage, Family, and Child Counseling program at the University of Mary Hardin-Baylor is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The Marriage, Family, and Child Counseling program is currently accredited under the 2016 standards.

Mission

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

MFCC Goals

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

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

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

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

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

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

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

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

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

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

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

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

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

COURSE REQUIREMENTS – 60 HOURS

Counseling Core Courses (36 hours)

CNSL 6302	Career Development and Information Sources	3
CNSL 6308	Professional Orientation & Ethics	3
CNSL 6310	Lifespan Development Seminar	3
CNSL 6312	Group Processes	3
CNSL 6315	Abnormal Human Behavior	3
CNSL 6316	Applied Counseling Techniques in Individual & Family Counseling	3
CNSL 6318	Marriage and Family Theories in Counseling	3
CNSL 6320	Theories of Counseling	3
CNSL 6327	Marriage and Family Assessment & Treatment	3
CNSL 6345	Research and Statistical Methods	3
CNSL 6351	Diversity Issues	3
CNSL 6394	Pre-Practicum	3

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

CNSL 6304	Couples Counseling	3
CNSL 6306	Counseling Children & Adolescents	3
CNSL 6392	Working with Family Issues	3
CNSL 6393	Advanced Marriage and Family Techniques	3

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

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

Clinical Instruction (9 hours)

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

Comprehensive Examination (0 hours)

MFCC 6090	Comprehensive Exam	0
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Marriage & Family Therapy Practice Examination. The policies and procedures for the administration and scoring of the comprehensive examination for each specialization are available through the Director of the Master of Arts in Counseling Program.

MARRIAGE, FAMILY, AND CHILD COUNSELING

This section identifies how the UMHB Marriage, Family & Child Counseling track meets the academic content areas required in Rule §801.113(d) and (e) and §801.114, Academic Course Content of Title 22, Texas Administrative Code, Part 35, Chapter 801, effective March 7, 2019 for meeting the course requirements for licensure as a marriage and family therapist in the State of Texas:

Theoretical Foundations of Marriage and Family Therapy (1 course)

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

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

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

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

CNSL 6310	Lifespan Development Seminar	3
CNSL 6351	Diversity Issues	3

Psychopathology (1 course)

CNSL 6315	Abnormal Human Behavior	3
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Professional Ethics (1 course)

CNSL 6308	Professional Orientation & Ethics	3
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Applied Professional Research (1 course)

CNSL 6345	Research and Statistical Methods	3
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Elective (3 credits-any of the following)

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

Supervised Clinical Practicum (12 months or 3 courses)

CNSL 6395	Practicum	3
CNSL 6397	Internship I	3

CNSL 6398	Internship II	3
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In addition to completing all degree requirements, students who want to become **Licensed Marriage & Family Therapist (LMFT)** in Texas must, after graduation, complete a 3000 clock hour internship approved by the Texas State Board of Examiners of Marriage & Family Therapists. Prior to beginning this internship, graduates must apply to take the Marriage & Family Therapist Licensure examination and apply to the Texas State Board of Examiners of Marriage & Family Therapists for a temporary license. Graduates must also take and pass the Jurisprudence Exam administered by the Texas State Board of Examiners of Marriage & Family Therapists.

MASTER OF ARTS (M.A.) - NON-CLINICAL PROFESSIONAL STUDIES

Mission

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

Goal

The goal of the Academic Specialization in Counseling track is to give students who wish to pursue graduate study for the purpose of furthering their knowledge and skills needed for professional development and career advancement. This is not a clinical degree and does not meet the educational qualifications for state or national professional licensure or certification in counseling.

COURSE REQUIREMENTS 30 CREDITS

Core Courses (27 credits)

CNSL 6308	Professional Orientation & Ethics	3
CNSL 6310	Lifespan Development Seminar	3
CNSL 6312	Group Processes	3
CNSL 6315	Abnormal Human Behavior	3
CNSL 6316	Applied Counseling Techniques in Individual & Family Counseling	3
CNSL 6320	Theories of Counseling	3
CNSL 6326	Marriage and Family Assessment & Treatment	3
CNSL 6351	Diversity Issues	3
CNSL 6394	Pre-Practicum	3

Electives (3 hours)

CNSL 6301	Brief Counseling Interventions with Individuals & Families	3
CNSL 6302	Career Development and Information Sources	3
CNSL 6304	Couples Counseling	3
CNSL 6305	Addictions Counseling and Psychopharmacology	3
CNSL 6306	Counseling Children & Adolescents	3

CNSL 6327	Marriage and Family Assessment & Treatment	3
CNSL 6330	Trauma and Crisis Counseling with Individuals and Families	3
CNSL 6345	Research and Statistical Methods	3
CNSL 6352	Advanced Group Therapy	3
CNSL 6353	Consultation, Prevention, & Supervision	3
CNSL 6354	Human Sexuality	3
CNSL 6391	Seminar	3

Comprehensive Examination (0 hours)

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

CLINICAL INSTRUCTION PROGRAM

Dr. Jason Martin, Director of the Community Life Counseling Center

Dr. Sun Chung, Coordinator of Clinical Placements

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

the verifying graduates' placement information for licensure and certification applications.

EXSS Programs**MASTER OF SCIENCE (M.S.) - EXERCISE PHYSIOLOGY PROGRAM**

Dr. Lem Taylor, Program Director

Purpose of the Program

The Master of Science in Exercise Physiology program prepares students from diverse backgrounds for many different careers. The faculty seek to prepare students who wish to continue their pursuit of higher education for future success in exercise science related careers, through doctoral programs, and/or professional certification programs. Students are prepared for careers as Exercise Physiologists in both clinical and fitness settings, Strength & Conditioning and Performance Professionals, and in the growing field of Corporate Fitness and Wellness. Students will complete either 30 or 33 hours of academic coursework while enrolled in the program depending on which option is chosen (thesis or internship). Students will complete either an internship or thesis as the culminating experience in the program. There is no foreign language requirement.

CURRICULUM**Exercise Physiology (Internship Option)**

EXSS 6320	Advanced Performance Nutrition	3
EXSS 6340	Leadership	3
EXSS 6350	Readings, Issues, Trends, Problems in EXSS	3
EXSS 6351	Principles & Techniques Strength Training and Conditioning	3
EXSS 6353	Research Methods	3
EXSS 6355	Clinical Exercise Physiology	3
EXSS 6360	Biostatistics	3
EXSS 6370	Sport Psychology	3
EXSS 6375	Exercise & Nutritional Biochemistry	3
EXSS 6380	Advanced Exercise Physiology	3
EXSS 6381	Musculoskeletal & Biomechanical Assessment	3
EXSS 6395	Internship	3

Exercise Physiology (Thesis Option)

EXSS 6320	Advanced Performance Nutrition	3
EXSS 6350	Readings, Issues, Trends, Problems in EXSS	3

EXSS 6351	Principles & Techniques Strength Training and Conditioning	3
EXSS 6353	Research Methods	3
EXSS 6355	Clinical Exercise Physiology	3
EXSS 6360	Biostatistics	3
EXSS 6370	Sport Psychology	3
EXSS 6375	Exercise & Nutritional Biochemistry	3
EXSS 6380	Advanced Exercise Physiology	3
EXSS 6381	Musculoskeletal & Biomechanical Assessment	3
EXSS 6192-6692	Thesis in Exercise Physiology	1-6

Program Requirements:

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

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

Dr. Lester Sombito, Program Director

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

CURRICULUM

Course List

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

Program Requirements

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

Nursing Programs

The Graduate Program in the Scott & White School of Nursing supports the missions of the School of Nursing and the University of Mary Hardin-Baylor through innovative teaching methods and the integration of practical experiences in both clinical and classroom teaching. The Master of Science in Nursing program builds on a foundation of undergraduate nursing education to prepare registered nurses for an advanced functional role that requires increased accountability, expertise, and leadership.

Mission

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

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

Graduate Nursing Program Student Learning Outcomes

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

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

aggregates/clinical populations within the multi-disciplinary health care team.

The Master of Science in Nursing (MSN) Program

Dr. Michelle Nicolett, Program Director

Major Areas of Study for MSN (tracks)

- Adult Gerontology Acute Care Nurse Practitioner (AGACNP) (48 hours)
- Nurse Educator (39 hours)
- Family Nurse Practitioner (FNP) (48 hours)

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

AGACNP track graduates, and post-master's certificate completers will have completed a minimum of 600 clinical hours and are eligible to take the national certification exam for Adult Gerontology Acute Care Nurse Practitioner offered by ANCC, or the American Association of Critical Care Nurses (AACN)

Master of Science in Nursing Admission Requirements

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

considered if currently employed in the area of specialization.

8. Personal interview with the Director of the MSN Program or the director's designee.

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

CURRICULUM

MSN Core Courses (24 hours)

Fall I

NURS 6312	Theoretical Perspectives	3
NURS 6320	Ethics, Culture & Spiritual Concepts	3
NURS 6338	Advanced Pathophysiology	3

Spring I

NURS 6321	Nursing Research	3
NURS 6327	Advanced Health Assessment	3
NURS 6337	Advanced Pharmacology	3

Summer I

NURS 6341	Health Care Policy, Delivery Systems and Financing	3
NURS 6336	Epidemiology & Population Health Research	3

Adult Gerontology Acute Care Nurse Practitioner

Fall II

NURS 6305	Advanced Nursing Care for the Acutely III Adult I	3
NURS 6306	Advanced Nursing Care for the Acutely III Adult I Practicum	3
NURS 6310	APRN, Introduction to the Role	3

Spring II

NURS 6307	Advance Nursing Care of the Acutely III Adult Practicum II	3
NURS 6308	Advanced Nursing Care of the Acutely III Adult II	3
NURS 6328	Informatics and Business Concepts for the Advanced Practice Nurse	3

Summer II

NURS 6618	Immersion	6
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Nurse Educator

Fall II

NURS 6331	Curriculum Development	3
NURS 6342	Assessment and Evaluation in Nursing Education	3

Spring II

NURS 6232	Teaching Strategies	2
NURS 6412	Nursing Education Practicum (6)	4

Family Nurse Practitioner**Fall II**

NURS 6310	APRN, Introduction to the Role	3
NURS 6345	Family Health I	3
NURS 6346	Family Health I Practicum	3

Spring II

NURS 6328	Informatics and Business Concepts for the Advanced Practice Nurse	3
NURS 6347	Family Health II	3
NURS 6348	Family Health II Practicum	3

Summer II

NURS 6611	Family Nurse Practitioner Immersion	6
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DEGREE REQUIREMENTS

To graduate, the student must meet the following requirements:

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

Post-Masters Certificate Programs

Gap Analysis will be completed to validate completion of Core MSN content prior to starting program, specifically required courses:

- Advanced pathophysiology
- Advanced pharmacology
- Advanced physical assessment

- **Nurse Educator Certificate:**

A 15-hour certificate which includes completion of: NURS 6331, NURS 6332, NURS 6342, NURS 6612, NURS 6099

- **Family Nurse Practitioner Certificate:**

A 24 hours certificate which includes completion of: NURS 6310; NURS 6345; NURS 6346; NURS 6328; NURS 6347; NURS 6348; NURS 6611, NURS 6099

- **Adult Gerontology Acute Care Nurse Practitioner Certificate:**

Completion of 24 hours of required courses: NURS 6305; NURS 6306; NURS 6307; NURS 6308; NURS 6310; NURS 6328, NURS 6618, NURS 6099

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

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

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

Vision

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

UMHB MSPA Program Goals

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

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

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

Goal 4: Encourage professional involvement, leadership, and service

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

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

Physician Assistant Program Curriculum

The UMHB MSPA program consists of 28 months of graduate curriculum resulting in a Master of Science in Physician Assistant degree. It is comprised of pre-clinical and clinical educational experiences. The pre-clinical phase is 12 months in duration consisting of courses that prepare graduate students for the clinical training. The clinical phase is 16 months in duration and is comprised of rotations in Pediatrics, Obstetrics & Gynecology, Surgery, Emergency Medicine, Internal Medicine, Behavioral and Mental Health, Family Medicine, and elective rotations.

The last month of the clinical phase is devoted to preparing students for graduation and the Physician Assistant National Certifying Exam (PANCE). Students will demonstrate their acquired medical research knowledge through a capstone research project and poster delivered prior to graduation.

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

Entrance Prerequisite Courses

Required Courses	Credit Hours
Human Anatomy with a Lab * and	4
Human Physiology with a Lab or	4
Human Anatomy and Physiology with a Lab	8
Microbiology	4
Genetics	3
General Chemistry with a Lab	8
Organic Chemistry with a Lab	4
Science Electives (Upper Level)	3
Statistics	3
General Psychology	3

**Comparative and Vertebrate Anatomy Accepted*

Application for admission to the UMHB MSPA program will be available through the Central Application Service for Physician Assistants (CASPA) starting in April and closing August 1 each year. Applications must be verified by 11:59 PM ET on the deadline date. Interviews with rolling admissions will start in June each year. Admission to the UMHB MSPA program is extremely competitive. The following list includes the minimum requirements, however meeting minimum requirements does not guarantee applicants an interview nor admission to the program with one exception – all UMHB undergraduate or graduate students who meet these requirements will be offered an interview invitation. Applications will be evaluated at the time of submission. With the exception of required prerequisites, the program will not evaluate items added after the submission date.

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

- Completion of a bachelor's degree from a U.S. regionally accredited college or university or the equivalent academic accomplishments, approved by the World Education Service (WES) Credential Evaluation
- An overall GPA of 3.0 on a 4.0 scale as calculated by CASPA
- A last 60 hours GPA of 3.0 on a 4.0 scale as calculated by CASPA
- A science GPA of 3.0 on a 4.0 scale as calculated by CASPA (This GPA includes all college science courses taken at regionally accredited institutions.)
- Overall prerequisite GPA of 3.0 on a 4.0 scale as calculated by CASPA. All prerequisite course must be completed by August 31 during the year prior to matriculation
- Original transcripts submitted to CASPA
- Completed essay portions on the CASPA
- Three professional letters of recommendation
- Demonstration of Experiences on the CASPA
 - Extent of paid and non-paid healthcare experience (including but not limited to EMT, firefighter, athletic trainer, medical assistant, certified nursing assistant, nurse, patient care assistant, pharmacist, dietician, speech therapist, occupational therapist, and physical therapist)
 - Leadership roles (please indicate roles and responsibilities of position on CASPA)
- The Graduate Record Exam (GRE) is NOT required nor considered for UMHB MSPA program applicants.
- While clinical shadowing experience with a physician assistant and a physician is highly recommended, the UMHB MSPA program does NOT require a set number of shadowing or clinical medical experience hours for admission.

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

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

- Applicants who have obtained US citizenship or have a four year degree from a U.S. regionally accredited institution are exempt from the TOEFL requirement.
- Immigration documents, including a copy of a valid passport submitted to www.umhb.edu/graddocs
- If offered admission, further documents may be requested by the UMHB International Student Services Office

Disclosure of Admission and Enrollment Practices

- The UMHB MSPA program will grant an interview to all applicants who are current full-time students or graduates of UMHB who meet the minimum requirements for admission. An interview does not guarantee admission into the program.
- Falsification of any application materials will be grounds for denial of admission to or expulsion from the MSPA program.

MASTER OF SCIENCE IN PHYSICIAN ASSISTANT PROGRAM

DEGREE REQUIREMENTS

Spring I

PAMS 6115	Laboratory Medicine and Diagnostic Studies I	1
PAMS 6201	Basic Fundamentals of Medical Science	2
PAMS 6210	Pharmacotherapeutics I	2
PAMS 6220	Human Physiology I	2
PAMS 6320	Human Anatomy I	3
PAMS 6325	Patient Assessment and Counseling I	3
PAMS 6640	Clinical Disease & Prevention I	6

Summer I

PAMS 6101	Physician Assistant Profession	1
PAMS 6116	Laboratory Medicine and Diagnostic Studies II	1
PAMS 6211	Pharmacotherapeutics II	2
PAMS 6221	Human Physiology II	2
PAMS 6321	Human Anatomy II	3
PAMS 6326	Patient Assessment and Counseling II	3
PAMS 6540	Clinical Disease & Prevention II	5

Fall I

PAMS 6117	Laboratory Medicine and Diagnostic Studies III	1
PAMS 6212	Pharmacotherapeutics III	2
PAMS 6240	Mental Health	2
PAMS 6250	Clinical Skills	2

PAMS 6327	Patient Assessment and Counseling III	3
PAMS 6930	Clinical Disease & Prevention III	9

Spring II

PAMS 6150	Clinical Prep	1
PAMS 6160	Humanities, Ethics, Altruism, Leadership (HEAL) I	1
PAMS 6170	Evidence Based Medicine and Research (EBMR) I	1
PAMS 6550	Internal Medicine Inpatient	5
PAMS 6551	Internal Medicine Outpatient	5
PAMS 6552	Obstetrics and Gynecology	5

Summer II

PAMS 6161	Humanities, Ethics, Altruism, Leadership II	1
PAMS 6171	Evidence Based Medicine and Research II	1
PAMS 6553	Pediatrics	5
PAMS 6554	Emergency Medicine	5
PAMS 6555	Surgery	5

Fall II

PAMS 6165	Humanities, Ethics, Altruism, Leadership III	1
PAMS 6175	Applied Research I	1
PAMS 6556	Behavioral and Mental Health	5
PAMS 6575	Family Medicine	5
PAMS 6591	Advanced Core Rotation: Elective	5

Spring III

PAMS 6195	Graduation Preparation	1
PAMS 6166	Humanities, Ethics, Altruism, Leadership IV	1
PAMS 6176	Applied Research II	1
PAMS 6591	Advanced Core Rotation: Elective	5
PAMS 6591	Advanced Core Rotation: Elective	5

Master of Science in Occupational Therapy

MASTER OF SCIENCE IN OCCUPATIONAL THERAPY PROGRAM

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

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

Requirements for Graduation

All MSOT Program courses must be completed with grades of B (3.0) or better.

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

The entry-level occupational therapy master's degree program has applied for accreditation and has been granted Candidacy Status by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 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. The program must have a preaccreditation review, complete an on-site evaluation, and be granted Accreditation Status before its graduates will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure 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.

DEGREE REQUIREMENTS

Semester 1: Spring A

OCTH 6320	Human Occupation	3
OCTH 6321	Foundations of Occupation: Movement	3
OCTH 6322	Foundations of Occupation: Neuroscience	3
OCTH 6410	Occupational Therapy Theory and Process	4

Semester 2: Summer A

OCTH 6250	Research in OT I	2
OCTH 6330	Occupational Performance: Psychosocial Influences	3
OCTH 6420	Therapeutic Processes in OT	4

Semester 3: Fall A

OCTH 6251	Research in OT II	2
OCTH 6430	Occupational Performance: Neuro Conditions I	4

OCTH 6431	Occupational Performance: Chronic Conditions	4
OCTH 6432	Occupational Performance: Musculoskeletal Conditions	4

Semester 4: Spring B

OCTH 6171	Integrative Project I	1
OCTH 6260	Professional Writing in OT	2
OCTH 6351	Pediatric Practice 1 Clinical Context	3
OCTH 6355	Adult Practice: 1 Community Context	3
OCTH 6435	Occupational Performance: Neuro Conditions II	4

Semester 5: Summer B

OCTH 6172	Integrative Project II	1
OCTH 6265	Wellness and Health Promotion in OT	2
OCTH 6360	Leadership & Management in OT	3
OCTH 6365	Occupational Performance: Functional Cognition	3

Semester 6: Fall B

OCTH 6173	Integrative Project III	1
OCTH 6267	Occupational Engagement Using Technology	2
OCTH 6352	Pediatric Practice 2 Community Context	3
OCTH 6356	Adult Practice 2: Clinical Context	3
OCTH 6391	Case Based Special Topics	3

Semester 7: Spring C

OCTH 6580	Level II Fieldwork A	5
OCTH 6581	Level II Fieldwork B	5

Doctor of Physical Therapy Program

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

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

Dr. Barbara Gresham, Program Director

Accreditation Statement:

The Doctor of Physical Therapy Program at University of Mary Hardin-Baylor is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, VA, 22314; 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.

Program Vision

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

Program Mission

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

Program Goals

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

Program Entrance Requirements

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

Program Lab/Classroom Activities

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

Requirements for Graduation

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

- Successfully complete all coursework with a grade of "C" or better and maintain a 3.00 GPA

- Complete a comprehensive examination and all required supplemental work
- Complete a professional portfolio presentation
- Present research group findings in an approved format Curriculum (107 hours)

PHTH 7254	Pediatrics	2
PHTH 7356	Management of Special Populations	3
PHTH 7255	Care Delivery & Practice Management	2

Summer Semester 2nd Year

PHTH 7191	Special Topics	1
PHTH 7191	Special Topics	1
PHTH 7162	Wellness and Health Promotion	1
PHTH 7961	Professional Experience II	9

Fall Semester 3rd Year

PHTH 7971	Professional Experience III	9
PHTH 7172	Professional Seminar	1

DEGREE REQUIREMENTS

View Degree Plan

Fall Semester 1st Year

PHTH 7711	Human Anatomy	7
PHTH 7412	Functional Anatomy	4
PHTH 7313	Applied Physiology I	3
PHTH 7314	Introduction to Patient Management	3
PHTH 7126	Evidence Based Practice	1

Spring Semester 1st Year

PHTH 7421	Clinical Neuroscience	4
PHTH 7422	Therapeutic Interventions	4
PHTH 7423	Applied Physiology II	4
PHTH 7424	Examination and Evaluation	4
PHTH 7115	Introduction to Professional Practice	1
PHTH 7137	Critical Inquiry I	1

Summer Semester 1st Year

PHTH 7331	Musculoskeletal Rehab I	3
PHTH 7333	Professional Communications and Pyschosocial/Considerations	3
PHTH 7325	Development of Human Movement	3
PHTH 7335	Integumentary Dysfunction and Physical Agents	3
PHTH 7136	Clinical Practicum	1
PHTH 7148	Critical Inquiry II	1

Fall Semester 2nd Year

PHTH 7441	Cardiopulmonary and Critical Care	4
PHTH 7442	Musculoskeletal Rehab II	4
PHTH 7435	Neuromuscular Rehab I	4
PHTH 7245	Health Policy	2
PHTH 7244	Geriatrics	2
PHTH 7146	Issues in Underserved Communities	1
PHTH 7156	Critical Inquiry III	1

Spring Semester 2nd Year

PHTH 7751	Professional Experience I	7
PHTH 7345	Neuromuscular Rehab II	3

GRADUATE COURSES

Ad Interim Courses

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

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

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

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

The placeholder for Topics courses offered ad interim is XXXX XX9X: course prefix, course level, semester credit hours, and a two digit number to signify the temporary status of the course (90, 91, 99, etc.). Examples of course numbers for non-singular enrollment ad interim courses

include BIOL 4090-01; ENGL 0191-01; EXSS 2391-01; and NURS 3691-01.

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

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

BACC - Accounting

BACC 5312 - Advanced Accounting (3)

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

Distribution: Business.

BACC 6310 - Accounting for Non-Profits (3)

This course addresses accounting issues related to the non-profit/mission-driven organization. Topics include fund accounting, budget, and control issues, revenue and expense recognition, and issues of reporting for non-profit entities. Additional topics include cash flow analysis, expenditure control, and long-range financial planning for non-profit/mission-driven organizations.

BACC 6312 - Financial Statement Analysis (3)

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

Distribution: Business.

BACC 6313 - Advanced Auditing Issues & Techniques (3)

Topics include audit theory and legal ramifications; statistical auditing and sampling techniques, analysis of financial data, transactions, and statements; and preparation of auditing opinions based upon work papers.

Distribution: Business.

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

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

Distribution: Business.

BACC 6321 - Accounting for Managers (3)

A study of the financial framework for business, including financial statement analysis and selected managerial topics such as costing, budgeting, cost-volume-profit analysis, variance analysis, and relevant cost for decision making.

Distribution: Business.

BACC 6324 - Advanced Cost Accounting (3)

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

Distribution: Business.

BACC 6325 - Advanced Taxation (3)

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

Distribution: Business.

BACC 6331 - Contemporary Accounting Issues (3)

An in-depth study of changes and potential changes in financial and managerial accounting, auditing, and tax. Students will be required to identify current issues, research the issues, and report their findings.

Distribution: Business.

BACC 6335 - Accounting Communications (3)

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

Distribution: Business.

BACC 6343 - Fraud Examination (3)

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

Distribution: Business.

BACC 6350 - Ethics for Accountants (3)

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

Distribution: Business.

BACC 6352 - Accounting Research (3)

Review and elaboration of intermediate accounting principles developed through a series of advanced accounting problems and case studies requiring research; topics to include historical and current developments, research methodology, and research sources relevant to the field.

Distribution: Business.

BACC 6391 - Special Topics (3)

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

Distribution: Business.

BADM - Business Administration**BADM 5333 - Advanced Effective Organizational Leadership (3)**

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

Distribution: Business.

BADM 6281 - Practicum Completion (2)

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

Distribution: Business.

BADM 6288 - International Business Competition Capstone (2)

The International Business Competition Capstone assembles teams of various disciplines to compete in the annual Free Trade Alliance International Business Competition. Students travel to the conference to present their business plan. This course is taken during the student's final spring semester.

Distribution: Business.

BADM 6305 - Information Systems Management (3)

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

Distribution: Business.

BADM 6310 - Managerial Communication (3)

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

Distribution: Business.

BADM 6312 - Organizational Behavior and Leadership (3)

A study of management functions, human behavior in organizations, theories of leadership, and the change process. Ethical issues of business decisions and actions will be examined from a Christian perspective.

Distribution: Business.

BADM 6315 - Client Service Management (3)

Develops skills to establish productive relationships with your internal or external clients and customers. Focuses on building mutual goals, planning for results collaboratively, providing ongoing support and assessing client relationships.

Distribution: Business.

BADM 6320 - Entrepreneurship (3)

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

Distribution: Business.

BADM 6330 - Business Process Management (3)

A study of the design of an organization's structure and business processes with a primary focus on applying the

concepts and techniques of business process analysis. Students will learn and apply the techniques of lean and six-sigma to improve the business processes of an organization. Workflow management, process management and modeling notation will be covered. Methods of introducing and implementing information technologies to enable process management and organizational change are examined. Appropriate software will be used to aid students in business process analysis. Prerequisite: BADM 6305.

Distribution: Business.

BADM 6340 - Leading the Mission-Driven Organization (3)

This course focuses on leadership and management theories and practices within non-profit, missional, and social enterprises, examining the unique working environment which consists of both professional staff and volunteers. This course addresses issues related to motivation, leadership, conflict, and change, particularly as they apply to mission-driven organizations.

Distribution: Graduate (Business) .

BADM 6343 - Global Issues in Business and Society (3)

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

Distribution: Business.

BADM 6345 - Global Trade and Logistics (3)

This course surveys various topics in international business as well as recent events and relevant changes in the international business environment.

Distribution: Business.

BADM 6350 - Social Entrepreneurship (3)

This course addresses the theories, concepts, and practices of social entrepreneurship, focusing on the issues involved in developing innovative, mission-based organizations (or programs within an existing organization), in order to meet the needs of a particular social group or geographic area, both in the United States and around the world. Students develop skills and competencies for creating, developing, and implementing social entrepreneurship ideas, and learn how to measure the success of a social entrepreneurial activity.

Distribution: Business.

BADM 6351 - Global Strategies in Economics & Finance (3)

This course focuses on understanding and applying appropriate economic and financial strategies within organizations, from a global perspective. Topics include the decision to invest abroad, forecasting exchange rates and managing exchange risk, and international portfolio diversification. Prerequisites: BECO 2311, BECO 2312, BFIN 3311.

Distribution: Business.

BADM 6391 - Special Topics (3)

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

Distribution: Business.

BCIS - Business Computer Info Systems**BCIS 5310 - Foundations in Information Technology (3)**

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

Distribution: Business.

6310 6310 - Introduction to Data Analytics (3)

An introduction to the concepts of data science, generally, and data analytics, specifically. This course will present the process of data analytics and the fundamentals of each of the aspects of data analytics. The course includes coverage of basic technical skills as well as soft skills that are required to effectively communicate with data stakeholders and decision-makers.

Distribution: Business.

BCIS 6312 - Big Data Analytics (3)

An introduction to the basics of data science and data analytics for handling of very large and complex databases. The course examines Big Data storage, processing, analysis, visualization, and application issues on business, non-governmental, and governmental environments. The course includes coverage of basic technical skills related to Big Data Analytics

Distribution: Business.

BCIS 6320 - Database Development & Administration (3)

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

Distribution: Business.

BCIS 6322 - Analysis, Modeling & Design (3)

A study of the systems development life cycle with focus on planning, analysis and design phases. The student will explore the various tools, techniques and models used by systems analysts, including data modeling and process modeling, from both a traditional and object oriented perspective. Prerequisite BCIS 6360.

Distribution: Business.

BCIS 6323 - Enterprise Systems (3)

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

Distribution: Business.

BCIS 6335 - Emerging Technologies and Issues (3)

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

Distribution: Business.

BCIS 6340 - Business Intelligence (3)

This course focuses on the use and application of information systems to support the decision making process. It includes a coverage of decision making theory and models, tools and techniques. Topics include decision support systems, executive information systems, knowledge-based systems, neural networks, expert systems and group support systems including web-based decision support systems. Relational database management, data warehouse, business intelligence, and data mining concepts

will also be addressed. Students will learn to use systems to support decision making, and industry tools that support these concepts will be discussed and used.

Distribution: Business.

BCIS 6341 - Machine Learning & Artificial Intelligence (3)

An introduction to machine learning methods and techniques and how they relate to artificial intelligence. Coverage will include a basic examination of problem-solving through search, knowledge representation, and reasoning. The course will examine ethical aspects of artificial intelligence and machine learning. The course includes coverage of basic Machine Learning and Artificial Intelligence technical skills.

Distribution: Business.

BCIS 6342 - Information Technology and Supply Chain Management (3)

This course will include an introduction to the basic processes of the supply chain, the integration of the processes that make-up the supply chain, the dependence of the supply chain on information technology in a global environment, and an overview of the management of the supply chain. The students will be required to apply these concepts to ERP and supply chain management (SCM) software individually and in groups.

Distribution: Business.

BCIS 6350 - Project and Change Management (3)

An examination of the standards, methodologies, practices, and tools involved in the planning, ongoing management, and evaluation of software development and implementation projects. This course includes consideration of the change management process and techniques required to implement these projects.

Distribution: Business.

BCIS 6357 - Data Visualization (3)

An introduction to data visualization including both principles and techniques. The course will examine the value of visualization, specific techniques, in information visualization and scientific visualization, and methods to best leverage visualization methods, the course includes coverage of basic technical skills related to data visualization.

Distribution: Business.

BCIS 6360 - Applied Programming (3)

This course presents the use of object-oriented programming to develop solutions for the changing needs of today's businesses. Discussion and hands-on work will focus on understanding and using classes and objects, validation, decision and repetition structures, interacting

with databases, and designing and building effective user interfaces.

Distribution: Business.

BCIS 6370 - Information Systems Security (3)

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

Distribution: Business.

BCIS 6375 - IT Infrastructure (3)

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

Distribution: Business.

BCIS 6380 - IT and Supply Chain Management (3)

In this course the student will focus on the study of the movement of materials, services and information from supplier to manufacturer or service provider to the customer. All aspects of the supply chain will be explored including coordinating and integrating this movement of resources within and among the stakeholders involved in the supply chain and the information technology aspects associated with the supply chain.

Distribution: Business.

BCIS 6385 - Internship in Information Systems (3)

Internship in Information Systems permits student to enhance their knowledge within the Information Systems field through employment or volunteer service with an external firm. Students must provide advance documentation, on-going updates, and prepare end-of-course materials.

This course can be taken only once, applying to a single semester. Internships must be approved in advance by the program director prior to registration. Prerequisites: 3.0 GPA, 15 hours of completed coursework in the MSIS program.

Distribution: Business.

BCIS 6390 - Integrated Capstone Experience (3)

This course focuses on issues relevant to the student's chosen career path. It may focus on one of the following areas but will be related to all: design, construction, testing and implementation of I.T. infrastructures, business application software, security, and/or decision-making

technologies. Students will analyze a business problem and develop a systems-based solution to address the business requirements. Software project management techniques will be employed to track and report progress. Students may be required to demonstrate a working prototype of their solution. (Students typically take this course in their final semester) Prerequisites: BADM 6305; BCIS 6320; BCIS 6322; BCIS 6360.

Distribution: Business.

BCIS 6395 - Capstone Project (3)

This course focuses on issues related to design, construction, testing and implementation of business application software. Students will analyze a business problem and develop a software application to address the business requirements. Software project management techniques will be employed to track and report progress. Students will present a working prototype of their application. (Students typically take this course in their final semester) Prerequisites: BADM 6330; BCIS 6322; BCIS 6320; BCIS 6350.

Distribution: Business.

BECO - Economics

BECO 6331 - Business Economics (3)

This course applies economic principles and methodology to managerial decision-making and problem-solving. The purpose of the course is to provide students with a basic foundation of economic concepts that are applicable to managerial activities. This course will help students become more adept at developing and implementing successful business strategies using proven economic concepts.

Distribution: Business.

BFIN - Finance

BFIN 6362 - Financial Management (3)

Introduce the principles of financial management as it applied to running a business or a corporation. Topics include the role of the financial manager, cash flow, time value of money concepts, financial statement analysis, basic and intermediate securities valuation models, capital budgeting, financial decision-making and valuation.

Distribution: Business.

BHCM- Business Health Care Management

BHCM 6325 - Healthcare Law and Ethics (3)

This course explores the legal, policy and ethical issues encountered by health care professionals in the

continuously evolving health care system. Topics will include government regulation of health care providers, patient consent to and refusal of treatment, human reproduction issues, privacy and confidentiality, tax-exemption, antitrust, fraud and abuse, mental health issues and health information management. Students will gain the ability to analyze legal and ethical health care resources by engaging in interactive discussions and informative research.

Distribution: Graduate (Business) .

BHCM 6330 - Leadership in Healthcare (3)

This course examines leadership within the context of the healthcare industry. It analyzes leadership and management at different levels including individual, team and organizational leadership.

Distribution: Business.

BHCM 6335 - Healthcare Finance (3)

This course covers financial management in the health services industry. Provider organizations such as hospitals and physician groups as well as insurance firms are included.

Distribution: Business.

BHCM 6340 - Current Issues in Healthcare Administration (3)

In this course, students will review and analyze current issues and trends in the field of healthcare administration.

Distribution: Business.

BLAW- Business Law

BLAW 6350 - Ethical and Legal Environment of Business (3)

Law and ethics both represent important limitations on business operations. They also represent potential sources of stakeholder value and strategic advantage. This class utilizes primary sources and faculty guidance to help students devise ethical and legal frameworks for immediate application to their organizational context and for future development as their careers progress.

Distribution: Business.

BMGT - Management

BMGT 6321 - Human Resources (3)

This course is about both the design and execution of human resource management strategies. It adopts the perspective of a general manager and addresses human resource topics (including reward systems, performance management, high-performance human resource systems, training and development, recruitment, retention, equal

employment opportunity laws, work-force diversity, and union-management relationships) from a strategic perspective. Prerequisite: BMGT 3310.

Distribution: Business.

BMGT 6332 - Competition and the Entrepreneurial Manager (3)

This course will focus on the positioning and determining competitive advantage of the business. Skills and behaviors necessary to be a successful entrepreneur will be developed. Prerequisite: BMGT 3310.

Distribution: Business.

BMGT 6335 - Advanced Management Theory & Practice (3)

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

Distribution: Business.

BMGT 6360 - International Management (3)

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

Distribution: Business.

BMGT 6395 - Organizational Strategy (3)

Development of strategy as the integration of functional and managerial decisions in pursuit of organizational performance and impact. Emphasizes the application of broad business knowledge to current organizational challenges and executive decision making under conditions of uncertainty.

Distribution: Business.

BMKT - Marketing

BMKT 6325 - Marketing & Development for Non-Profit Organizations (3)

This course focuses on the principles and practices required to develop and promote nonprofit organizations. Topics include fundraising, promotion, the design of a marketing strategy, alternative revenue-generating mechanisms and customer service. Discussion will also be made of the use of various media, advertising and

promotion methods, and fostering relationships with businesses and the community. Students will have an opportunity to apply these concepts within a nonprofit organization.

Distribution: Business.

BMKT 6341 - Marketing Management (3)

Develops skills in strategic marketing analysis and planning, and introduces key marketing ideas and phenomena, such as how to deliver benefits to customers. Presents a framework for marketing analysis and enhances problem solving and decision-making abilities in these areas. Material relevant to understanding, managing, and integrating marketing concepts in managerial situations within organizations.

Distribution: Business.

BMKT 6351 - Global Marketing & Competition (3)

This course focuses on understanding and applying various marketing strategies and activities to enable organizations to be competitive in the global marketplace. Prerequisite: BMKT 3311.

Distribution: Business.

BSYS - Business Systems

BSYS 6320 - Purchasing and Procurement (3)

Analyzes purchasing and procurement aspects of the supply chain process including policies, procedures, contractual agreements, supplier selection, production and inventory control, competitive advantage and benchmarking, negotiation, and customer relations.

Distribution: Business.

BSYS 6340 - Distribution and Inventory Management (3)

Analyzes the logistical aspects of inventory management, transportation, distribution centers, domestic and global procurement, location analysis, and varying cost aspects related to supply chain partners.

Distribution: Business.

BSYS 6342 - Technology and Operations Management (3)

This course provides a broad-based understanding of the management of operations and information technology. It includes the basics of systems theory, business processes, quality, decision-making, data analytics, supply chain, logistics, security, information technology, and technology and operations management.

Distribution: Business.

BXXX - Professional Business

BXXX 6191 - Special Topics (1)

Organized classes to explore specialized problems in an area of business administration. May be repeated for credit when the topics vary.

Distribution: Business.

BXXX 6291 - Special Topics (2)

Organized classes to explore specialized problems in an area of business administration. May be repeated for credit when the topics vary.

Distribution: Business.

BXXX 6391 - Special Topics (3)

Organized classes to explore specialized problems in an area of business administration. May be repeated for credit when the topics vary.

Distribution: Business.

BXXX 6629 - Special Topics (2)

Organized classes to explore specialized problems in an area of business administration. May be repeated for credit when the topics vary.

Distribution: Business.

CMFC-Christian Marriage and Family Counseling

CMFC 6090 - Comprehensive Examination (0)

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

Distribution: Counseling .

CNSL -Counseling

CNSL 6090 - Comprehensive Examination (0)

This exam provides an opportunity for students to demonstrate their ability to integrate and apply the theory

and skills acquired in their course work. It is given during the student's last semester of enrollment prior to graduation. The exam is a standardized written exam. Questions cover the area of specialization as indicated on the student's degree plan and in this catalog. The policies and procedures for the administration and scoring of the comprehensive examination for each specialization are available through the Director of the Master of Arts in Counseling Program and the Program Coordinator. The comprehensive exam may only be retaken once. Exam fee is required.

Distribution: Counseling .

CNSL 6191 - Seminar (1)

A service course designed to permit the offering of topics of current interest.

Distribution: Counseling .

CNSL 6199 - Continuing Supervision of Clinical Placement (1)

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

Distribution: Counseling .

CNSL 6291 - Seminar (2)

A service course designed to permit the offering of topics of current interest.

Distribution: Counseling .

CNSL 6299 - Continuing Supervision of Clinical Placement (2)

This course is designed to provide a mechanism for students to gain supervision for required internship hours

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

Distribution: Counseling .

CNSL 6300 - Internship in Clinical Supervision (3)

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

Distribution: Counseling .

CNSL 6301 - Brief Counseling Interventions with Individuals & Families (3)

This course provides an in-depth study of the theory and practice of brief counseling with individuals, couples, and families. Students will learn to integrate brief and solution-focused theory and apply these skills with individuals and families.

Distribution: Counseling .

CNSL 6302 - Career Development and Information Sources (3)

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

Distribution: Counseling .

CNSL 6304 - Couples Counseling (3)

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

Distribution: Counseling .

CNSL 6305 - Addictions Counseling and Psychopharmacology (3)

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

Distribution: Counseling .

CNSL 6306 - Counseling Children & Adolescents (3)

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

Distribution: Counseling .

CNSL 6308 - Professional Orientation & Ethics (3)

This course, offered in a lecture and seminar format, provides students with the opportunity to study ethical standards as they apply to counselors and mental health providers. The course examines various codes of ethics, professional organizations, licensure and other

credentialing processes, advocacy and public policy, professional identity, and current issues within the counseling profession. This course must be taken the first or second semester of the student's graduate course of study and prior to enrolling in clinical instruction courses. Students must pass this course with a grade of "B" or higher before they can be admitted to candidacy. This course may be retaken only once.

Distribution: Counseling .

CNSL 6310 - Lifespan Development Seminar (3)

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

Distribution: Counseling .

CNSL 6312 - Group Processes (3)

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

Distribution: Counseling .

CNSL 6315 - Abnormal Human Behavior (3)

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

Distribution: Counseling .

CNSL 6316 - Applied Counseling Techniques in Individual & Family Counseling (3)

This course covers basic attending and relationship building skills needed to develop a therapeutic relationship, establish counseling goals, design intervention strategies, evaluate client outcome, and terminate the counseling relationship, as well as a model for direct intervention. Students will present digital video recordings of counseling sessions. Prerequisite CNSL 6320. Lab fee.

Distribution: Counseling .

CNSL 6318 - Marriage and Family Theories in Counseling (3)

Basic concepts and theories in marriage and family therapy are discussed. The focus of the course is on theories of change and foundations of family systems work, including assessment, case conceptualization, and treatment planning.

Distribution: Counseling .

CNSL 6320 - Theories of Counseling (3)

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

Distribution: Counseling .

CNSL 6326 - Marriage and Family Assessment & Treatment (3)

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

Distribution: Counseling .

CNSL 6327 - Marriage and Family Assessment & Treatment (3)

The course is designed to introduce family assessment, including diagnostic interviews, genograms, family mapping, mental diagnostic status examinations, symptom inventories, and psychoeducational and personality assessment. Students will apply the introduced assessment skills to conceptualize and design treatment plan and intervention strategies in marriage, couple, and family counseling.

Distribution: Counseling .

CNSL 6330 - Trauma and Crisis Counseling with Individuals and Families (3)

This course is designed to prepare students to respond effectively in critical situations and to help counsel clients

who are experiencing crisis events in their lives. Students will learn that crisis intervention are founded on theory and will be able to apply theory to crisis intervention techniques to individual and family situations. Special attention will be paid to counseling approaches for use with circumstantial and developmental life crises in the community.

Distribution: Counseling .

CNSL 6345 - Research and Statistical Methods (3)

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

Distribution: Counseling .

CNSL 6351 - Diversity Issues (3)

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

Distribution: Counseling .

CNSL 6352 - Advanced Group Therapy (3)

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

Distribution: Counseling .

CNSL 6353 - Consultation, Prevention, & Supervision (3)

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

Distribution: Counseling .

CNSL 6354 - Human Sexuality (3)

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

Distribution: Counseling .

CNSL 6355 - Advanced Psychopathology & Treatment Planning (3)

This course provides an in-depth study of the symptomatology and etiology of behavioral, emotional, and mental health disorders classified by the Diagnostic and Statistical Manual of Mental Disorders classification system. This course addresses major categories of psychopathology and associated treatment planning for clinical mental health counseling work.

Prerequisite: CNSL 6315 Abnormal Human Behavior

Distribution: Counseling .

CNSL 6370 - Issues in Clinical Mental Health Counseling (3)

This course will integrate the student's professional knowledge and skills basic to clinical mental health counseling and practice. The student will explore a variety of topics within the field to include: ethical and legal topics; Texas Licensing rules and regulation. The role, functions, and settings of clinical mental health counselors; administration and management of mental health programs and services; strategies for supporting client education and advocacy. And knowledge of public mental health and government policies. This course serves as a capstone for the Clinical Mental Health Counseling Program, and helps prepare students to apply for licensure.

Distribution: Counseling .

CNSL 6391 - Seminar (3)

A service course designed to permit the offering of topics of current interest.

Distribution: Counseling .

CNSL 6392 - Working with Family Issues (3)

This course is designed to help students working with family dynamic related to trauma, addictive behaviors, violence, sexuality and career issues. When family dynamic remains untreated, an identified patient's treatment progress often is limited. This course will focus on helping family recognize problematic symptoms, identify the circular causality with the issues at hand, and

adopt treatment strategies to create 2nd order changes for the family systems in the recovery process.

Distribution: Counseling.

CNSL 6393 - Advanced Marriage and Family Techniques (3)

This course serves as a capstone for the Marriage, Family, and Child Counseling program. It is design to help students integrate theoretical constructs and therapeutic skills. In addition, this course will prepare students for the licensure process and review counselor ethics; include records management, an overview of business/family law and professional practice and the study of current board rule.

Distribution: Counseling .

CNSL 6394 - Pre-Practicum (3)

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

Distribution: Counseling .

CNSL 6395 - Practicum (3)

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

Distribution: Counseling .

CNSL 6397 - Internship I (3)

This course is the first half of the two-semester clinical internship course which offers supervised clinical practice in counseling skills, behaviors, professional orientation/dispositions, and assessment. Internship provides the graduate student with practical experiences that are an integral part of the helping profession. Students will serve as interns at the UMHB Community Life Center and at a faculty-approved off-campus site of their choice. Interns will complete 300 clock hours of supervised

internship, 120 of which are direct service (counseling) and 180 of which are indirect service. They will receive a minimum of one hour per week of individual or triadic supervision by the off-site supervisor, a minimum of one hour per week of individual or triadic supervision by the faculty supervisor, and will attend one and a half hours per week of group supervision provided by the faculty supervisor. Students who do not completed at least 80% or 240 hours of the clinical hours required in this course by the published deadline for this course must enroll in CNSL 6399 concurrently with CNSL 6398 to complete these hours. Approval is needed the semester prior to registering for this course. Prerequisite: CNSL 6395. Lab fee is required.

Distribution: Counseling .

CNSL 6398 - Internship II (3)

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

Distribution: Counseling .

CNSL 6399 - Continuing Supervision of Clinical Placement (3)

This course is designed to provide a mechanism for students to gain supervision for required internship hours that were not completed during the semester in which they were enrolled in internship (for students enrolled either in or are about to enroll in CNSL 6397 or CNSL 6398). Students who have not completed a minimum of 80% (240) of the required 300 hours for Internship II must enroll in this course in order to continue accruing hours for internship. Students who wish to accrue supervised hours outside of the published dates of a course may also use this course to accrue internship hours. Students are required to meet with faculty and complete a deficiency contract stating how long they need to complete the remaining

hours and to enroll in one credit for each month (or portion of a month) they need to complete the required hours for Internship II (e.g., one month or less = one credit; one to two months = two credits; two to three months = 3 credits). This course can be enrolled in concurrently with CNSL 6398 Internship II (for students who did not complete Internship I hours on time). This course can also be used for students who were unable to complete CNSL 6398 Internship II hours as a means of maintaining continuous enrollment until graduation. This course can be repeated as needed. Approval is needed prior to registering for this course. Lab fee is required.

Distribution: Counseling .

EDAD - Educational Administration

EDAD 6181 - Special Topics (1)

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

Distribution: Education.

EDAD 6281 - Special Topics (2)

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

Distribution: Education.

EDAD 6352 - School Law for Teachers (3)

Legislation and litigation which forms the basis of education at national, state, and local levels is surveyed. Topics include teacher code of ethics, professional rights and responsibilities, federal and state laws and guidelines related to special populations, parent and student rights, and contractual legalities. Requires travel fee; amount subject to change.

Distribution: Education.

EDAD 6354 - Teaching for Diverse Learners (3)

Designed to promote fidelity in implementation of special programs in the classroom, this course focuses on standard protocols appropriate for diverse student populations with EC-12 public schools. An emphasis is placed on the application of current state and federal expectations to meet the academic and behavioral needs of all students employing interventions aligned with individual student needs. Response –to-intervention, special education, at-

risk, migrant/immigrant, ESL, bilingual, gifted/talented, dyslexia, and vocational/technical programs are examined.

Distribution: Education.

EDAD 6357 - School & Its Instructional Program for Teachers (3)

This course provides an in-depth of how districts, schools, and classroom leaders improve student achievement through professional learning communities. Research-based instructional strategies that ensure quality teaching are explored. Factors influencing school curriculum in grades K-12 are studied.

Distribution: Education.

EDAD 6360 - Administrative Theory & Practice (3)

Analysis of administrative behavior and organizational patterns. Study of conceptual models of decision-making. Examination of theory and practice as they relate to continuing problems of school administration.

Distribution: Education.

EDAD 6361 - Instructional Leadership & Evaluation (3)

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

Distribution: Education.

EDAD 6362 - School Law (3)

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

Distribution: Education.

EDAD 6363 - School Business Management & Finance (3)

Study of roles, responsibilities, systems, and procedures in school business matters. Includes budgeting, accounting, data processing, purchasing, personnel, and management of facilities, equipment, and real property. Examination of federal, state, and local programs to finance education.

Distribution: Education.

EDAD 6364 - Administration of Programs for Diverse Learners (3)

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

Distribution: Education.

EDAD 6365 - Human Resource Management (3)

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

Distribution: Education.

EDAD 6366 - The Role of the Principal (3)

Students will examine the roles and responsibilities of a principal as learner, culture builder, advocate, mentor, supervisor, manager, politician, and facilitator of a professional learning community. Factors influencing school community leadership, instructional leadership, and administrative leadership are explored. Requires travel fee; amount subject to change.

Distribution: Education.

EDAD 6367 - School & Its Instructional Program (3)

This course provides an in-depth study of how districts, schools, and classroom leaders improve student achievement. Research-based instructional strategies that ensure quality teaching are explored. Factors influencing school curriculum in grades K-12 are studied.

Distribution: Education.

EDAD 6368 - Applications Educational Research (3)

This course provides experiences essential for the development of basic understanding and knowledge of the place of research in the professional field. Analytical and

objective research methods and techniques; reviews of current literature, problem solving, and the conduct and reporting of research projects are studied in detail.

Distribution: Education.

EDAD 6381 - Special Topics (3)

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

Distribution: Education.

EDAD 6391 - Principal Practicum/Internship (3)

This is a practicum designed to provide field experience in school administration with emphasis on public relations, personnel administration, pupil behavior and discipline, curriculum development, instructional leadership, and facilities management. The intern is assigned to an administrator for a minimum of 160 clock hours in the field (two semesters). Field experience is supervised by a University professor and is accompanied by a weekly symposium. The intern is given experience in applying management fundamentals to an on-going school program. Each of the topics is developed by assignments, discussion, required readings, and a report.

Distribution: Education.

EDAD 7100 - Dissertation III (1)

Continuous enrollment must be maintained until graduation. The dissertation course provides the mechanics by which the student continues enrollment.

Distribution: Education.

EDAD 7181 - Special Topics (1)

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

Distribution: Education.

EDAD 7190 - Independent Study (1)

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

Distribution: Education.

EDAD 7281 - Special Topics (2)

A course designed to permit the offering of topics of current interest. Topics and projects are selected on the

basis of student interest and need. May be repeated for credit when content varies. Prerequisite: permission of the Director of Doctoral Program.

Distribution: Education.

EDAD 7290 - Independent Study (2)

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

Distribution: Education.

EDAD 7302 - Professional Ethics and Values (3)

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

Distribution: Education.

EDAD 7306 - Dynamics of Leadership (3)

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

Distribution: Education.

EDAD 7307 - Education Law and Policy (3)

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

Distribution: Education.

EDAD 7308 - Field-Based Internship (3)

Doctoral students complete a required doctoral internship (EDAD 7308) in the third year. In preparing the doctoral internship proposal, students select an intern setting that provides the greatest opportunity for development as a

scholar-practitioner leader. The internship experience may be completed within the student's current employing organization or in another setting. If a student chooses to complete a second internship, it must be completed in a different setting. (Cross-listed with EDAD 6379, Superintendency Internship)

Distribution: Education.

EDAD 7313 - State Trends in Educational Leadership (3)

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

Distribution: Education.

EDAD 7314 - National Trends in Educational Leadership (3)

Administrators of the future will develop an understanding of our national history, culture, the way in which our national government conducts its business, and how agendas are formulated and impacted. Through an expansion of their knowledge of individuals and organizations with which educators can network about different levels and facets of educational endeavors, the doctoral student will learn how this experience might apply to professional practice and personal growth. Requires travel fee; amount subject to change

Distribution: Education.

EDAD 7315 - International Trends in Educational Leadership (3)

Educational leaders of the future will need a world view, as culture, society, and learning become increasingly complex and interrelated. International experience and exposure will facilitate development of global perspective and will provide a unique dimension in the preparation of school leaders. Requires travel fee; amount subject to change.

Distribution: Education.

EDAD 7316 - P-12 Financial Leadership (3)

This course is designed for doctoral students who intend to pursue district level leadership in P-12 public education. The content of the course focuses on advanced principles of district level school funding with an emphasis on the

Texas public school finance system. Students will explore both the Maintenance and Operations and the Interest and Sinking components of the Texas Foundation School Program and determine various funding scenarios given real-world district level funding data. Students will also explore the relationship between district level funding and academic quality.

Distribution: Education.

EDAD 7317 - Leadership Challenges of the Superintendency (3)

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

Distribution: Education.

EDAD 7319 - P-12 School Reform (3)

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

Distribution: Education.

EDAD 7321 - American College & University Professor (3)

Study of the faculty role and expectations in teaching, scholarship, and service: topics include the professoriate and faculty governance, academic freedom and tenure, legal issues, professional practice, and career development.

Distribution: Education.

EDAD 7322 - Higher Education Administration (3)

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

Distribution: Education.

EDAD 7323 - Student Affairs in Higher Education (3)

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

Distribution: Education.

EDAD 7324 - Dissertation I (3)

This course is designed to synthesize the knowledge and skills developed in previous research courses and apply them to the doctoral dissertation proposal process.

Distribution: Education.

EDAD 7325 - Dissertation II (3)

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

Distribution: Education.

EDAD 7381 - Special Topics (3)

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

Distribution: Education.

EDAD 7390 - Independent Study (3)

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

Distribution: Education.

EDSP - Special Education

EDSP 5331 - Development of Disabled Learners (3)

This course surveys the field of special education. Developmental and maturational sequences of disabled children and youth are examined along with the legal aspects of special education. A research project related to course content is required.*

Distribution: Education.

EDSP 5332 - Interventions for Educating Individuals with Low Incidence Disabilities (3)

This course is an in-depth study of individuals with low incidence disabilities. Instruction includes teaching strategies from multiple theoretical frameworks and the coordination of these models to positively impact the school experience for students with low incidence disabilities. The characteristics and factors affecting individuals with low incidence disabilities are explored. A research project is required.

Distribution: Education.

EDSP 5334 - Assessment in Special Education (3)

This course provides an in-depth exploration of formal and informal means of assessment. The supports needed for transitioning across educational environments and integration into various program placements are presented. A research project is required.

Distribution: Education.

EDSP 5338 - Practicum for the Educational Diagnostician (3)

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

Distribution: Education.

EDSP 5339 - Interventions for Educating Individuals with Specific Learning Disabilities (3)

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

Distribution: Education.

EDSP 5363 - Assistive Technology Resources & Services (3)

This course examines technology to organize information and schedules and a variety of assistive technology devices, services, and resources used to enable students to actively participate in educational activities and routines. Recommendations for the use of assistive technology for students with disabilities are discussed. A research project related to assistive technology resources and services is required.

Distribution: Education.

EDSP 6181 - Special Topics (1)

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

Distribution: Education.

EDSP 6281 - Special Topics (2)

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

Distribution: Education.

EDSP 6320 - Professional Roles Responsibilities (3)

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

Distribution: Education.

EDSP 6324 - Approaches to Standardized Testing (3)

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

Distribution: Education.

EDSP 6338 - Interventions & Transitions for Students Across the Special Education Spectrum (3)

This course addresses the state and federal guidelines for eligibility across the categories served within special education. Serving students with disabilities from initial diagnosis through transitioning is stressed. Specific emphasis will be placed on students with emotional or behavioral disorders as it relates to tiered interventions.

Distribution: Education.

EDSP 6339 - Education for Disabled Youth (3)

This course examines educational procedures and programs for secondary school students with disabilities. Emphasis is placed on theory and transitional issues, transition services, career education, and vocational adjustment and rehabilitation services.*

Distribution: Education.

EDSP 6340 - Environments of Special Learners (3)

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

Distribution: Education.

EDSP 6341 - Trends & Issues for the Education of Exceptional Learners (3)

This course is designed to explore the unique needs, problems, and concerns that may be encountered in various special education settings.

Distribution: Education.

EDSP 6351 - Minority Population Groups & the Exceptional Learner (3)

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

Distribution: Education.

EDSP 6381 - Special Topics (3)

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

Distribution: Education.

EDUC - Education**EDUC 5303 - Curriculum & Instruction in the Elementary School (3)**

This course focuses on general principles of curriculum development and assessment (including the state

assessment system), with emphasis on planning, writing, and implementing effective lessons and units of study in alignment with the Texas Essential Knowledge and Skills (TEKS). The course addresses data analysis and the design of formative and summative assessment.

Distribution: Education.

EDUC 5320 - Advanced Early Childhood Development (3)

This course is designed to provide an in-depth study of the development of the young child. Course includes discussion of the physical, cognitive and social emotional development of children from early childhood through adolescence. A research project is required..

Distribution: Education.

EDUC 5338 - Internship Seminar (3)

This course is a preparatory course for the TExES Pedagogy and Professional Responsibilities (PPR) certification examination.

Distribution: Education.

EDUC 5603 - Student Teaching/Internship (6)

Student teaching will consist of observation and teaching experiences for a semester. Conferences are arranged with the instructor. Transportation to and from the teaching assignment is the responsibility of the student. Lab fee.

Distribution: Education.

EDUC 6090 - Comprehensive Examination (0)

Candidates for any of the master's degrees in the College of Education must satisfactorily pass a comprehensive examination. A graduate student must be admitted to candidacy for a degree before s/he will be allowed to take the comprehensive examination. The policies and procedures for the comprehensive examination are available in the College of Education secretary's office. Early in their degree program students should review the requirements for taking the examination. Students whose performance on the comprehensive examination is unsatisfactory may reschedule an examination at the next regular administration, or, at the discretion of the dean, at an earlier time. Five hours are allowed for the exam. Unless departmental requirements are more limiting, students who attempt the comprehensive examination three times and are not successful, will be dropped from the graduate program.

Distribution: Education.

EDUC 6181 - Special Topics (1)

A service course designed to permit the offering of topics of current interest and of special workshops. May also be used for individual study in which a minimum of 40 clock hours of directed study is required for each semester hour

of credit. Topics and projects are selected on the basis of student interest and need.

Distribution: Education.

EDUC 6281 - Special Topics (2)

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

Distribution: Education.

EDUC 6320 - Analysis of Mathematical Constructs (3)

This course will examine mathematics concepts children must learn in order to think and reason to solve problems. By gaining an understanding of how children learn math, students will acquire skills to use effective instructional strategies, integrate assessment, monitor progress, and link current research to classroom practices.

Distribution: Education.

EDUC 6330 - Assessment and Evaluation for Teachers (3)

This course provides an in-depth assessment and evaluation principles and practices related to student achievement. Concepts include data-disaggregation, analysis, construct validity, reliability, teacher-created assessments, formative assessment, summative assessments, specific instruments used for screening, diagnosis, programming, progress-monitoring, high-stakes testing, and evaluation.

Distribution: Education.

EDUC 6340 - Assessment and Evaluation (3)

This course provides an in-depth study of assessment and evaluation principles and practices related to student achievement. Criterion- and norm-referenced assessments are explored. Concepts include data-disaggregation, analysis, construct validity, reliability, teacher-created assessments, and specific instruments used for screening, diagnosis, programming, progress-monitoring, high-stakes testing, and evaluation.

Distribution: Education.

EDUC 6351 - School in a Multicultural Society (3)

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

Distribution: Education.

EDUC 6352 - Applications of Educational Research (3)

This course provides experiences essential for the development of basic understanding and knowledge of the place of research in the professional field. Analytical and objective research methods and techniques, reviews of current literature, problem solving, and the conduct and reporting of research projects are studied in detail.

Distribution: Education.

EDUC 6353 - Teaching Methodology Professional (3)

Structured to meet the needs of those professionals who must design, organize, and present materials to various target populations. This course focuses on teaching methods, media, and evaluation of the learning process.

Distribution: Education.

EDUC 6355 - Progress Monitoring for the Interventionist (3)

Evidence-based approaches to monitor students at-risk are the focus of this course. Data-driven decision-making to meet the needs of struggling students through tiered interventions is stressed. Significance is placed on supervision of successful progress monitoring systems, issues related to budgeting for intervention programs, and productive collaboration among constituents throughout the intervention process.

Distribution: Education.

EDUC 6357 - Behavior Analysis (3)

This course includes classroom and behavior management techniques as well as approaches to encouraging parental involvement. Emphasis is given to guidelines for working with various populations in schools. Preventive, supportive, and corrective behavior management techniques are explored.

Distribution: Education.

EDUC 6381 - Special Topics (3)

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

Distribution: Education.

EDUC 7301 - Advanced Education Theories (3)

This course is designed to investigate the complex issues of a human thinking and learning. Factors affecting cognition such as theories of human development, learning, motivation, instruction, and assessment are explored. Learning theories relevant throughout the life

span are examined. Additional topics of study will include the impact of student diversity and exceptionality on effective teaching and the role of standardized testing in instructional planning.

Distribution: Education.

EDUC 7303 - Diversity and Learning (3)

This course is a study of diversity topics relevant to learning. Topics include cultural backgrounds, values, and attitudes with an emphasis on research, practice, and leadership.

Distribution: Education.

EDUC 7310 - Research I Design and Methods (3)

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

Distribution: Education.

EDUC 7311 - Research II Design and Methods (3)

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

Distribution: Education.

EDUC 7312 - Research III Advanced Design and Methods (3)

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

Distribution: Education.

EDUC 7318 - Managing the P-12 Curriculum (3)

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

(Cross-listed with EDAD 6376, The 21st Century Curriculum)

Distribution: Education.

EDUC 7320 - Managing the Higher Education Curriculum (3)

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

Distribution: Education.

EXSS- Exercise Sport Science

EXSS 6192 - Thesis for Exercise Physiology (1)

The thesis will require completion of a research project/study, preparation of findings, and presentation of findings to a thesis committee. The thesis requires 6 credit hours. Students must be enrolled in at least 1 credit hour.

Distribution: Health Science.

EXSS 6292 - Thesis for Exercise Physiology (2)

The thesis will require completion of a research project/study, preparation of findings, and presentation of findings to a thesis committee. The thesis requires 6 credit hours. Students must be enrolled in at least 1 credit hour.

Distribution: Health Science.

EXSS 6320 - Advanced Performance Nutrition (3)

Sport nutrition is an evolving, dynamic area of exercise and sport science. This course will focus on nutritional assessments, recommendations and evaluations as they relate to the athlete. The specific roles of the energy nutrients, vitamins and minerals will be studied. In addition, the course will include studies in thermoregulatory processes as they relate to water and electrolyte absorption. Laboratory applications will be a primary focus in the class. Prerequisites: EXSS 3395 or equivalent.

Distribution: Health Science.

EXSS 6325 - Sport Law (3)

An examination of the potentially litigious sport activity settings and the applied legal concepts and aspects. Emphasis on tort law, risk management, product liability, constitutional law, contract law, administrative/statutory

law, legal system, labor/antitrust law, crowd control, security, and legal research.

Distribution: Health Science.

EXSS 6327 - Athletic Administration (3)

Examination of the philosophical approach to managing and directing intercollegiate athletic departments and programs. Practical application and insight into athletic leadership development considerations including governance, compliance, eligibility, budgeting, marketing and licensing, ticketing, sponsorship, facility & event operations, alumni relations, media and public relations, and student-athlete support services.

Distribution: Health Science.

EXSS 6330 - Fundamentals of Biomechanical Analysis (3)

This course is designed to develop observational and analytical skills as they relate to human movement. Emphasis is placed on developing a systematic approach to analysis. Students will use these skills to evaluate fundamental movement patterns.

Distribution: Health Science.

EXSS 6335 - Marketing in Sport (3)

A survey of marketing concepts through the utilization, application, and initiation of marketing research including promotion, public relations, and sponsorship campaigns designed for the sport industry. Emphasis on marketing plans, fundraising campaigns, corporate sponsorship proposals, assessment of promotional needs and limitations, and development of a comprehensive promotion plan.

Distribution: Health Science.

EXSS 6337 - Facilities Management (3)

This course will focus on providing students with the knowledge needed to make the proper decisions in all areas of facility management ranging from health clubs, college, and recreational environments to professional sport stadiums. Students will learn the history of the sport facility industry; the primary goals and objectives of facility managers; how to build and finance a facility; facility operation; administration of marketing, finance, and other critical areas; and event administration and management.

Distribution: Health Science.

EXSS 6340 - Leadership (3)

An analysis of planning, organizing, leading, and evaluating efforts resulting in the creation of a vision and the establishment of goals for professional and amateur sport organizations. Emphasis on effective management practices, policy development, negotiation, conflict

resolution, strategic planning, leadership theory, decision-making, problem solving, and event management principles.

Distribution: Health Science.

EXSS 6343 - Human Resource Management (3)

Investigation of the essential concepts in the management of an organization's greatest resource- its workforce. Focus on the critical aspects of human resources applicable to athletic administration and related organizations. Emphasis on employee acquisition, training, development, motivation, appraisal, and retention.

Distribution: Health Science.

EXSS 6345 - Socio-Cultural Context of Sport (3)

A philosophical examination of cultural influences affecting contemporary sport managers. Emphasis on historical influences, philosophical ethos, economical volatility, political pressures, the legal system, education, and ethical dilemmas revealed through sport and from sport participants.

Distribution: Health Science.

EXSS 6347 - Organizational Behavior (3)

This course offers a look at the inner workings of sport organizations and integrates the study of management principles and practices with human behavior. Students will explore key contemporary behavioral and managerial issues that leaders, managers, and employees in sport organizations face. Students will gain an understanding of individual, intrapersonal, and organizational processes that are fundamental to leading and working in a sport organization.

Distribution: Health Science.

EXSS 6350 - Readings, Issues, Trends, Problems in EXSS (3)

(cross-listed with EDUC 6350) Designed to provide an opportunity for critical analysis and study of selected problems, trends, techniques, and issues in EXSS as presented in published items and research and related to programs including physical education, athletics, movement, and sport sciences.

Distribution: Health Science.

EXSS 6351 - Principles & Techniques Strength Training and Conditioning (3)

Current principles and procedures essential to strength training and conditioning practices; emphasis on the development and practical applications of aerobic conditioning, joint flexibility, muscular strength, power, and endurance programs.

Distribution: Health Science.

EXSS 6352 - Research Methods in Sport Administration (3)

This course will explore qualitative research design and analysis. This course will serve as an introduction to statistics, experimental design, and proposal writing. Developmental theory, investigation and gathering of data, statistical analysis and evaluation, and research reporting as these relate to research in exercise science.

Distribution: Health Science.

EXSS 6353 - Research Methods (3)

This course will explore qualitative research design and analysis. This course will serve as an introduction to statistics, experimental design, and proposal writing. Developmental theory, investigation and gathering of data, statistical analysis and evaluation, and research reporting as these relate to research in exercise science.

Distribution: Health Science.

EXSS 6355 - Clinical Exercise Physiology (3)

Advanced theory and practical application to clinical aspects of exercise physiology, exercise testing and prescription, ECG analysis and interpretation, and pharmacotherapy. Concentration is focused on diseased and disabled populations that are observed in clinical settings. Prerequisite: EXSS 3395

Distribution: Health Science.

EXSS 6360 - Biostatistics (3)

This course is designed to develop statistical and research techniques involving descriptive, inferential, and non-parametric methods for research applications in the areas of Exercise and Sport Science, Sport Management, and Education. Emphasis is placed on applying correct statistical and research techniques with computer application. Prerequisites: EDAD 6368 or EDUC 6352.

Distribution: Health Science.

EXSS 6365 - Exercise Endocrinology (3)

An in-depth examination of the role of the endocrine system on metabolism and how nutrition affects hormonal control, regulation, substrate availability, catabolism and anabolism. The scope will focus on the role of the endocrine system in response to exercise in the human body. Prerequisite: EXSS 6380 or equivalent.

Distribution: Health Science.

EXSS 6370 - Sport Psychology (3)

An in-depth study an application of the psychological principles relating to the coaching profession. Emphasis will be placed on principles which influence behavior, enhance skill acquisition and maximize sport performance of athletes and coaches involved in sport.

Distribution: Health Science.

EXSS 6375 - Exercise & Nutritional Biochemistry (3)

A study of the biochemistry of humans in relation to nutrition and exercise with an emphasis on the basic elements of carbohydrate, fat and protein metabolism, the role of nutrition in providing energy, building/repairing tissues and regulating metabolic processes during sports and the degree to which nutrition may enhance fitness. Prerequisite: EXSS 6380 or equivalent.

Distribution: Health Science.

EXSS 6380 - Advanced Exercise Physiology (3)

This course will focus on aerobic and anaerobic sport performance to include cardiovascular, respiratory and metabolic processes. The course will include broad testing methodologies in fitness, body composition, aerobic and anaerobic capacity, nutritional factors and thermoregulatory processes. Extensive use of laboratory application will be a primary focus in the class. Prerequisites: BIOL 2440 and EXSS 3395 or equivalent.

Distribution: Health Science.

EXSS 6381 - Musculoskeletal & Biomechanical Assessment (3)

This course is designed to develop observational and analytical skill as they relate to human movement. In addition, this course is designed to provide advanced athletic training and rehabilitation knowledge in a didactic and practical setting.

Distribution: Health Science.

EXSS 6392 - Thesis for Exercise Physiology (3)

The thesis will require completion of a research project/study, preparation of findings, and presentation of findings to a thesis committee. The thesis requires 6 credit hours. Students must be enrolled in at least 1 credit hour.

Distribution: Health Science.

EXSS 6394 - Internship in Sport Administration (3)

Internship in sport administration will consist of supervised practical experience in a setting to be determined by the Sport Administration director. The course required a culminating project

Distribution: Health Science.

EXSS 6395 - Internship (3)

Internship in exercise science will consist of supervised practical experience in a setting to be determined by the Program director. The course requires a culminating project.

Distribution: Health Science.

EXSS 6397 - Professional Career Development Portfolio (Capstone) (3)

Capstone course designed to prepare graduate students for employment or career advancement opportunities. Students will design and prepare a job-specific, professional portfolio including executive –level written documents, and personal video of various interview procedures including phone, skype, group, and face-to-face.

Distribution: Health Science.

EXSS 6492 - Thesis for Exercise Physiology (4)

The thesis will require completion of a research project/study, preparation of findings, and presentation of findings to a thesis committee. The thesis requires 6 credit hours. Students must be enrolled in at least 1 credit hour.

Distribution: Health Science.

EXSS 6592 - Thesis for Exercise Physiology (5)

The thesis will require completion of a research project/study, preparation of findings, and presentation of findings to a thesis committee. The thesis requires 6 credit hours. Students must be enrolled in at least 1 credit hour.

Distribution: Health Science.

EXSS 6692 - Thesis for Exercise Physiology (6)

The thesis will require completion of a research project/study, preparation of findings, and presentation of findings to a thesis committee. The thesis requires 6 credit hours. Students must be enrolled in at least 1 credit hour.

Distribution: Health Science.

MFCC - Marriage Family & Child Counseling**MFCC 6090 - Comprehensive Exam (0)**

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

Distribution: Counseling .

MFCC 6399 - Marriage & Family Therapy Supervision (3)

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

Distribution: Counseling .

NCPS-Non-Clinical Professional Studies

General Studies in Helping Professions (Non-Licensure)

NCPS 6090 - Comprehensive Examination (0)

The NCPS Comprehensive Exam will cover all courses taken by the student. The policies and procedures for the administration and scoring of the comprehensive examination for each specialization are available through the Director of the Graduate Counseling Program and the Program Coordinator.

Distribution: Counseling .

NURS - Nursing**NURS 6305 - Advanced Nursing Care for the Acutely Ill Adult I (3)**

This course introduces the adult gerontology acute care nurse practitioner student to the management of adult patients who are acutely ill and those with exacerbation of chronic illness. Analysis and interpretation of laboratory and other diagnostic data, as well as intervention with invasive therapy is included.

Distribution: Nursing.

NURS 6306 - Advanced Nursing Care for the Acutely Ill Adult I Practicum (3)

This course provides the student the opportunity to apply knowledge, skills, and abilities related to the roles of the adult gerontology acute care nurse practitioner in the acute care environment. A minimum of 200 supervised clinical hours are required.

Distribution: Nursing.

NURS 6307 - Advance Nursing Care of the Acutely Ill Adult Practicum II (3)

This course provides the student the opportunity to apply knowledge, develop additional advanced skills and abilities in the role of the adult gerontology acute care nurse practitioner in the acute care environment. A minimum of 200 supervised clinical hours is required.

Distribution: Nursing.

NURS 6308 - Advanced Nursing Care of the Acutely Ill Adult II (3)

This course builds upon the skills and knowledge from prior coursework. Management of complex patients in the acute setting by the adult gerontology acute care nurse practitioner is emphasized.

Distribution: Nursing.

NURS 6310 - APRN, Introduction to the Role (3)

The focus of this course is on the role of the advanced practice nurse in health promotion, diagnosis and disease management, populations across the lifespan. Concepts from the foundational core are used to identify the competencies necessary for advanced nursing practice to improve patient outcomes. Emphasis is placed on the development and assumption of the role of the advanced practitioner as a member of the interdisciplinary health care team.

Distribution: Nursing.

NURS 6312 - Theoretical Perspectives (3)

The focus of this course is on the use of theoretical frameworks to direct research, practice and education. Concepts of theory and theory building are explored. Selected theories from nursing, science, organizational and systems theory will serve as a framework for inquiry. 3 (0)

Distribution: Nursing.

NURS 6313 - Population Based Health Promotion (3)

This course is designed to provide the student with opportunities to discuss strategies to promote health, risk reduction, and prevention of health problems throughout the lifespan. This course focuses on concepts used in the development and evaluation of population-based health programs.

Distribution: Nursing.

NURS 6315 - Family Health I (3)

The focus of this course is on the role of the Family Nurse Practitioner in the care of individuals throughout the lifespan who present with select common and acute health problems in the primary care setting. The importance of performing comprehensive advanced-level health assessments, use of diagnostic reasoning, the selection of

appropriate diagnostic tests, pharmacologic and non-pharmacologic therapies, and health promotion are emphasized in this course.

Offered: Graduate (Nursing) .

NURS 6316 - Family Health I Practicum (3)

This course is the first in a series of clinical courses designed to all the Family Nurse Practitioner students to apply the concepts of advanced practice nursing. Students must complete a minimum of 180 hours in an approved setting while supervised by a nurse practitioner, physician's assistant, or physician. Emphasis is placed on health promotion, diagnostic reasoning, evidence-based decision-making, assessment, diagnosis and management of episodic acute health problems commonly encountered in primary care.

Distribution: Graduate (Nursing) .

NURS 6320 - Ethics, Culture & Spiritual Concepts (3)

This course is designed to advance the understanding of ethical, cultural and spiritual concepts. The impact of these concepts on health and health care outcomes is reviewed. The student will gain an increased perspective on the integration of faith and health. Application of ethical analysis and clinical reasoning to assess, intervene and evaluate nursing care is included. 3 (0)

Distribution: Graduate (Nursing).

NURS 6321 - Nursing Research (3)

This course builds upon concepts studied in undergraduate nursing research. Topics include increased depth in research designs, epistemological framework for design and the research of a specified problem. Emphasis includes critique and utilization of theory, education and practice. 3 (0)

Distribution: Graduate (Nursing).

NURS 6327 - Advanced Health Assessment (3)

This course focuses on the development of clinical reasoning and technical skills in performing accurate, comprehensive, health assessment across the life span and across populations. Interpretation of diagnostic findings as they relate to differential diagnoses is included. Prerequisite: NURS 6338.

Distribution: Graduate (Nursing).

NURS 6328 - Informatics and Business Concepts for the Advanced Practice Nurse (3)

This course provides a comprehensive overview of healthcare information technology. Focus of this course is on the management principles necessary to establish and maintain a successful clinical practice including proper coding of encounters and procedures, reimbursement and fiscal responsibility of the provider.

Distribution: Graduate (Nursing).

NURS 6331 - Curriculum Development (3)

This course will introduce components and frameworks for nursing education curriculum. Discussion of regulatory agencies and accreditation will be included. Best practices for developing and revising nursing education curriculum, as well as the roles/responsibilities of the academic nurse educator will be explored.

Distribution: Graduate (Nursing).

NURS 6232 - Teaching Strategies (2)

This course will survey principles of teaching and learning, learning theories, and evidence-based teaching practices. Additionally, students will examine the legal and ethical aspects of the academic nurse educator role, student/faculty relationships, and trends and issues in nursing education.

Distribution: Graduate (Nursing).

NURS 6336 - Epidemiology & Population Health Research (3)

This course focuses on determinants of health and principles of epidemiologic data to design and deliver evidence-based, culturally relevant clinical prevention interventions and strategies. Health promotion strategies are presented for improving population-based health outcomes for individuals, families, communities and aggregate/clinical populations. 2.5 (1.5) Prerequisite: NURS7320

Distribution: Nursing.

NURS 6337 - Advanced Pharmacology (3)

This course focuses on advanced pharmacology including pharmacokinetics, pharmacodynamics and pharmacotherapeutics, for all broad categories of agents. Issues explored include evidence-based practice guidelines, cost containment strategies, alternative interventions and systems management for effective patient outcomes. 2.5 (1.5)

Distribution: Nursing.

NURS 6338 - Advanced Pathophysiology (3)

This course focuses on those physiological and pathophysiological processes that are the basis for direct patient care across the lifespan. The focus is on regulatory mechanisms that maintain homeostasis and the clinical problems that arise in the pathophysiological state. 2.5 (1.5)

Distribution: Nursing.

NURS 6341 - Health Care Policy, Delivery Systems and Financing (3)

This course focuses on the study of decision making, responsibilities, systems and procedures in the

development of health care policy. The influence of social determinants on health care is presented including: accessibility, accountability and affordability. Change theory is used as students explore the role of advocacy and the relationship between policy, health economics and health care outcomes. Prerequisite: NURS 6312.

Distribution: Nursing.

NURS 6342 - Assessment and Evaluation in Nursing Education (3)

This course will address assessment and evaluation in nursing education programs. Included are student assessment, course evaluation and program evaluation methods. Strategies for evaluating classroom and clinical outcomes, as well as development of a systematic plan for evaluation of a nursing program will be explored.

Distribution: Nursing.

NURS 6345 - Family Health I (3)

This course is first in a series of didactic courses that focuses on assessment, diagnosis and management of select common and acute health problems in the primary care setting across the lifespan. Included is the application of their epidemiologic, pathophysiologic, symptoms complexes, and research-based treatments as well as appropriate patient education resources and protocols. Attention is given to the integration and application of advanced health assessment and critical-thinking skills, developmental family theories, and health promotion strategies in the diagnostic and clinical management processes of the family nurse practitioner (FNP) role.

Distribution: Nursing.

NURS 6346 - Family Health I Practicum (3)

This course is the first in a series of clinical courses designed to all the Family Nurse Practitioner students to apply the concepts of advance practice nursing. Students must complete a minimum of 180 hours in an approved setting while supervised by a nurse practitioner, physician's assistant, or physician. Emphasis is placed on health promotion, diagnostic reasoning, evidence-based decision-making, assessment, diagnosis and management of episodic acute health problems commonly encountered in primary care.

Distribution: Nursing.

NURS 6347 - Family Health II (3)

The focus of this course is on the role of the Family Nurse Practitioner in the care of individuals throughout the lifespan who present with select chronic health problems in the primary care setting. The importance of performing comprehensive advanced-level health assessments, use of diagnostic reasoning, the selection of appropriate diagnostic tests and pharmacologic and non-pharmacologic therapies is emphasized.

Distribution: Nursing.

NURS 6348 - Family Health II Practicum (3)

This course is the second in a series of clinical courses designed to allow the Family Nurse Practitioner student to apply the concepts of advanced practice nursing and refine skills. Students must complete a minimum of 180 clinical clock hours in an approved setting while supervised by a nurse practitioner, physician's assistant, or physician. Emphasis is placed on diagnostic reasoning, evidence-based decision-making, assessment, diagnosis, and management of chronic health problems commonly encountered by patients, across the lifespan in primary care settings.

Distribution: Nursing.

NURS 6391 - Seminar (3)

This course is designed to permit the offerings of topics of current interest.

Distribution: Nursing.

NURS 6412 - Nursing Education Practicum (6) (4)

This practicum is the capstone course for the Nurse Educator track of the MSN Program. The practicum provides the student opportunity to synthesize information learned related to evidence-based teaching practice and the roles/responsibilities of the academic nurse educator. The practicum consists of two components: a semester long project and practice experiences (120 hours) related to the academic nurse educator role in classroom, clinical, and simulated learning environments. Experiences may also relate to the nurse educator role in the acute care/inpatient setting.

Distribution: Nursing.

NURS 6611 - Family Nurse Practitioner Immersion (6)

The immersion experience focuses on the synthesis of previously learned knowledge, skills and abilities as a provider of advanced nursing care to individuals, families and populations across the lifespan. Emphasis is placed on the management of patients with acute and chronic illnesses, health promotion needs and illness prevention. This course will occur in a capstone process and include both an advanced didactic and clinical component in which the student will demonstrate the role of the advanced practice nurse as a member of the interdisciplinary health care team. 0.5 (16.5) for 240 hours of clinical. Prerequisites: NURS 6310, 6311, 6314, 6328, 6329, 6330.

Distribution: Nursing.

NURS 6618 - Immersion (6)

This course is individualized to student needs and outcomes. Opportunities are provided for enhanced knowledge and skill development related to adults across the lifespan. The student is expected to make application of

knowledge from the didactic courses to the clinical care of individuals. The focus is on the continued development of the adult geriatric acute care NP role as a member of the interdisciplinary team in the acute care environment. 240 clinical hours.

Distribution: Nursing.

NURS 7191 - Independent Study (1)

An independent study directed by a full-time graduate faculty member in the College of Education. May be repeated for credit when the content varies. Prerequisite: permission of the Director of the Doctor in Nursing Practice program.

Distribution: Nursing.

NURS 7290 - Independent Study (2)

An independent study directed by a full-time graduate faculty member in the College of Education. May be repeated for credit when the content varies. Prerequisite: permission of the Director of the Doctor in Nursing Practice program.

Distribution: Nursing.

NURS 7308 - Field-Based Internship (3)

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

Distribution: Nursing.

NURS 7330 - Advanced Curriculum Development and Interprofessional Education in Nursing Education (3)

Designed to provide students with an in-depth study of the principles, social, cultural, and economic factors and interprofessional issues that impact curriculum and program development in baccalaureate and higher degree nursing education. The process of accreditation is also reviewed.

Distribution: Nursing.

NURS 7331 - Theories and Concepts in Nursing Leadership (3)

Leadership and management theories and concepts are presented with applications made to the nursing faculty and administrative leadership roles. Building upon professional education and experience of learners, essential skills, core competencies, and best practices in leadership are explored.

Distribution: Nursing.

NURS 7332 - Evidence-Based Practice in Classroom and Clinical Instruction (3)

Prepares nurse educators to identify and apply evidence based practice teaching methods to student learning and evaluation, and teacher and program effectiveness. Teaching pedagogy as it relates to nursing education, fairness in evaluation, and integration of new and emerging technologies, assessment, and reporting is presented.

Distribution: Nursing.

NURS 7333 - Innovation in Classroom Clinical, and Simulation Teaching and Evaluation in Nursing (3)

A focus on innovation in classroom, clinical and simulated learning is presented as a framework for building upon the students' professional experience as educators, objective assessment and evaluation of students is explored. Legal and ethical implications of teaching, learning and the evaluative process are included.

Distribution: Nursing.

NURS 7390 - Independent Study (3)

An independent study directed by a full-time graduate faculty member in the College of Education. May be repeated for credit when the content varies. Prerequisite: permission of the Director of the Doctor in Nursing Practice program.

Distribution: Nursing.

OCTH- Occupational Therapy**OCTH 6171 - Integrative Project I (1)**

Students will explore interests and project options for their master's capstone Integrative Project. Culminates with Integrative Project proposal.

Distribution: Occupational Therapy.

OCTH 6172 - Integrative Project II (1)

Students will engage in activities required to carry out integrative project as proposed and approved in OCTH 6171 Integrative Project I. Project types may include occupation-related research with a faculty mentor, development of an occupation-based program, development of a product used to facilitate engagement in occupational activities, or other projects approved by the faculty advisor and program director.

Distribution: Occupational Therapy.

OCTH 6173 - Integrative Project III (1)

Master's integrative capstone project finalization phase. Culminates with professional presentation of project

Distribution: Occupational Therapy.

OCTH 6250 - Research in OT I (2)

This is a foundational course in which students will be introduced to basic research skills and concepts, critical appraisal of existing research, and knowledge translation with an emphasis on evidence-based occupational therapy practice.

Distribution: Occupational Therapy.

OCTH 6251 - Research in OT II (2)

This second course in the research sequence includes methods for clinical/professional research in occupational therapy, both quantitative and qualitative as well as strategies to embed research into occupational therapy practice. Students will write a research proposal to demonstrate understanding of course content.

Distribution: Occupational Therapy.

OCTH 6260 - Professional Writing in OT (2)

Students will learn about paper and electronic medical record documentation as well as other aspects of professional writing specific to occupational therapy.

Distribution: Occupational Therapy.

OCTH 6265 - Wellness and Health Promotion in OT (2)

Students will learn about the role of OT promotion of health and wellness through identification of barriers to wellness and strategies to promote behavioral change. Coaching, self-management, cognitive-behavioral strategies, use of virtual tools, and teaching and learning approaches will all be applied. Health promotion planning will include individual, group, and population-based interventions. Special consideration will be given to older adults in this course. Selected complementary and alternative health interventions will be included.

Distribution: Occupational Therapy.

OCTH 6267 - Occupational Engagement Using Technology (2)

Students will engage with adaptive and rehabilitative technology to learn to apply theoretical, research and industry literature pertaining to the design of environments, devices, and tools to enhance occupational performance across the lifespan.

Distribution: Occupational Therapy.

OCTH 6320 - Human Occupation (3)

Examination of the history of the profession. Exploration of occupational development and occupations throughout the lifespan with attention to occupational performance, biological, psychological, cognitive and sociocultural elements as health determinants. Students will learn basic concepts of activity analysis and assessment of occupation. 3 lecture.

Distribution: Occupational Therapy.

OCTH 6321 - Foundations of Occupation: Movement (3)

Students will analyze the musculoskeletal system in terms of anatomy, structure and function with specific focus on occupational performance. Musculoskeletal function will be the focus of activity analysis; students will learn basic musculoskeletal assessment techniques. 3 lecture (combined lecture/lab format)

Distribution: Occupational Therapy.

OCTH 6322 - Foundations of Occupation: Neuroscience (3)

Introduction to the neurological foundations of human performance, behavior, and emotion. Analysis of the nervous system structure and function during occupational performance; includes basic assessment methods.

Distribution: Occupational Therapy.

OCTH 6330 - Occupational Performance: Psychosocial Influences (3)

Students will examine core theories and tenets related to psychosocial issues in occupational therapy with a central focus on examination of psychosocial and sociocultural influences on occupational performance throughout the lifespan.

Distribution: Occupational Therapy.

OCTH 6351 - Pediatric Practice 1 Clinical Context (3)

Students will learn clinically-based approaches to occupational therapy practice for children from birth through adolescence, focusing on integrating knowledge of theoretical frameworks, practice settings, research evidence, clinical reasoning and regulatory and reimbursement policies in the provision of interventions for conditions and disorders experienced in this age group.

Distribution: Occupational Therapy.

OCTH 6352 - Pediatric Practice 2 Community Context (3)

Students will learn about community focused interventions for infants through transition aged individuals based on the social model of health and occupational justice concepts and designed to promote health, well-being, social inclusion, empowerment, and health disparity reduction for populations and communities. Students will learn how to evaluate and provide intervention for those with community-based occupational performance deficits. Students will be assigned a community partner/agency to work with through the community lab portion (second half) of the semester.

Distribution: Occupational Therapy.

OCTH 6355 - Adult Practice: 1 Community Context (3)

Students will learn about community focused interventions for adults and older adults designed to promote health, well-being, social inclusion, empowerment, and health disparity reduction for populations and communities. Students will learn how to evaluate and provide intervention for those with community-based occupational performance deficits. Students will be assigned to a community partner/agency to:

- Engage in the OT process; activity analysis; establish therapeutic relationship; assessment; intervention planning and implementation; home programming
- Critical thinking, clinical reasoning

Distribution: Occupational Therapy.

OCTH 6356 - Adult Practice 2: Clinical Context (3)

Students will learn clinically-based approaches to occupational therapy practice for the adult population from early through older adulthood, focusing on integrating knowledge of theoretical frameworks, practice settings, research evidence, clinical reasoning and regulatory and reimbursement policies in the provision of interventions for conditions and disorders experienced in this age group. Students will be assigned to an adult in the lab to:

- Engage in the OT process; activity analysis; establish therapeutic relationship; assessment; intervention planning and implementation; home programming
- Advance their critical thinking and clinical reasoning skills
- Administer evidence-based, objective outcome measures

Distribution: Occupational Therapy.

OCTH 6360 - Leadership & Management in OT (3)

Students will learn the roles, knowledge and skills used when leading and managing OT services. Students will learn how to complete needs assessments to design and implement programs to address health needs of individuals and populations as well as outcomes assessments to determine program impact in order to influence policy and program development.

Distribution: Occupational Therapy.

OCTH 6365 - Occupational Performance: Functional Cognition (3)

Students will learn how to identify cognitive and perceptual impairments, assess and apply appropriate theoretical frameworks for goal setting and treatment planning. Students will learn a variety of intervention approaches to allow the client to engage in meaningful occupational throughout the lifespan, with emphasis on the

older adult. Evidence-based outcome measures will also be explored.

Distribution: Occupational Therapy.

OCTH 6391 - Case Based Special Topics (3)

Students will explore specialty practice topics such as NICU, palliative care, driving, emerging practice areas (primary care, telehealth, etc.), mindfulness-based occupational therapy practice, prosthetics, and complementary approaches to intervention using a problem-based learning approach. Small-group seminar format.

Distribution: Occupational Therapy.

OCTH 6410 - Occupational Therapy Theory and Process (4)

Foundational theories to the profession of occupational therapy will be explored. The Occupational Therapy Practice Framework will be introduced as will practice models across traditional practice settings. Students will examine the process of theory development and how to apply the OT process and concepts of adaptation and remediation. Includes historical theoretical perspectives.

Distribution: Occupational Therapy.

OCTH 6420 - Therapeutic Processes in OT (4)

Students will learn to apply the essentials of therapeutic rapport and non-verbal communication. Client-centered approaches to individual and group interventions will be emphasized. Professional attitudes and behaviors will be discussed and concepts of professional accountability, professional liability and continuing competence will be examined. Influences of cultural diversity, spirituality, sexuality, values, and coping skills will be deliberated. The course will include: Motivational interviewing, Teaching and learning strategies, significant out of classroom, community-based engagement.

Distribution: Occupational Therapy.

OCTH 6430 - Occupational Performance: Neuro Conditions I (4)

Introduction to the neurological foundations of human performance, behavior, and emotion. Analysis of the nervous system structure and function during occupational performance; includes basic assessment methods.

Distribution: Occupational Therapy.

OCTH 6431 - Occupational Performance: Chronic Conditions (4)

Students will examine common chronic conditions which result in disruption of occupational performance through the lifespan. Includes pathophysiology, basic assessment of associated client factors and performance skills and intervention of associated occupational performance

deficits. Evidence-based outcome measures will also be explored. Includes Lab.

Distribution: Occupational Therapy.

OCTH 6432 - Occupational Performance: Musculoskeletal Conditions (4)

Students will examine common musculoskeletal conditions resulting in disruption of occupational performance through the lifespan. Includes pathophysiology, basic assessment of associated client factors and performance skills and intervention of associated occupational performance deficits. Evidence-based outcome measures will also be explored.

Distribution: Occupational Therapy.

OCTH 6435 - Occupational Performance: Neuro Conditions II (4)

Students will examine complex neurological diagnoses resulting in disruption of occupational performance through the lifespan, including pathophysiology, advanced assessment of associated client factors and performance skills and intervention of associated occupational performance deficits. Evidence-based outcome measures will also be explored.

Distribution: Occupational Therapy.

OCTH 6580 - Level II Fieldwork A (5)

Two twelve-week placements in an occupational therapy practice setting where students are exposed to a wide range of diagnoses and treatment in a variety of settings, assuming increased responsibility for evaluation, assessment and intervention of individuals requiring occupational therapy services.

Distribution: Occupational Therapy.

OCTH 6581 - Level II Fieldwork B (5)

Two twelve-week placements in an occupational therapy practice setting where students are exposed to a wide range of diagnoses and treatment in a variety of settings, assuming increased responsibility for evaluation, assessment and intervention of individuals requiring occupational therapy services.

Distribution: Occupational Therapy.

PAMS- Physician Assistant

PAMS 6101 - Physician Assistant Profession (1)

This course is an overview of the major healthcare systems and medical industry in the United States to include the physician assistant (PA) profession and the role of PAs in the health care field. This course includes instruction in the PA profession, historical development, and current trends. Students will receive instruction in PA professional issues, physician-PA team relationships, political issues

that affect PA practice, and PA professional organization. This course includes many aspects of being a successful student as well as practitioner. Students will be taught a variety of study skills along with receiving instruction on intellectual honesty and appropriate academic and professional conduct. Students will be taught how to use common medical databases to access medical literature. Students will receive instruction in quality health care with special consideration of the impact of racial, ethnic, and socioeconomic health disparities on health care delivery. Students will receive instruction in the different health beliefs, values and expectations of patients and other health care professionals that can affect communication, decision-making, compliance, and health outcomes. The concepts of public health as they relate to the role of the practicing PA including an appreciation of the public health system and the role of health care providers participating in disease surveillance, reporting, and intervention are delivered in this course. In addition to the PA practice, students will receive instruction in the roles and responsibilities of various health care professionals, emphasizing the team approach to patient centered care beyond the traditional physician-PA team approach. Medical ethics, PA licensure, credentialing, laws and regulations regarding professional practice, patient safety, quality improvement, prevention of medical errors, and risk management are introduced topics in this course.

Distribution: Physician Assistant.

PAMS 6115 - Laboratory Medicine and Diagnostic Studies I (1)

This course will provide an overview of commonly utilized diagnostic tools, including laboratory studies, minor procedures, and radiologic procedures based on current professional practices. Students will learn the appropriate application and interpretation of diagnostic tests related to infectious diseases, dermatology, hematology, cardiology, pulmonology, and genitourinary conditions. Electrocardiograph utilization, application, and interpretation will be taught in this section. Students will apply problem solving and medical decision-making skills when selecting laboratory and diagnostic studies

Distribution: Physician Assistant.

PAMS 6116 - Laboratory Medicine and Diagnostic Studies II (1)

This course is a continuation of Laboratory Medicine and Diagnostic Studies I. This course continues to provide an overview of commonly utilized diagnostic tools, including laboratory studies, minor procedures, and radiologic procedures based on current professional practices. Students will learn the appropriate application and interpretation of diagnostic tests related to gastroenterology, nutrition, nephrology, rheumatology, musculoskeletal, and ophthalmology. Students will apply

problem solving and medical decision-making skills when selecting laboratory and diagnostic studies

Distribution: Physician Assistant.

PAMS 6117 - Laboratory Medicine and Diagnostic Studies III (1)

This course is a continuation of Laboratory Medicine and Diagnostic Studies II. This course continues to provide an overview of commonly utilized diagnostic tools, including laboratory studies, minor procedures, and radiologic procedures based on current professional practices. Students will learn the appropriate application and interpretation of diagnostic tests related to otolaryngology, neurology, endocrinology, women's health, pediatrics, emergency medicine, surgery and geriatric/palliative conditions. Students will apply problem solving and medical decision-making skills when selecting laboratory and diagnostic studies

Distribution: Physician Assistant.

PAMS 6150 - Clinical Prep (1)

This is a one-week preparatory session prior to students beginning clinical rotations. Students will review preceptor expectations, professionalism, intellectual honesty, and appropriate academic and professional conduct. This course will provide instruction regarding reimbursement, coding and billing, and documentation of care with a focus on electronic medical records. Basic clinical and surgical skills will be covered in this course. Patient safety, quality improvement, prevention of medical errors, risk management, and quality assurance will be also be addressed.

Distribution: Physician Assistant.

PAMS 6160 - Humanities, Ethics, Altruism, Leadership (HEAL) I (1)

HEAL I is an extended course comprised of on-campus seminars that occur throughout the clinical components of the program's curriculum. This course reinforces the knowledge of important medical practitioner attributes including humanities, ethics, altruism, and leadership. Students will learn about the principles and practice of intellectual honesty, academic and professional conduct, medical ethics, medical law, cultural competency, diversity, spirituality, patient centered care, medical team practice, and preparing students to work collaboratively in interprofessional patient centered teams. Interprofessional patient centered team instruction will emphasize the importance of the team approach to patient centered care beyond the traditional physician-PA team approach. It assists students in learning the principles of interprofessional practice and include opportunities for students to apply these principles in interprofessional teams. This course provides additional instruction on the constantly changing health care system and the impact of

racial, ethnic, and socioeconomic health disparities on health care delivery. Instruction related to medical care and diversity aims to prepare students to evaluate their own values and avoid stereotyping. It assists them in becoming aware of differing health beliefs, values and expectations of patients and other health care professionals that can affect communication, decision-making, compliance and health outcomes. This course also provides instruction and assessment in the development of problem solving, medical decision-making skills, patient evaluation, diagnosis, and management related to individualized patient care (across the lifespan to provide preventive, emergent, acute, chronic, rehabilitative, palliative, and end-of life care). It includes content relevant to prenatal, infant, children, adolescent, adult, and elderly populations. Students will receive instruction and training in their progression from active student to practicing physician assistant.

Distribution: Physician Assistant.

PAMS 6161 - Humanities, Ethics, Altruism, Leadership II (1)

This is a continuation of the HEAL I course comprised of on-campus seminars that occur throughout the clinical components of the program's curriculum. This course continues to reinforce the knowledge of important medical practitioner attributes including humanities, ethics, altruism, and leadership. Students will learn about the principles and practice of intellectual honesty, academic and professional conduct, medical ethics, medical law, cultural competency, diversity, spirituality, patient centered care, medical team practice, and preparing students to work collaboratively in interprofessional patient centered teams. Interprofessional patient centered team instruction will emphasize the importance of the team approach to patient centered care beyond the traditional physician-PA team approach. It assists students in learning the principles of interprofessional practice and include opportunities for students to apply these principles in interprofessional teams. This course provides additional instruction on the constantly changing health care system and the impact of racial, ethnic, and socioeconomic health disparities on health care delivery. Instruction related to medical care and diversity aims to prepare students to evaluate their own values and avoid stereotyping. It assists them in becoming aware of differing health beliefs, values and expectations of patients and other health care professionals that can affect communication, decision-making, compliance and health outcomes. This course also provides instruction and assessment in the development of problem solving, medical decision-making skills, patient evaluation, diagnosis, and management related to individualized patient care (across the lifespan to provide preventive, emergent, acute, chronic, rehabilitative, palliative, and end-of life care). It includes content relevant to prenatal, infant, children, adolescent, adult, and elderly populations. Students will receive

instruction and training in their progression from active student to practicing physician assistant.

Distribution: Physician Assistant.

PAMS 6165 - Humanities, Ethics, Altruism, Leadership III (1)

This is a continuation of the HEAL II course comprised of on-campus seminars that occur throughout the clinical components of the program's curriculum. This course continues to reinforce the knowledge of important medical practitioner attributes including humanities, ethics, altruism, and leadership. Students will learn about the principles and practice of intellectual honesty, academic and professional conduct, medical ethics, medical law, cultural competency, diversity, spirituality, patient centered care, medical team practice, and preparing students to work collaboratively in interprofessional patient centered teams. Interprofessional patient centered team instruction will emphasize the importance of the team approach to patient centered care beyond the traditional physician-PA team approach. It assists students in learning the principles of interprofessional practice and include opportunities for students to apply these principles in interprofessional teams. This course provides additional instruction on the constantly changing health care system and the impact of racial, ethnic, and socioeconomic health disparities on health care delivery. Instruction related to medical care and diversity aims to prepare students to evaluate their own values and avoid stereotyping. It assists them in becoming aware of differing health beliefs, values and expectations of patients and other health care professionals that can affect communication, decision-making, compliance and health outcomes. This course also provides instruction and assessment in the development of problem solving, medical decision-making skills, patient evaluation, diagnosis, and management related to individualized patient care (across the lifespan to provide preventive, emergent, acute, chronic, rehabilitative, palliative, and end-of life care). It includes content relevant to prenatal, infant, children, adolescent, adult, and elderly populations. Students will receive instruction and training in their progression from active student to practicing physician assistant.

Distribution: Physician Assistant.

PAMS 6166 - Humanities, Ethics, Altruism, Leadership IV (1)

This is a continuation of the HEAL III course comprised of on-campus seminars that occur throughout the clinical components of the program's curriculum. This course continues to reinforce the knowledge of important medical practitioner attributes including humanities, ethics, altruism, and leadership. Students will learn about the principles and practice of intellectual honesty, academic and professional conduct, medical ethics, medical law, cultural competency, diversity, spirituality, patient

centered care, medical team practice, and preparing students to work collaboratively in interprofessional patient centered teams. Interprofessional patient centered team instruction will emphasize the importance of the team approach to patient centered care beyond the traditional physician-PA team approach. It assists students in learning the principles of interprofessional practice and include opportunities for students to apply these principles in interprofessional teams. This course provides additional instruction on the constantly changing health care system and the impact of racial, ethnic, and socioeconomic health disparities on health care delivery. Instruction related to medical care and diversity aims to prepare students to evaluate their own values and avoid stereotyping. It assists them in becoming aware of differing health beliefs, values and expectations of patients and other health care professionals that can affect communication, decision-making, compliance and health outcomes. This course also provides instruction and assessment in the development of problem solving, medical decision-making skills, patient evaluation, diagnosis, and management related to individualized patient care. (across the lifespan to provide preventive, emergent, acute, chronic, rehabilitative, palliative, and end-of life care) . It includes content relevant to prenatal, infant, children, adolescent, adult, and elderly populations. Students will receive instruction and training in their progression from active student to practicing physician assistant.

Distribution: Physician Assistant.

PAMS 6170 - Evidence Based Medicine and Research (EBMR) I (1)

Evidence Based Medicine and Research I course is an extended course comprised of on-campus seminars that occur throughout the clinical components of the program's curriculum. This course will provide instruction to prepare students to search, interpret and evaluate the medical literature with the application to individualized patient care. Specifically, this course will assist students in maintaining a critical, current and operational knowledge of new medical findings required for the prevention and treatment of disease. Instruction for the following topics are included in this course: fundamentals of research, sampling methods, interpretation of basic biostatistical methods, and the role of the Collaborative Institutional Training Initiative (CITI). The use of common medical databases to access medical literature is also included in this course.

Distribution: Physician Assistant.

PAMS 6171 - Evidence Based Medicine and Research II (1)

Evidence Based Medicine and Research II is a continuation of the EBMR I course that is an extended course comprised of on-campus seminars that occur throughout the clinical components of the program's curriculum. This

course continues to provide instruction to prepare students to search, interpret and evaluate the medical literature with the application to individualized patient care. Specifically, this course will assist students in maintaining a critical, current and operational knowledge of new medical findings required for the prevention and treatment of disease. Instruction for the following topics are included in this course: analyzing, interpreting, and evaluating literature as well as discussing the limitations of medical research.

Distribution: Physician Assistant.

PAMS 6175 - Applied Research I (1)

Applied Research I is an extended course comprised of on-campus seminars that occur throughout the clinical components of the program's curriculum. This course provides students the opportunity to conduct research. Students will search, interpret, and evaluate medical literature to develop a research project individualized to patient care. Instruction for this course will guide students to develop a research question, determine a research study design, and collect data. Students will utilize statistical methods to appraise the data obtained and determine best application of their results for the improvement of patient care.

Distribution: Physician Assistant.

PAMS 6176 - Applied Research II (1)

Applied Research II is a continuation of the Applied Research I course. It is an extended course comprised of on-campus seminars that occur throughout the clinical components of the program's curriculum. This course continues to provide students the opportunity to conduct research. Students will search, interpret, and evaluate medical literature to develop a research project individualized to patient care. Instruction for this course will guide students to develop a research question, determine a research study design, and collect data. Students will utilize statistical methods to appraise the data obtained and determine best application of their results for the improvement of patient care.

Distribution: Physician Assistant.

PAMS 6195 - Graduation Preparation (1)

This is a preparatory course prior to graduation. During this course, students are exposed to multiple resources for preparation of graduation and post-graduation employment. This course will review instruction about physician assistant licensure, credentialing, and laws/regulations regarding professional practice. This course will also consist of a summative evaluation requirement for each student prior to graduation. The summative evaluation correlates with the didactic and clinical components of the program's curriculum and will measure each student's knowledge, interpersonal skills,

patient care skills, and professionalism required to enter clinical practice.

Distribution: Physician Assistant.

PAMS 6201 - Basic Fundamentals of Medical Science (2)

The Basic Fundamentals of Medical Science course is designed to provide the first-year physician assistant student with a baseline level of established and evolving biomedical science knowledge in which to build upon during the study of health and human diseases. This course includes instruction in the following areas of applied medical sciences and their application in clinical practice: biochemistry, immunology, microbiology, infectious diseases, genetics, and molecular mechanisms of health and disease.

Distribution: Physician Assistant.

PAMS 6210 - Pharmacotherapeutics I (2)

This course is a study of the applied medical sciences of pharmacology and pharmacotherapeutics and their application in clinical practice. Students will be taught the appropriate selection and rational use of drugs for the prevention and treatment of diseases. This course will include instruction in the acute and longitudinal management of infectious, dermatologic, hematologic, cardiac, pulmonary, and genitourinary diseases to include the preventive, acute, and chronic patient care situations. Students will be instructed in problem solving and medical decision-making skills while developing patient centered pharmacologic management plans for adult populations, with consideration for socioeconomic differences. Students will be instructed on the delivery of patient education and the counseling of patients about medication adherence.

Distribution: Physician Assistant.

PAMS 6211 - Pharmacotherapeutics II (2)

This course is a continuation of Pharmacotherapeutics I as the curriculum progresses through the body/organ systems. This course is a study of the applied medical sciences of pharmacology and pharmacotherapeutics and their application in clinical practice. Students will be taught the appropriate selection and rational use of drugs for the prevention and treatment of diseases. This course will include instruction in the acute and longitudinal management of gastroenterology, nephrology, rheumatology, musculoskeletal, and ophthalmology diseases to include the preventive, acute, and chronic patient care situations. Students will be instructed in problem solving and medical decision-making skills while developing patient centered pharmacologic management plans for adult populations, while considering socioeconomic differences. Students will be instructed on

the delivery of patient education and the counseling of patients about medication adherence.

Distribution: Physician Assistant.

PAMS 6212 - Pharmacotherapeutics III (2)

This course is a continuation of Pharmacotherapeutics II as the curriculum progresses through the body/organ systems. This course is a study of the applied medical sciences of pharmacology and pharmacotherapeutics and their application in clinical practice. Students will be taught the appropriate selection and rational use of drugs for the prevention and treatment of diseases. This course will include instruction in the acute and longitudinal management of otolaryngology, neurology, endocrinology, women's health, pediatrics, emergency medicine, surgery, geriatrics, and palliative care conditions to include the preventive, emergent, acute, chronic, palliative, and end-of-life patient care situations. Students will be instructed in problem solving and medical decision-making skills while developing patient centered pharmacologic management plans for pediatric (infant, children, adolescent), adult, and elderly populations, while considering socioeconomic differences. Students will be instructed on the delivery of patient education and the counseling of patients about medication adherence, drug abuse, misuse, and treatments.

Distribution: Physician Assistant.

PAMS 6220 - Human Physiology I (2)

This course comprises the basic concepts and principles that are essential in comprehending the fundamental mechanisms of human physiology at the cellular, tissue, and organ levels. This course will focus on basic human physiology concepts to include: cellular, histology, cardiovascular, pulmonary, gastrointestinal, genitourinary, reproductive, and nutrition physiologies.

Distribution: Physician Assistant.

PAMS 6221 - Human Physiology II (2)

This course is a continuation of Human Physiology I and comprises the basic concepts and principles that are essential in comprehending the fundamental mechanisms of human physiology at the cellular, tissue, and organ levels. This course will focus on basic human physiology concepts to include: renal, musculoskeletal, neurologic, and endocrine physiologies.

Distribution: Physician Assistant.

PAMS 6240 - Mental Health (2)

This course is designed to provide the students with an overview of normal and abnormal characteristics of human psychological development and behavior. This social and behavioral science course includes detection and treatment of substance abuse; human sexuality; issues of death, dying and loss; response to illness, injury, and stress; principles of violence identification and prevention; and

psychiatric/behavioral conditions. The course will provide skills needed for clinical evaluation and assessment of children, adolescent, adult, and elderly populations with psychiatric/behavioral conditions and disorders. Instruction in this course will prepare students to provide preventative, emergent, acute, chronic, rehabilitative, palliative, and end-of-life care for patients with psychiatric disorders.

Distribution: Physician Assistant.

PAMS 6250 - Clinical Skills (2)

This course is designed to introduce the physician assistant student to common clinical skills and procedures following current professional practices. Students will utilize problem solving and medical decision-making skills as well as technical skills to perform in-office or bedside procedures. Certification for Basic Life Support (BLS) and Advanced Cardiovascular Life Support (ACLS) will occur during this course. The course will include instruction in interpersonal and communication skills as well as basic counseling over clinical procedures and informed consent. Students will be instructed over constructing and documenting a post-procedure care plan.

Distribution: Physician Assistant.

PAMS 6320 - Human Anatomy I (3)

This course is designed to develop an understanding of normal human anatomy with an in-depth examination of anatomical structures and functions. Emphasis is placed on the relationship of normal structures and normal variants with clinical correlation to pathology and disease processes. Human structural features are taught through demonstration, dissection, cross section, radiographs, MRI and CT scans, and ultrasonography. Lectures are complemented by laboratory study of real dissection, prosected cadavers, anatomical models, and 3D anatomic software. A regional approach will be used to study the integument, cardiovascular and pulmonary systems, liver and biliary systems, gastrointestinal system, and genitourinary and reproductive systems.

Distribution: Physician Assistant .

PAMS 6321 - Human Anatomy II (3)

This course is a continuation of Human Anatomy I and is designed to develop an understanding of normal human anatomy with an in-depth examination of anatomical structures and functions. Emphasis is placed on the relationship of normal structures and normal variants with clinical correlation to pathology and disease processes. Human structural features are taught through demonstration, dissection, cross section, radiographs, MRI and CT scans, and ultrasonography. Lectures are complemented by laboratory study of real dissection, prosected cadavers, anatomical models, and 3D anatomic software. A regional approach will be used to study the osteological and musculoskeletal systems, neck and head,

spinal system, brain and cranial nerves, vision, and hearing.

Distribution: Physician Assistant.

PAMS 6325 - Patient Assessment and Counseling I (3)

This course teaches the fundamentals of medical history-taking, physical examination, and patient counseling across the lifespan including adolescent, adult, and elderly populations. Physical examination of the patient is approached using a systematic model. Primary skills include performing complete and focused physical examinations, recognizing normal and abnormal findings, developing a diagnostic and treatment plan, counseling patients, medical documentation, and professional conduct. This course content builds a foundation for the development of the clinical reasoning skills and problem solving necessary to formulate differential diagnoses. Students will use common medical databases to access medical literature in support of medical treatment plans. Instruction in counseling in patient education skills is patient centered, culturally sensitive, and focused on helping patients cope with illness, injury, and stress, adhere to prescribed treatment plans, and modify their behaviors to more healthful patterns. This course also teaches awareness of differing health beliefs, values, and expectations of patients and other health care professionals that can affect communication, decision-making, compliance, and health outcomes. This section of the course will focus on patient communication, counseling, determining patient vital signs, and physical examination of the integument, cardiac, pulmonary, and genitourinary systems. Patient presentations, simulations, standardized patients, case studies, role-play, and electronic medical record completion are additional components of this course.

Distribution: Physician Assistant.

PAMS 6326 - Patient Assessment and Counseling II (3)

This course is a continuation of Patient Assessment and Counseling I. This course continues to teach the fundamentals of medical history-taking, physical examination, and patient counseling across the lifespan including adolescent, adult, and elderly populations. Physical examination of the patient is approached using a systematic model. Primary skills include performing complete and focused physical examinations, recognizing normal and abnormal findings, developing a diagnostic and treatment plan, counseling patients, medical documentation, and professional conduct. This course content builds a foundation for the development of the clinical reasoning skills and problem solving necessary to formulate differential diagnoses. Students will use common medical databases to access medical literature in support of medical treatment plans. Instruction in counseling in patient education skills is patient centered, culturally sensitive, and focused on helping patients cope

with illness, injury, and stress, adhere to prescribed treatment plans, and modify their behaviors to more healthful patterns. This course also teaches the awareness of differing health beliefs, values, and expectations of patients and other health care professionals that can affect communication, decision-making, compliance, and health outcomes. This section of the course will focus on medical history-taking, physical examination, and patient counseling to include the following systems: gastroenterology, rheumatology, musculoskeletal, and ophthalmology. Patient presentations, simulations, standardized patients, case studies, role-play, and electronic medical record completion are additional components of this course.

Distribution: Physician Assistant.

PAMS 6327 - Patient Assessment and Counseling III (3)

This course is a continuation of Patient Assessment and Counseling II. This course continues to teach the fundamentals of medical history-taking, physical examination, and patient counseling across the lifespan including infant, children, adolescent, adult, and elderly populations. Physical examination of the patient is approached using a systematic model. Primary skills include performing complete and focused physical examinations, recognizing normal and abnormal findings, developing a diagnostic and treatment plan, counseling patients, medical documentation, and professional conduct. This course content builds a foundation for the development of the clinical reasoning skills and problem solving necessary to formulate differential diagnoses. Students will use common medical databases to access medical literature in support of medical treatment plans. Instruction in counseling in patient education skills is patient centered, culturally sensitive, and focused on helping patients cope with illness, injury, and stress, adhere to prescribed treatment plans, and modify their behaviors to more healthful patterns. This course also teaches awareness of differing health beliefs, values, and expectations of patients and other health care professionals that can affect communication, decision-making, compliance, and health outcomes. This section of the course will focus on medical history-taking, physical examination, and patient counseling to include: oral health, otolaryngology, neurology, women's health, endocrinology, and pediatrics. Patient presentations, simulations, standardized patients, case studies, role-play, and electronic medical record completion are additional components of this course.

Distribution: Physician Assistant.

PAMS 6540 - Clinical Disease & Prevention II (5)

This course is a continuation of the Clinical Disease and Prevention I course. This course continues to follow an organ system-based delivery of instruction in patient

evaluation, diagnosis, and management of clinical diseases and disorders covering all organ systems. Emphasis will be placed on instruction in the pathophysiology of diseases common to the organ system. Students will be taught to recognize the patient history, physical signs, and symptoms of diseases in order to generate a differential diagnosis, ordering and interpreting diagnostic studies, and diagnosis. Students will be instructed in problem solving and medical decision-making skills while developing acute and longitudinal management plans for the adult population. Management plans will be taught to be inclusive addressing medical issues, patient education, and referrals when needed. Students will receive instruction in delivering patient centered, culturally sensitive patient information focused on helping patients cope with illness, injury, and stress. Additional instruction will be given on behavior modification, lifestyle medicine, and prevention. This course will provide opportunities for students to apply the principles of interprofessional teams in the medical management of shared patients. This semester will focus on gastroenterology, nutrition, nephrology, rheumatology, musculoskeletal, and ophthalmology diseases and disorders to include preventive, acute, chronic, and rehabilitative patient care.

Distribution: Physician Assistant.

PAMS 6550 - Internal Medicine Inpatient (5)

This core clinical rotation provides students with exposure to the principles and practice of inpatient internal medicine. This supervised clinical practice experience enables students to assess adult and elderly patients seeking medical care for acute and chronic conditions in the inpatient setting. Students will assist in the evaluation and treatment of hospital patients, participate in inpatient hospital rounds and presentations, and learn how to function as part of the internal medicine and interprofessional medical teams. This supervised clinical practice experience will enable students to achieve the program required learning outcomes necessary to provide care as an entry-level physician assistant in inpatient internal medicine.

Distribution: Physician Assistant.

PAMS 6551 - Internal Medicine Outpatient (5)

This core clinical rotation provides students with exposure to the principles and practice of outpatient internal medicine. This supervised clinical practice experience enables students to assess adult and elderly patients seeking medical care for acute and chronic conditions. Students will develop the skills necessary to evaluate, monitor, and manage health problems encountered in outpatient internal medicine. Students will also develop the knowledge and skills required to implement preventive health strategies in adult and elderly patients. This supervised clinical practice experience will enable students to achieve the program required learning outcomes

necessary to provide care as an entry-level physician assistant in the outpatient internal medicine setting.

Distribution: Physician Assistant.

PAMS 6552 - Obstetrics and Gynecology (5)

This core clinical rotation provides students with exposure to the principles and practice of women's health, obstetrics, and gynecology. This core rotation provides students with experience in managing common women's health prevention and diseases in both the inpatient and outpatient medical settings. This clinical rotation enables students to assess adolescent, adult, and elderly female patients seeking medical care with an emphasis on menarche, family planning, childbearing, peri-menopause, menopause and post-menopause. Prevention, recognition, and treatment of prenatal, gynecologic care, sexually transmitted diseases, cancers, will be addressed. Students will gain exposure to labor and deliver, surgical aspects of gynecology, as well as function as a part of the interprofessional healthcare team. This clinical experience will enable students to achieve the learning outcomes needed to attain the competencies in the management of acute, emergent, chronic conditions, and implement preventive care strategies. This clinical rotation will enable the student to provide care as an entry level physician assistant upon graduation.

Distribution: Physician Assistant.

PAMS 6553 - Pediatrics (5)

This core clinical rotation provides students with exposure to the principles and practice of pediatric medicine. Students will gain experience in the evaluation and management of infants, children, and adolescents seeking pediatric medical care. This rotation will provide the exposure needed for students to develop the skills necessary to evaluate, monitor, and manage acute and chronic pediatric health problems. Students will also develop the knowledge and skills required to implement preventive health strategies in pediatric patients. This supervised clinical practice experience will enable students to achieve the program required learning outcomes necessary to provide care as an entry-level physician assistant in pediatric medicine.

Distribution: Physician Assistant.

PAMS 6554 - Emergency Medicine (5)

This core clinical rotation provides students with exposure to the principles and practice of emergency medicine. This supervised clinical practice experience enables students to assess patients seeking medical care (in the emergency department) across the life span with an emphasis on caring for the acutely and chronically ill adolescent, adult, and elderly patient. Students will gain exposure to the triage, evaluation, and management of patients in the emergent medical setting. Emphasis is on students assessing patient acuity, disease state, and appropriate

management within the confines of the emergency medicine department. Students are expected to participate as a member of an interprofessional team in the assessment and care of major and minor medical emergencies. This clinical rotation will also enable students to achieve the learning outcomes needed to attain the competencies in the management of acute and emergent conditions. This clinical experience will enable the student to provide care as an entry level physician assistant upon graduation.

Distribution: Physician Assistant.

PAMS 6555 - Surgery (5)

This core clinical rotation provides students with exposure to the principles and practice of surgery. This supervised clinical practice experience enables students to assess patients seeking medical care across the life span with an emphasis on caring for adults and elderly patients with surgically manageable diseases in the operating room and outpatient setting. Emphasis of learning is on the pre-operative evaluation and preparation of the patients for surgery; assisting during the intra-operative period; and the post-operative care of surgical wounds, recovery, and possible complications. Students will learn how to participate as a member of an interprofessional surgical team. This clinical rotation experience will enable students to achieve the learning outcomes needed to attain the competencies in the management of acute, emergent, chronic conditions and implement preventive care strategies. This clinical experience will enable the student to provide care as an entry level physician assistant upon graduation.

Distribution: Physician Assistant.

PAMS 6556 - Behavioral and Mental Health (5)

This core clinical rotation provides students with exposure to the principles and practice of behavioral and mental health. This supervised clinical practice experience enables students to assess patients seeking medical care across the life span with an emphasis on caring for the child, adolescent, adult and elderly patient with a psychiatric illness, behavioral or mental health disorder. Emphasis will be placed on the development of communication and behavior modification skills. Students will also develop an increased understanding of the social, economic and psychological factors related to the patient and family members of a patient with a mental illness. Students will learn how to participate as a member of an interprofessional mental healthcare team. This clinical rotation experience will enable students to achieve the learning outcomes needed to attain the competencies in the management of acute, emergent, chronic conditions and implement preventive care strategies. This clinical experience will also enable the student to provide care as an entry level physician assistant upon graduation.

Distribution: Physician Assistant.

PAMS 6575 - Family Medicine (5)

This advanced clinical rotation provides students with exposure to the principles and practice of family medicine. This supervised clinical practice experience enables students to assess adolescent, adult and elderly patients seeking medical care for acute and chronic conditions. Students will develop the skills necessary to evaluate, monitor, and manage health problems encountered in family medicine. Students will also develop the knowledge and skills required to implement preventive health strategies in adolescent, adult and elderly patients. This supervised clinical practice experience will enable students to achieve the program required learning outcomes necessary to provide care as an entry-level physician assistant in family medicine.

Distribution: Physician Assistant.

PAMS 6591 - Advanced Core Rotation: Elective (5)

This advanced core rotation provides students with opportunities to gain additional experience in one of the core disciplines or to supplement the foundational core rotations with specialty medical or surgical experiences.

Distribution: Physician Assistant.

PAMS 6640 - Clinical Disease & Prevention I (6)

This course follows an organ system-based delivery of instruction in patient evaluation, diagnosis, and management of clinical diseases and disorders covering all organ systems. Emphasis will be placed on instruction in the pathophysiology of diseases common to the organ system. Students will be taught to recognize the patient history, physical signs, and symptoms of diseases in order to generate a differential diagnosis, ordering and interpreting diagnostic studies, and diagnosis. Students will be instructed in problem solving and medical decision-making skills while developing acute and longitudinal management plans for the adult population. Management plans will be taught to be inclusive addressing medical issues, patient education, and referrals when needed. Students will receive instruction in delivering patient centered, culturally sensitive patient information focused on helping patients cope with illness, injury, and stress. Additional instruction will be given on behavior modification, lifestyle medicine, and prevention. This semester will focus on infectious, hematologic, dermatologic, cardiac, and pulmonary diseases to include preventive, acute, chronic, and rehabilitative patient care.

Distribution: Physician Assistant.

PAMS 6930 - Clinical Disease & Prevention III (9)

This course is a continuation of the Clinical Disease and Prevention II course. This course continues to follow an organ system-based delivery of instruction in patient evaluation, diagnosis, and management of clinical diseases and disorders covering all organ systems. Emphasis will

be placed on instruction in the pathophysiology of diseases common to the organ system. Students will be taught to recognize the patient history, physical signs, and symptoms of diseases in order to generate a differential diagnosis, ordering and interpreting diagnostic studies, and diagnosis. Students will be instructed in problem solving and medical decision-making skills while developing acute and longitudinal management plans for prenatal, infant, children, adolescent, adult, and elderly populations. Management plans will be taught to be inclusive addressing medical issues, patient education, and referrals when needed. Students will receive instruction in delivering patient centered, culturally sensitive patient information focused on helping patients cope with illness, injury, and stress. Additional instruction will be given on behavior modification, lifestyle medicine, and prevention. This course provides additional opportunities for students to apply the principles of interprofessional teams in the medical management of shared patients. This semester will focus on otolaryngology, oral health, neurology, endocrinology, women's health, pediatrics, emergency medicine, surgical disease, and geriatrics associated diseases and disorders to include preventive, emergent, acute, chronic, rehabilitative, palliative, and end-of-life patient care.

Distribution: Physician Assistant.

PHTH-Physical Therapy**PHTH 7115 - Introduction to Professional Practice (1)**

Introduction to physical therapy as a profession, core values, ethics and laws, professional behavior, communication; provides an overview of program expectations. (1 lecture)

Distribution: Physical Therapy.

PHTH 7126 - Evidence Based Practice (1)

Introduction to the concepts of evidence based practice in physical therapy; includes accessing, reviewing, analyzing, and critiquing the literature related to physical therapy practice; students will develop ideas for research projects. (1 lecture)

Distribution: Physical Therapy.

PHTH 7136 - Clinical Practicum (1)

Introduction to clinical practice through clinical observation/reflection and opportunity to practice basic skills learned during the first year of the program; consists of 80 hours of supervised clinical exposure. (80 hours of clinical)

Distribution: Physical Therapy.

PHTH 7137 - Critical Inquiry I (1)

Exploration of research methodologies utilized in physical therapy and health care research, including research design and statistical analysis; includes critical analysis of published research relevant to physical therapy practice and concepts of collaborative research; students will complete literature review and submit IRB proposal for research project. (1 lecture)

Distribution: Physical Therapy.

PHTH 7146 - Issues in Underserved Communities (1)

Overview of major issues in underserved communities, including rural and impoverished areas; exploration of demographic, economic, and societal influences and factors impacting health care in underserved areas; includes opportunity for service-learning project. (1 lecture)

Distribution: Physical Therapy.

PHTH 7148 - Critical Inquiry II (1)

Continued exploration of research methodologies and application of scientific method to physical therapy; students will implement research projects in collaboration with faculty. (1 lecture)

Distribution: Physical Therapy.

PHTH 7147 - Critical Inquiry I (1)

Exploration of research methodologies utilized in physical therapy and health care research, including research design and statistical analysis; includes critical analysis of published research relevant to physical therapy practice and concepts of collaborative research; students will implement research projects in collaboration with faculty. (1 lecture)

Distribution: Physical Therapy.

PHTH 7155 - Critical Inquiry II (1)

Continued exploration of research methodologies and application of scientific method to physical therapy; students will implement research projects in collaboration with faculty. (1 lecture)

Distribution: Physical Therapy.

PHTH 7156 - Critical Inquiry III (1)

Continued exploration of research methodologies and statistical analysis of physical therapy research; students will continue to implement research projects and conduct data analysis in collaboration with faculty. (1 lecture)

Distribution: Physical Therapy.

PHTH 7162 - Wellness and Health Promotion (1)

Exploration of fitness, wellness, and health promotion strategies in physical therapy; includes discussion of physical activity, nutrition, medical and complementary approaches to wellness, and risk factor/behavior modification; exploration of attitudes toward health, wellness, and disability and their impact on patient care; includes opportunity for service learning project. (2 lecture)

Distribution: Physical Therapy.

PHTH 7172 - Professional Seminar (1)

Focus on the culmination of student clinical and professional development; preparation for licensure examination and graduate clinical practice; discussions of issues related to maintaining and expanding professional competence in physical therapy practice. (2 lecture)

Distribution: Physical Therapy.

PHTH 7173 - Critical Inquiry III (1)

Completion, presentation, and evaluation of student projects. (1 lecture)

Distribution: Physical Therapy.

PHTH 7191 - Special Topics (1)

A course designed to permit the offering of topics of current interest in physical therapy. Prerequisite: permission of DPT faculty advisor.

Distribution: Physical Therapy.

PHTH 7225 - Development Concepts in Physical Therapy (2)

Study of human development from neonate through geriatrics and stages of development across the lifespan; includes theories of normal and pathological aging, introduction to developmental milestones and gross motor skills. (2 lecture, 1 lab)

Distribution: Physical Therapy.

PHTH 7244 - Geriatrics (2)

In-depth study of examination, evaluation and intervention strategies for older adults; incorporates theories of aging with principles of prevention, diagnosis, prognosis and outcomes; investigates the unique aspects of pharmacology in the elderly; includes opportunity for service learning project. (1.5 lecture, 2 lab)

Distribution: Physical Therapy.

PHTH 7245 - Health Policy (2)

Overview of current health care environment, existing payment and health care delivery systems, development of public policy and legislation, and scope of physical therapy

practice; will include exploration of local, state and national influences and factors. (2 lecture)

Distribution: Physical Therapy.

PHTH 7252 - Complex Patient Management (2)

Case-based study of examination, evaluation and intervention strategies for patients/clients with complex medical problems spanning multiple systems; includes principles of prevention, diagnosis, prognosis, and outcomes; special topics include pharmacologic considerations, orthotics and prosthetics (1.5 lecture, 2 lab)

Distribution: Physical Therapy.

PHTH 7253 - Musculoskeletal Rehab III (2)

Advanced practice with examination, evaluation and intervention strategies for populations with selected musculoskeletal problems. Special topics include spinal manipulation, pelvic floor dysfunction, peri-partum management, dry needling and imaging. (1 lecture, 3 lab)

Distribution: Physical Therapy.

PHTH 7254 - Pediatrics (2)

In-depth study of examination, evaluation and intervention strategies for children and adolescents; incorporates study of normal development with principles of diagnosis, prognosis and outcomes; investigates the unique aspects of pharmacology in children and adolescents. (1.5 lecture, 2 lab)

Offered: Physical Therapy.

PHTH 7255 - Care Delivery & Practice Management (2)

Exploration of issues facing autonomous practitioners including strategic planning, financial management, personnel management, resource management, marketing strategies, legal considerations for health care delivery, conflict resolution and clinical negotiation. (2 lecture)

Distribution: Physical Therapy.

PHTH 7263 - Care Delivery and Practice Management Issues (2)

Exploration of issues facing autonomous practitioners including strategic planning, financial management, personnel management, resource management, marketing strategies, legal considerations for health care delivery, conflict resolution and clinical negotiation. (2 lecture)

Distribution: Physical Therapy.

PHTH 7313 - Applied Physiology I (3)

Part one of a two-part series; study of the physiology of the human body, including function at the molecular, cellular, tissue and systems levels in health and disease, as well as at rest and during work/exercise; addresses integration of physiological responses from the multiple systems, cellular physiology, metabolism, and homeostasis; includes introduction to general pharmacology. (3 lecture, 1 lab)

Distribution: Physical Therapy.

PHTH 7314 - Introduction to Patient Management (3)

Introduction to the physical therapy model of clinical practice; includes role of the physical therapist in health promotion, wellness and prevention, as well as basic patient management and documentation skills (2 lecture, 3 lab)

Distribution: Physical Therapy.

PHTH 7324 - Examination and Evaluation (3)

Introduction to physical therapy examination, evaluation, and differential diagnosis within a clinical decision making framework; includes introduction to diagnostic screening and imaging; incorporates the Guide to PT Practice. (2 lecture, 3 lab)

Distribution: Physical Therapy.

PHTH 7325 - Development of Human Movement (3)

Study of human development from neonate through geriatrics and stages of development across the lifespan; includes theories of normal and pathological aging, introduction to developmental milestones and gross motor skills. Neuroscience of motor control and motor learning will be addressed to reinforce concepts of development of the nervous system across the lifespan.

Distribution: Physical Therapy.

PHTH 7331 - Musculoskeletal Rehab I (3)

In-depth study of examination, evaluation, and intervention strategies for patients/clients with spine and upper extremity musculoskeletal problems across the lifespan; includes orthotics and bracing techniques, manual therapy; includes principles of prevention, diagnosis, prognosis, and outcomes; investigates relationship between pharmacological management and physical therapy interventions. (2 lecture, 3 lab)

Distribution: Physical Therapy.

PHTH 7332 - Neuromuscular Rehab I (3)

In-depth study of examination, evaluation and intervention strategies for patients/clients with neuromuscular problems across the lifespan; includes principles of prevention, diagnosis, prognosis, and outcomes; investigates relationship between pharmacological management and

physical therapy interventions. (2 lecture, 3 lab)

Distribution: Physical Therapy.

PHTH 7333 - Professional Communications and Psychosocial/Considerations (3)

Introduction to key elements of professional communication, including foundations of communication, interpersonal and conflict resolution skills, and principles of teaching and learning; addresses study of individual response to illness and disability in the context of psychological, cultural, ethnic, social, and lifespan factors, as well as psychological behavior models in relation to physical therapy management; includes opportunity for service learning project. (3 lecture)

Distribution: Physical Therapy.

PHTH 7335 - Integumentary Dysfunction and Physical Agents (3)

Study of examination, evaluation and intervention strategies for patients/clients with integumentary problems; includes principles of prevention, diagnosis prognosis, and outcomes; addresses management of wounds and investigates relationship between pharmacological management and physical therapy interventions. Includes development of skills in physical agents and electrotherapeutic modalities. (2 lecture, 3 lab)

Distribution: Physical Therapy.

PHTH 7341 - Patient Management: Cardiopulmonary (3)

In-depth study of examination, evaluation and intervention strategies for patients/clients with cardiovascular and/or pulmonary problems; includes principles of prevention, diagnosis, prognosis, and outcomes; investigates relationship between pharmacological management and physical therapy interventions. (2 lecture, 3 lab)

Distribution: Physical Therapy.

PHTH 7342 - Patient Management: Integumentary (3)

In-depth study of examination, evaluation and intervention strategies for patients/clients with integumentary and related health problems; includes principles of prevention, diagnosis, prognosis, and outcomes; addresses management of wounds and investigates relationship between pharmacological management and physical therapy interventions. (2 lecture, 3 lab)

Distribution: Physical Therapy.

PHTH 7343 - Complex Medical and Critical Care (3)

In-depth study of examination, evaluation and intervention strategies for patients/clients with complex medical problems spanning multiple systems; includes principles of prevention, diagnosis, prognosis, and outcomes; investigates relationship between pharmacological management and physical therapy interventions. (2 lecture, 3 lab)

Distribution: Physical Therapy.

PHTH 7344 - Geriatrics (3)

In-depth study of examination, evaluation, and intervention strategies for older adults; incorporates theories of aging with principles of prevention, diagnosis, prognosis, and outcomes; investigates the unique aspects of pharmacology in the elderly; includes opportunities for service learning project. (2 lecture, 3 lab)

Distribution: Physical Therapy.

PHTH 7345 - Neuromuscular Rehab II (3)

Advanced study of examination, evaluation and intervention strategies for patients/clients with stroke, spinal cord injury, and traumatic brain injury; includes discussion of rehabilitative and assistive technologies; includes in-depth exploration of current body of literature for the practice of physical therapy with the designated populations. (2 lecture, 3 lab)

Distribution: Physical Therapy .

PHTH 7352 - Musculoskeletal Rehab II (3)

Advanced study of examination, evaluation and intervention strategies for patients/clients with selected musculoskeletal problems such as amputation, spine and pelvic disorders, sports injuries, and bony/soft tissue surgical procedures; includes in-depth exploration of current body of literature for the practice of physical therapy with the designated populations. (2 lecture, 3 lab)

Distribution: Physical Therapy.

PHTH 7353 - Neuromuscular Rehab II (3)

Advanced study of examination, evaluation and intervention strategies for patients/clients with stroke, spinal cord injury, and traumatic brain injury; includes discussion of rehabilitative and assistive technologies; includes in-depth exploration of current body of literature for the practice of physical therapy with the designated populations. (2 lecture, 3 lab)

Distribution: Physical Therapy.

PHTH 7354 - Pediatrics (3)

In-depth study of examination, evaluation and intervention strategies for children and adolescents; incorporates study of normal development with principles of diagnosis, prognosis and outcomes; investigates the unique aspects of pharmacology in children and adolescents. (2 lecture, 3 lab)

Distribution: Physical Therapy.

PHTH 7356 - Management of Special Populations (3)

Case-based study of examination, evaluation and intervention strategies for patients/clients with complex medical problems spanning multiple systems; includes advanced practice with examination, evaluation and intervention strategies for populations with selected musculoskeletal problems. Special topics include spinal manipulation, pelvic floor dysfunction, peripartum management, dry needling, imaging, concussion management, and orthotics and prosthetics.

Distribution: Physical Therapy.

PHTH 7441 - Cardiopulmonary and Critical Care (4)

In-depth study of examination, evaluation and intervention strategies for patients/clients with cardiovascular and/or pulmonary problems with emphasis on those in the acute setting; includes principles of prevention, diagnosis, prognosis, and outcomes; investigates relationship between pharmacological management and physical therapy interventions. (3 lecture, 3 lab)

Distribution: Physical Therapy.

PHTH 7442 - Musculoskeletal Rehab II (4)

Advanced study of examination, evaluation and intervention strategies for patients/clients with spine and upper extremity musculoskeletal problems across the lifespan; includes orthotics and bracing techniques, manual therapy; includes principles of prevention, diagnosis, prognosis, and outcomes; investigates relationship between pharmacological management and physical therapy interventions (3 lecture, 3 lab)

Distribution: Physical Therapy.

PHTH 7443 - Neuromuscular Rehab II (4)

Advanced study of examination, evaluation and intervention strategies for patients/clients with stroke, spinal cord injury, and traumatic brain injury; includes discussion of rehabilitative and assistive technologies; includes in-depth exploration of current body of literature for the practice of physical therapy with the designated populations. (3 lecture, 3 lab)

Distribution: Physical Therapy.

PHTH 7412 - Functional Anatomy (4)

Introduction to biomechanical principles of human movement; includes mechanical principles of joint movement, posture, and gait analysis; integration of anatomy and kinesiology with biomechanics is emphasized. (3 lecture, 3 lab)

Distribution: Physical Therapy.

PHTH 7421 - Clinical Neuroscience (4)

Study of the structure and function of the nervous system across the lifespan; includes cellular, systemic, and clinical pathology discussions of peripheral and central neural components; includes basic examination of sensation, perception, cognition and motor control. (3 lecture, 3 lab). Lab Fee Required.

Distribution: Physical Therapy.

PHTH 7422 - Therapeutic Interventions (4)

Emphasis on the development of skills in therapeutic interventions, including therapeutic exercise and joint mobilization. (3 lecture, 3 lab)

Distribution: Physical Therapy.

PHTH 7423 - Applied Physiology II (4)

Part two of a two-part series; study of the physiology of the human body, including function at the molecular, cellular, tissue and systems levels in health and disease, as well as the rest and during work/exercise; addresses integration of physiological responses from multiple systems, cellular physiology, metabolism, and homeostasis; includes introduction to general pharmacology. (4 lecture, 1 lab)

Distribution: Physical Therapy.

PHTH 7424 - Examination and Evaluation (4)

Introduction to physical therapy examination, evaluation, and differential diagnosis within a clinical decision making framework; includes introduction to diagnostic screening and imaging; incorporates the Guide to PT Practice. (3 lecture, 3 lab)

Distribution: Physical Therapy .

PHTH 7431 - Musculoskeletal Rehab I (4)

In-depth study of examination, evaluation, and intervention strategies for patients/clients with musculoskeletal problems across the lifespan; includes orthotics and bracing techniques, manual therapy; includes principles of prevention, diagnosis, prognosis, and outcomes; investigates relationship between pharmacological management and physical therapy interventions. (3 lecture, 3 lab)

Distribution: Physical Therapy.

PHTH 7432 - Neuromuscular Rehab I (4)

In-depth study of examination, evaluation, and intervention strategies for patients/clients with neuromuscular problems; includes principles of prevention, diagnosis, prognosis, and outcomes; investigates relationship between pharmacological management and physical therapy interventions. (3 lecture, 3 lab)

Distribution: Physical Therapy.

PHTH 7435 - Neuromuscular Rehab I (4)

In-depth study of examination, evaluation and intervention strategies for patients/clients with neuromuscular problems across the lifespan; includes principles of prevention, diagnosis, prognosis, and outcomes; investigates relationship between pharmacological management and physical therapy interventions. (3 lecture, 3 lab)

Distribution: Physical Therapy.

PHTH 7711 - Human Anatomy (7)

Study of the structure and function of systems in the human body; provides an introduction to radiology, histology, and embryology; includes human cadaver dissection (4 lecture, 9 lab). Lab Fee Required.

Distribution: Physical Therapy.

PHTH 7751 - Professional Experience I (7)

First of three clinical experiences, consists of 8 weeks of full-time supervised clinical practice; emphasizes integration and application of learned physical therapy skills, knowledge and behaviors in a patient care environment. (Total of 320 hours)

Distribution: Physical Therapy.

PHTH 7961 - Professional Experience II (9)

The second of three clinical experiences; consists of 11 weeks of full-time supervised clinical practice; emphasizes progressing integration and application of learned physical therapy skills, knowledge and behaviors in a patient care environment. (Total of 440 clinical hours)

Distribution: Physical Therapy.

PHTH 7971 - Professional Experience III (9)

The last of three clinical experiences, consists of 11 weeks of full-time supervised clinical practice; emphasizes development of entry-level physical therapy skills, knowledge and behaviors in a patient care environment. (Total of 440 clinical hours)

Distribution: Physical Therapy.

READ - Reading**READ 5300 - Reading: A Linguistic Perspective (3)**

Application of modern linguistic approaches aimed at helping the student understand the reading process. Consideration is given to cognitive, linguistic, and social factors in reading. Attention is given to comprehension, memory and oral reading behavior. A project related to the understanding of the linguistic elements of language learning is required.

Distribution: Education.

READ 5328 - Advanced Assessment in Reading (3)

This course includes current issues in reading assessment, management of assessment, how to disaggregate and interpret data, understand state and national assessment reports and tools and their implication, and make appropriate choices for assessment tools in reading. Also included are strategies to report assessment data, how to positively use data to enhance the community, and how to build a positive relationship when reading scores are down. A demonstration of proficiency with assessment tools is required. A research paper on current issues in reading assessment is required. Prerequisite: A course in diagnostic and prescriptive reading. A fee of \$75 is required.

Distribution: Education.

READ 5351 - Advanced Children's Literature & Literacy (3)

This course will examine the genres of children's literature and explore ways of using that literature in literacy events. The course provides opportunities for extensive reading and analysis of a wide variety of literature and study of notable authors and illustrators. A required independent project will focus on some aspect of children's literature and literacy.

Distribution: Education.

READ 5352 - Advanced Diagnostic & Corrective Reading (3)

The focus of this course is upon the diagnosis and remediation of reading problems in ages preschool through adult. Students will learn to diagnose reading problems and provide appropriate instructional strategies for remediation. Students will write and submit a research paper. A fee of \$75 is required.

Distribution: Education.

READ 5354 - Assessment & Pedagogy for Teachers of ELL (3)

This course addresses planning and implementing effective, developmentally-appropriate English as a second language (ESL) instruction. Foundations of ESL education and factors that contribute to an effective multicultural and

multilingual environment are presented. Research-based methods, as well as formal and informal assessment procedures and instruments are taught.

Distribution: Education.

READ 5355 - Disciplinary Literacy (3)

This course is designed to equip the pre-service teacher with tools to teach across the disciplines in grades four through twelve. Pre-service teachers obtain knowledge and apply strategies that include structure of expository texts, development of vocabulary, word identification, reading fluency, and comprehension of text. Attention is given to writing as a learning tool in various content areas. Students examine and develop assessments which cover a variety of formats to fit various content areas. A connection between language arts and other content areas is emphasized.

Distribution: Education.

READ 6090 - Comprehensive Examination (0)

This examination provides an opportunity for students to demonstrate their ability to integrate and apply the theory and skills acquired in their course work. It is given during the student's last semester of enrollment prior to graduation.

Distribution: Education.

READ 6181 - Special Topics (1)

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

Distribution: Education.

READ 6190 - Independent Study (1)

A service course designed for an individual based on student interest and need. A project must be developed and will be presented using a multi-media format. By prior approval only.

Distribution: Education.

READ 6191 - Seminar (1)

A service course designed to permit the offering of topics of current interest. By prior approval only.

Distribution: Education.

READ 6192 - Independent Research (1)

For the student desiring independent research experience. Research may be designed by the student and carried out on an approved topic of interest as part of an ongoing

research project conducted by the faculty. By prior approval only.

Distribution: Education.

READ 6281 - Special Topics (2)

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

Distribution: Education.

READ 6290 - Independent Study (2)

A service course designed for an individual based on student interest and need. A project must be developed and will be presented using a multi-media format. By prior approval only.

Distribution: Education.

READ 6291 - Seminar (2)

A service course designed to permit the offering of topics of current interest. By prior approval only.

Distribution: Education.

READ 6292 - Independent Research (2)

For the student desiring independent research experience. Research may be designed by the student and carried out on an approved topic of interest as part of an ongoing research project conducted by the faculty. By prior approval only.

Distribution: Education.

READ 6301 - Problems in Teaching Reading EC-12 (3)

This course addresses special problems that occur in reading programs and how administrators and specialists can identify and provide remediation so that all students are successful readers.

Distribution: Education.

READ 6354 - Clinical Practice/Reading Education (3)

Designed to give the student clinical experience in the application of theoretical models in a laboratory setting. Supervised individual practice in diagnosis, remediation, and research will culminate in a project and multimedia presentation.

Distribution: Education.

READ 6356 - Organization & Leadership/Reading Programs (3)

This course is designed to acquaint the student with advantages and disadvantages of organizational plans in reading and with how to make instructional adjustments to

meet individual and school needs. Topics for study will include the role of research in reading, promoting parent and community involvement, strategies for effective staff development, and program evaluation.

Distribution: Education.

READ 6381 - Special Topics (3)

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

Distribution: Education.

READ 6391 - Seminar (3)

A service course designed to permit the offering of topics of current interest. By prior approval only.

Distribution: Education.

READ 6392 - Independent Research (3)

For the student desiring independent research experience. Research may be designed by the student and carried out on an approved topic of interest as part of an ongoing research project conducted by the faculty. By prior approval only.

Distribution: Education.

READ 6481 - Special Topics (4)

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

Distribution: Education.

READ 6490 - Independent Study (4)

A service course designed for an individual based on student interest and need. A project must be developed and will be presented using a multi-media format. By prior approval only.

Distribution: Education.

READ 6491 - Seminar (4)

A service course designed to permit the offering of topics of current interest. By prior approval only.

Distribution: Education.

READ 6492 - Independent Research (4)

For the student desiring independent research experience. Research may be designed by the student and carried out on an approved topic of interest as part of an ongoing

research project conducted by the faculty. By prior approval only.

Distribution: Education.

READ 6581 - Special Topics (5)

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

Distribution: Education.

READ 6590 - Independent Study (5)

A service course designed for an individual based on student interest and need. A project must be developed and will be presented using a multi-media format. By prior approval only.

Distribution: Education.

READ 6591 - Seminar (5)

A service course designed to permit the offering of topics of current interest. By prior approval only.

Distribution: Education.

READ 6592 - Independent Research (5)

For the student desiring independent research experience. Research may be designed by the student and carried out on an approved topic of interest as part of an ongoing research project conducted by the faculty. By prior approval only.

Distribution: Education.

READ 6681 - Special Topics (6)

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

Distribution: Education.

READ 6690 - Independent Study (6)

A service course designed for an individual based on student interest and need. A project must be developed and will be presented using a multi-media format. By prior approval only.

Distribution: Education.

READ 6691 - Seminar (6)

A service course designed to permit the offering of topics of current interest. By prior approval only.

Distribution: Education.

READ 6692 - Independent Research (6)

For the student desiring independent research experience. Research may be designed by the student and carried out on an approved topic of interest as part of an ongoing research project conducted by the faculty. By prior approval only.

Distribution: Education.

SITE MAP

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