

UNIVERSITY OF MARY HARDIN-BAYLOR

2019-2020

# GRADUATE CATALOG



A Texas Baptist Institution

900 College Street  
Belton, Texas 76513

Telephone: 1-800-727-8642

Directory: <http://hr.umhb.edu/directory/alpha>



## Welcome from the President

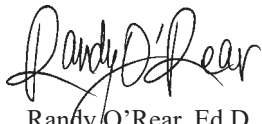


On behalf of the administration, faculty, and staff, let me welcome you to the University of Mary Hardin-Baylor! This catalog outlines the wide range of academic offerings that are taught by our talented and dedicated faculty at UMHB. You will quickly see that our curriculum offers students a solid set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

UMHB offers you these learning experiences in an environment where personal attention to each student is valued. We believe that the size of our campus, the quality of our faculty, and our commitment to Christian values and service will make your time at UMHB an extraordinary experience. 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

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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](http://www.umhb.edu).

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



# ACCREDITATION

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

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

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.

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](mailto:accreditation@apta.org); website: <http://www.capteonline.org>

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

Accreditation Council for Business Schools and Programs (ACBSP)

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 Vice Provost for Institutional Effectiveness at 254-295-4505. This includes inquiries regarding the accreditation status of UMHB and requests to review documents pertaining to accreditation.

# ANNUAL 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. You can obtain a copy of this report online at <https://go.umhb.edu/resources/police/policies-reports#1845>.

## **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.





# UNIVERSITY CALENDAR

## 2019-2020

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 2019

|                             |                          |
|-----------------------------|--------------------------|
| August 16 (7:30 am) .....   | University Housing Opens |
| August 16-17 .....          | Advising & Registration  |
| August 26 .....             | Classes Begin            |
| August 29 (11:00 am) .....  | Convocation              |
| September 2 .....           | Labor Day Holiday        |
| November 27-29 .....        | Thanksgiving Holidays    |
| December 6 .....            | Classes End              |
| December 9-12 .....         | Final Exams              |
| December 13 (1:00 pm) ..... | Winter Commencement      |
| December 24-January 4 ..... | Christmas Holidays       |

### Spring 2020

|                              |                                     |
|------------------------------|-------------------------------------|
| January 9-10 .....           | Advising & Registration             |
| January 13 .....             | Classes Begin                       |
| January 20 .....             | Martin Luther King, Jr. Day Holiday |
| March 9-13 (tentative) ..... | Spring Break                        |
| April 10 .....               | Good Friday Holiday                 |
| April 23 .....               | Play Day                            |
| April 30 .....               | Classes End                         |
| May 1 .....                  | Study Day                           |
| May 4-7 .....                | Final Exams                         |
| May 9 (7:30 pm) .....        | Spring Commencement                 |

### May Mini-Mester 2020

|                     |                         |
|---------------------|-------------------------|
| May 13 .....        | Advising & Registration |
| May 13-June 3 ..... | Class Days              |
| May 27 .....        | Memorial Day Holiday    |

### Summer I 2020

|                     |                         |
|---------------------|-------------------------|
| June 5 .....        | Advising & Registration |
| June 5-July 2 ..... | Class Days              |

### Summer II 2020

|                       |                          |
|-----------------------|--------------------------|
| July 8 .....          | Advising & Registration  |
| July 8-August 1 ..... | Class Days               |
| July 4 .....          | Independence Day Holiday |

### Fall 2020 (Tentative)

|                 |               |
|-----------------|---------------|
| August 26 ..... | Classes Begin |
|-----------------|---------------|

# 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.

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](mailto:susan.owens@umhb.edu).

## ANNUAL SECURITY AND FIRE SAFETY REPORTS

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

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

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

## SEXUAL ASSAULT OR SEXUAL VIOLENCE

The University strives to create a campus environment that is free from sexual violence, sexual assault, sexual harassment, or gender-based harassment, all of which are prohibited by university policy and by federal law. Detailed information about reporting crimes, sex offenses, or violations of the university's policies can be found in the Student Handbook at <http://students.umhb.edu/student-handbook>, 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](http://www.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 of function for which the university would otherwise use its own employees and who is under the direct control of the university with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another university official in performing his or her tasks. A university official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for UMHB.

Upon request, UMHB also discloses education records without consent to officials of another college/university in which a student seeks or intends to enroll.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by UMHB to comply with the requirements of FERPA.

The name and address of the Office that administers FERPA is:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202

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

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

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

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

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

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

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

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

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

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

# GRADUATE STUDENT SERVICES AND FACILITIES

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

## Student 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 programs: Nursing, Master of Art in Counseling, Doctor of Physical Therapy, and Master of Science in Occupational Therapy. For more information, contact your Dean or Program Director The Robert and Linda Black Center for Student.

## 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](mailto: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.

### Counseling

Professional and confidential clinical counseling services are available to students in need of assistance for a wide variety of issues. Crisis counseling, stress management, and a range of other emotional issues are addressed, as appropriate, on an individual and support group basis. Free counseling services are offered to currently enrolled students on a short-term basis by appointment only. When appropriate, referrals are made to mental health providers in the local area. If a student wishes to continue counseling services beyond short-term, UMHB counselors may be available on a fee-for-service basis, as schedules permit. Confidentiality is maintained in accordance with state regulations. More information can be found online at <https://go.umhb.edu/resources/counseling/home>. The Student Counseling Center is located in the Mabee Student Success Center, Third Floor.

### 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.

### Student Health Services Center

A vital component of the university experience for UMHB students is a healthy lifestyle. The goal of the UMHB 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 UMHB 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 UMHB 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 on the third floor of the Mabee Student Center.

### State of Texas Vaccination Requirement:

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

- If a student has been outside the US in the last year for more than a 3 week period, a TB skin test is recommended. Once accepted for admission to UMHB, international students from countries identified as "TB high-risk" (source: World Health Organization) are required to submit a negative TB test from a licensed medical professional within the United States. Results from test completed outside the United States recorded on government-issued documents must be presented by the student upon arrival. UMHB reserves the right to review the source of test results to determine if they will be accepted. The test results must be dated no more than 6 months prior to the student's initial enrollment date at UMHB. Either a negative TB skin test or a negative (normal) chest x-ray report will be accepted. Test results may be included on the UMHB Medical History form or scanned and emailed separately to UMHB Health Services. The Health Center also offers the TB skin test at a nominal charge.
- Students are encouraged to submit proof of current immunizations for their age, as published by the State of Texas. (source: 25 TAC §§97.61; 97.63-97.72) Health Services Center contact



## Student Medical Expenses

UMHB assumes no responsibility 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 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](mailto:susan.owens@umhb.edu)

## Career Services

Located in the Mabree 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](http://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](mailto: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>

## Dining Services

The Student Dining Facility is located in Bawcom Student Union.

### The Student Dining Facility

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

### Chick-fil-A

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

### Grill 1845

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

### Starbucks

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



# UMHB CAMPUS

## Academic, Administrative, & Other Buildings

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

**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, rooms for UMHB band program, and multi-functional rooms, including the McLane Great Hall.

**C.R. Clements Center** 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 and Communications and Special Projects. An addition of 4,000 square feet was completed in March 2016 along with renovations to existing building.

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

**Frazier Center**, built in 1960, provides offices for various faculty.

**Hardy Hall** was named in honor of former president Dr. J.C. Hardy; this 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**, This is the oldest building on campus. Constructed in 1919, it originally was used as a women’s residence hall from approximately 1919 to 1960. The building served as the administration building for a short time and currently houses academic offices.

**Isabelle Rutherford Meyer Nursing Education Center** was completed in 2012 and dedicated in February 2013. The building houses faculty offices, classrooms, and simulation laboratories for UMHB’s Scott & White 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 in 2014-2015. The building contains: University Police, Post Office, Mabee Market, Cru Card and Copy Services, Career Services, Writing Center, International Student Services, Center for Global Engagement, Center for Academic Excellence, ROTC, and Robert and Linda Black Center for Counseling, Testing & Health Services.

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

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

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

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

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

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

**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 a 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.

**UMHB Community Life Center**, located at 717 College Street, provides affordable counseling to members of the community in Bell County who need counseling services.

**J.W. Williams Service Center** is located on the northern edge of the campus, at 800 Industrial Park Road. The building is named for J.W. Williams, who served as maintenance supervisor for the campus 1936-41 and 1948-77. This property was purchased in September 2012 and renovations were completed in September 2013. This facility now houses offices and shops for the staff of the Physical Plant and Event Services.

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

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

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

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

## Athletic Facilities

**Andersen Field House** was made possible by a gift from the Andersen Foundation and was opened in 1998. 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 & Courts** were completed in August 2012, which encompasses four tennis courts, 3 sand-volleyball and 2 basketball courts. The building consists of 2,000 square feet of office, storage and restroom 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 and therapy areas, and showers and restroom facilities 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 1954-1965.

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

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

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

**UMHB Sportsplex** includes football practice field, soccer practice field and a lighted soccer game 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.

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

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

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

**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.

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

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

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

## Independence Village

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

- **Shannon Commons** building, named for John H. Shannon, honorary member of the UMHB Alumni Association and late husband of Pat Lockridge Shannon, Class of 1953. The building was constructed in 2005.
- **Clark Hall** named for Dr. Horace Clark, principal of the Female Department of Baylor University and president of Baylor Female College, in 1871. This building was constructed in 1996.
- **Ferguson Hall** named for Miriam Amanda "Ma" Ferguson, a former student of the late 1800s and first woman governor of Texas. This building was constructed in 1996.
- **Garner Hall** named for the late John Hood Garner and Alleen Weatherford Garner, longtime residents of Belton. This building was constructed in 2010.
- **Grover Hall** named for the late O. Stanley and Blanche Grover, avid supporters and recruiters for the university. This building was constructed in 1996.
- **Hobby Hall** named for Oveta Culp Hobby, a former student of the early 1920s, a businesswoman and first commanding officer of the Women's Army Corps. This building was constructed in 2005.
- **James Hall** named for the James family, which has maintained close ties with the university since 1885 by serving on the board of trustees, teaching,

and attending the university. Eleanor James, Class of 1933, was the author of “Forth from Her Portals,” a history of the first 100 years of the university in Belton. This building was constructed in 1998.

- **Provence Hall** named for Sally A. Provence, a graduate of 1937 and former professor of pediatrics at Yale University. This building was constructed in 1998.
- **Taylor Hall** named for Mattie E. Taylor, a graduate of 1910 and former member of the board of trustees. This building was constructed in 1998.
- **Tryon Hall** named for William M. Tryon, one of the original founders of the university in 1845. This building was constructed in 1998.
- **Tyson Hall** named for Dr. Arthur K. Tyson, president of Mary Hardin-Baylor College from 1954 to 1966. This building was constructed in 2005.
- **Wilson Hall** named for William A. Wilson, president of Baylor Female College from 1896 to 1911. This building was constructed in 2005.

**Campus Housing is not available for student enrolled in graduate programs.**

## 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  
Curtis Mansion  
Forth From Her Portals Sculpture  
Fountain in Vann Circle  
Historical Park  
Intramural/Band Rehearsal Field  
Landmark Entryway  
Luther Memorial/Old Baylor Bell Tower  
Millennium Oaks Park  
Musick/Flowers Plaza  
N.B. Moon Building (Bell Baptist Association)  
Parker Prayer Garden  
Potter Gazebo  
Potts Plaza  
Senior Bell Plaza  
Student Memorial in Millennium Oaks Park  
York Sesquicentennial Plaza

## INFORMATION AND INQUIRIES

The University of Mary Hardin-Baylor welcomes those who are seeking information. This catalog has been prepared to answer most questions concerning the University and its services. Other inquiries should be addressed to the Graduate Admissions office at 1-800-727-UMHB, Ext. 4924, or 1-254-295-4924, or via email at [kmoore@umhb.edu](mailto:kmoore@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   | nbonner@umhb.edu                      |
| Master of Science in Information Systems                    | (254) 295-4836   | flee@umhb.edu                         |
| Master of Science in Accounting                             | (254) 95-4655    | kfischer@umhb.edu<br>nbonner@umhb.edu |
| Master of Science in Management                             | (254) 295-4884   |                                       |
| Master of Art in Counseling                                 | (254) 295-5425   | ehuffman@umhb.edu                     |
| Master of Education and Doctor of Education                 | (254) 295-4572   | LEAD@umhb.edu<br>ltaylor@umhb.edu     |
| Master of Science in Exercise Physiology                    | (254) 295-4895   |                                       |
| Master of Science in Sport Administration                   | (254) 295-4194   | mkerr@umhb.edu                        |
| Master of Science in Nursing and Doctor of Nursing Practice | (254) 295-4662   | collegeofnursing@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                      |
| UMHB Bookstore  | (254) 295-4628   | bookstore@umhb.edu                    |

### Student Handbook

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

# ADMISSIONS

## Applying for Admission

An applicant must submit:

1. An application for admission with a \$35 non-refundable fee.
2. Official transcripts from each college previously attended sent directly from the granting institution to the UMHB Graduate Admissions Office. Even though courses taken at one institution are noted on another college's transcript, applicants must submit transcripts from the institution at which the courses were taken. Transcript evaluations will be completed after submission of an application to 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 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, 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

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 AID

## Application Procedures

Students applying for financial aid must complete the following steps:

1. Process a Free Application for Federal Student Aid (FAFSA) - This form can be completed at [www.fafsa.ed.gov](http://www.fafsa.ed.gov).
2. Log into financial aid portal to accept/decline award options and complete any required documents.

## Aid Programs by Category

### Student Loans

1. Federal Direct Unsubsidized Student Loan- The borrower is responsible for interest that accrues during deferment periods (including in-school) and during the six-month grace period. Graduate students may borrow \$20,500 per academic year (fall, spring, summer).
2. Alternative Loans- A list of private lenders can be found at [www.elmselect.com](http://www.elmselect.com). Each lender maintains their individual website with current interest rates and other pertinent information. Be sure to stay informed of interest rates and repayment responsibilities.
3. Graduate PLUS – available to graduate students who have exhausted their annual direct loan eligibility. The borrower must meet PLUS loan borrow criteria as explained in <https://studentaid.gov>. If approved, the borrower is responsible for interest that accrues during deferment periods (including in school) and during the six-month grace period. Borrowing power is based upon a student's cost of attendance less any other current financial assistance.

### Institutional Programs

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

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

## Leaving School

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

## Refund/Repayment Policy

Please refer to the financial section for more information.

## Satisfactory Academic Progress Policy

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

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

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.

## Warning Period

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

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

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

## Probation Period

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

## Suspension

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



## **Appeal process**

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

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

Step Two: The Financial Aid Office will:

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

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

## **Transfer Credits**

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

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

## **Incomplete Grades**

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

## **Repeating Classes**

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

## **Withdrawing From the University**

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

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

# FINANCIAL INFORMATION

## Fees

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

## Exit Counseling

UMHB takes seriously its responsibility to counsel students with regard to debt and its financial impact. To that end, the University 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. Specifically, 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 will be able to obtain an official academic transcript until the hold is removed by the Office of Financial Aid.

In addition, Exit Counseling is required of students who have not graduated and are not enrolled for the next academic semester, students who are registered less than half-time, or students who are expelled. This same counseling is required even if the student plans to transfer to another institution.

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

## 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 — \$935 per semester hour

Doctoral — \$990 per semester hour

## Other Required Fees

General Service — \$60 per semester hour

Technology Fee — \$15 per hour

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

Replacement Vehicle Tag — \$15

Replacement Student ID — \$10

## Special Fees

Audit (lecture course only) — \$935 per graduate course; \$990 per doctoral course

Graduation — \$75 Graduate, \$90 Doctoral

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

Independent Study Course — \$865 per graduate semester hour; \$920 per doctoral semester hour

Non-scheduled Exam — \$40

Removal of “I” (Incomplete) grade — \$25

Returned Check Fee — \$25

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

Schedule Reinstatement Fee—\$100

Yearbook — \$40

## Course Fees

Courses may have additional course fees assessed to cover lab and other classroom material costs associated with that particular course. Fees are reviewed and assessed each semester as needed. Please refer to the course fee section at: Website to come

## Payment of Accounts

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

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

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

Students should have available funds for the purchase of books and other supplies as these expenses are not charged on the registration bill. Credit cards may be presented for payment in the UMHB Campus Store and students with excess financial aid can use a book voucher for textbook purchases.

Exclusive arrangements have been made with Tuition Management Systems for families who would like to make monthly payments. The monthly payment program is not a loan and carries no interest. A participation fee of \$40 per semester enables the payer to make five (5) equal payments to cover projected annual school costs. The first payment or the Fall semester is due July 5, but the program may be entered into later by including all previously due payments with the application fee. Life insurance which covers the unpaid contract amount is included at no additional cost.

The amount to be financed is determined by subtracting all financial aid (including campus work, if applied to account balance, and PLUS loans) from the total of tuition, fees, and room and board. Books and personal expenses may not be budgeted and must be paid for at the time they are incurred. Students may call Tuition Management Systems toll free at 1-800-722-4867 or contact via the web at [www.umhb.afford.com](http://www.umhb.afford.com) to assist them in calculating their 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. The University also reserves the right to withhold a student's access to campus ser-

vices, 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. UMHB may additionally withdraw a student for failure by the student to demonstrate proper responsibility in the handling of financial matters as related to the University.

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

For any check not honored by a bank, a returned check fee of \$30 will be charged and check writing privileges on campus may be revoked.

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

## **Account Holds**

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.

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 TMS will be sufficient to cover the outstanding balance.

This non-refundable fee will be assessed each month thereafter until the account is paid in full or 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 all classes for a semester prior to the first day of classes for that semester. A student's schedule cannot be cancelled on or after the first class day. Cancellations must be in writing or by email to the Registrar's Office prior to the first day of classes for the semester. For cancellations, all tuition and fees will be refunded at 100%. Financial aid for the term is cancelled and returned to the programs.

## **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 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.

Beyond these dates, a student who must drop a course because of excessive absences, poor work, 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:**

100% refund of tuition prior to expiration of first 2 semester days (scheduled from first day of semester)

80% refund of tuition prior to expiration of first 4 semester days (scheduled from first day of semester)

60% refund of tuition prior to expiration of first 8 semester days (scheduled from first day of semester)

40% refund of tuition prior to expiration of first 10 semester days (scheduled from first day of semester)

No tuition refunds will be made after the end of the 10th semester day counted from the first day of semester.

Refunds for courses other than regular day classes will be prorated.

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

## 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.

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. 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 which divides the number of calendar days the student attended classes by the total number of calendar days in the semester (less any scheduled breaks of 5 days or more). The resulting percentage is then multiplied by the total federal funds that were disbursed (either to the student's university account or to the student directly by check or direct deposit) for the semester. This calculation determines the amount of aid earned by the student which he or she may keep (e.g., if the student attended 25% of the term, the student will have earned 25% of the aid disbursed). The unearned amount – total aid disbursed less the earned amount – must be returned to the federal or state government by UMHB or the student. The Bursar's Office will notify and provide instructions to students who are required to return funds to the government.

If circumstances require that the student should withdraw from all classes, the student is strongly encouraged to understand the financial impact before doing so. The Bursar's Office can provide refund examples and further explain this policy and its impact on the student.

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, because the student did not complete a specified number of credit hours for which aid was disbursed.

# 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. Complete admission requirements through the Go Army Ed Portal.
3. Have an evaluation of service schools/experiences completed by the Registrar's Office to determine any awarding of military credit.
4. Register for classes through the University in coordination with assigned academic advisor. Provide Certification Coordinator with a copy of UMHB class schedule.
5. Register for classes through the Go Army Ed Portal to secure available Tuition Assistance benefit.
6. Maintain Satisfactory Academic Progress (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. Be eligible for Chapter 33 Post 9/11 veteran benefits at the 100% rate (as determined by the Department of Veterans Affairs). Chapter 33 Post 9/11 100% rate eligibility must be verified by the DD-214 Member-4 and Certificate of Eligibility (provided by the Department of Veteran Affairs).

Note: According to VA, Active Duty 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.

# 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

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

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

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

# ACADEMIC STANDARDS

## Credit Hour

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

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

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

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

## Course Numbers

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

## Student Course Load

### Full-time Load:

Fall/Spring Semester 9 semester hours minimum

Summer Session 9 semester hours minimum

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

**Overload:** 12 semester hours or more

## Grading System

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

\*Not counted in computing GPA

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

## Incomplete Grade

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

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



## Grade Reports

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

## Academic Progress Requirements

A grade point average (GPA) of 3.00 or above, semester and cumulative, is required of all graduate students enrolled at the University of Mary Hardin-Baylor. Students with a semester or cumulative GPA of less than 3.00 will be placed on probation. 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, Graduate Studies, students may be readmitted sooner than one calendar year after dismissal.

## 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.

## Academic Appeal

**Grounds for Appeal:** Students may appeal any academic decision believed to be arbitrary, capricious, or unfair. A student's mere dissatisfaction with a grade or decision is not grounds for an appeal. For an appeal to have merit, there must be some evidence that the student has been treated inappropriately with regard to the administration of the university's policies and procedures.

**Procedure:** Appeals will be considered only if they are from students enrolled at UMHB upon initiation of the first appeal. Furthermore, appeals must be initiated within 30 days calendar of the date of the decision or action being appealed. The student should send the appeal by campus email. A written copy delivered to the recipient is also strongly encouraged.

The student should first appeal the decision in writing to the person who made it by stating the appropriate rationale for reconsideration, the requested remedy, and the student's contact information. If the matter is not resolved, the student may then appeal that decision in writing to the next highest authority.

In matters related to academic coursework, the line of appeal is first, the faculty member; second, the associate dean/department chair (as applicable to the College); third, the dean of the college; and finally, the Provost's Office.

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

The dean and/or Provost's Office may request a meeting with the student and other parties involved.

Conversations and/or correspondence with anyone other than students and UMHB faculty/ staff will not be considered in responses to appeals until and unless the issue has been appealed to the Provost's Office.



# 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 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 coming to class late assume responsibility for checking with the instructor to make sure they were marked tardy instead of absent. Because attendance is expected, students are responsible for all course work and assignments. 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.
  - a. Plagiarism in any form is expressly prohibited.
  - b. 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.
  - a. 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.
  - b. 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.
  - a. Falsifying research data, lab reports, or other academic work product is expressly prohibited.
  - b. 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.
  - c. 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.
  - a. 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.
  - a. Falsifying an academic record, a degree plan, a prerequisite waiver, or any other official document is expressly prohibited.
  - b. 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.
  - a. 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.
  - a. **Category One** violations are defined as incidents of alleged academic dishonesty that occur within a single course.
  - b. **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 Vice Provost is typically tasked with review of student appeals, the Provost may designate this review to another administrator.

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

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

1. **Category One:** An incident of alleged academic dishonesty that occurs within a single course:
  - a. 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.
  - b. 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.
  - c. 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.

- d. 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.
  - e. Sanctions And Reporting to the Provost's Office
    - i. 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).
    - ii. 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.
    - iii. 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. The faculty member must report the incident within 24 hours from the time that the student is informed of the sanction.
  - f. 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.
  - g. 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 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.
  - h. The Associate Dean or Dean (as applicable to the College) shall review the faculty member's decision in light of the letter of appeal. The Associate Dean or Dean (as applicable to the College) may interview anyone who may have pertinent information about the issue and request information or counsel from other persons.
  - i. The Associate Dean or Dean (as applicable to the 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 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 College) is final.
2. **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 Vice Provost is notified of an act of dishonesty and has verified that it is not the first incident, and after the appeal process regarding the faculty's sanctions for the latest incident is completed or expired, the Vice Provost will begin a review of the incidents.
  2. The Vice Provost will arrange a meeting with the student to discuss the issue.
    - a. Students are required to attend this meeting and to cooperate in the process.
    - b. 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 Vice Provost's role is to determine whether additional sanctions should be imposed after a review of the circumstances and sanctions already imposed.
    - c. The Vice 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 Vice Provost will make a decision regarding any additional sanction imposed (up to and including suspension) within a reasonable time, normally within two weeks after the initial meeting\*, although the school schedule may require a longer period of time. If sanctions (up to and including suspension) are imposed, the Vice Provost will notify the student of the decision in writing. See section below for sanctions regarding expulsion.  
\*If the student fails to meet with the Vice Provost for two consecutive scheduled appointments, the Vice Provost will continue the review with the available information.
  4. The Vice Provost shall report the decision to the Provost, typically within five (5) business days of the decision. Upon receipt, the Provost will update the student's record and notify any other university offices necessary to process a sanction, if one is given.
  5. The student has the right to appeal the Vice Provost's decision by delivering a letter of appeal to the Provost within seven (7) calendar days after the decision by the Vice Provost. The letter of appeal shall state the portions of the Vice 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 Vice Provost's[OS1] 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 Vice Provost within a reasonable time, normally within ten days after receiving the appeal, although the school schedule may require a longer period of time. The Provost may affirm the decision of the Vice Provost, make a different determination of the facts, or change any academic penalties imposed on the student. The decision of the Provost is final.

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

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

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

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

# PROGRAMS OF STUDY

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

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

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

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

Doctor of Nursing Practice

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

Doctor of Physical Therapy

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

Master of Science in Physician Assistant Program

## **Master of Science in Occupational Therapy Program**

Master of Science in Occupational Therapy

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

Clinical Mental Health Counseling  
Licensed Professional Counselor  
National Board Certified Counselor  
Marriage, Family and Child Counseling  
Licensed Marriage and Family Therapist  
Non-Clinical Professional Studies Program

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

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

Educational Administration (with principal certification)  
Curriculum and Instruction (Fields of study)

## **Master of Science in Education (M.S.Ed.)**

Sport Administration

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

Exercise Physiology

## **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)**

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

Nursing Education  
Nurse Executive Leadership  
Family Nurse Practitioner  
Adult-Gerontology Acute Care Nurse Practitioner  
Post-Master's Certificate- Adult Gerontology Acute Care Nurse Practitioner  
Post-Master's Certificate- Family Nurse Practitioner  
Post-Master's Certificate- Nursing Educator

# 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) are from regionally accredited United States institutions of higher education; (3) received a grade of at least a "B;" and (4) consisted of subject matter equivalent to UMHB course(s) applicable to the student's program of study.

Transfer course equivalencies are determined through the collaborative efforts of the Registrar's Office, the graduate program Director, the Dean/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.

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

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

Credit is not awarded for experiential learning.



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

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

Only official transcripts will be evaluated for potential transfer credit.

- New students must submit an official transcript from ALL previously attended colleges and universities. Even though courses taken at one institution may be noted on another institution's transcript, an official transcript from each institution at which courses were taken is required. Transcripts should be sent directly from prior institutions to the UMHB Graduate Admissions Office.

University of Mary Hardin-Baylor  
Graduate Admissions Office  
UMHB Box 8402  
900 College Street  
Belton TX 76513

- Readmitted students who attended any other institutions during their absence from UMHB must submit official transcripts reflecting such attendance. Transcripts should be sent directly from the institutions to the UMHB Graduate Admissions Office.

University of Mary Hardin-Baylor  
Graduate Admissions Office  
UMHB Box 8402  
900 College Street  
Belton TX 76513

- Current students who concurrently enroll in other institutions must submit official transcripts reflecting their concurrent enrollment. Transcripts should be sent directly from the institution to the UMHB Registrar's Office.

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

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

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

Students at the University of Mary Hardin-Baylor who wish to enroll in course work in a foreign country and apply those hours toward their UMHB degree must secure written permission from their graduate program director and the Director, 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 2018-2019 is valid for graduation purposes through Summer 2023 for a master's degree-seeking student enrolling in the Fall of 2018. The catalog for school year 2018-2019 is valid for graduation purposes through Summer 2025 for a doctoral degree-seeking student enrolling in Fall 2018. 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 (7) semester hours toward degree completion (as confirmed by the Registrar's Office) may petition the Registrar's Office for permission to participate in commencement exercises no earlier than January 31 for Spring participants or September 30 for Fall participants. Any exceptions to the maximum hours lacking for degree completion must be approved by the Provost. Participation in commencement exercises is not equivalent to graduation. Students granted permission by the Registrar's Office or the Provost to "walk" in the ceremony are not official graduates. They will not receive diplomas nor will their degrees be posted to their transcripts until all their degree requirements have been completed. Degree conferral dates will not be retroactive. The official degree conferral date of the semester in which the students' outstanding degree requirements are completed will apply. Students failing to graduate after the expiration of one academic year must reorganize their respective degree plan to conform with the current catalog as well as must submit another application for degree and pay another graduation fee by the applicable deadlines.
- Students may petition the Registrar's Office for permission to delay participation in commencement exercises if students are unable to participate in the ceremony immediately following their degree completion.

## 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

## 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.

### Program Length

Each degree consists of 24 core coursework hours covering specific requirements for that discipline. Students then add 6 hours (M.S.A./M.S.M.) or 12 hours (M.B.A. / M.S.I.S.) from a list of electives organized into concentrations. Students choosing all their electives from a single concentration will have that emphasis noted on their academic record. Students preferring to select electives from multiple concentrations will receive their degree without mention of a concentration.

M.S.A. and M.S.M. students have the option of completing their degree (without a concentration), in 30 hours while M.B.A. and M.S.I.S. are 36-hour degrees. M.S.A. and M.S.M. students desiring a concentration must complete all 36 hours.

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

With the exception of the M.S.A. for which a fully online format is offered, these programs primarily use a \*hybrid delivery method requiring 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 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 the critical-thinking and analysis. Graduates may choose a concentration to provide career focus.

## Admission Requirements

A minimum of 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. Candidates lacking these qualifications will be considered on a case-by-case basis. See the admissions section of this catalog for admission application procedures and costs.

## DEGREE 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.

A caution to students owning an online undergraduate accounting degree: The Texas State Board of Public Accountancy (TSPBA) stipulates that candidates complete 30 hours of upper-division accounting, of which 15 hours must be face-to-face in a traditional classroom setting. The UMHB MSA program does not provide qualifying face-to-face courses; consequently, students lacking the requisite face-to-face hours will not attain those in this program. Our courses are academically recognized and approved by TSBPA, but not as face-to-face hours.

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

## 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. Required Courses (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 |
| BCIS 6340 | Business Intelligence .....        | 3 |
| BCIS 6370 | Information Systems Security ..... | 3 |
| BCIS 6395 | Capstone Project .....             | 3 |

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

## Purpose of the Program

The Master of Science in Management (MSM) degree is a 30-credit hour program 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.

## 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 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 all four electives from the same concentration the confirmed degree will stipulate completion of that 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

## Master of Science (M.S.)

Exercise Science

## Master of Science in Education (M.S.Ed.)

Sport Administration

## 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), Educational Administration (Superintendent), Reading Specialist, Master Reading Teacher, and Special Education.

### Vision

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

### Mission

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

## CURRICULUM AND INSTRUCTION (M.ED.)

Dr. Todd Kunders, Program Director

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

### Required courses:

|           |  |   |
|-----------|--|---|
| EDUC 6352 | Applications of Educational Research.....            | 3 |
| EDUC 6340 | Assessment and Evaluation.....                       | 3 |
| EDAD 6362 | School Law .....                                     | 3 |
|           | 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                            |   |

### 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 |
| EDUC 5603 | Student Teaching/Internship .....6                      |
| EDUC 6357 | Behavior Analysis .....3                                |
| READ 5355 | Disciplinary Literacy .....3                            |

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

## EDUCATIONAL ADMINISTRATION (M.ED.)

**Dr. Todd Kunders, Program Director**

### Purpose of the Program

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

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

#### Required Courses

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

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

## PROFESSIONAL PRINCIPAL CERTIFICATE

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

## SUPERINTENDENT CERTIFICATE

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

#### Required Courses

|           |   |
|-----------|---|
| EDAD 6370 | Superintendent: Leadership Challenges.....3           |
| EDAD 6373 | The Superintendent: Financial Leadership .....3       |
| EDAD 6376 | The Superintendent: The 21st Century Curriculum.....3 |
| EDAD 6377 | The Superintendent: School Reform 21st Century .....3 |
| EDAD 6379 | Superintendent Internship .....3                      |

## MASTER READING TEACHER CERTIFICATE

**Dr. Todd Kunders, Program Director**

This is a graduate certification program, not a degree program. Hours earned may apply to the M.Ed. with Reading cognate degree.

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

#### Required Courses

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

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

Dr. Randy Hendricks, Program Director

## Vision

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

## Mission

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

## Program Entrance Requirements

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

## Transfer Credits

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

## Mode of Instruction

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

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

## Residency Requirement

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

## Admissions to Candidacy

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

## Assignment of Dissertation Committee

Upon advancement to candidacy, students are allowed to recommend preferences for committee members and chairpersons to the EdD faculty. 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 LEAD Read exam, 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 in Educational Administration 18-19

Leadership in Educational Administration- Nursing 18-19

### Leadership Core: (24 hours)

|           |                                      |   |
|-----------|--------------------------------------|---|
| EDAD 7301 | Advanced Education Theories .....    | 3 |
| EDAD 7302 | Professional Ethics and Values ..... | 3 |
| EDAD 7303 | Diversity and Learning .....         | 3 |
| EDAD 7304 | Planning and Problem Solving.....    | 3 |
| EDAD 7305 | Organizational Change.....           | 3 |
| EDAD 7306 | Dynamics of Leadership .....         | 3 |
| EDAD 7307 | Education Law and Policy .....       | 3 |
| EDAD 7308 | Field-Based Internship .....         | 3 |

### Research: (9 hours)

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

### Summer Institutes: (9 hours)

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

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

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

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

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

### Nursing Cognate Studies: (12 hours)

|           |  |   |
|-----------|--|---|
| NURS 7330 | Advanced Curriculum Development and<br>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<br>Simulation Teaching and Evaluation in Nursing ..... | 3 |

### Dissertation: (6 hours)

|           |                        |   |
|-----------|------------------------|---|
| EDAD 7324 | Dissertation I.....    | 3 |
| EDAD 7325 | Dissertation II.....   | 3 |
| EDAD 7100 | Dissertation III ..... | 1 |

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

# COLLEGE OF HEALTH SCIENCES

## Dr. Colin Wilborn, FNSCA, 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, Interim 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** – 36 hours (does not lead to licensure or certification)

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

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

The main difference between the Clinical Mental Health 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 counsel-

ing 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 Maybourn 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.

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

### CMHC Goals

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

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

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

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

CMHC Goal 5: Provide Clinical Mental Health program students with the academic and practical experiences that satisfy the program accreditation standards set forth by the 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.

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<br>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 |

#### Clinical Mental Health Counseling Specialized Courses (12 hours)

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

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

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

### **Clinical Instruction (9 hours)**

|           |                     |   |
|-----------|---------------------|---|
| CNSL 6395 | Practicum .....     | 3 |
| CNSL 6397 | Internship I .....  | 3 |
| CNSL 6398 | Internship II ..... | 3 |

### **Comprehensive Examination (0 hours)**

|           |                                 |  |
|-----------|---------------------------------|--|
| CNSL 6090 | Comprehensive Examination ..... |  |
|-----------|---------------------------------|--|

Counselor Preparation Comprehensive Examination (CPCE). The policies and procedures for the administration and scoring of the comprehensive examination for each specialization are available through the Director of the 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 June 1, 2012 for meeting the course requirements for licensure as a professional counselor in the State of Texas:

### **Human Growth and Development**

|           |                                    |   |
|-----------|------------------------------------|---|
| CNSL 6310 | Lifespan Development Seminar ..... | 3 |
|-----------|------------------------------------|---|

### **Abnormal Human Behavior**

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

### **Appraisal or Assessment Techniques**

|           |                                |   |
|-----------|--------------------------------|---|
| CNSL 6326 | Psychological Assessment ..... | 3 |
|-----------|--------------------------------|---|

### **Counseling Theory**

|           |                              |   |
|-----------|------------------------------|---|
| CNSL 6320 | Theories of Counseling ..... | 3 |
|-----------|------------------------------|---|

### **Counseling Methods or Techniques**

#### **Counseling Individuals**

|           |  |   |
|-----------|--|---|
| CNSL 6316 | Applied Counseling Techniques in Individual &<br>Family Counseling ..... | 3 |
| CNSL 6394 | Pre-Practicum .....  | 3 |

#### **Theory and Types of Groups**

|           |                       |   |
|-----------|-----------------------|---|
| CNSL 6312 | Group Processes ..... | 3 |
|-----------|-----------------------|---|

### **Research**

|           |  |   |
|-----------|--|---|
| CNSL 6345 | Research and Statistical Methods ..... | 3 |
|-----------|--|---|

### **Lifestyle and Career Development**

|           |  |   |
|-----------|--|---|
| CNSL 6302 | Career Development and Information Sources ..... | 3 |
|-----------|--|---|

### **Social and Cultural and Family Issues**

|           |  |   |
|-----------|--|---|
| CNSL 6318 | Marriage and Family Theories in Counseling .....                 | 3 |
| CNSL 6330 | Trauma and Crisis Counseling with Individuals and Families ..... | 3 |
| CNSL 6351 | Diversity Issues .....   | 3 |

### **Professional Orientation & Ethics**

|           |   |   |
|-----------|---|---|
| CNSL 6308 | Professional Orientation & Ethics .....                           | 3 |
| CNSL 6353 | Consultation, Prevention, & Supervision .....                     | 3 |
| CNSL 6370 | Legal & Ethical Issues in Clinical Mental Health Counseling ..... | 3 |

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

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

### **Practicum (Internship)**

|           |                     |   |
|-----------|---------------------|---|
| CNSL 6395 | Practicum .....     | 3 |
| CNSL 6397 | Internship I .....  | 3 |
| CNSL 6398 | Internship II ..... | 3 |

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

# MARRIAGE, FAMILY, AND CHILD COUNSELING PROGRAM

Dr. Wen-Mei Chou, Program Coordinator

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

## Mission

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

## MFCC Goals

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

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

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

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

MFCC Goal 5: Provide Marriage, Family, and Child Counseling program students with the academic and practical experiences that satisfy the program accreditation standards set forth by the 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 Licensed Marriage and Family Therapists.

## COURSE REQUIREMENTS – 60 HOURS

### Counseling Core Courses (36 hours)

|           |  |   |
|-----------|--|---|
| CNSL 6302 | Career Development and Information Sources.....                      | 3 |
| CNSL 6308 | Professional Orientation & Ethics .....                              | 3 |
| CNSL 6310 | Lifespan Development Seminar.....                                    | 3 |
| CNSL 6312 | Group Processes.....   | 3 |
| CNSL 6315 | Abnormal Human Behavior.....   | 3 |
| CNSL 6316 | Applied Counseling Techniques in Individual & Family Counseling..... | 3 |
| CNSL 6318 | Marriage and Family Theories in Counseling.....                      | 3 |
| CNSL 6320 | Theories of Counseling.....  | 3 |
| CNSL 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 6301 | Brief Counseling Interventions with Individuals & Families ..... | 3 |
| CNSL 6304 | Couples Counseling .....   | 3 |
| CNSL 6306 | Counseling Children & Adolescents.....                           | 3 |
| CNSL 6393 | Advanced Marriage and Family Techniques .....                    | 3 |

### Elective (3 credits 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 | Legal & Ethical Issues in Clinical Mental Health Counseling ..... | 3 |
| CNSL 6391 | Seminar .....   | 3 |

### Clinical Instruction (9 hours)

|           |                    |   |
|-----------|--------------------|---|
| CNSL 6395 | Practicum .....    | 3 |
| CNSL 6397 | Internship I.....  | 3 |
| CNSL 6398 | Internship II..... | 3 |

### Comprehensive Examination (0 hours)

|           |                         |  |
|-----------|-------------------------|--|
| MFCC 6090 | Comprehensive Exam..... |  |
|-----------|-------------------------|--|

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



# MARRIAGE, FAMILY, AND CHILD COUNSELING

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

|   |   |
|---|---|
| <b>Theoretical Foundations of Marriage and Family Therapy (1 course)</b>              |   |
| CNSL 6318   | Marriage and Family Theories in Counseling.....3                      |
| CNSL 6320   | Theories of Counseling.....3  |
| CNSL 6394   | Pre-Practicum.....3   |
| <b>Assessment and Treatment in Marriage and Family Therapy (4 courses)</b>            |   |
| 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                         |
| <b>Human Development, Gender, Multicultural Issues and Family Studies (2 courses)</b> |   |
| CNSL 6310   | Lifespan Development Seminar.....3                                    |
| CNSL 6351   | Diversity Issues.....3  |
| <b>Psychopathology (1 course)</b>   |   |
| CNSL 6315   | Abnormal Human Behavior.....3   |
| <b>Professional Ethics (1 course)</b>   |   |
| CNSL 6308   | Professional Orientation & Ethics.....3                               |
| <b>Applied Professional Research (1 course)</b>                                       |   |
| CNSL 6345   | Research and Statistical Methods.....3                                |
| <b>Elective (3 credits-any of the following)</b>                                      |   |
| CNSL 6305   | Addictions Counseling and Psychopharmacology.....3                    |
| CNSL 6330   | Trauma and Crisis Counseling with Individuals and Families.....3      |
| CNSL 6352   | Advanced Group Therapy.....3  |
| CNSL 6353   | Consultation, Prevention, & Supervision.....3                         |
| CNSL 6354   | Human Sexuality.....3   |
| CNSL 6370   | Legal & Ethical Issues in Clinical Mental Health Counseling.....3     |
| CNSL 6391   | Seminar.....3   |
| <b>Supervised Clinical Practicum (12 months or 3 courses)</b>                         |   |
| CNSL 6395   | Practicum.....3   |
| CNSL 6397   | Internship I.....3  |
| CNSL 6398   | Internship II.....3   |

In addition to completing all degree requirements, students who want to become Licensed Professional Counselors (LPC) in Texas must, on their own, 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.

## NON-CLINICAL PROFESSIONAL STUDIES PROGRAM

**Dr. Rochelle Cade, Program Coordinator**

### Mission

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

### NCPS Goal

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

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

## COURSE REQUIREMENTS 36 CREDITS

|                                  |   |
|----------------------------------|---|
| <b>Core Courses (15 credits)</b> |   |
| CNSL 6302                        | Career Development and Information Sources.....3                      |
| CNSL 6310                        | Lifespan Development Seminar.....3                                    |
| CNSL 6320                        | Theories of Counseling.....3  |
| CNSL 6345                        | Research and Statistical Methods.....3                                |
| CNSL 6351                        | Diversity Issues.....3  |
| <b>Electives (21 hours)</b>      |   |
| CNSL 6305                        | Addictions Counseling and Psychopharmacology.....3                    |
| CNSL 6306                        | Counseling Children & Adolescents.....3                               |
| CNSL 6308                        | Professional Orientation & Ethics.....3                               |
| CNSL 6312                        | Group Processes.....3   |
| CNSL 6316                        | Applied Counseling Techniques in Individual & Family Counseling.....3 |



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

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

#### **Comprehensive Examination (0 hours)**

|           |                                 |  |
|-----------|---------------------------------|--|
| NCPS 6090 | Comprehensive Examination ..... |  |
|-----------|---------------------------------|--|

### **NCPS 6090 Comprehensive Examination**

The Non-Clinical Professional Studies Comprehensive Examination consists of 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. S. Renee Turner, Coordinator of Clinical Placements**

The clinical placement sequence is the cornerstone of the training experience for the Master of Arts in Counseling degree. As such, all clinical faculty are involved in this essential process to include assisting in screening potential placements sites, evaluating site-supervisor credentials, assessing student readiness for placement, teaching clinical courses (practicum and internship), and providing clinical supervision to students. The Director of the Community Life Counseling Center (CLC) manages the day-to-day operations of the on-campus training facility where students are placed for their practicum experiences. The CLC Director helps to ensure this on-campus clinical training facility provides quality clinical experiences that adhere to CACREP accreditation requirements, Texas State laws, and departmental clinical placement policies. This position is supported by 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.

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

Dr. Lem Taylor, Program Director

## Purpose of the Program

The University of Mary Hardin-Baylor aspires to be a leader in the field of exercise science on both a regional and national level. The graduate program in 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 | Management & Leadership in Sport .....                           | 3 |
| EXSS 6350 | Readings, Issues, Trends, Problems in EXSS .....                 | 3 |
| EXSS 6351 | Principles & Techniques Strength Training and Conditioning ..... | 3 |
| EXSS 6353 | Research Methods in Exercise Physiology .....                    | 3 |
| EXSS 6355 | Clinical Exercise Physiology .....                               | 3 |
| EXSS 6360 | Advanced Stats & Applied Research .....                          | 3 |
| EXSS 6370 | Sport Psychology .....   | 3 |
| EXSS 6375 | Exercise & Nutritional Biochemistry.....                         | 3 |
| EXSS 6380 | Advanced Exercise Physiology.....                                | 3 |
| EXSS 6381 | Musculoskeletal & Biomechanical Assessment.....                  | 3 |
| EXSS 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 in Exercise Physiology .....                    | 3   |
| EXSS 6355      | Clinical Exercise Physiology .....                               | 3   |
| EXSS 6360      | Advanced Stats & Applied Research .....                          | 3   |
| EXSS 6370      | Sport Psychology .....   | 3   |
| EXSS 6375      | Exercise & Nutritional Biochemistry.....                         | 3   |
| EXSS 6380      | Advanced Exercise Physiology.....                                | 3   |
| EXSS 6381      | Musculoskeletal & Biomechanical Assessment.....                  | 3   |
| EXSS 6192-6692 | Thesis in Exercise Physiology .....                              | 1-6 |

## Program Requirements:

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

# MASTER OF SCIENCE IN EDUCATION (M.S.) SPORT ADMINISTRATION ONLINE PROGRAM Dr. Mickey Kerr, 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.

## DEGREE REQUIREMENTS

### Course List

|           |   |   |
|-----------|---|---|
| EXSS 6325 | Sport Law.....  | 3 |
| EXSS 6327 | Athletic Administration.....                              | 3 |
| EXSS 6335 | Marketing in Sport .....                                  | 3 |
| EXSS 6337 | Facilities Management .....                               | 3 |
| EXSS 6340 | Management & Leadership in Sport .....                    | 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.

## 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.

## Master of Science in Nursing (MSN) Program

Elizabeth Jimenez, 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 605 clinical hours and are 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 645 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.
2. Current, unencumbered licensure as a Registered Nurse in the State of Texas or as exempted as a federal employee.
3. Grade Point Average (GPA) of 3.0 in last 60 hours of undergraduate program (BSN).
4. Two academic and professional references reflecting achievement and motivation for graduate study.
5. Completion of an undergraduate statistics course with a grade of "C" or better.
6. Completion of an undergraduate nursing research course with a grade of "C" or better.
7. Minimum of 1 year of full time clinical practice as a registered nurse prior to admission in the clinical area selected as the area of clinical specialization. Applicants with less than one-year full time clinical experience in the selected clinical area will be considered if currently employed in the area of specialization.
8. Personal interview with the Director of the MSN Program or the director's designee.

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

## 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.....                   | 3 |

#### Summer II

|           |                                 |   |
|-----------|---------------------------------|---|
| NURS 6618 | Immersion .....                 | 6 |
| NURS 6099 | Comprehensive Examination ..... |   |

### Nurse Educator

#### Fall II

|           |  |   |
|-----------|--|---|
| NURS 6331 | Curriculum Development.....                          | 3 |
| NURS 6332 | Teaching Strategies .....                            | 3 |
| NURS 6342 | Assessment and Evaluation in Nursing Education ..... | 3 |

#### Spring II

|           |                                      |   |
|-----------|--------------------------------------|---|
| NURS 6612 | Nursing Education Practicum (6)..... | 6 |
| NURS 6099 | Comprehensive Examination .....      |   |

### 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 ..... | 3 |
|           | Advanced Practice Nurse                         |   |
| NURS 6347 | Family Health II .....                          | 3 |
| NURS 6348 | Family Health II Practicum.....                 | 3 |

#### Summer II

|           |  |   |
|-----------|--|---|
| NURS 6099 | Comprehensive Examination .....          |   |
| NURS 6611 | Family Nurse Practitioner Immersion..... | 6 |

### DEGREE REQUIREMENTS

To graduate, the student must meet the following requirements:

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

### Post-Masters Certificate Programs

- **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:** Completion of 24 hours of required courses: 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

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

Dr. Lynn Heise, Program Director

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

## Doctor of Nursing Practice Admission Requirements:

- A Master's in Nursing earned from an NLNAC or CCNE accredited school of nursing
- Current unencumbered licensure as a Registered Nurse in the State of Texas or as exempted as a federal employee
- A completed graduate level nursing or equivalent research course within the last 5 years with a grade of B or higher.
- A completed graduate level nursing or equivalent research course within the last 5 years with a grade of B or higher.
- Evidence of epidemiology content integrated into a course or as a separate course.
- Three (3) letters of reference attesting to the applicant's academic ability and potential for doctoral study (including one reference from a professional colleague and one from a faculty member).
- A 500-word typed statement of area of practice interest, career goals, and reasons for desiring doctoral study
- A curriculum vita that documents practice experience, professional activities, and publications
- Personal interview with the Director of the DNP Program or the director's designee

## Degree Requirements

To graduate, the student must meet the following requirements:

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

## Curriculum

### Fall I

|           |  |   |
|-----------|--|---|
| NURS 7310 | Scholarly Foundations of Advanced Practice .....                                     | 3 |
| NURS 7320 | Appraisal and Application Evidence Based Practice Principles .....                   | 3 |
| NURS 7325 | Organizational Systems in Leadership for Quality Improvement and Systems Thinking... | 3 |

### Spring I

|           |   |   |
|-----------|---|---|
| NURS 7111 | DNP Executive Fellowship.....                 | 1 |
| NURS 7140 | Introduction to DNP Project .....             | 1 |
| NURS 7321 | Translational Science .....                   | 3 |
| NURS 7323 | Healthcare Economics Practice Management..... | 3 |
| NURS 7324 | Healthcare Ethics and Health Policy.....      | 3 |

### Summer I

|                       |   |   |
|-----------------------|---|---|
| NURS 7220             | Information Technology in Health Care .....     | 2 |
| NURS 7322             | Statistical Analysis for the DNP Project .....  | 3 |
| NURS 6336             | Epidemiology & Population Health Research ..... | 3 |
| * NURS 6336 if needed |   |   |

### Fall II

|           |  |   |
|-----------|--|---|
| NURS 7315 | Interprofessional Collaboration for Improving Patient and Population Health Outcomes.. | 3 |
| NURS 7370 | DNP Fellowship I.....  | 3 |
| NURS 7241 | DNP Project II.....  | 2 |

### Spring II

|           |  |   |
|-----------|--|---|
| NURS 7326 | Advanced Management of Complex Health Conditions and Genomics .....    | 3 |
| Or        |  |   |
| NURS 7350 | Nursing and Health Systems Administration (Administrative Track) ..... | 3 |
| NURS 7371 | DNP Fellowship II .....  | 3 |
| NURS 7243 | DNP Scholarship Project Advisement III .....                           | 2 |

### Summer II

|           |   |   |
|-----------|---|---|
| NURS 7244 | DNP Scholarship Project Advisement IV ..... | 2 |
|-----------|---|---|

### Fall III

|                                      |  |   |
|--------------------------------------|--|---|
| Fall III and courses only if needed. |  |   |
| NURS 7181                            | Special Topics .....                     | 1 |
| NURS 7342                            | DNP Scholarship Project Advisement ..... | 3 |

# 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 PA 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 Physician Assistant Program will consist of 28-months of graduate curriculum resulting in a Master of Science in Physician Assistant. The Physician Assistant program is comprised of pre-clinical and clinical educational experiences. The pre-clinical curriculum is 12-months in duration and will be delivered via lecture, small-group discussion, case-based training, and inter-professional experiences.

The clinical training is 15-months in duration and includes five week rotations in surgery, in-patient and out-patient internal medicine, pediatrics, obstetrics/gynecology, emergency medicine, and psychiatry. These experiences will be summarized in a ten week family medicine rotation and two advanced five week elective rotations. The last month of the clinical training will be devoted to preparation for graduation and the Physician Assistant National Certification Examination. Students will also compete a capstone research project by the completion of their clinical year.

## Entrance Prerequisite Courses

| Required                  | Semester Credit Hours | Examples  |
|---------------------------|-----------------------|---|
| Human Anatomy + Lab *     | 4                     | Science Majors or 2 Semesters of Human Anatomy and Physiology |
| Human Physiology + Lab    | 4                     | Science Majors or 2 Semesters of Human Anatomy and Physiology |
| Microbiology              | 4                     | Science Majors  |
| Genetics                  | 3                     | Science Majors  |
| General Chemistry + Lab   | 8                     | Science Majors  |
| Organic Chemistry I + Lab | 4                     | Science Majors  |
| Science Electives         | 3                     | Immunology, Cell Biology, Neurology, Pharmacology, Histology  |
| Statistics                | 3                     | Science Majors  |
| General Psychology        | 3                     | General Psychology  |

\*Comparative Human Anatomy will be accepted

| Recommended         | Semester Credit Hours |
|---------------------|-----------------------|
| Biochemistry        | 3                     |
| Psychology Elective | 3                     |
| Medical Terminology | 3                     |

- All prerequisite courses must be completed by September prior to matriculation
- AP and CLEP credit will not be accepted for any science prerequisite courses
- No more than 9 hours of prerequisite courses may be in progress at the time of application
- Prerequisite courses must be taken at a regionally accredited US University
- Transfer credit from a school outside of the US or Canada will not be accepted
- Prerequisite courses completed within the last 7 years are preferred, and all science courses must be less than 10 years old at time of application
- Application through CASPA
- Submit official transcripts from all undergraduate institution through CASPA
- Three letters of recommendation
- GRE not required
- Clinical experience and shadowing not required but recommended
- Basic Life Support Certification required

## MASTER OF SCIENCE IN PHYSICIAN ASSISTANT

### DEGREE REQUIREMENTS

#### Spring I

|           |  |   |
|-----------|--|---|
| PAMS 6101 | Physician Assistant Profession.....                | 1 |
| 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 6530 | Clinical Disease & Prevention I.....               | 5 |



### Summer I

|           |   |   |
|-----------|---|---|
| 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 6630 | Clinical Disease & Prevention II .....              | 6 |

### 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 In-Patient .....                      | 5 |
| PAMS 6551 | Internal Medicine Out-Patient .....                     | 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 I .....                            | 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

### 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 Master of Science in Occupational Therapy program is scheduled to accept students January 2020 pending achievement of Candidacy Status from the Accreditation Council for Occupational Therapy Education (ACOTE).

### Accreditation Statement

The entry-level occupational therapy master's degree program has applied for accreditation by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. ACOTE's telephone number c/o AOTA is (301) 652-AOTA and its Web address is [www.acoteonline.org](http://www.acoteonline.org). The program must be granted Candidacy Status, have a preaccreditation review, complete an on-site evaluation, and be granted Accreditation Status before its graduates will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). In addition, all states require licensure 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 (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](mailto:accreditation@apta.org); website: <http://www.captetonline.org>. If needing to contact the program/institution directly, please call (254) 295-4940 or email [bgresham@umhb.edu](mailto:bgresham@umhb.edu).

### Vision

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

### Mission

The mission of the University of Mary Hardin-Baylor's Doctor of Physical Therapy Program is to prepare 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.

### 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.

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

## Lab/Classroom Activities

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

## Requirements for 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)

## DEGREE REQUIREMENTS

### 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 7324 | Examination and Evaluation .....               | 3 |
| PHTH 7225 | Development Concepts in Physical Therapy ..... | 2 |

### Summer Semester 1st Year

|           |   |   |
|-----------|---|---|
| PHTH 7331 | Musculoskeletal Rehab I.....                                    | 3 |
| PHTH 7332 | Neuromuscular Rehab I .....                                     | 3 |
| PHTH 7335 | Integumentary Dysfunction and Physical Agents .....             | 3 |
| PHTH 7333 | Professional Communications and Pyschosocial/Considerations ... | 3 |
| PHTH 7136 | Clinical Practicum.....   | 1 |
| PHTH 7137 | Critical Inquiry I .....  | 1 |

### Fall Semester 2nd Year

|           |   |   |
|-----------|---|---|
| PHTH 7441 | Cardiopulmonary and Critical Care ..... | 4 |
| PHTH 7442 | Musculoskeletal Rehab II .....          | 4 |
| PHTH 7443 | Neuromuscular Rehab II .....            | 4 |
| PHTH 7244 | Geriatrics .....                        | 2 |
| PHTH 7245 | Health Policy.....                      | 2 |
| PHTH 7146 | Issues in Underserved Communities.....  | 1 |
| PHTH 7148 | Critical Inquiry II .....               | 1 |

### Spring Semester 2nd Year

|           |   |   |
|-----------|---|---|
| PHTH 7751 | Professional Experience I .....           | 7 |
| PHTH 7354 | Pediatrics.....                           | 3 |
| PHTH 7252 | Complex Patient Management.....           | 2 |
| PHTH 7253 | Musculoskeletal Rehab III .....           | 2 |
| PHTH 7255 | Care Delivery & Practice Management ..... | 2 |
| PHTH 7156 | Critical Inquiry III.....                 | 1 |

### 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 |

## COURSE DESCRIPTIONS

### Ad Interim Courses

Departments may offer courses ad interim upon approval of the respective department chair, 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 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 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. Prerequisite: Application of the MBA program and 18 hours of upper-level accounting.

#### 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.

#### 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.

#### 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.

#### 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.

#### 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.

#### 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.

#### 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.

#### 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.

#### 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.

#### 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.

#### 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.

#### BACC 6391 - Special Topics (3)

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

### BADM - Business Administration

#### BADM 5333 - Advanced Effective Organizational Leadership (3)

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

**BADM 6281 - Practicum Completion (2)**

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

**BADM 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.

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**BADM 6391 - Special Topics (3)**

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

**BCIS - Business Computer Info Systems****BCIS 5310 - Foundations in Information Technology (3)**

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

**BCIS 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.

**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.

**BCIS 6323 - Enterprise Systems (3)**

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

**BCIS 6335 - Emerging Technologies and Issues (3)**

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

**BCIS 6340 - Business Intelligence (3)**

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



**BCIS 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.

**BCIS 6350 - Project and Change Management (3)**

An examination of the standards, methodologies, practices, and tools involved in the planning, ongoing management, and evaluation of software development and implementation projects. This course includes consideration of the change management process and techniques required to implement these projects.

**BCIS 6360 - Applied Programming (3)**

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

**BCIS 6370 - Information Systems Security (3)**

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

**BCIS 6375 - IT Infrastructure (3)**

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

**BCIS 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.

**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 work 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.

**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 6350

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**BMGT - Management****BMGT 6321 - Human Resources (3)**

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

**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.

**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.

**BMGT 6360 - International Management (3)**

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

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**BXXX - Professional Business****BXXX 6191 - Special Topics (1)**

Organized classes to explore specialized problems in an area of business administration. May be repeated for credit when the topics vary.

**BXXX 6291 - Special Topics (2)**

Organized classes to explore specialized problems in an area of business administration. May be repeated for credit when the topics vary.

**BXXX 6391 - Special Topics (3)**

Organized classes to explore specialized problems in an area of business administration. May be repeated for credit when the topics vary.

**BXXX 6629 - Special Topics (2)**

Organized classes to explore specialized problems in an area of business administration. May be repeated for credit when the topics vary.

**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.

**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.

**CNSL 6191 - Seminar (1)**

A service course designed to permit the offering of topics of current interest.

**CNSL 6199 - Continuing Supervision of Clinical Placement (1)**

This course is designed to provide a mechanism for students to gain supervision for required internship hours that were not completed during the semester in which they were enrolled in 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.

**CNSL 6291 - Seminar (2)**

A service course designed to permit the offering of topics of current interest.

**CNSL 6299 - Continuing Supervision of Clinical Placement (2)**

This course is designed to provide a mechanism for students to gain supervision for required internship hours that were not completed during the semester in which they were enrolled in 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.

#### **CNSL 6300 - Internship in Clinical Supervision (3)**

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

#### **CNSL 6301 - Brief Counseling Interventions with Individuals & Families (3)**

This course provides an in-depth study of the theory and practice of brief counseling with individuals, couples, and families. Students will learn to integrate brief and solution-focused theory and apply these skills with individuals and families.

#### **CNSL 6302 - Career Development and Information Sources (3)**

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

#### **CNSL 6304 - Couples Counseling (3)**

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

#### **CNSL 6305 - Addictions Counseling and Psychopharmacology (3)**

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

#### **CNSL 6306 - Counseling Children & Adolescents (3)**

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

#### **CNSL 6308 - Professional Orientation & Ethics (3)**

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

#### **CNSL 6310 - Lifespan Development Seminar (3)**

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

#### **CNSL 6312 - Group Processes (3)**

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

#### **CNSL 6315 - Abnormal Human Behavior (3)**

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

#### **CNSL 6316 - Applied Counseling Techniques in Individual & Family Counseling (3)**

This course covers basic attending and relationship building skills needed to develop a therapeutic relationship, establish counseling goals, design intervention strategies, evaluate client outcome, and terminate the counseling relationship, as well as a model for direct intervention. Students will present digital video recordings of counseling sessions. Prerequisite: CNSL 6320. Lab fee.

#### **CNSL 6318 - Marriage and Family Theories in Counseling (3)**

Basic concepts and theories in marriage and family therapy are discussed. The focus of the course is on theories of change and foundations of family systems work, including assessment, case conceptualization, and treatment planning.

#### **CNSL 6320 - Theories of Counseling (3)**

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

#### **CNSL 6326 - Psychological Assessment (3)**

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

#### **CNSL 6327 - Marriage and Family Assessment & Treatment (3)**

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.

**CNSL 6330 - Trauma and Crisis Counseling with Individuals and Families (3)**

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

**CNSL 6345 - Research and Statistical Methods (3)**

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

**CNSL 6351 - Diversity Issues (3)**

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

**CNSL 6352 - Advanced Group Therapy (3)**

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

**CNSL 6353 - Consultation, Prevention, & Supervision (3)**

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

**CNSL 6354 - Human Sexuality (3)**

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

**CNSL 6355 - Advanced Psychopathology & Treatment Planning (3)**

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

**CNSL 6370 - Legal & Ethical Issues in Clinical Mental Health Counseling (3)**

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

**CNSL 6391 - Seminar (3)**

A service course designed to permit the offering of topics of current interest.

**CNSL 6393 - Advanced Marriage and Family Techniques (3)**

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.

**CNSL 6394 - Pre-Practicum (3)**

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

**CNSL 6395 - Practicum (3)**

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

**CNSL 6397 - Internship I (3)**

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

**CNSL 6398 - Internship II (3)**

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

**CNSL 6399 - Continuing Supervision of Clinical Placement (3)**

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

**EDAD - Educational Administration****EDAD 6181 - Special Topics (1)**

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

**EDAD 6281 - Special Topics (2)**

A service course designed to permit the offering of topics of current interest and of special workshops. May also be used for individual study in which a minimum of 40 clock hours of directed study is required for each semester hour of credit.

**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.

**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.

**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.

**EDAD 6360 - Administrative Theory & Practice (3)**

Analysis of administrative behavior and organizational patterns. Study of conceptual models of decision-making. Examination of theory and practice as they relate to continuing problems of school administration.

**EDAD 6361 - Instructional Leadership & Evaluation (3)**

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

**EDAD 6362 - School Law (3)**

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

**EDAD 6363 - School Business Management & Finance (3)**

Study of roles, responsibilities, systems, and procedures in school business matters. Includes budgeting, accounting, data processing, purchasing, personnel, and management of facilities, equipment, and real property. Examination of federal, state, and local programs to finance education.

**EDAD 6364 - Administration of Programs for Diverse Learners (3)**

Designed to promote fidelity in implementation of special programs, this course focuses on standard protocols appropriate for diverse student populations within EC-12 public schools. An emphasis is placed on the application of current state and federal expectations to meet the academic and behavioral needs of all students employing interventions aligned with individual student needs.

**EDAD 6365 - Human Resource Management (3)**

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

**EDAD 6366 - The Role of the Principal (3)**

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.

**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.

**EDAD 6368 - Applications Educational Research (3)**

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

**EDAD 6370 - Superintendent: Leadership Challenges (3)**

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

**EDAD 6373 - The Superintendent: Financial Leadership (3)**

Students in this course examine the Texas public school funding system in depth, with an emphasis on the state's funding formulas for district level funding. Students are given the opportunity to experience the practical application of the Texas public school funding system through various tasks, discussions, and a culminating budget development project.

**EDAD 6376 - The Superintendent: The 21st Century Curriculum (3)**

It is recognized that the superintendent is the chief curriculum officer of the school district. This course will feature a comprehensive review of the literature focusing on the relationship between staff development and student learning. Special emphasis will be placed on the process of curriculum auditing, planning, and policy development. Additional course components include institutional delivery, state and national accreditation standards, accountability issues, and student assessment.

**EDAD 6377 - The Superintendent: School Reform 21st Century (3)**

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

**EDAD 6379 - Superintendent Internship (3)**

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

**EDAD 6381 - Special Topics (3)**

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

**EDAD 6391 - Principal 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.

**EDAD 7100 - Dissertation III (1)**

Continuous enrollment must be maintained until graduation. The dissertation course provides the mechanics by which the student continues enrollment.

**EDAD 7181 - Special Topics (1)**

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

**EDAD 7190 - Independent Study (1)**

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

**EDAD 7281 - Special Topics (2)**

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

**EDAD 7290 - Independent Study (2)**

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

**EDAD 7301 - Advanced 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.

**EDAD 7302 - Professional Ethics and Values (3)**

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

**EDAD 7303 - Diversity and Learning (3)**

This course is a study of diversity topics relevant to learning. Topics include cultural backgrounds, values, and attitudes with an emphasis on research, practice, and leadership.

**EDAD 7304 - Planning and Problem Solving (3)**

This course is a study of both short and long-range planning and problem solving techniques of effective educational leaders for the age of standards and accountability.

**EDAD 7305 - Organizational Change (3)**

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

**EDAD 7306 - Dynamics of Leadership (3)**

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

**EDAD 7307 - Education Law and Policy (3)**

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

**EDAD 7308 - Field-Based Internship (3)**

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

**EDAD 7310 - Research I Design and Methods (3)**

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



**EDAD 7311 - Research II Design and Methods (3)**

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

**EDAD 7312 - Research III Advanced Design and Methods (3)**

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

**EDAD 7313 - State Trends in Educational Leadership (3)**

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

**EDAD 7314 - Seminar: Education (Washington DC) (3)**

Administrators of the future will develop an understanding of our national history, culture, the way in which our national government conducts its business, and how agendas are formulated and impacted. Through an expansion of their knowledge of individuals and organizations with which educators can network about different levels and facets of educational endeavors, the doctoral student will learn how this experience might apply to professional practice and personal growth. Requires travel fee; amount subject to change.

**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.

**EDAD 7316 - P-12 Financial Leadership (3)**

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

**EDAD 7317 - Leadership Challenges of the Superintendency (3)**

The purpose of the course is to study the American school 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.)

**EDAD 7318 - Managing the P-12 Curriculum (3)**

Designed for graduate students who desire to pursue employment in P-12 public education, this course focuses on advanced principles of curriculum development and on strategies and techniques for the organization, implementation, and management of curricula within the P-12 classroom. Research-based approaches and learning theories are presented, as well as trends in P-12 public education curriculum. Emphasis is placed on designing and analyzing programs of study within the context of P-12 education, with a focus on governance, finance, learner expectations, and

assessment as related to curriculum. (Cross-listed with EDAD 6376, The 21st Century Curriculum)

**EDAD 7319 - School Reform 21st Century (3)**

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

**EDAD 7320 - Managing the Higher Education Curriculum (3)**

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

**EDAD 7321 - American College & University Professor (3)**

Study of the faculty role and expectations in teaching, scholarship, and service: topics include the professoriate and faculty governance, academic freedom and tenure, legal issues, professional practice, and career development.

**EDAD 7322 - Higher Education Administration (3)**

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

**EDAD 7323 - Student Affairs in Higher Education (3)**

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

**EDAD 7324 - Dissertation I (3)**

This course is designed to synthesize the knowledge and skills developed in previous research courses and apply them to the doctoral dissertation proposal process.

**EDAD 7325 - Dissertation II (3)**

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

**EDAD 7381 - Special Topics (3)**

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

**EDAD 7390 - Independent Study (3)**

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

## **EDSP - Special Education**

### **EDSP 5331 - Development of Disabled Learners (3)**

This course surveys the field of special education. Developmental and maturational sequences of disabled children and youth are examined along with the legal aspects of special education. A research project related to course content is required.\*

### **EDSP 5332 - Interventions for Educating Individuals with Low Incidence Disabilities (3)**

This course is an in-depth study of individuals with low incidence disabilities. Instruction includes teaching strategies from multiple theoretical frameworks and the coordination of these models to positively impact the school experience for students with low incidence disabilities. The characteristics and factors affecting individuals with low incidence disabilities are explored. A research project is required.

### **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.

### **EDSP 5338 - Practicum for the Educational Diagnostician (3)**

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

### **EDSP 5339 - Interventions for Educating Individuals with Specific Learning Disabilities (3)**

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

### **EDSP 5363 - Assistive Technology Resources & Services (3)**

This course examines technology to organize information and schedules and a variety of assistive technology devices, services, and resources used to enable students to actively participate in educational activities and routines. Recommendations for the use of assistive technology for students with disabilities are discussed. A research project related to assistive technology resources and services is required.

### **EDSP 6181 - Special Topics (1)**

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

### **EDSP 6281 - Special Topics (2)**

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

### **EDSP 6320 - Professional Roles Responsibilities (3)**

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

### **EDSP 6324 - Approaches to Standardized Testing (3)**

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

### **EDSP 6338 - Interventions & Transitions for Students Across the Special Education Spectrum (3)**

This course addresses the state and federal guidelines for eligibility across the categories served within special education. Serving students with disabilities from initial diagnosis through transitioning is stressed. Specific emphasis will be placed on students with emotional or behavioral disorders as it relates to tiered interventions.

### **EDSP 6339 - Education for Disabled Youth (3)**

This course examines educational procedures and programs for secondary school students with disabilities. Emphasis is placed on theory and transitional issues, transition services, career education, and vocational adjustment and rehabilitation services.\*

### **EDSP 6340 - Environments of Special Learners (3)**

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

### **EDSP 6341 - Trends & Issues for the Education of Exceptional Learners (3)**

This course is designed to explore the unique needs, problems, and concerns that may be encountered in various special education settings.

### **EDSP 6351 - Minority Population Groups & the Exceptional Learner (3)**

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

### **EDSP 6381 - Special Topics (3)**

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

## **EDUC - Education**

### **EDUC 5303 - Curriculum & Instruction in the Elementary School (3)**

This course 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.

### **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..

### **EDUC 5338 - Internship Seminar (3)**

This course is a preparatory course for the TExES Pedagogy and Professional Responsibilities (PPR) certification examination.

**EDUC 5603 - Student Teaching/Internship (6)**

Student teaching will consist of observation and teaching experiences for a semester. Conferences are arranged with the instructor. Transportation to and from the teaching assignment is the responsibility of the student. Lab fee.

**EDUC 6090 - Comprehensive Examination (0)**

Candidates for any of the master's degrees in the College of Education must satisfactorily pass a comprehensive examination. A graduate student must be admitted to candidacy for a degree before s/he will be allowed to take the comprehensive examination. The policies and procedures for the comprehensive examination are available in the College of Education secretary's office. Early in their degree program students should review the requirements for taking the examination. Students whose performance on the comprehensive examination is unsatisfactory may reschedule an examination at the next regular administration, or, at the discretion of the dean, at an earlier time. Five hours are allowed for the exam. Unless departmental requirements are more limiting, students who attempt the comprehensive examination three times and are not successful, will be dropped from the graduate program.

**EDUC 6181 - Special Topics (1)**

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

**EDUC 6281 - Special Topics (2)**

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

**EDUC 6320 - Analysis of Mathematical Constructs (3)**

This course will examine mathematics concepts children must learn in order to think and reason to solve problems. By gaining an understanding of how children learn math, students will acquire skills to use effective instructional strategies, integrate assessment, monitor progress, and link current research to classroom practices.

**EDUC 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.

**EDUC 6340 - Assessment and Evaluation (3)**

This course provides an in-depth study of assessment and evaluation principles and practices related to student achievement. Criterion- and norm-referenced assessments are explored. Concepts include data-disaggregation, analysis, construct validity, reliability, teacher-created assessments, and specific instruments used for screening, diagnosis, programming, progress-monitoring, high-stakes testing, and evaluation.

**EDUC 6351 - School in a Multicultural Society (3)**

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

**EDUC 6352 - Applications of Educational Research (3)**

This course provides experiences essential for the development of basic understanding and knowledge of the place of research in the professional field. Analytical and objective research methods and techniques, reviews of current literature, problem solving, and the conduct and reporting of research projects are studied in detail.

**EDUC 6353 - Teaching Methodology Professional (3)**

Structured to meet the needs of those professionals who must design, organize, and present materials to various target populations. This course focuses on teaching methods, media, and evaluation of the learning process.

**EDUC 6355 - Progress Monitoring for the Interventionist (3)**

Evidence-based approaches to monitor students at-risk are the focus of this course. Data-driven decision-making to meet the needs of struggling students through tiered interventions is stressed. Significance is placed on supervision of successful progress monitoring systems, issues related to budgeting for intervention programs, and productive collaboration among constituents throughout the intervention process.

**EDUC 6357 - Behavior Analysis (3)**

This course 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.

**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.

**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.

**EXSS 6292 - Thesis for Exercise Physiology (2)**

The thesis will require completion of a research project/study, preparation of findings, and presentation of findings to a thesis committee. The thesis requires 6 credit hours. Students must be enrolled in at least 1 credit hour.

**EXSS 6320 - 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.

**EXSS 6325 - Sport Law (3)**

An examination of the potentially litigious sport activity settings and the applied legal concepts and aspects. Emphasis on tort law, risk management, product liability, constitutional law, contract law, administrative/statutory law, legal system, labor/antitrust law, crowd control, security, and legal research.

**EXSS 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.

**EXSS 6330 - Fundamentals of Biomechanical Analysis (3)**

This course is designed to develop observational and analytical skills as they relate to human movement. Emphasis is placed on developing a systematic approach to analysis. Students will use these skills to evaluate fundamental movement patterns.

**EXSS 6335 - Marketing in Sport (3)**

A survey of marketing concepts through the utilization, application, and initiation of marketing research including promotion, public relations, and sponsorship campaigns designed for the sport industry. Emphasis on



marketing plans, fundraising campaigns, corporate sponsorship proposals, assessment of promotional needs and limitations, and development of a comprehensive promotion plan.

#### **EXSS 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.

#### **EXSS 6340 - Management & Leadership in Sport (3)**

An analysis of planning, organizing, leading, and evaluating efforts resulting in the creation of a vision and the establishment of goals for professional and amateur sport organizations. Emphasis on effective management practices, policy development, negotiation, conflict resolution, strategic planning, leadership theory, decision-making, problem solving, and event management principles.

#### **EXSS 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.

#### **EXSS 6345 - Socio-Cultural Context of Sport (3)**

A philosophical examination of cultural influences affecting contemporary sport managers. Emphasis on historical influences, philosophical ethos, economical volatility, political pressures, the legal system, education, and ethical dilemmas revealed through sport and from sport participants.

#### **EXSS 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.

#### **EXSS 6350 - Readings, Issues, Trends, Problems in EXSS (3)**

(cross-listed with EDUC 6350) Designed to provide an opportunity for critical analysis and study of selected problems, trends, techniques, and issues in EXSS as presented in published items and research and related to programs including physical education, athletics, movement, and sport sciences.

#### **EXSS 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.

#### **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.

#### **EXSS 6353 - Research Methods in Exercise Physiology (3)**

This course will explore qualitative research design and analysis. This course will serve as an introduction to statistics, experimental design, and proposal writing. Developmental theory, investigation and gathering of data, statistical analysis and evaluation, and research reporting as these relate to research in exercise science.

#### **EXSS 6355 - Clinical Exercise Physiology (3)**

Advanced theory and practical application to clinical aspects of exercise physiology, exercise testing and prescription, ECG analysis and interpretation, and pharmacotherapy. Concentration is focused on diseased and disabled populations that are observed in clinical settings. Prerequisite: EXSS 3395 and 4394.

#### **EXSS 6360 - Advanced Stats & Applied Research (3)**

This course is designed to develop statistical and research techniques involving descriptive, inferential, and non-parametric methods for research applications in the areas of Exercise and Sport Science, Sport Management, and Education. Emphasis is placed on applying correct statistical and research techniques with computer application. Prerequisites: EDAD 6368 or EDUC 6352.

#### **EXSS 6365 - Exercise Endocrinology (3)**

An in-depth examination of the role of the endocrine system on metabolism and how nutrition affects hormonal control, regulation, substrate availability, catabolism and anabolism. The scope will focus on the role of the endocrine system in response to exercise in the human body. Prerequisite: EXSS 6380 or equivalent.

#### **EXSS 6370 - Sport Psychology (3)**

An in-depth study an application of the psychological principles relating to the coaching profession. Emphasis will be placed on principles which influence behavior, enhance skill acquisition and maximize sport performance of athletes and coaches involved in sport.

#### **EXSS 6375 - Exercise & Nutritional Biochemistry (3)**

A study of the biochemistry of humans in relation to nutrition and exercise with an emphasis on the basic elements of carbohydrate, fat and protein metabolism, the role of nutrition in providing energy, building/repairing tissues and regulating metabolic processes during sports and the degree to which nutrition may enhance fitness. Prerequisite: EXSS 6380 or equivalent.

#### **EXSS 6380 - Advanced Exercise Physiology (3)**

This course will focus on aerobic and anaerobic sport performance to include cardiovascular, respiratory and metabolic processes. The course will include broad testing methodologies in fitness, body composition, aerobic and anaerobic capacity, nutritional factors and thermoregulatory processes. Extensive use of laboratory application will be a primary focus in the class. Prerequisites: BIOL 2440 and EXSS 3395 or equivalent.

#### **EXSS 6381 - Musculoskeletal & Biomechanical Assessment (3)**

This course is designed to develop observational and analytical skill as they relate to human movement. In addition, this course is designed to provide advanced athletic training and rehabilitation knowledge in a didactic and practical setting.

#### **EXSS 6392 - Thesis for Exercise Physiology (3)**

The thesis will require completion of a research project/study, preparation of findings, and presentation of findings to a thesis committee. The thesis requires 6 credit hours. Students must be enrolled in at least 1 credit hour.

#### **EXSS 6394 - Internship in Sport Administration (3)**

Internship in sport administration will consist of supervised practical experience in a setting to be determined by the Sport Administration director. The course required a culminating project

#### **EXSS 6395 - Internship (3)**

Internship in exercise science will consist of supervised practical experience in a setting to be determined by the graduate director. The course requires a culminating project.

#### **EXSS 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.

**EXSS 6492 - Thesis for Exercise Physiology (4)**

The thesis will require completion of a research project/study, preparation of findings, and presentation of findings to a thesis committee. The thesis requires 6 credit hours. Students must be enrolled in at least 1 credit hour.

**EXSS 6592 - Thesis for Exercise Physiology (5)**

The thesis will require completion of a research project/study, preparation of findings, and presentation of findings to a thesis committee. The thesis requires 6 credit hours. Students must be enrolled in at least 1 credit hour.

**EXSS 6692 - Thesis for Exercise Physiology (6)**

The thesis will require completion of a research project/study, preparation of findings, and presentation of findings to a thesis committee. The thesis requires 6 credit hours. Students must be enrolled in at least 1 credit hour.

**MFCC - Marriage Family & Child Counseling****MFCC 6090 - Comprehensive Exam (0)**

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

**MFCC 6399 - Marriage & Family Therapy Supervision (3)**

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

**NCPS-Non-Clinical Professional Studies**

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.

**NURS - Nursing****NURS 6099 - Comprehensive Examination (0)**

Candidates for the Masters of Science in Nursing (MSN) degree must satisfactorily pass a comprehensive examination, specific to their track of study (APRN or Educator). The comprehensive examination will assess the breadth of the student's knowledge within the scope of a masters prepared nurse as well as the chosen specialty area. The examination will include the use of a nationally normed and referenced instrument specific to the chosen specialty area.

**NURS 6305 - Advanced Nursing Care for the Acutely III Adult I (3)**

This course introduces the adult gerontology acute care nurse practitioner student to the management of adult patients who are acutely ill and those with exacerbation of chronic illness. Analysis and interpretation of laboratory and other diagnostic data, as well as intervention with invasive therapy is included.

**NURS 6306 - Advanced Nursing Care for the Acutely III Adult I Practicum (3)**

This course provides the student the opportunity to apply knowledge, skills, and abilities related to the roles of the adult gerontology acute care nurse practitioner in the acute care environment. A minimum of 180 supervised clinical hours are required.

**NURS 6307 - Advance Nursing Care of the Acutely III Adult Practicum II (3)**

This course provides the student the opportunity to apply knowledge, develop additional advanced skills and abilities in the role of the adult gerontology acute care nurse practitioner in the acute care environment. A minimum of 200 supervised clinical hours is required.

**NURS 6308 - Advanced Nursing Care of the Acutely III 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.

**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.

**NURS 6312 - Theoretical Perspectives (3)**

The focus of this course is on the use of theoretical frameworks to direct research, practice and education. Concepts of theory and theory building are explored. Selected theories from nursing, science, organizational and systems theory will serve as a framework for inquiry. 3 (0)

**NURS 6313 - Population Based Health Promotion (3)**

This course is designed to provide the student with opportunities to discuss strategies to promote health, risk reduction, and prevention of health problems throughout the lifespan. This course focuses on concepts used in the development and evaluation of population-based health programs.

**NURS 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.

**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.

**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)

**NURS 6321 - Nursing Research (3)**

This course builds upon concepts studied in undergraduate nursing research. Topics include increased depth in research designs, epistemological framework for design and the research of a specified problem. Emphasis includes critique and utilization of theory, education and practice. 3 (0)

**NURS 6327 - Advanced Health Assessment (3)**

This course focuses on the development of clinical reasoning and technical skills in performing accurate, comprehensive, health assessment across the life span and across populations. Interpretation of diagnostic findings as they relate to differential diagnoses is included. Prerequisite: NURS 6338.

**NURS 6328 - Informatics and Business Concepts for the Advanced Practice Nurse (3)**

The 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 the fiscal responsibility of the provider. The role of the APRN as a member of the interdisciplinary team is explored. .

**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.

**NURS 6332 - Teaching Strategies (3)**

This course will survey principles of teaching and learning, learning theories and evidence-based teaching practices. Additionally, students will examine the role, student-faculty relationships and trends and issues in nursing education.

**NURS 6336 - Epidemiology & Population Health Research (3)**

This course focuses on determinants of health and principles of epidemiologic data to design and deliver evidence-based, culturally relevant clinical prevention interventions and strategies. Health promotion strategies are presented for improving population-based health outcomes for individuals, families, communities and aggregate/clinical populations. 2.5 (1.5) Prerequisite: NURS 6321.

**NURS 6337 - Advanced Pharmacology (3)**

This course focuses on advanced pharmacology including pharmacokinetics, pharmacodynamics and pharmacotherapeutics, for all broad categories of agents. Issues explored include evidence-based practice guidelines, cost containment strategies, alternative interventions and systems management for effective patient outcomes. 2.5 (1.5)

**NURS 6338 - Advanced Pathophysiology (3)**

This course focuses on those physiological and pathophysiological processes that are the basis for direct patient care across the lifespan. The focus is on regulatory mechanisms that maintain homeostasis and the clinical problems that arise in the pathophysiological state. 2.5 (1.5)

**NURS 6341 - Health Care Policy, Delivery Systems and Financing (3)**

This course focuses on the study of decision making, responsibilities, systems and procedures in the development of health care policy. The influence of social determinants on health care is presented including: accessibility, accountability and affordability. Change theory is used as students explore the role of advocacy and the relationship between policy, health economics and health care outcomes. Prerequisite: NURS 6312.

**NURS 6342 - 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.

**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.

**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.

**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.

**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.

**NURS 6391 - Seminar (3)**

This course is designed to permit the offerings of topics of current interest.

**NURS 6611 - Family Nurse Practitioner Immersion (6)**

The immersion experience focuses on the synthesis of previously learned knowledge, skills and abilities as a provider of advanced nursing care to individuals, families and populations across the lifespan. Emphasis is placed on the management of patients with acute and chronic illnesses, health promotion needs and illness prevention. This course will occur in a capstone process and include both an advanced didactic and clinical component in which the student will demonstrate the role of the advanced practice nurse as a member of the interdisciplinary health care team. 0.5 (16.5) for 240 hours of clinical. Prerequisites: NURS 6310, 6311, 6314, 6328, 6329, 6330.

**NURS 6612 - Nursing Education Practicum (6) (6)**

The practicum is the capstone course for the Nurse Educator track of the MSN program. The practicum provides the student the opportunity to synthesize information learned related to evidence-based teaching practice and the role/responsibilities of the academic nurse educator. The practicum consists of two components: a semester long project and experiences related to the nurse educator role in the classroom, clinical and simulated environments. Experiences may also relate to the nurse educator role in the hospital setting.

**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.

**NURS 7111 - DNP Executive Fellowship (1)****NURS 7140 - Introduction to DNP Project (1)**

The course focuses on development of components of the DNP Scholarship Portfolio. The DNP Practice Inquiry Project will require that the student develop a practice focused problem that will include application of an intervention for the problem with the appropriate metric evaluation and dissemination of the project findings. The Practice Inquiry Project will be presented for approval in this course. This course will assist the student in the refinement of the plan, methodology, and implementation of the Practice Inquiry Project.

**NURS 7180 - DNP Advanced Seminar I (1)**

This course will provide the students with the opportunity to interact with faculty and community/organizational leaders related to their DNP Project Inquiry. Students will demonstrate their breadth and synthesis of knowledge of the DNP Essentials as it related to their project.

**NURS 7181 - Special Topics (1)**

A course designed to permit the offering of topics of current interest. Topics and projects are selected on the basis of student interest and need. May be repeated for credit when content varies. Prerequisite: permission of the Director of the Doctor in Nursing Practice program.

**NURS 7182 - DNP Advanced Seminar II (1)**

This is the second of the Advanced Seminar courses that will provide the students with the opportunity to interact with faculty and community/organizational leaders related to their DNP Project Inquiry. Students will demonstrate their breadth and synthesis of knowledge of the DNP Essentials as it related to their project.

**NURS 7183 - DNP Advanced Seminar III (1)**

This is the third of the Advanced Seminar courses that will provide the students with the opportunity to interact with faculty and community/organizational leaders related to their DNP Project Inquiry. Students will demonstrate their breadth and synthesis of knowledge of the DNP Essentials as it related to their project.

**NURS 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.

**NURS 7220 - Information Technology in Health Care (2)**

This course provides a comprehensive overview of the issues in healthcare information technology. Students will develop the skills necessary to evaluate health care information systems regarding monitoring of outcomes, patient safety, and quality improvement. Ethical and legal issues related to Information Technology will be addressed.

**NURS 7225 - DNP Project I (2)**

This course will provide the students with the opportunity to interact with faculty and community/organizational leaders related to their DNP Project Inquiry. Students will demonstrate their breadth and synthesis of knowledge of the DNP Essentials as it related to their project.

**NURS 7241 - DNP Project II (2)**

The course focuses on continued development of components of the DNP Practice Inquiry Project. This course will assist the student in the refinement of the plan, methodology, and implementation of the DNP Practice Inquiry Project.

**NURS 7243 - DNP Scholarship Project Advisement III (2)**

The course focuses on continued development of components of the DNP Practice Inquiry Project. This course will assist the student in the refinement of the plan, methodology, and implementation of the DNP Practice Inquiry Project.

**NURS 7244 - DNP Scholarship Project Advisement IV (2)**

The course focuses on continued development of components of the DNP Practice Inquiry Project. This course will assist the student in the refinement of the plan, methodology, and implementation of the DNP Practice Inquiry Project.

**NURS 7281 - Special Topics (2)**

A course designed to permit the offering of topics of current interest. Topics and projects are selected on the basis of student interest and need. May be repeated for credit when content varies. Prerequisite: permission of the Director of the Doctor in Nursing Practice program.

**NURS 7290 - Independent Study (2)**

An independent study directed by a full-time graduate faculty member in the College of Education. May be repeated for credit when the content varies. Prerequisite: permission of the Director of the Doctor in Nursing Practice program.

**NURS 7308 - Field-Based Internship (3)**

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

**NURS 7310 - Scholarly Foundations of Advanced Practice (3)**

This course serves as the foundational course for the DNP and will explore the qualities necessary to be a leader and clinical scholar in a complex health care system. This course will study the scientific underpinnings of nursing knowledge significant to develop the role of the DNP. Students will evaluate and develops new practice approaches based not only on nursing theories but theories from other disciplines.

**NURS 7315 - Interprofessional Collaboration for Improving Patient and Population Health Outcomes (3)**

This course will analyze Interprofessional collaboration as a fundamental component of the DNP practice. This course focuses on Interprofessional methodologies to address emerging health care issues and analyze methods to lead change in a complex Interprofessional healthcare delivery systems. Students will be given the opportunity to explore these issues at the state level.

**NURS 7320 - Appraisal and Application Evidence Based Practice Principles (3)**

This course is designed to build the foundation for Evidence Based health care. Students will use analytical methods to critically evaluate literature to determine and implement evidence based care and develop practice guidelines. Students will develop skills necessary to design, direct and evaluate quality improvement methodologies to promote safe, effective, efficient, and equitable healthcare. Key aspects of how to disseminate and integrate research into both organization and clinical practice will be included.

**NURS 7321 - Translational Science (3)**

This course will extend Evidence Based Practice principles and enhance the student's ability to translate research into practice. Students will refine the skills necessary to disseminate research findings in order to develop evidence based practice guidelines that will improve healthcare outcomes. Students will integrate research knowledge to evaluate practice, practice settings, and health care organizations against national benchmarks to determine variances in practice outcomes and population trends.

**NURS 7322 - Statistical Analysis for the DNP Project (3)**

This course focuses on the use of biostatistical data to critically analyze data and evidence for improving advanced nursing practice.

**NURS 7323 - Healthcare Economics Practice Management (3)**

This course prepares the student to be a leader in the global health care arena. This course provides a comprehensive overview of the principles of business, finance, economics and health policy needed to be effective leaders. This course will present the skills necessary to evaluate the costs, risk, and value of health care. Students will examine the political and economic environment of the health care systems at the national level.

**NURS 7324 - Healthcare Ethics and Health Policy (3)**

This course will explore and analyze the dynamics of health care policy and the influence these policies have on the delivery of health care. Students will develop skills necessary to become leaders in developing and implementing institutional, local, state, federal and/or international health policies. Students will acquire the knowledge necessary to educate policy makers at all levels regarding nursing, health policy and patient care outcomes. Ethics related to health care policies will be explored. This course will provide students with the opportunity to exercise these skills at the national international level.



### **NURS 7325 - Organizational Systems in Leadership for Quality Improvement and Systems Thinking (3)**

This course focuses on organizational and systems leadership within complex, global health care systems. Innovative leadership skills and quality improvement strategies will be explored. Students will acquire the use of advance communications skills needed to lead quality improvement and patient safety initiatives within health care systems. Students will evaluate health care delivery approaches needed to meet the current and future needs of diverse populations of patients. Additionally, students will develop strategies to manage ethical dilemmas related to patient care, health care organizations and research.

### **NURS 7326 - Advanced Management of Complex Health Conditions and Genomics (3)**

This course focuses on advanced clinical management of patients and diverse populations with complex health care needs. This course will introduce principles and concepts of epidemiology and the impact on individual, aggregate, and population health. Students will also explore the relationship and contribution of genetics and genomics to healthcare issues, including disease susceptibility and therapeutic efficacy. The role of genomics in personalized medicine will be explored. Students will synthesize concepts, including psychosocial dimensions and cultural diversity, related to clinical prevention and population health and will develop, implement, and evaluate interventions to improve health status, access to care and gaps in the care of individuals, aggregates or populations. This course is designed to assist student in developing high level clinical reasoning in order to provide positive patient outcomes within a framework of evidence-based practice.

### **NURS 7330 - Advanced Curriculum Development and Interprofessional Education in Nursing Education (3)**

Designed to provide students with an in-depth study of the principles, social, cultural, and economic factors and inter-professional issues that impact curriculum and program development in baccalaureate and higher degree nursing education. The process of accreditation is also reviewed.

### **NURS 7331 - Theories and Concepts in Nursing Leadership (3)**

Leadership and management theories and concepts are presented with applications made to the nursing faculty and administrative leadership roles. Building upon professional education and experience of learners, essential skills, core competencies, and best practices in leadership are explored.

### **NURS 7332 - Evidence-Based Practice in Classroom and Clinical Instruction (3)**

Prepares nurse educators to identify and apply evidence based practice teaching methods to student learning and evaluation, and teacher and program effectiveness. Teaching pedagogy as it relates to nursing education, fairness in evaluation, and integration of new and emerging technologies, assessment, and reporting is presented.

### **NURS 7333 - Innovation in Classroom Clinical, and Simulation Teaching and Evaluation in Nursing (3)**

A focus on innovation in classroom, clinical and simulated learning is presented as a framework for building upon the students' professional experience as educators, objective assessment and evaluation of students is explored. Legal and ethical implications of teaching, learning and the evaluative process are included.

### **NURS 7342 - DNP Scholarship Project Advisement (3)**

The course focuses on the refinement of the DNP Scholarship Portfolio. The student will work with the faculty on the DNP Practice Inquiry Project. This course will assist the student in the refinement of the plan, methodology, and implementation of the Practice Inquiry Project.

### **NURS 7350 - Nursing and Health Systems Administration (Administrative Track) (3)**

### **NURS 7370 - DNP Fellowship I (3)**

This course serves as the clinical practice component of the DNP program and focuses on the direct care of patients within a population of interest. The course provides the student with a clinical specialty immersion experience necessary to plan and design the Practice Inquiry Project. The student is

expected to utilize advanced levels of clinical judgement, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes. Students use conceptual and analytical skills in evaluating the links among practice, organizational, population, fiscal and policy issues in the health care arena.

### **NURS 7371 - DNP Fellowship II (3)**

This course serves as the clinical practice component of the DNP program and focuses on the direct care of patients within a population of interest. The course provides the student with a clinical specialty immersion experience necessary to plan and design the Practice Inquiry Project. The student is expected to utilize advanced levels of clinical judgement, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes. Students use conceptual and analytical skills in evaluating the links among practice, organizational, population, fiscal and policy issues in the health care arena.

### **NURS 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 the Doctor in Nursing Practice program.

### **NURS 7390 - Independent Study (3)**

An independent study directed by a full-time graduate faculty member in the College of Education. May be repeated for credit when the content varies. Prerequisite: permission of the Director of the Doctor in Nursing Practice program.

## **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.

### **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.

### **OCTH 6173 - Integrative Project III (1)**

Master's integrative capstone project finalization phase. Culminates with professional presentation of project

### **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.

### **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.

### **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.

### **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.

#### **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.

#### **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 socio-cultural elements as health determinants. Students will learn basic concepts of activity analysis and assessment of occupation. 3 lecture.

#### **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)

#### **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.

#### **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.

#### **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.

#### **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.

#### **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

#### **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

#### **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.

#### **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.

#### **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.

#### **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.

#### **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.

#### **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.

#### **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.

#### **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.

#### **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.

### **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.

### **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.

## **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.

ARC-PA Standards, 4th Ed.: B1.01, B1.05, B1.08, B2.10, B2.11, B2.12, B2.13, B2.14, B2.16, B2.17

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### **PAMS 6115 Laboratory Medicine and Diagnostic Studies I**

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, and pulmonology. Electrocardiograph utilization, application, and interpretation will be taught in this section. Students will be instructed in problem solving and medical decision-making skills in conjunction with the Clinical Disease and Prevention Course PAMS 6530.

ARC-PA Standards, 4th Ed.: B1.01, B1.07, B2.05, B2.07

### **PAMS 6116 Laboratory Medicine and Diagnostic Studies II**

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, genitourinary, nephrology, rheumatology, orthopedics, and neurology. Students will be instructed in problem solving and medical decision-making skills in conjunction with the Clinical Disease and Prevention Course PAMS 6630.

ARC-PA Standards, 4th Ed.: B1.01, B1.07, B2.05, B2.07

### **PAMS 6117 Laboratory Medicine and Diagnostic Studies III**

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, ophthalmology, endocrinology, women's health, pediatrics, emergency medicine, and surgery. Students will be instructed in problem solving and medical decision-making skills in conjunction with the Clinical Disease and Prevention Course PAMS 6930.

ARC-PA Standards, 4th Ed.: B1.01, B1.07, B2.05, B2.07

### **PAMS 6150 Clinical Prep**

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.

ARC-PA Standards, 4th Ed.: B1.05, B2.13, B2.15

### **PAMS 6160 Humanities, Ethics, Altruism, Leadership (HEAL) I**

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. Topics include, but not limited to: interviewing skills, resume workshops, PA licensing and credentialing, PANCE preparation, PA professional organizations, and skills to become community and national PA leaders.

ARC-PA Standards, 4th Ed.: B1.06, B1.07, B1.08, B2.05, B2.06, B2.14, B2.16, B2.17

### **PAMS 6161 Humanities, Ethics, Altruism, Leadership II**

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. Topics include, but not limited to: interviewing skills, resume workshops, PA licensing and credentialing, PANCE preparation, PA professional organizations, and skills to become community and national PA leaders.

ARC-PA Standards, 4th Ed.: B1.06, B1.07, B1.08, B2.05, B2.06, B2.14, B2.16, B2.17

### **PAMS 6165 Humanities, Ethics, Altruism, Leadership III**

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. Topics include, but not limited to: interviewing skills, resume workshops, PA licensing and credentialing, PANCE preparation, PA professional organizations, and skills to become community and national PA leaders.

ARC-PA Standards, 4th Ed.: B1.06, B1.07, B1.08, B2.05, B2.06, B2.14, B2.16, B2.17

### **PAMS 6166 Humanities, Ethics, Altruism, Leadership IV**

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. Topics include, but not limited to: interviewing skills, resume workshops, PA licensing and credentialing, PANCE preparation, PA professional organizations, and skills to become community and national PA leaders.

ARC-PA Standards, 4th Ed.: B1.06, B1.07, B1.08, B2.05, B2.06, B2.14, B2.16, B2.17

### **PAMS 6170 Evidence Based Medicine and Research (EBMR) I**

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: framing of research questions, sampling methods, interpretation of basic biostatistical methods, and the limits of medical research. The use of common medical databases to access medical literature is also included in this course.

ARC-PA Standards, 4th Ed.: B2.10

### **PAMS 6171 Evidence Based Medicine and Research II**

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: framing of research questions, sampling methods, interpretation of basic biostatistical methods, and the limits of medical research. The use of common medical databases to access medical literature is also included in this course.

ARC-PA Standards, 4th Ed.: B2.10

### **PAMS 6175 Applied Research I**

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.

ARC-PA Standards, 4th Ed.: B2.10

### **PAMS 6176 Applied Research II**

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.

ARC-PA Standards, 4th Ed.: B2.10

### **PAMS 6195 Graduation Preparation**

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. ARC-PA Standards, 4th Ed.: B2.14, C3.04

### **PAMS 6201 Basic Fundamentals of Medical Science**

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. ARC-PA Standards, 4th Ed.: B1.02, B2.02e

### **PAMS 6210 Pharmacotherapeutics I**

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, and pulmonary diseases to include the emergent, acute, chronic, rehabilitative, 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 prenatal, infant, children, adolescent, adult, and elderly populations. Students will be instructed on the delivery of patient education and the counseling of patients about medication adherence. This course follows along with the Clinical Disease and Prevention Course PAMS 6530. ARC-PA Standards, 4th Ed.: B1.07, B2.02d, B2.03, B2.05, B2.06, B2.09

### **PAMS 6211 Pharmacotherapeutics II**

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, genitourinary, nephrology, rheumatology, orthopedics, and neurology diseases to include the emergent, acute, chronic, rehabilitative, 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 prenatal, infant, children, adolescent, adult, and elderly populations. Students will be instructed on the delivery of patient education and the counseling of patients about medication adherence. This course follows along with the Clinical Disease and Prevention Course PAMS 6630. ARC-PA Standards, 4th Ed.: B1.07, B2.02d, B2.03, B2.05, B2.06, B2.09

### **PAMS 6212 Pharmacotherapeutics III**

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, ophthalmology, endocrinology, women's health, pediatrics, mental health, geriatrics, palliative care, emergency medicine, and surgery diseases to include the emergent, acute, chronic, rehabilitative, 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 prenatal, infant, children, adolescent, adult, and elderly populations. Students will be instructed on the delivery of patient education and the counseling of patients about medication adherence, drug abuse, misuse, and treatments. This course follows along with the Clinical Disease and Prevention Course PAMS 6930. ARC-PA Standards, 4th Ed.: B1.07, B2.02d, B2.03, B2.05, B2.06, B2.09

### **PAMS 6220 Human Physiology I**

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, cardiovascular, respiratory, gastrointestinal, and nutrition physiologies. ARC-PA Standards, 4th Ed.: B1.01, B1.02, B2.02

### **PAMS 6221 Human Physiology II**

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, genitourinary, musculoskeletal, neurologic, reproductive, and endocrine physiologies. ARC-PA Standards, 4th Ed.: B1.01, B1.02, B2.02

### **PAMS 6240 Mental Health**

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. This course will include instruction in interpersonal and communication skills that result in the effective exchange of information and collaboration with patients diagnosed with psychiatric disorder(s), their families, and other health professionals. ARC-PA Standards, 4th Ed.: B2.04, B2.06, B2.08

### **PAMS 6250 Clinical Skills**

This course is designed to introduce the physician assistant student to common clinical skills and procedures following current professional practices. The course will include the fundamental and technical skills needed to perform in-office or bedside procedures. Certification for Basic Life Support (BLS) and Advanced Cardiovascular Life Support (ACLS) will occur during this course. ARC-PA Standards, 4th Ed.: B2.07

### **PAMS 6320 Human Anatomy I**

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, trunk, head, neck, nervous system, and extremities. ARC-PA Standards, 4th Ed.: B1.01, B1.02, B2.02

### **PAMS 6321 Human Anatomy II**

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 musculoskeletal, head, neck, spine, genitourinary, reproductive, and neuroanatomy. ARC-PA Standards, 4th Ed.: B1.01, B1.02, B2.02

### **PAMS 6325 Patient Assessment and Counseling I**

This course teaches 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. The use of common medical databases to access medical literature is also included. Students will develop the ability to search, interpret, apply, and cite evidence from medical literature into their medical management plans and patient education. 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 knowledge and skills required to provide medical care to patients from culturally diverse populations. Instruction related to medical care and diversity prepares 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 section of the course will focus on patient communication, counseling, determining patient vital signs, and physical examination of the integument, cardiac, and pulmonary systems. Patient presentations, simulations, standardized patients, case studies, role-play, and electronic medical record completion are additional components of this course.

ARC-PA Standards, 4th Ed.: B1.01, B1.05, B1.06, B1.07, B2.04, B2.05, B2.06, B2.09, B2.10

### **PAMS 6326 Patient Assessment and Counseling II**

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 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. The use of common medical databases to access medical literature is also included. Students will develop the ability to search, interpret, apply, and cite evidence from medical literature into their medical management plans and patient education. 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 knowledge and skills required to provide medical care to patients from culturally diverse populations. Instruction related to medical care and diversity prepares 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 section of the course will focus on medical history-taking, physical examination, and patient counseling to include the following systems: gastroenterology/nutrition, genitourinary, nephrology, rheumatology, musculoskeletal, and neurology. Patient presentations, simulations, standardized patients, case studies, role-play, and electronic medical record completion are additional components of this course.

ARC-PA Standards, 4th Ed.: B1.01, B1.05, B1.06, B1.07, B2.04, B2.05, B2.06, B2.09, B2.10

### **PAMS 6327 Patient Assessment and Counseling III**

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, counsel-

ing 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. The use of common medical databases to access medical literature is also included. Students will develop the ability to search, interpret, apply, and cite evidence from medical literature into their medical management plans and patient education. 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 knowledge and skills required to provide medical care to patients from culturally diverse populations. Instruction related to medical care and diversity prepares 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 section of the course will focus on medical history-taking, physical examination, and patient counseling to include: oral health, otolaryngology, ophthalmology, endocrinology, pediatrics, women's health, emergency medicine, surgical disease, and palliative care. Patient presentations, simulations, standardized patients, case studies, role-play, and electronic medical record completion are additional components of this course.

ARC-PA Standards, 4th Ed.: B1.01, B1.05, B1.06, B1.07, B2.04, B2.05, B2.06, B2.09, B2.10

### **PAMS 6530 Clinical Disease & Prevention I**

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 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, life style 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 infectious, dermatologic, hematologic, cardiac, and pulmonary diseases to include preventive, acute, chronic, and rehabilitative patient care.

ARC-PA Standards, 4th Ed.: B1.07, B1.08, B2.02c, B2.03, B2.05, B2.06, B2.09

### **PAMS 6550 Internal Medicine In-Patient**

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 patients seeking medical care across the life span with an emphasis on caring for the acutely and chronically ill adult and elderly patient in the inpatient setting. Students will assist in the evaluation and treatment of hospital patients, participate in patient 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 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.

ARC-PA Standards, 4th Ed.: B3.02, B3.03a, B3.04c

### **PAMS 6551 Internal Medicine Out-Patient**

This core clinical rotation provides students with exposure to the principles and practice of internal medicine. This supervised clinical practice experience enables students to assess patients seeking medical care across the life span with an emphasis on caring for the acutely and chronically ill adult and elderly patients in an outpatient medical setting. Students will assist in the evaluation and treatment of patients, participate in patient rounds and presentations, and learn how to function as part of the internal medicine and



interprofessional medical teams. 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.  
ARC-PA Standards, 4th Ed.: B3.02, B3.03a, B3.04a

#### **PAMS 6552 Obstetrics and Gynecology**

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.  
ARC-PA Standards, 4th Ed.: B3.02, B3.03 a and b, B3.04 a and c

#### **PAMS 6553 Pediatrics**

This core clinical rotation provides students with exposure to the principles and practice of pediatric medicine. This supervised clinical practice experience enables students to assess neonates, infants, children, and adolescent patients seeking medical care in the pediatric outpatient medical setting. This rotation is intended to provide the opportunity to refine techniques of history-taking and physical examination specific to the pediatric population. In addition to providing students with an experience in parental education, parental guidance, and milestone recognition, this rotation aims to expose students to illnesses and injuries that are unique to the pediatric patient. Students will learn how to function as part of a pediatric interprofessional team. This clinical practice 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.  
ARC-PA Standards, 4th Ed.: B3.02, B3.03 a, B3.04c

#### **PAMS 6554 Emergency Medicine**

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 infant, child, 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, 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.  
ARC-PA Standards, 4th Ed.: B3.02, B3.03 a, B3.04b

#### **PAMS 6555 Surgery**

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 infants, children, adolescents, 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.  
ARC-PA Standards, 4th Ed.: B3.02, B3.03 a and c, B3.04 a and d

#### **PAMS 6556 Behavioral and Mental Health**

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.  
ARC-PA Standards, 4th Ed.: B3.02, B3.03 a and d, B3.04

#### **PAMS 6575 Family Medicine**

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 patients seeking medical care across the life span with an emphasis on caring for the acutely and chronically ill infant, child, adolescent, adult, and elderly patients in an outpatient medical setting. Students will develop the skills necessary to evaluate, monitor, and manage health problems encountered in family medicine. Emphasis is on disease prevention and health maintenance. Students will develop an increased understanding of social, economic and environmental factors related to family medicine. Students will learn how to engage as a member of an interprofessional family medicine team. This advanced rotation experience will also 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.  
ARC-PA Standards, 4th Ed.: B3.02, B3.03a, B3.04a

#### **PAMS 6591 Advanced Core Rotation: Elective**

These advanced core rotations 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.

#### **PAMS 6630 Clinical Disease & Prevention II**

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 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, life style 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, genitourinary, nephrology, rheumatology, musculoskeletal, and neurology diseases and disorders to include preventive, acute, chronic, and rehabilitative patient care.  
ARC-PA Standards, 4th Ed.: B1.07, B1.08, B2.02c, B2.03, B2.05, B2.06, B2.09

### **PAMS 6930 Clinical Disease & Prevention III**

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, life style 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, ophthalmology, oral health, 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.

ARC-PA Standards, 4th Ed.: B1.07, B1.08, B2.02c, B2.03, B2.05, B2.06, B2.09

## **PHTH-Physical Therapy**

### **PHTH 7115 - Introduction to Professional Practice (1)**

Introduction to physical therapy as a profession, core values, ethics and laws, professional behavior, communication; provides an overview of program expectations. (1 lecture)

### **PHTH 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)

### **PHTH 7136 - Clinical Practicum (1)**

Introduction to clinical practice through clinical observation/reflection and opportunity to practice basic skills learned during the first year of the program; consists of 80 hours of supervised clinical exposure. (80 hours of clinical)

### **PHTH 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)

### **PHTH 7146 - Issues in Underserved Communities (1)**

Overview of major issues in underserved communities, including rural and impoverished areas; exploration of demographic, economic, and societal influences and factors impacting health care in underserved areas; includes opportunity for service-learning project. (1 lecture)

### **PHTH 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)

### **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)

### **PHTH 7155 - Critical Inquiry II (1)**

Continued exploration of research methodologies and application of scientific method to physical therapy; students will implement research projects in collaboration with faculty. (1 lecture)

### **PHTH 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)

### **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)

### **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)

### **PHTH 7173 - Critical Inquiry III (1)**

Completion, presentation, and evaluation of student projects. (1 lecture)

### **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.

### **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)

### **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)

### **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)

### **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)

### **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)

### **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)

### **PHTH 7263 - Care Delivery and Practice Management Issues (2)**

Exploration of issues facing autonomous practitioners including strategic planning, financial management, personnel management, resource manage-

ment, marketing strategies, legal considerations for health care delivery, conflict resolution and clinical negotiation. (2 lecture)

### **PHTH 7313 - Applied Physiology I (3)**

Part one of a two-part series; study of the physiology of the human body, including function at the molecular, cellular, tissue and systems levels in health and disease, as well as at rest and during work/exercise; addresses integration of physiological responses from the multiple systems, cellular physiology, metabolism, and homeostasis; includes introduction to general pharmacology. (3 lecture, 1 lab)

### **PHTH 7314 - Introduction to Patient Management (3)**

Introduction to the physical therapy model of clinical practice; includes role of the physical therapist in health promotion, wellness and prevention, as well as basic patient management and documentation skills (2 lecture, 3 lab)

### **PHTH 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)

### **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)

### **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)

### **PHTH 7341 - Patient Management: Cardiopulmonary (3)**

In-depth study of examination, evaluation and intervention strategies for patients/clients with cardiovascular and/or pulmonary problems; includes principles of prevention, diagnosis, prognosis, and outcomes; investigates relationship between pharmacological management and physical therapy interventions. (2 lecture, 3 lab)

### **PHTH 7342 - Patient Management: Integumentary (3)**

In-depth study of examination, evaluation and intervention strategies for patients/clients with integumentary and 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)

### **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)

### **PHTH 7344 - Geriatrics (3)**

In-depth study of examination, evaluation, and intervention strategies for older adults; incorporates theories of aging with principles of prevention, diagnosis, prognosis, and outcomes; investigates the unique aspects of pharmacology in the elderly; includes opportunities for service learning project. (2 lecture, 3 lab)

### **PHTH 7352 - Musculoskeletal Rehab II (3)**

Advanced study of examination, evaluation and intervention strategies for patients/clients with selected musculoskeletal problems such as amputation, spine and pelvic disorders, sports injuries, and bony/soft tissue surgical procedures; includes in-depth exploration of current body of literature for the practice of physical therapy with the designated populations. (2 lecture, 3 lab)

### **PHTH 7353 - Neuromuscular Rehab II (3)**

Advanced study of examination, evaluation and intervention strategies for patients/clients with stroke, spinal cord injury, and traumatic brain injury; includes discussion of rehabilitative and assistive technologies; includes in-depth exploration of current body of literature for the practice of physical therapy with the designated populations. (2 lecture, 3 lab)

### **PHTH 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)

### **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)

### **PHTH 7341 - Patient Management: Cardiopulmonary (3)**

In-depth study of examination, evaluation and intervention strategies for patients/clients with cardiovascular and/or pulmonary problems; includes principles of prevention, diagnosis, prognosis, and outcomes; investigates relationship between pharmacological management and physical therapy interventions. (2 lecture, 3 lab)

### **PHTH 7342 - Patient Management: Integumentary (3)**

In-depth study of examination, evaluation and intervention strategies for patients/clients with integumentary and 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)

### **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)

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### **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)

### **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)

### **PHTH 7354 - Pediatrics (3)**

In-depth study of examination, evaluation and intervention strategies for children and adolescents; incorporates study of normal development with principles of diagnosis, prognosis and outcomes; investigates the unique aspects of pharmacology in children and adolescents. (2 lecture, 3 lab)

**PHTH 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)

**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)

**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)

**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)

**PHTH 7421 - Clinical Neuroscience (4)**

Study of the structure and function of the nervous system across the lifespan; includes cellular, systemic, and clinical pathology discussions of peripheral and central neural components; includes basic examination of sensation, perception, cognition and motor control. (3 lecture, 3 lab). Lab Fee Required.

**PHTH 7422 - Therapeutic Interventions (4)**

Emphasis on the development of skills in therapeutic interventions, including exercise and joint mobilization. (3 lecture, 3 lab)

**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)

**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)

**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)

**PHTH 7711 - Human Anatomy (7)**

Study of the structure and function of systems in the human body; provides an introduction to radiology, histology, and embryology; includes human cadaver dissection (4 lecture, 9 lab). Lab Fee Required.

**PHTH 7751 - Professional Experience I (7)**

First of three clinical experiences, consists of 8 weeks of full-time supervised clinical practice; emphasizes integration and application of learned physical therapy skills, knowledge and behaviors in a patient care environment. (Total of 320 hours)

**PHTH 7961 - Professional Experience II (9)**

The second of three clinical experiences; consists of 11 weeks of full-time supervised clinical practice; emphasizes progressing integration and application of learned physical therapy skills, knowledge and behaviors in a patient care environment. (Total of 440 clinical hours)

**PHTH 7971 - Professional Experience III (9)**

The last of three clinical experiences, consists of 11 weeks of full-time supervised clinical practice; emphasizes development of entry-level physical therapy skills, knowledge and behaviors in a patient care environment. (Total of 440 clinical hours)

**READ - Reading****READ 5300 - Reading: A Linguistic Perspective (3)**

Application of modern linguistic approaches aimed at helping the student understand the reading process. Consideration is given to cognitive, linguistic, and social factors in reading. Attention is given to comprehension, memory and oral reading behavior. A project related to the understanding of the linguistic elements of language learning is required.

**READ 5328 - Advanced Assessment in Reading (3)**

This course includes current issues in reading assessment, management of assessment, how to disaggregate and interpret data, understand state and national assessment reports and tools and their implication, and make appropriate choices for assessment tools in reading. Also included are strategies to report assessment data, how to positively use data to enhance the community, and how to build a positive relationship when reading scores are down. A demonstration of proficiency with assessment tools is required. A research paper on current issues in reading assessment is required. Prerequisite: A course in diagnostic and prescriptive reading. A fee of \$75 is required.

**READ 5351 - Advanced Children's Literature & Literacy (3)**

This course will examine the genres of children's literature and explore ways of using that literature in literacy events. The course provides opportunities for extensive reading and analysis of a wide variety of literature and study of notable authors and illustrators. A required independent project will focus on some aspect of children's literature and literacy.

**READ 5352 - Advanced Diagnostic & Corrective Reading (3)**

The focus of this course is upon the diagnosis and remediation of reading problems in ages preschool through adult. Students will learn to diagnose reading problems and provide appropriate instructional strategies for remediation. Students will write and submit a research paper. A fee of \$75 is required.

**READ 5354 - Assessment & Pedagogy for Teachers of ELL (3)**

This course addresses planning and implementing effective, developmentally-appropriate English as a second language (ESL) instruction. Foundations of ESL education and factors that contribute to an effective multicultural and multilingual environment are presented. Research-based methods, as well as formal and informal assessment procedures and instruments are taught.

**READ 5355 - Disciplinary Literacy (3)**

This course 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.

**READ 6090 - Comprehensive Examination (0)**

This examination provides an opportunity for students to demonstrate their ability to integrate and apply the theory and skills acquired in their course work. It is given during the student's last semester of enrollment prior to graduation.

**READ 6181 - Special Topics (1)**

A service course designed to permit the offering of topics of current interest and of special workshops. May also be used for individual study in which a minimum of 40 clock hours of directed study is required for each semes-



ter hour of credit. Topics and projects are selected on the basis of student interest and need.

**READ 6190 - Independent Study (1)**

A service course designed for an individual based on student interest and need. A project must be developed and will be presented using a multi-media format. By prior approval only.

**READ 6191 - Seminar (1)**

A service course designed to permit the offering of topics of current interest. By prior approval only.

**READ 6192 - Independent Research (1)**

For the student desiring independent research experience. Research may be designed by the student and carried out on an approved topic of interest as part of an ongoing research project conducted by the faculty. By prior approval only.

**READ 6281 - Special Topics (2)**

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

**READ 6290 - Independent Study (2)**

A service course designed for an individual based on student interest and need. A project must be developed and will be presented using a multi-media format. By prior approval only.

**READ 6291 - Seminar (2)**

A service course designed to permit the offering of topics of current interest. By prior approval only.

**READ 6292 - Independent Research (2)**

For the student desiring independent research experience. Research may be designed by the student and carried out on an approved topic of interest as part of an ongoing research project conducted by the faculty. By prior approval only.

**READ 6301 - Problems in Teaching Reading EC-12 (3)**

This course addresses special problems that occur in reading programs and how administrators and specialists can identify and provide remediation so that all students are successful readers.

**READ 6354 - Clinical Practice/Reading Education (3)**

Designed to give the student clinical experience in the application of theoretical models in a laboratory setting. Supervised individual practice in diagnosis, remediation, and research will culminate in a project and multimedia presentation.

**READ 6356 - Organization & Leadership/Reading Programs (3)**

This course is designed to acquaint the student with advantages and disadvantages of organizational plans in reading and with how to make instructional adjustments to meet individual and school needs. Topics for study will include the role of research in reading, promoting parent and community involvement, strategies for effective staff development, and program evaluation.

**READ 6381 - Special Topics (3)**

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

**READ 6391 - Seminar (3)**

A service course designed to permit the offering of topics of current interest. By prior approval only.

**READ 6392 - Independent Research (3)**

For the student desiring independent research experience. Research may be designed by the student and carried out on an approved topic of interest as part of an ongoing research project conducted by the faculty. By prior approval only.

**READ 6481 - Special Topics (4)**

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

**READ 6490 - Independent Study (4)**

A service course designed for an individual based on student interest and need. A project must be developed and will be presented using a multi-media format. By prior approval only.

**READ 6491 - Seminar (4)**

A service course designed to permit the offering of topics of current interest. By prior approval only.

**READ 6492 - Independent Research (4)**

For the student desiring independent research experience. Research may be designed by the student and carried out on an approved topic of interest as part of an ongoing research project conducted by the faculty. By prior approval only.

**READ 6581 - Special Topics (5)**

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

**READ 6590 - Independent Study (5)**

A service course designed for an individual based on student interest and need. A project must be developed and will be presented using a multi-media format. By prior approval only.

**READ 6591 - Seminar (5)**

A service course designed to permit the offering of topics of current interest. By prior approval only.

**READ 6592 - Independent Research (5)**

For the student desiring independent research experience. Research may be designed by the student and carried out on an approved topic of interest as part of an ongoing research project conducted by the faculty. By prior approval only.

**READ 6681 - Special Topics (6)**

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

**READ 6690 - Independent Study (6)**

A service course designed for an individual based on student interest and need. A project must be developed and will be presented using a multi-media format. By prior approval only.

**READ 6691 - Seminar (6)**

A service course designed to permit the offering of topics of current interest. By prior approval only.

**READ 6692 - Independent Research (6)**

For the student desiring independent research experience. Research may be designed by the student and carried out on an approved topic of interest as part of an ongoing research project conducted by the faculty. By prior approval only.

# University of Mary Hardin-Baylor

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# Map of Campus

## Alphabetical

- 25 Alumni Center
- 57 Andersen Field House
  - 2 Baugh Performance Hall
- 23 Baugh Visual Arts Center
- 31 Bawcom Student Union
- 46 Beall Hall
- 11 Brindley Auditorium
- 18 Burt Hall
- 44 Campus Recreation
- 31 Campus Store
  - 9 Clements Building
- 24 College View Apartments
  - 1 Cru Community Clinic
- 28 Crusader Stadium
- 58 Cummins Field House
  - 7 Davidson Building
- 55 Dee Dillon Softball Field
- 60 Engineering Design Lab
- 49 Farris Hall
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- 59 Football Practice Fields
- 31 Fowler Board Room
- 38 Frazier Hall
- 43 Garner Hall
- 36 Gettys Hall
- 39 Hardy Hall
  - 6 Heard Hall
- 27 Hughes Recital Hall
- 47 Independence Village
- 37 Johnson Hall
- 52 Li Tennis Courts
  - 8 Lord Conference Center
- 40 Lord Hall
- 14 Luther Memorial & Bell Tower
- 26 Mabee Market
- 26 Mabee Student Success Center
- 35 Mabee-Farris Recreation Gymnasium
  - 3 Manning Chapel
- 34 Mayborn Campus Center
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- 21 Millennium Oaks Park
- 10 Moon Building
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  - 8 Parker Academic Center
- 16 Parker Prayer Garden
- 19 Potter Gazebo
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- 54 Soccer Fields
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- 17 Walton Chapel
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- 13 Wells Science Hall
- 48 Williams Service Center
  - 5 York House
- 11 York Science Center
- 29 York Sesquicentennial Plaza

## Academic

- 23 Baugh Visual Arts Center
- 31 Bawcom Student Union
  - 1 Cru Community Clinic
- 7 Davidson Building
- 60 Engineering Design Lab
- 39 Hardy Hall
- 26 Mabee Student Success Center
- 34 Mayborn Campus Center
  - 2 Mayborn Performing Arts Center
- 3 Meyer Christian Studies Center
- 22 Meyer Nursing Center
- 8 Parker Academic Center
- 27 Presser Hall
- 12 Townsend Memorial Library
- 13 Wells Science Hall
  - 5 York House
- 11 York Science Center

## Administration

- 25 Alumni Center
- 31 Bawcom Student Union
- 44 Campus Recreation
- 31 Campus Store
  - 9 Clements Building
- 38 Frazier Hall
- 39 Hardy Hall
  - 6 Heard Hall
- 26 Mabee Market
- 26 Mabee Student Success Center
- 34 Mayborn Campus Center
- 10 Moon Building
- 15 Sanderford Administrative Complex
- 48 Williams Service Center

## Athletic

- 57 Andersen Field House
- 28 Crusader Stadium
- 58 Cummins Field House
- 55 Dee Dillon Softball Field
- 59 Football Practice Fields
- 52 Li Tennis Courts
- 35 Mabree-Farris Recreation Gymnasium
- 34 Mayborn Campus Center
- 51 Outdoor Adventure/Recreation
- 45 Recreation Courts
- 42 Recreation Field
- 56 Red Murff Baseball Field
- 54 Soccer Fields
- 53 Soccer & Tennis Field House

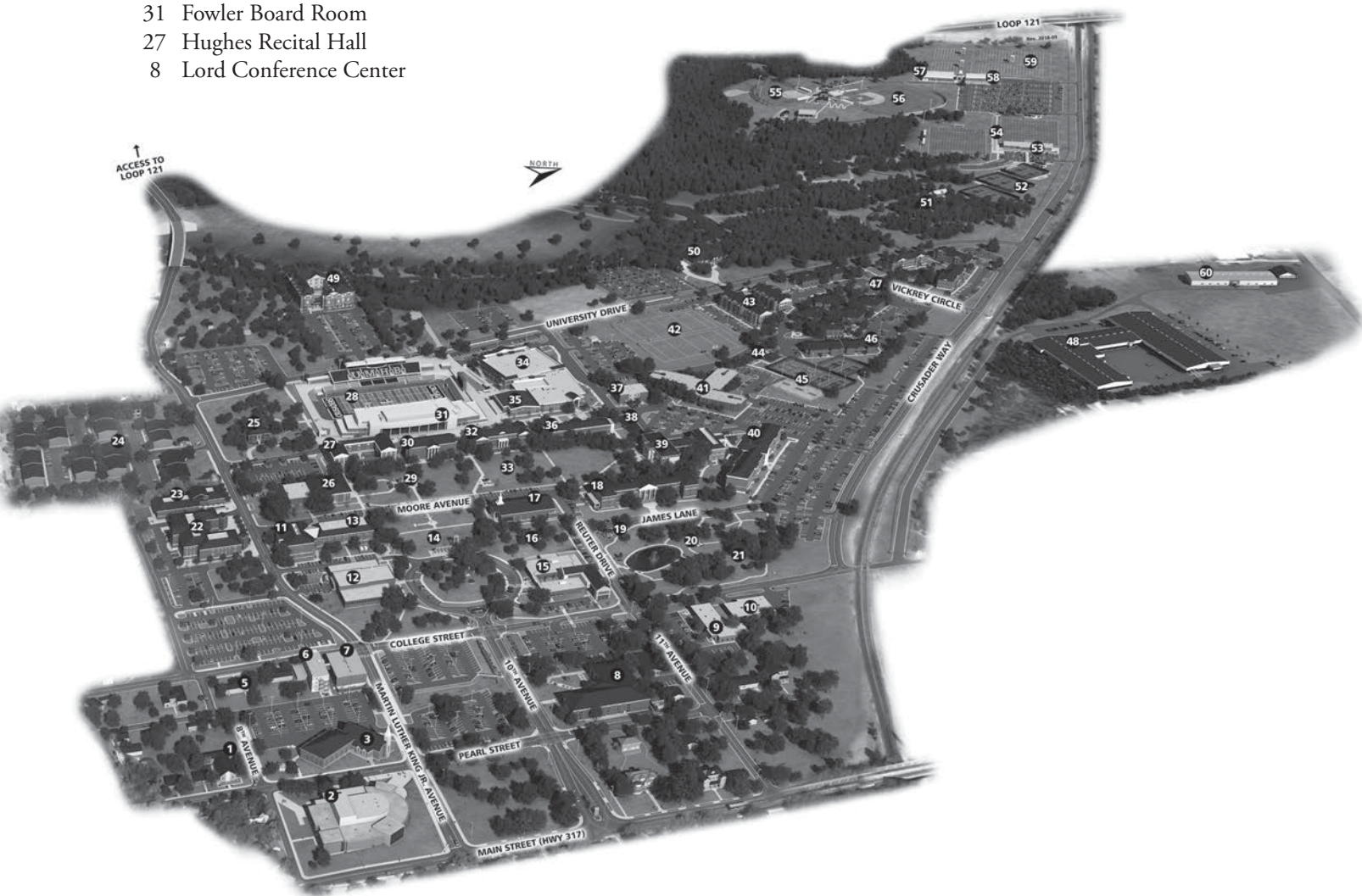
## Conference Rooms

- 25 Alumni Center
- 2 Baugh Performance Hall
- 11 Brindley Auditorium
- 2 Fikes Chamber Hall
- 31 Fowler Board Room
- 27 Hughes Recital Hall
- 8 Lord Conference Center

- 3 Manning Chapel
- 31 McLane Great Hall
- 17 Walton Chapel
- 22 Weir Lecture Hall

## Residence Halls

- 46 Beall Hall
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- 49 Farris Hall
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**MASTER OF SCIENCE IN ACCOUNTING**



**MASTER OF SCIENCE IN INFORMATION SYSTEMS**



**MASTER OF EDUCATION**



**DOCTOR OF EDUCATION**



**MASTER OF ARTS IN COUNSELING**



**MASTER OF SCIENCE IN EXERCISE PHYSIOLOGY**



**MASTER OF SCIENCE IN EDUCATION/SPORT ADMINISTRATION**



**MASTER OF SCIENCE IN NURSING**



**DOCTOR OF NURSING PRACTICE**



**DOCTOR OF PHYSICAL THERAPY**



**COURSE DESCRIPTIONS**