

UNIVERSITY OF THE INCARNATE WORD



San Antonio, Texas

Graduate Bulletin
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A Message from the President

Thank you for choosing the University of the Incarnate Word for the pursuit of your graduate studies.

This Graduate Bulletin includes information on the more than two-dozen academic fields of study available to you at the University. These include the Ph.D. in Education and also professional studies leading to either a Doctor of Pharmacy (Pharm. D.) or the Doctor of Optometry degrees (O.D.). Please note that additional information on the Pharm. D. program can be obtained from either the pharmacy course bulletin or the Feik School of Pharmacy's Web site at www.uiw.edu/pharmacy, while information on the O.D. program can be obtained at www.uiw.edu/optometry.

All of our programs continue Incarnate Word's commitment to academic excellence and the life of faith within the context of serving student and community needs. Our programs are also imbued with the transforming values embodied in the University's Mission statement: spirituality, globalization, scholarship, integral well-being, innovative and personalized classroom teaching and learning, and an optimal use of technology.

The belief in God's presence in every person and in the world drives our fundamental philosophy of education, which remains the inspiration for those who share the mission of our sponsoring Congregation, the Sisters of Charity of the Incarnate Word. It pervades the curriculum and gives character to campus life.

The global village continues to be further consolidated and linked by the remarkable developments in information technology and communications. From the renewed curriculum and major fields of study, to our strengthened commitment in systems of efficiency aimed at improving services for our students, the themes of Incarnational spirituality, scholarship, well-being, internationalization, innovative classroom instruction, and technology ring true and strong.

It is my hope that your experience at the University of the Incarnate Word, whether through our academic programs, your daily contacts with our faculty or your interactions with other students, will bring out the best in you for a truly fulfilling and service-oriented life.

All of us at Incarnate Word — the faculty, staff and administration — wish you every success as you pursue your academic dreams. And on behalf of all of us, welcome to the University of the Incarnate Word.

Louis J. Agnese, Jr., Ph.D.
President

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The provisions of this Bulletin are subject to change without notice and do not constitute an irrevocable contract between any student and the University of the Incarnate Word. While every effort is made to keep the contents of this Bulletin up-to-date, information about policy changes, the current semester schedule and the academic calendar are available in the Registrar's Office.

I. General Information

The University of the Incarnate Word

The University is one of the many outgrowths of the original mission that brought the Sisters of Charity of the Incarnate Word to San Antonio in 1869. The Sisters' work began with the care of victims of a cholera epidemic and the establishment of the first hospital in the city, an institution recognized today as CHRISTUS Santa Rosa Health Care. Their ministry soon spread to the care of homeless children and to teaching. In 1881, they secured a charter from the State of Texas, which empowered them to establish schools on all levels.

In 1900, the Academy of the Incarnate Word, which had been established first in an area of San Antonio called Government Hill, was moved to the recently constructed Motherhouse of the Sisters of Charity of the Incarnate Word in Alamo Heights. College classes were added to the curriculum in 1909, and the name of the institution was changed to the College and Academy of the Incarnate Word. Both the college and the high school were affiliated with the Texas State Department of Education in 1918. The college was fully accredited by the Association of Colleges and Secondary Schools in 1925. The graduate division was added in 1950, and the school became co-educational in 1970. In 1996, it was recognized as a university. In 1998, the University was accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award Doctoral degrees, in addition to Bachelors and Masters degrees.

Mission of the University of the Incarnate Word

The first Sisters of Charity of the Incarnate Word who came to San Antonio to minister to the sick and the poor were motivated by the love of God and their recognition of God's presence in each person. Their spirit of Christian service is perpetuated in the University of the Incarnate Word primarily through teaching and scholarship. Inspired by Judeo-Christian values, the University aims to educate men and women who will become concerned and enlightened citizens.

The University is committed to educational excellence in a context of faith in Jesus Christ, the Incarnate Word of God. It promotes life-long learning and fosters the development of the whole person. The faculty and students support one another in the search for and the communication of truth. The University is open to thoughtful innovation that serves ever more effectively the spiritual and material needs of people. The curriculum offers students an integrated program of liberal arts and professional studies that includes a global perspective and an emphasis on social justice and community service.

The University of the Incarnate Word is a Catholic institution that welcomes to its community persons of diverse backgrounds, in the belief that their respective interaction advances the discovery of truth, mutual understanding, self-realization, and the common good.

The Campus

The University is located on what was formerly the estate of noted San Antonio philanthropist, businessman, and civil servant, Col. George W. Brackenridge. His home, listed on the National Registry of Historic Places, still stands on the campus.

The headwaters of the San Antonio River are located on the campus, and at one time, the natural beauty as well as the clear spring water made it a favored campsite for Native American tribes. Archeological studies have produced Paleo-Indian projectile points that date back 11,000 years.

The 110- acre campus combines the natural beauty of the historic grounds with fully-networked wireless facilities. Each building features presentation and wireless technology in the classroom. Residence halls and gathering places are also wireless. The Burton E. Grossman International Conference Center provides expansive state-of-the art facilities for meetings and conferences, as well as housing for visiting foreign

General Information

dignitaries and students. Additionally, the Sky Room, on the top floor of the McCombs Center, features a stunning view of the city skyline. The Sky Room, which can accommodate up to 850 people, is the second largest facility of its kind in the city and can be subdivided into several configurations to meet the needs of specific events.

The University's athletic facilities, practice fields, tree-lined walking paths, and well-tended grounds provide a comfortable environment for study and reflection.

San Antonio

The city offers a rich mixture of cultural heritages derived from its historical settlement by persons from Germany, France, Ireland, Mexico, and the Canary Islands. Together with Dallas and Houston, it is one of the three largest metropolitan areas in Texas and ranks as the seventh largest city in the nation. The River Walk, or Paseo Del Rio, with its waterside restaurants, hotels, shopping areas, and cultural attractions, has helped to develop the city into a prime location for conventions and tourism.

The city has a flourishing arts community with active theatre groups, dance companies, and music and art associations. Museums include the San Antonio Museum of Art, the McNay Art Museum, the Witte Museum, the Institute of Texan Cultures, and the San Antonio Botanical Gardens.

San Antonio is rich in educational offerings with four private universities, a Catholic theological graduate school, two state universities, a state-sponsored medical school, and a public community college system. It is also a center for scientific and medical research based at the University of Texas Health Science Center, the Southwest Research Institute, the Southwest Foundation for Biomedical Research, and the Cancer Therapy Research Center.

The campus of the University of the Incarnate Word is located in the north central area of the city adjacent to Brackenridge Park and to the suburb of Alamo Heights, which offers a quiet, well established residential area as well as shopping, restaurant, cultural, and recreational facilities.

Academic Programs

Accreditation

The University of the Incarnate Word is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097, 404-679-4501) to award bachelors, masters, and doctoral degrees.

The University holds national and specialized accreditations in the following disciplines:

College of Humanities, Arts, and Social Sciences:

- American Association for Music Therapy (BM in Music Therapy)
- National Association of Schools of Theatre (BA in Theatre Arts)

Dreeben School of Education:

- State Board for Education Certification (all teacher certification programs)

H-E-B School of Business and Administration:

Association of Collegiate Business Schools and Programs for the following business degrees:

- Bachelor of Business Administration (BBA) with concentrations in Accounting, Banking and Finance, General Business, Information systems, International Business, Management, Marketing, Merchandising Management, and Sports Management.
- Master of Business Administration (MBA)
- Master of Science in Accounting (MS)

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School of Mathematics, Science, and Engineering:

American Dietetic Association (Didactic Program in Dietetics, Dietetic Internship)

School of Nursing and Health Professions:

Board of Nurse Examiners for the state of Texas (BSN)

Commission for Collegiate Nursing Education (BSN and MSN)

Joint Review Committee on Educational Programs in Nuclear Medicine

Technology (BS Nuclear Medicine Science)

Joint Review Committee on Educational Programs in Athletic Training (BS

Athletic Training)

Affiliations

The University holds membership in the Texas Higher Education Coordinating Board, the American Association of Universities for Teacher Education, the National Association of Independent Colleges and Universities, the Independent Colleges and Universities of Texas, the Texas Independent University Fund, the Association of Texas Graduate Schools, the Higher Education Council of San Antonio, and the United Colleges of San Antonio, the American Association of Colleges of Nursing, the Association for Theatre in Higher Education, and the Hispanic Association of Colleges and Universities.

Application of Bulletin

Changes in Graduate Bulletin rules and regulations, other than course and GPA requirements for a degree, become effective immediately upon approval by the proper University authorities and are not subject to the Catalog of Graduation policy. (See page 17.)

Degrees and Major Programs

The University of the Incarnate Word offers graduate instruction leading to advanced degrees in the following areas of study:

H-E-B School of Business and Administration

Administration (M.A.A.) *with concentrations in*

Adult Education

Applied Administration [Online](#)

Communication Arts

Healthcare Administration

Instructional Technology [Online](#)

Nutrition

Organizational Development

Sports Management

Business Administration (MBA) (General Business)

Business Administration (MBA) *with concentrations in*

International Business

Sports Management

International Business Strategy

Accounting (MS)

Dreeben School of Education

Master of Arts in Teaching (M.A.T.) *with concentrations in*

Secondary Teaching (Grades 8-12)

All-Level Teaching (Grades EC-12)

Elementary Teaching (Early Childhood-Grade 4)

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Education (M.A. or M.Ed.) (General Education)

Education (M.A. or M.Ed.), *with concentrations in*

Adult Education

Cross-Cultural Education

Early Childhood Literacy

Instructional Technology Online

Kinesiology

Literacy

Organizational Learning and Leadership

Special Education

Teacher Leadership

Education (Ph.D.), *with concentrations in*

Higher Education

International Education and Entrepreneurship

Mathematics Education

Organizational Leadership

College of Humanities, Arts, and Social Sciences

Community Psychology (M.S.)

Multidisciplinary Studies (M.A.)

Religious Studies/Pastoral Institute (M.A.)

School of Interactive Media and Design

Communication Arts (M.A.)

School of Mathematics, Science, and Engineering

Biology (M.A. or M.S.)

Research Statistics (M.S.)

Mathematics (M.A.) *with a concentration in* Teaching

Multidisciplinary Sciences (M.A.)

Nutrition (M.S.) (General Nutrition)

Nutrition (M.S.) *with concentrations in*

Administration

Nutrition Education and Health Promotion

School of Nursing and Health Professions

Nursing (M.S.N.) or (M.S.N./M.B.A.)

Kinesiology (M.S.)

Sport Management (M.S.)

Feik School of Pharmacy

Pharmacy (Pharm.D.)

Information regarding the Doctor of Pharmacy degree program can be found in a separate UIW Feik School of Pharmacy Bulletin and on the School of Pharmacy webpage.

School of Optometry

Doctor of Optometry (O.D.)

Information regarding the Doctor of Optometry degree program can be found on the School of Optometry web page.

General Information

Universe Online

The University of the Incarnate Word recognizes that our graduate students need a variety of quality programs and delivery methods that meet their needs for a program of study that has flexibility. With this in mind, the Universe Online (also referred to as the Virtual University) delivers graduate degree programs and certificates in an asynchronous online environment. Students will meet the same admissions requirements, but will be able to complete their entire degree program from a distance. There are no on-campus requirements for Universe Online.

Administration (M.A.A.) Online *with concentrations in*

Organizational Development

Instructional Technology

Applied Administration

Communication Arts

Business Administration (MBA) (General Business) Online

Business Administration (MBA) Online *with concentration in*

International Business

Graduate Certificates Online

Organizational Development

International Business

Project Management

Guiding Principles and Objectives of Graduate Study

The Mission of the University of the Incarnate Word provides the guiding principles for all of the graduate studies programs that are offered. The University's graduate program seeks:

- To create an atmosphere of respect for each student, promoting individual self-realization, cultural diversity and intellectual stimulation
- To instill in each student a spirit of Christian service, based upon ethical reflection, social justice and the promotion of human dignity
- To develop concerned citizens and enlightened leaders who are prepared to meet the challenges of the future with creativity and responsibility

The purpose of the University's graduate program is to encourage:

- Mastery of scholarly techniques
- Intellectual curiosity expressed in research and independent study
- Investigation of advanced subject matter in breadth and depth
- Ability to communicate the results of intellectually creative work
- Contribution to the field through original research

For the convenience of employed persons, the majority of the University's graduate courses are offered in the late afternoon, evening, and on Saturday. Most graduate courses in the Master of Arts programs are available on an eight-week format. Graduate students are expected to assume responsibility for knowing policies governing their program, registration, change of schedule, withdrawal, and other policies and procedures of the Graduate Program. For information about their curriculum and graduate policies, students may call their advisor or the Dean of Graduate Studies and Research.

Research

In accordance with the Mission of UIW, scholarly activity is guided by the principles of respect, truth, and fairness. Research is an integral facet of graduate study, and students are encouraged to seek publication of work done in pursuit of advanced degrees. In research outside the thesis or dissertation where close collaboration with faculty advisors occurs, it is entirely appropriate for publications to be co-authored. Order of authorship should be subject to mutual agreement, based on the nature and extent of the contribution by the parties concerned and in accordance with the accepted practice of the discipline.

II. Graduate Admissions

General Requirements for Admission to Graduate Study

Degree-Seeking

Students applying for degree-seeking status at the master's and doctoral level must fulfill the general requirements for admission to the University of the Incarnate Word and any special requirements for admission to a particular degree program. Additional requirements for the doctoral program are listed on page 27.

General requirements:

- Evidence of an earned Baccalaureate degree from an accredited institution of higher learning with an overall GPA of 2.5 or better.
- Official transcripts from each college and university previously attended. These transcripts must be mailed directly from the college or university to the Admissions Office.
- At least one of the following as specified by the discipline under program description:
 1. A nationally recognized entrance test specified by the discipline
 2. Evaluation by one or more professionals in the intended field of study
 3. Professional certification or a degree of equal or higher level than that sought from an accredited institution of higher learning
 4. Letters of Recommendation
- Other admission criteria as specified by the discipline may include but are not limited to
 1. A minimum number of credit hours in the discipline with a specified GPA minimum
 2. Other specialized test with acceptable performance
 3. An interview with faculty or admissions personnel
 4. A writing sample

Discipline-specific requirements are listed under each program description. Petitions for admission with exception to the published criteria must be recommended by the Program Admissions Committee and approved by the Dean of Graduate Studies and Research. Exceptions must be documented with an explanation. A copy of this documentation must be included in the student's permanent file.

Conditional admission may be granted upon approval of the Program Admissions Committee and the Dean of Graduate Studies and Research. Criteria and the time limit for removing conditions will be specified in the letter of admission.

Transient

Students in good standing at a recognized graduate school who wish to enroll for a maximum of nine credit hours and who plan to continue at the school of original admission may be admitted as transient graduate students. Students must fill out a formal application for admission and submit either a statement of good standing from the dean of the graduate school where they are enrolled or an official transcript. Enrolling in additional course work beyond the nine hours will require application for a change of status.

Non-degree Seeking

If non-degree seeking, an applicant to Graduate School must submit:

- Evidence of an earned Baccalaureate degree from an accredited institution of higher learning
- Official transcripts from each college or university previously attended. These transcripts must be mailed directly from the college or university to the Admissions Office.

Graduate Admissions

Non-degree-seeking students may register for a cumulative total of no more than nine credit hours of graduate course work under the normal grading system. Students holding a master's degree who do not wish to apply for admission as degree-seeking students may register for a cumulative total of no more than 12 credit hours of graduate course work under the normal grading system. Non-degree seeking students are expected to conform to graduate standards of scholarship. In some cases, credit hours taken under a non-degree seeking status and under the normal grading system may be applied toward a degree if a student later gains admission into a graduate program. Such credits will be evaluated as though they were transfer credits from another institution and must be approved by the Program Advisor and the Dean of Graduate Studies and Research.

Non-degree seeking students may not be eligible for some forms of financial aid.

Change of Status

To change status from non-degree seeking to degree seeking, the student must meet the requirements for admission to the program and submit an Application for Change of Status to the Program Advisor and the Dean of Graduate Studies and Research.

Certificates

With the approval of the appropriate College/School Dean, certificates may be presented to students in recognition of their attendance at special not-for-credit seminars or continuing educational professional development and in recognition of their earning credit hours in UIW courses offered in a particular field or fields.

The reception/awarding of a certificate will not appear on the transcript, even when the certificate attests to earning credit hours for UIW courses. When appropriate, for-credit courses taken to earn a certificate may be considered as fulfilling the requirements of a degree program only if the student applies to, meets admission requirements of, and is accepted into the program.

All students taking graduate courses and seeking a certificate must apply for admission to the University's Graduate School and provide evidence of an earned Baccalaureate degree from an accredited institution of higher learning with an overall GPA of 2.5 or better. Official transcripts from each college and university previously attended must be mailed directly from the college or university to the Admissions Office. Students may have to meet additional requirements set by the school or college from which the certificate is being issued.

Application Procedures

The student must submit to the Admissions Office the credentials listed below. Credentials submitted late can cause a delay in acceptance and registration.

1. A formal application, which may be obtained from the Admissions Office. Application requires a \$20 processing fee.
2. Official transcripts from each college or university previously attended. These transcripts must be mailed directly to the Admissions Office from the college or university.
3. Report of the nationally recognized entrance test as designated by specific programs is sent directly to the Admissions Office. Students should check with individual programs for specific requirements.
4. Consultation with Program Advisor regarding additional admissions requirements.

When the Admissions Office receives the required credentials, they are sent to the Program Coordinator for evaluation and recommendation for action. The Dean of Graduate Studies and Research notifies the applicant by letter concerning action taken on the application. Upon acceptance, the student is assigned a Program Advisor.

Credentials submitted for admission become the property of the University of the Incarnate Word and will not be returned. Students who have not begun graduate work within a year of acceptance must re-apply through the Office of Admissions for the reactivation of their application and readmission.

The University of the Incarnate Word reserves the right to refuse admission to an applicant or to request the withdrawal of a student already in the program for reasons considered adequate by the Dean of Graduate Studies and Research.

Admission of International Students and International Exchange Students

An international student is a student who has citizenship in a country other than the United States.

International students should apply for admission no later than 60 days prior to the beginning of the semester in which the student plans to attend to ensure no delay in acceptance and registration. The following credentials must be submitted to the Office of Admissions:

1. Completed and signed International Student Application.
2. \$20 non-refundable application fee.
3. Official transcripts or record of prior programs of study, inclusive of grades and/or scores received. All official transcripts must be translated into English before they are submitted. A list of evaluation agencies is available from the Office of Admissions and the Office of International Programs.
4. For consideration of transfer credit, course descriptions officially translated to English are required.
5. Score from TOEFL (Test of English as a Foreign Language), with a minimum score of 560 on the paper-based version, 220 on the computer-based version, or 83 on the internet-based version. Students who do not have this minimum score may not be allowed to take any course other than English as a Second Language.
6. If English proficiency is deemed not adequate on the basis of UIW evaluation, the student may not be allowed to take any course other than English as a Second Language until the deficiency is removed. All English as a Second Language at UIW is taught by the ELS Language Center located on the campus. International students are required to pay the appropriate fee charged by the ELS Language Center. (See <http://www.uiw.edu> for more specific information on these four-week intensive sessions.)
7. Report of the Graduate Record Examination (GRE), Miller Analogies Test (MAT), or the Graduate Management Aptitude Test (GMAT), as designated by specific graduate program.
8. Declaration of Finances.
9. Visa Information Form.
10. Two letters of recommendation.
11. International Student Health Record Form. All international students are required to carry health insurance issued by a United States carrier or by the University's health insurance plan.
12. Completed housing agreement and contract.
13. Those studying in special cohort programs will be required during their first semester at UIW to submit an official score on the TOEFL or other required diagnostic instrument and may be required, as needed, to enroll in appropriate English-language instruction.
14. Students should check with individual programs for specific requirements.

Advising and Registration

Upon acceptance to a program, graduate students must meet with their Academic Advisors before each term to discuss progress toward meeting degree requirements. The Advisor's formal approval is required to permit registration. Students must make payment arrangements with the Business Office no later than the end of the registration period.

III. Academic Regulations

Catalog of Graduation

Candidates for a post-baccalaureate degree will graduate upon completion of the program requirements stated in the catalog in effect at the time of their admission to the program. Time limit for the master's degree is seven years and for the doctoral degree is ten years. Under certain circumstances, upon recommendation of the Program Advisor, the Dean of Graduate Studies and Research may extend the time limit. However, if an extension beyond the published time limit for the degree is granted, the student will be required to fulfill requirements of a subsequent catalog.

Changes in Graduate Bulletin rules and regulations, other than course and GPA requirements for a degree, become effective immediately upon approval by the proper University authorities and are not subject to the Catalog of Graduation policy cited above.

Requirements in the program of study are based upon the Bulletin of entry; however, academic policies in the current Bulletin apply to all students regardless of Bulletin of entry.

Graduate Credit and Course Numbers

The first digit of the course number indicates the class level of the course, 5000-8999 are graduate level. Every graduate degree must have a minimum of 30 hours of courses at the 6000 or above level. Under special circumstances, at the recommendation of the Program Advisor, the Dean of Graduate Studies and Research may approve application of up to six credit hours of 4000 level courses to a Master's level degree with 36 or more hours. No course can be counted for credit in more than one degree.

Selected Topics courses (numbered 6399) may be offered in any discipline, and are repeatable as topics change. If those courses are in disciplines that do not offer a graduate program, they need the approval of a Program Advisor and the Dean of Graduate Studies and Research. Tutorials (Independent Study, numbered 6398) are available in some disciplines. No more than six hours of independent study course work may apply toward a degree without permission from the Dean of Graduate Studies and Research and the Dean of the College/School.

Credit hours earned cannot be used to satisfy requirements in more than one degree program. A student holding a master's degree from UIW may receive a second master's degree provided the following requirements are fulfilled:

1. No more than 6 semester hours may be utilized from the first master's degree to satisfy requirements within the second master's degree.
2. Complete all requirements for the additional degree including all prerequisites and elective courses as specified in the appropriate section of the graduate bulletin.
3. Two master's degree may be awarded simultaneously provided that the requirements listed above are met.

Students admitted to UIW's Accelerated Bachelors/Masters programs may apply a maximum of up to nine graduate credit hours towards both the undergraduate and graduate degree. Please refer to the specific program description for the number of eligible graduate credits applicable to both degree programs.

Course Load

During fall and spring semesters, the average unit load for a full-time student is nine (9) credit hours. With the special permission of the Program Advisor, a student may enroll for as many as 15 credit hours in very exceptional cases. More than 15 hours taken in one semester requires the approval of the Dean of Graduate Studies and Research. Six (6) credit hours constitute full-time in a summer session. Under certain

Academic Regulations

circumstances, a full-time course load can be defined differently with the approval of the Dean of Graduate Studies and Research. The unit load for a full-time doctoral student is six (6) credit hours for course work or three (3) credit hours for dissertation.

Change of Major

Students who have been admitted to the School of Graduate Studies and Research at the University of the Incarnate Word but wish to change degree program after admission must apply for admission to the new program.

System of Grading

The following grading system applies to courses taken for completion of graduate degree requirements:

“A” and “A-“ indicate a superior grasp of the subject matter of the course, initiative and originality in assessing problems, and ability to relate knowledge to new situations.

“B+” and “B” indicate satisfactory performance in control of the subject matter and ability to apply principles with intelligence.

“B-“ and “C” indicate less than satisfactory performance, and may disqualify the student for further study. See Continuation in the Master’s Program (page 25) or Continuation in the Doctoral Program (page 27) and regulations of each degree program.

“F” indicates failure in the course or withdrawal without following proper procedures. See Continuation in the Master’s Program (page 25) or Continuation in the Doctoral Program (page 27).

“IP” indicates that the student’s achievement in the course has been satisfactory, but certain prescribed work is incomplete or the student was unable to take the final examination. A student needing an IP grade must complete an IP form and have that form entered into his/her file held by the Program Advisor. A student’s registration will be blocked if he or she has six or more credit hours of graduate classes with a grade of IP. Upon satisfactory completion of requirements specified in the IP Completion Form, the student will receive the grade merited by the quality of his or her performance. It is the student’s responsibility to complete all requirements for the removal of the “IP” within one year or sooner as specified by the instructor.

“W” indicates withdrawal within the period specified on the semester calendar.

“P” indicates satisfactory performance at “A,” “A-,” “B+” or “B” level.

“Pass/Fail” grades are not applicable to any UIW graduate degree plan.

Grade Point Average

To calculate the grade point average, points are assigned to credit hour grades as follows:

A 4.0 A- 3.7 B+ 3.3 B 3.0 B- 2.7 C 2.0 F 0.0

Students who complete their Master’s degree programs with a 4.0 average, graduate “With distinction.”

Once grades are recorded, grades other than IP cannot be changed, except in the case of instructor error. In no case may a grade other than IP be changed without the permission of the school/college Dean. Additional work performed by a student may not be used to raise a grade that has been recorded by the Registrar. If course work has not been completed within one year, the IP grade will be turned to a grade of F. Grades are presumed to be correct when entered on the student’s record. Any question regarding the accuracy of these grades must be raised within one calendar year. Grades are not subject to challenge after one year and will not be changed.

Auditing

Admitted and non-admitted students may register for lecture courses as auditors. No credit is awarded for audited courses. If a student desires credit, he or she must repeat the course and pay the regular tuition. An auditor may attend lecture classes but does not submit papers or take examinations. Auditors may participate in class discussion only upon invitation of the instructor. Audited courses are not applicable towards a degree, and permission to audit does not constitute admission to the University. A course that has been audited is not part of the official academic record of the University.

The following regulations apply to auditing:

- Students are not allowed to audit practica, tutorials, internships, theses, clinicals, computer or science labs, and similar courses.
- Students seeking to audit a course must obtain written approval from the instructor.
- Auditors pay full tuition for limited enrollment, private instruction, and studio courses, and will be charged 50% of regular tuition for all other courses. Auditors pay all course fees.
- Full-time students at UIW may audit one course (3 credit hours) per term free, with the exception of courses specified above. Additional audit courses are charged as described above.

English Competency

All candidates for a post-baccalaureate degree are expected to demonstrate a satisfactory command of English in oral and written work with accommodations if necessary. Candidates may be required to take special courses in writing as a condition of their continuance in graduate studies.

Leave of Absence

Graduate students must be continuously enrolled with the University during the academic year (Fall and Spring). A Leave of Absence must be requested from the Dean of Graduate Studies and Research to keep the student's file active. Failure to maintain continuous enrollment without Leave of Absence may result in termination from the program. Residence plus a Leave of Absence cannot extend beyond the time limit for degree completion under the catalog effective at the time of matriculation.

Withdrawal

Students who find it necessary to leave the University during a semester must complete the formal withdrawal process. Students who complete a semester and then are not able to return for the following semester must complete the withdrawal process only if they have already registered for the next semester. Students who withdraw from courses before the "Final Date for Withdrawing with a W" (see semester schedule) shall receive a grade of W.

Those who fail to follow the proper withdrawal procedure will receive an F in all courses. As in the case of adding or dropping courses, informal notice to an instructor does not cancel registration or the student's financial obligation to the Business Office. Information on refunds for students who withdraw is provided in the Financial Information section.

Conferral of Degrees

Degrees are conferred in December, May, and August. Commencement ceremonies are held in December and May. Students must complete an Application for Graduation the semester before they intend to graduate. Filing deadlines for the Application for Graduation are: December Graduation, May 1; May Graduation, October 1; August Graduation, February 1.

Student Records and Student Privacy

Student Records Fee

Upon matriculation, all students are charged a one-time records fee to cover administrative costs associated with the creation and maintenance of the student record. After payment of this fee, transcripts are issued to students free of charge.

Student Records

The University of the Incarnate Word maintains educational records for all current and former students who officially enrolled. Student records at the University are subject to the provisions of the Family Educational Rights and Privacy Act of 1974, as amended. Students have the right to file a complaint with the U.S. Department of Education concerning compliance issues. The name and address of the appropriate office is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW Washington, DC 20202-4605.

Review of the Educational Record

Students have the right to inspect and review their educational record. All requests must be in writing to the Registrar and must identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the students of the time and place where the records may be inspected. If the University official to whom the request was submitted does not maintain the records, that official shall advise the student of the correct official to whom the request should be addressed. The response from the University official will be within 45 days of the receipt of the request for access.

Educational Records on Campus

Educational records are those records directly related to a student for the purpose of recording the educational endeavor of the student. They do not include law enforcement records, employment records, medical records, alumni records, or faculty advisor/instructor notes. Educational records may be stored in many mediums and are not limited to an individual file.

Amendment of the Educational Record

The student may request an amendment to the educational record if they believe it is inaccurate or misleading. The amendment of the educational record does not pertain to the grade assigned by the faculty. The student should write to the Registrar to request the amendment. The request must clearly identify the portion of the record he/she wants changed, specifying why it is inaccurate or misleading. If the University does not amend the record as requested, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

Directory Information and Student Confidentiality

The University of the Incarnate Word will not disclose any personally identifiable information about students (except directory information listed below) without the written consent of the student.

Directory information at the University of the Incarnate Word has been identified as:

1. Name
2. Date and place of birth
3. Current or permanent address and phone number
4. Academic major
5. Classification
6. Degrees and awards received
7. Participation in UIW activities or sports
8. Dates of attendance
9. Photograph
10. And/or most recent or previous educational institution attended

Academic Regulations

Each student has the right to restrict the release of any or all of this information by submitting a written request to the Registrar's Office. School officials with legitimate educational interests may have access to educational records, without the students' consent, if the record is needed in order to fulfill his or her professional responsibilities. School officials are identified as: a person employed by the University in an administrative, supervisory, academic or research, or support staff position, a person or company with whom the University has contracted, a person serving on the Board of Trustees, or a student serving on an official committee, or assisting another school official in performing his or her tasks.

Transcripts

Students may obtain a transcript of academic records from the Registrar's Office after initiating a request through that office. The University reserves the right to withhold transcripts for those students who have not met all conditions for admission or who have outstanding financial obligations.

The normal turn-around time for responding to transcript requests is three-to-five days. However, during peak periods, such as the end of the semester or during registration, response to transcript requests may take longer. There is no charge for the transcript; however, a same-day-service fee may be applied. Same-day-service is not available during peak periods.

The University will not provide copies of transcripts or test scores received from other institutions. Students should apply to the original institution for official copies of that work. Official documents submitted to the University of the Incarnate Word become the property of the University and cannot be returned.

Academic Integrity Policy

The University of the Incarnate Word is strongly committed to the nurturing of academic excellence. The University expects its students to pursue and maintain truth, honesty, and personal integrity in their academic work. Academic dishonesty, in any form, constitutes a serious threat to the freedoms which define an academic community. The following definitions and guidelines have therefore been established to secure the maintenance of academic integrity at Incarnate Word.

Forms of Academic Dishonesty include, but are not limited to:

- Cheating on tests, examinations, or other class or laboratory work.
- Plagiarism (appropriation of another's work and the unacknowledged incorporation of that work in one's own written work offered for credit).
- Counterfeit Work – including turning in as one's own, work which was created, researched, or produced by someone else.
- Falsification of Academic Records – knowingly and improperly changing grades on transcripts, grade sheets, electronic data sheets, class reports, projects, or other academically related documents.
- Unauthorized Reuse of Work – the turning in of the same work to more than one class without consent of the instructors involved constitutes academic dishonesty.
- Theft – unauthorized use or circulation of tests or answer sheets specifically prepared for a given course and as yet not used or publicly released by the instructor of a course, or theft of completed tests.
- Collusion – Involvement in Collusion -unauthorized collaboration with another to violate a provision of the Code of Academic Integrity.
- Facilitating Academic Dishonesty – intentionally or knowingly helping or attempting to help another to violate a provision of the Academic Integrity Policy of the University.

Instructors who are concerned that some form of academic dishonesty has occurred shall confront the student directly and may take the matter to the Dean of their College/School.

Academic Regulations

Any member of the student body or the staff of University of the Incarnate Word who is concerned that a student has engaged in some form of academic dishonesty should report the incident to the Dean of the College/School which oversees the course in question. The Dean will then initiate the process of investigation outlined below.

Procedures for Investigating Claims of Academic Dishonesty and Assessing Sanctions

Sanction Assessed by Faculty.

Before any sanction by a faculty member is assigned, the instructor must meet with the student about the violation. Sanctions must be confirmed in writing to the student, copied to the Dean of the College/School which the instructor is a member, and copied to the Academic Vice President. These records ARE NOT placed in the student's permanent academic file and will be destroyed when the student graduates or otherwise ceases his/her relationship with the University.

- **When Guilt Is Admitted.**

If a student who is confronted by a faculty member for engaging in academic dishonesty openly admits to wrongdoing, the instructor will:

1. give the student an F for the assignment in question, and may
2. forward the case to the Academic Honor Board of the College/ School to consider additional sanctions.

- **When Guilt Is Not Admitted.**

If a student accused by a faculty member of academic dishonesty does not admit wrongdoing, his/her appeal should be made directly to the Dean of the College/School with course responsibility so that the Academic Honor Board can formally investigate the allegation and decide which action should be taken.

Sanctions Assessed by the Academic Honor Board

When cases alleging academic dishonesty are forwarded to a College Dean, he or she will convene an Academic Honor Board. The student (respondent) alleged to have engaged in academic dishonesty will be notified of the convening of the Board. Notices may be personally delivered to the respondent or by placing a notice addressed to the respondent to the respondent's Campus Mail Box or sent by certified mail to the respondent's home address. The Board will be comprised of two members of the faculty from the College/School selected by the Academic Dean and two students selected from a list of students previously identified by the college faculty. The Dean will serve as chairperson of the Board; however, he/she will only vote in cases where the Board is split on any given decision.

The respondent may request that a student or faculty member not sit in judgment if he/she feels that the vote may be biased or prejudiced as a consequence. Some substantiation of the claim of prejudice may be required, and the final decision shall rest with the Dean.

The Dean of the College/School that convened the Board may make substitutions to the Board in order to maintain a quorum of five members.

The student (respondent) is presumed not to have engaged in academic dishonesty.

Pending the final action of the Academic Honor Board, the status of the student shall not be altered, and his/her right to be present on campus, to attend classes, and/or to participate in University sponsored activities shall not be affected

A finding of academic dishonesty shall be by majority vote of the Board. If the Board finds that the respondent engaged in academic dishonesty, the Board may impose Sanctions. Sanctions may include:

Academic Regulations

- Receiving an "F" for the assignment in question,
- Receiving an "F" for the course,
- Academic suspension,
- Dismissal from the University, and/or
- Other action deemed appropriate.

The procedure of formal inquiry by the Academic Honor Board will include:

1. Securing a written statement describing the nature and circumstances of the alleged offense from the student, faculty, or staff member making the allegation.
2. Securing a written statement from the respondent relating to the allegations.
3. Interviewing separately the respondent and the faculty/staff member alleging the dishonesty in order to clarify and to expand the written statements.
4. Interviewing any witnesses or other persons claiming knowledge of the incident.
5. Securing, examining, and retaining any physical evidence related to the incident.

Using written statements, interviews, and available physical evidence, the Academic Honor Board will decide the validity of the alleged incident of academic dishonesty.

The decision of the Board will be communicated in writing to the respondent by being personally delivered, placing the findings in an envelope addressed to the respondent at the respondent's Campus Mail Box, or sent by certified mail to the respondent's home address.

Appeals of Disciplinary Sanctions Assessed by Academic Honor Board

Any respondent who disagrees with the findings of an Academic Honor Board may appeal to the Standing Committee on Academic Integrity which is comprised of the Dean of Campus Life, an elected member of the Faculty Council, and an elected member of the Student Government Association (SGA).

Timetable – Appeals to Academic Honor Board decisions must be submitted in writing to the Standing Committee on Academic Integrity within ten working days of the Board's decision.

1. Following a review, the Standing Committee on Academic Integrity may uphold, modify, or reverse the findings of the Academic Honor Board.
2. The decision of the Standing Committee on Academic Integrity shall be considered final. A written statement shall be sent to the appellant no later than three days after the Committee's decision is reached.

IV. Master Degree Requirements

The nature of the Master's degree varies according to the subject and the discipline in which it is granted. It may be (1) a research degree, representing a step toward the doctorate, (2) a terminal degree meeting professional requirements, or (3) intellectual preparation for personal enrichment and public service. The requirements set forth in this section are in addition to those listed under general academic regulations.

Fulfillment of the Master's Degree Requirements

All candidates for the Master's degree must complete a formal application for the degree, which must be approved by their Program Advisor and the Dean of Graduate Studies and Research. The application for degree must be filed in the Registrar's Office. Filing deadlines for the Application for Graduation are: December Graduation, May 1; May Graduation, October 1; August Graduation, February 1.

To qualify for the graduate degree, a candidate must

- Complete between 30 and 51 hours of graduate study depending upon the specific requirements of the program.
- Complete a minimum residency of 24 credit hours of which no more than six credit hours can be earned through independent study
- Successfully complete the course of study as specified in the discipline requirements within a seven-year period
- Earn a cumulative grade point average of 3.0 or better in all courses submitted for the degree
- Complete a thesis or pass a comprehensive examination or capstone course as required by the discipline. In some disciplines a combination of the above may be required.

Particular programs may have other requirements. Refer to the specific program of interest.

Any changes to the degree requirements must have prior approval of the Program Advisor and the Dean of the College/School supervising the program in which the student is majoring.

Transfer of Credit

A minimum of 24 credit hours of courses for the Master's Degree must be taken at the University of the Incarnate Word. Students who have previously completed graduate course work at other regionally accredited institutions may transfer a maximum of twelve credit hours toward the degree. Transferred units must come from courses which are equivalent to those required by the UIW degree, or which are closely related so as to transfer as elective units. Credit hours cannot be transferred if they were previously used to satisfy a degree program, nor can they be used to satisfy more than one program. The number of credit hours may vary from program to program.

Transfer credit is allowed only for courses with a grade of "B" or better. Credit hours normally taken in the undergraduate program may not be transferred as graduate credit. Normally, graduate transfer credit which is more than seven years old may not be used to complete a degree.

The University of the Incarnate Word, St. Mary's University, Our Lady of the Lake University, and Oblate School of Theology maintain a cooperative enterprise for undergraduate and graduate learning as the United Colleges of San Antonio. The consortium is a confederation composed of the independent colleges of liberal arts and sciences, specialized schools for professional training, and libraries and research institutions, cooperating with each other. In accordance with the agreement of the United Colleges of San Antonio, up to twelve credit hours may be accepted from these institutions with prior approval of the Program Advisor and the Dean of Graduate Studies and Research. These credits cannot reduce the 24 credit hour minimum requirement for courses taken at UIW.

Master Degree Requirements

A University of the Incarnate Word student who wishes to take courses at another institution with the intention of transferring them to UIW must have the approval of the Program Advisor and the Dean of Graduate Studies and Research before registering for such courses.

Transfer of credit requests are recommended by the Program Advisor to the Dean of Graduate Studies and Research for the final approval. When the Dean finalizes the decision, the Dean then sends notice of acceptance or rejection to the Registrar for appropriate changes to the student transcript.

Continuation in the Master's Program

A "C" grade denotes less than satisfactory performance. Upon receipt of a "C," the student will be notified in writing by the Dean of Graduate Studies and Research that work in a course is unsatisfactory. Students who earn a grade of "C" may repeat the course for a higher grade. The higher grade is used to compute the GPA; however, both grades will appear on the transcript. No more than two courses may be repeated, and no course may be repeated more than once.

A student will be removed from the program if a grade of "C" is received in more than two courses regardless of the cumulative GPA. A student will be removed from the program if a grade of "F" is received in one course. Once removed from the program, a student who wishes to be re-instituted must apply after one year has elapsed.

Dismissal from a Master's Program

A student dismissed from any program must wait at least one year before reapplying to a graduate program.

Completion of the Master's Program

All candidates for the Master's degree must complete one of the following: a thesis, a comprehensive examination, or a capstone course as required by the discipline. In some disciplines a combination of the above may be required.

Thesis

Candidates choosing the thesis option shall be guided by a three-member Thesis Advisory Committee. The Chair is chosen because of strong knowledge of the field *as determined by discipline criteria*, and one of the three members may be from outside the University of the Incarnate Word. The Dean of Graduate Studies and Research names the committee upon recommendation of the student's Program Advisor. The Thesis Advisory Committee and the Institutional Review Board, if appropriate, must approve the thesis proposal in writing, prior to approval by the Dean of Graduate Studies and Research.

The thesis must be completed within two years after completion of course work and within seven years of the beginning of the program of study. Students must register at least once for a thesis course. Master Thesis course numbers are 63TP (Thesis Proposal) and 63TR (Thesis Research).

Students who do not complete their thesis within the registered semester may be approved to continue enrolling in Thesis Writing in subsequent semesters at the full tuition rate until completion. A "NG" will be assigned for satisfactory progress toward completion of the thesis and a grade of "A" or "B" will be assigned for the course in the semester it is completed. For sufficient reason, a student may interrupt the thesis enrollment with an approved Leave of Absence.

Graduate students completing the thesis requirement must be registered for Thesis Research during the semester of their graduation. To graduate, students must have the approved thesis suitable for binding in the library by the date on which final grades for graduates are due for that semester. Detailed instructions for preparation of the thesis are found in the *Thesis Manual*.

Master Degree Requirements

Comprehensive Examination

Candidates choosing the Comprehensive Examination option for Master's degrees must pass a comprehensive examination in their major field within six months of completion of the course work for the degree. All students who take a comprehensive examination must register for it. A \$10 examination fee may be required each time the examination is taken. The Comprehensive Examination may be attempted a maximum of three times at the discretion of the Committee. Comprehensive Examinations are usually identified by the number CE90 and do not carry credit hour credit. Consult the Program Advisor for individual discipline regulations.

Capstone Course

Capstone courses provide an integrative learning experience and synthesis of knowledge which combine theory and research in the discipline. The courses build upon previous coursework and include application of theory to practical issues in the field. Capstone courses are usually numbered 63CS. Enrollment requires approval by the student's Academic Advisor.

V. Doctoral Degree Requirements

The Doctor of Philosophy (Ph.D.) prepares students through interdisciplinary study for scholarly research and professional contribution.

The requirements set forth in this section are in addition to those listed under general academic regulations.

Admission to Doctoral Study

Admission to doctoral study is restricted to applicants whose backgrounds show promise of scholarship in the field of study. Before admission to a doctoral program, an applicant to Graduate School must submit

- Evidence of an earned Master's degree from an accredited college or university
- Official transcripts of all previous college work
- Two letters of recommendation, at least one from a professional colleague or academic advisor
- An interview with the appropriate concentration Program Admissions Committee
- A supervised writing sample on a predetermined topic
- Other specific criteria may be required by concentrations within the Ph.D. program

Regardless of English proficiency documentation, all international applicants from non-English speaking countries will be evaluated for English proficiency upon arrival at UIW. If English proficiency is deemed lower than UIW's 109, the student may not be allowed to take courses other than English as a Second Language until the deficiency is removed.

The admissions decision is based on a comprehensive profile of the applicant. Petitions for unconditional admission with exception to the published criteria must be recommended by the Program Admissions Committee and approved by the Dean of the School of Education and the Dean of Graduate Studies and Research. Exceptions must be documented with explanation. A copy of this explanatory documentation must be included in the student's permanent file.

Conditional admission may be granted upon approval of the Program Admissions Committee, the Dean of the Dreeben School of Education, and the Dean of Graduate Studies and Research. Criteria and time limit for removing conditions will be specified in the letter of admission and in compliance with the graduation requirements of the current catalog.

A student under conditional admission may be administratively dropped from the program for less than standard performance in any area during the first two (2) regular semesters of attendance. Request for regular admission status must be made upon completion of admissions requirements and no later than the end of the second semester of study. A student may not attend classes for more than two semesters under conditional status.

Once a student has been accepted into the Ph.D. program, continuous enrollment (Fall and Spring) is required through completion of the dissertation. Students who (a) do not begin in the designated semester of their acceptance, (b) withdraw from all classes, or (c) stop out for one or more semesters must submit in writing a request for Leave of Absence to the Dean of Graduate Studies and Research. Failure to do so requires re-application for admission following the above guidelines.

Continuation in the Doctoral Program

A course may count toward the degree only if the course grade is at least a "B." A doctoral student will be removed from the program if

1. a grade of "C" is earned in more than one course, or
2. a grade of "F" is earned in one course.

Doctoral Degree Requirements

An initial grade of “C” in any course may be repeated for a higher grade which will be used to compute the student’s GPA; however, both grades still appear on the transcript. No more than one course may be repeated and no course may be repeated more than once. Any additional grade of “C” a student earns will result in removal from the program.

A student who chooses to discontinue pursuing a doctoral degree and is in good standing may apply to a Master’s program and request that the courses taken toward the doctoral degree be evaluated for applicability to a Master’s degree plan.

Fulfillment of Doctoral Program Requirements

To qualify for the Ph.D. degree, a candidate must

- Complete a minimum of 66 credit hours toward the degree, including a minimum of 9 hours for Dissertation Writing
- Complete a minimum residency requirement of 54 credit hours
- Successfully complete the course of study as specified in the degree plan, including the dissertation, within a ten-year period
- Pass a Qualifying Examination as designed and administered by the student’s Qualifying Committee and be successfully advanced to candidacy.
- Successfully defend the doctoral dissertation as directed and approved by the Dissertation Committee

A specific program concentration may require additional completion requirements.

Transfer of Credit for the Doctoral Program

Degree requirements may be satisfied by transfer of graduate credit for courses of a grade of B or better from an accredited college or university and completed outside the first master’s degree. Courses normally taken in an undergraduate program will not be counted as credit toward the doctoral degree. No credit hours can be used to satisfy more than one degree.

Generally, graduate transfer credit that is more than seven years old may not be used to complete a degree. Transfer for Ph.D. work of older courses may be considered depending on the nature of the course. The Program Advisor recommends transfer of credit to the Dean of Graduate Studies and Research. Applications for exception will be submitted to the Doctoral Exception Committee for recommendation to the Dean of Graduate Studies and Research. The Dean of Graduate Studies and Research sends notice of acceptance or rejection to the Registrar who makes appropriate changes to the student transcript. A maximum of 12 credit hours of a degree program may be gained through transfer.

A student enrolled in the University of the Incarnate Word who wishes to take courses at another institution with the intention of transferring them to UIW must have the prior written permission of the Academic Advisor and the Dean of Graduate Studies and Research before registering for such courses.

Waiver of Course Requirements for the Doctoral Program

Courses taken toward the first master’s degree that are equivalent to the courses for a UIW program of study may satisfy the course requirements but not the credit hour requirements of the degree.

The Academic Advisor recommends waiver of degree requirement to the Dean of Graduate Studies and Research. The Dean of Graduate Studies and Research sends notice of acceptance or rejection to the Registrar who makes appropriate changes to the student degree plan.

Dismissal from the Doctoral Program

A student dismissed from the doctoral program may not reapply.

Doctoral Degree Requirements

Qualifying Examination and Admission to Candidacy

During the final semester of course work, a Qualifying Examination Committee Chair and Committee Members will be selected to gather, organize, and administer the Qualifying Examination. The Dean of Graduate Studies and Research will approve the committee membership after appropriate consultation with the Director of Doctoral Studies.

The Qualifying Examination may include oral and written components. The examination requires a synthesis and application of knowledge acquired during the course of study for the doctoral degree. Consequently, satisfactory performance in course work does not necessarily guarantee successful performance on the Qualifying Examination.

Upon assessment of the examination, the Qualifying Committee will record one of three possible results: Pass, Conditional Pass, or Did Not Pass. Successful completion may be re-attempted only once as scheduled at the discretion of the Committee.

Upon successful completion of the Qualifying Examination, the Qualifying Committee Chair will send to the Dean of Graduate Studies and Research a formal written recommendation that the applicant be admitted to Candidacy for the Doctoral Degree. Authority for admitting an applicant to candidacy for a doctoral degree is vested in the Dean of Graduate Studies and Research. By written communication, the Dean of Graduate Studies and Research will transmit the decision to the applicant and the Director of Doctoral Studies.

Dissertation

A dissertation is required of every candidate for a Doctor of Philosophy. The dissertation must demonstrate a thorough understanding of the subject matter and its background, a mastery of the appropriate research techniques, and a high degree of skill in organizing and presenting the materials. The dissertation should embody a significant contribution of new information to a subject or a substantial reevaluation of existing knowledge, presented in a scholarly style. The dissertation requirement is separate and apart from other requirements in the doctoral program. Consequently, successful performance in other areas does not necessarily guarantee the successful completion of a dissertation.

Upon admission to candidacy, a Dissertation Committee Chair and Committee Members will be selected to direct the dissertation. The student, in conjunction with the Academic Advisor and the Director of Doctoral Studies, will identify a potential Chair. The Chair and student will recommend the committee membership to the Dean of Graduate Studies and Research for approval. The Dissertation Committee Chair and Dean of Graduate Studies and Research must approve changes to the committee after consultation with the appropriate faculty.

The student must submit a proposal for approval by the Dissertation Committee subject to approval by the Institutional Review Board. The student is responsible for securing approval for human subject research by all non-university agencies involved. The proposal with these approvals must be completed before research is begun. All dissertation research on human subjects is constantly under the supervision of the Dissertation Committee. All manuscripts must conform to the published policies and guidelines in the *Doctoral Student Handbook*.

All work for the dissertation must be completed within six years after the applicant has been admitted to candidacy, and within the 10-year limit for completion of degree requirements. The student must maintain continuous (Fall and Spring) enrollment while working on the dissertation.

Chapter VI. Graduate Programs

H-E-B School of Business and Administration

Dreeben School of Education

College of Humanities, Arts, and Social Sciences

School of Interactive Media and Design

School of Mathematics, Science, and Engineering

School of Nursing and Health Professions

Feik School of Pharmacy

School of Optometry

H-E-B School of Business and Administration

The H-E-B School of Business and Administration offers:

Business Degrees (ACBSP accredited): The School of Business and Administration offers the following degree programs: a Master of Business Administration (MBA) degree program; an MBA with an International concentration, an MBA with a Sports Management concentration, an MBA with a concentration in International Business Strategy, an MBA with a joint Master of Science in Nursing (MSN / MBA), and a Master of Science in Accounting. The Nursing section of this Bulletin contains further details about the MSN/MBA.

Administration Degrees: A Master of Arts in Administration (MAA) degree program, with concentrations in Adult Education, Applied Administration (online only), Communication Arts, Healthcare Administration, Instructional Technology (online only), Nutrition, Organizational Development, Sports Management, and any other graduate program which has opted to offer such a concentration.

Certificates: Graduate Certificates in International Business, Project Management, and in Organizational Development.

MBA - MS Accounting Laptop Program

The University of the Incarnate Word (UIW) is committed to integrating computer technology into the learning experience of all students. In support of this goal, all graduate MBA and MS Accounting students in the H-E-B School of Business and Administration are required to have a laptop computer for use in their graduate classes.

Students may order laptop computers through UIW to satisfy this requirement via the UIW web site (<http://www.uiwtx.edu/~Laptop>). Students may obtain their laptops to satisfy this requirement privately, if the computer meets the minimum specifications. See the specifications on the UIW web site.

Students choosing to order a laptop computer through UIW, must execute a Letter of Intent before the laptop is ordered. Both the University Help Desk (210-829-2721) and the University web site have instructions for completing the Letter of Intent. The student's account in the Business Office is then charged for a laptop computer. Financial aid will apply as applicable for each student. This option allows students to offset the price of the laptop computer with financial aid money.

Admission of Students

I. MBA PROGRAMS

A. Admission to the MBA programs (**Tier I**) will be granted to applicants satisfying the following:

1. All general requirements for admission to graduate studies, including:
Baccalaureate degree with a minimum GPA of 3.0,
Official transcripts of all undergraduate and graduate work,
An evaluation by the graduate program advisor, and
A completed application with a writing sample.
2. Common Professional Components (CPCs); an adequate foundation in:
Accounting I & II
Management Information Systems
Economics (Macro and Micro)
Statistics and Quantitative techniques
Finance

Graduate Programs

Global Environment
Marketing
Legal Environment
Management

B. Alternate Admission to the MBA programs (**Tier II**) will be granted to applicants satisfying the following:

1. All general requirements for admission to graduate studies, including:
Baccalaureate degree with a GPA of 2.5-2.99,
Official transcripts of all undergraduate and graduate work,
An evaluation by the graduate program advisor, and
A completed application with a writing sample.
2. Common Professional Components (CPCs); an adequate foundation in:
Accounting I & II
Management Information Systems
Economics (Macro and Micro)
Statistics and Quantitative techniques
Finance
Global Environment
Marketing
Legal Environment
Management
3. Those granted Alternate Admissions will be assigned to Tier II, with specific courses to be taken at the beginning of the program, all of which must be completed with a “B” or better.

C. Probationary Admission to the MBA programs (**Tier III**) will be granted to applicants satisfying the following:

1. All general requirements for admission to graduate studies, including:
Baccalaureate degree with a GPA of 2.0-2.49,
Official transcripts of all undergraduate and graduate work,
An evaluation by the graduate program advisor,
Completed application with a writing sample, and
A score of 450 or higher on the Graduate Management Aptitude Test (GMAT).
2. Common Professional Components (CPCs); an adequate foundation in:
Accounting I & II
Management Information Systems
Economics (Macro and Micro)
Statistics and Quantitative techniques
Finance
Global Environment
Marketing
Legal Environment
Management
3. A score of 450 or higher on the Graduate Management Aptitude Test (GMAT) is required before beginning the first semester in the program.
4. Those granted Probationary Admission will be assigned to Tier III, with specific courses to be taken at the beginning of the program, all of which must be completed with a “B” or better.

Graduate Programs

- D. As a general rule, applicants with an earned baccalaureate degree with an overall GPA less than 2.0 will not be admitted.

Tier II and III

For the MBA program, the first four graduate level courses to be taken will be four courses: Business Research and Analysis, Accounting, Economics, and Finance. For students with an International Concentration, these courses are Business Research and Analysis, International Accounting, International Economics, and International Finance, and each course grade must be a “B” or better. Any single course with a “C” grade may be retaken once.

Upon completion of these courses, the student will be able to move to the next tier.

II. MASTER OF SCIENCE IN ACCOUNTING PROGRAM

- A. The program offers three routes for admission.
1. Senior standing with an accounting concentration in the BBA program, with a 3.0 GPA in the undergraduate prerequisite accounting courses.
 2. Baccalaureate degree with an accounting major, or business with an accounting concentration, with a 3.0 GPA in the undergraduate prerequisite accounting courses.
 3. Baccalaureate degree not in business, or otherwise not presenting the minimum undergraduate prerequisite accounting and business courses.
- B. Applicants with the baccalaureate degree, without the minimum undergraduate prerequisite accounting and business courses may be admitted on probationary status. Applicants admitted on probationary status will be required to complete the undergraduate accounting and business course deficiencies prior to enrollment in the last full semester of study. Applicants accepted in the ABM (Accelerated Bachelor’s to Master’s) program may take graduate level courses during the senior year with the consent of the academic advisor.
- C. All applicants for admission must present an acceptable statement in the form of a persuasive essay detailing the applicant’s reasons for pursuing the Master of Science in Accounting degree. Grade point averages, undergraduate and transcripts, prior work experience (if any), and the applicant’s statement will be considered in the admission decision.

III. MAA PROGRAMS

- A. Unconditional admission to the MAA programs (**Track I**) will be granted to applicants satisfying the following:

All general requirements for admission to graduate studies, including:

Baccalaureate degree with a minimum GPA of 2.5.
Official transcripts of all undergraduate and graduate work;
An evaluation by the graduate program advisor;
Completed application, and
A combined verbal and quantitative score of 800 or higher and an analytical writing score of at least 3.5 on the Graduate Record Exam (GRE) General Test. This requirement is waived for applicants who have been awarded masters/post-masters degrees, or who were inducted into Delta Mu Delta or Alpha Chi Honors Societies, or for applicants who have taken and passed tests considered comparable to the GRE, e.g. GMAT, LSAT, CPA, etc.

- B. Conditional admission.

Applicants not meeting the criteria for unconditional admission may be denied admission or admitted on a conditional basis (see **Track II**, below). The specific conditions to be fulfilled and the deadline for fulfilling them will be specified in the degree plan assigned at the time the applicant is notified of conditional admission.

Graduate Programs

1. As a general rule, applicants with an earned baccalaureate with an overall GPA of less than 2.5 will not be admitted. Those who are granted exceptions by the Graduate Committee will be assigned to **Track II**, with specific undergraduate and graduate courses to be taken at the beginning of the program, all of which must be completed with a “B” or better. Upon successful completion of these courses, the student will be moved to **Track I**.
2. Applicants who have not taken the GRE may be admitted under **Track II** criteria, and may be changed to **Track I** unconditional admission after receiving satisfactory scores on the GRE, which must be taken by the completion of their first semester of enrollment. If an applicant has taken the GRE without achieving a satisfactory score, they may be admitted to **Track I** by achieving a satisfactory score on a retake of the GRE or by successful completion of **Track II** criteria.

Definition of Track II

Track II is a conditional admission process, which may be used in cases where an applicant has not met the unconditional admissions standards as stated in Section A (above). Through the use of the documents and diagnostic tools provided in the application process, the Graduate Advisor, upon approval of the Graduate Committee and the Dean of Graduate Studies, will assign a course of action, including a combination of undergraduate and/or graduate courses in a specific program of learning assistance focused on allowing the applicant to meet the standards of the program.

For the MAA Programs, the first four courses to be taken and used in the diagnostic process are four core courses: Accounting Concepts and Issues (ADMN 6310), Organizational Behavior and Learning (ORGD 6320), Foundations of Organizational Research and Assessment (ORGD 6330), and Management Concepts and Issues (ADMN 6360).

Upon completion of the specified course of action, the Graduate Committee may certify that the student is able to gain unconditional admission to **Track I**, and will notify the Registrar of the removal of conditions.

IV. CERTIFICATES

The H-E-B School of Business & Administration participates in several certificates, such as The Graduate Certificate in International Business (GCIB), the Graduate Certificate in Project Management (GCPM), and the Graduate Certificate in Organizational Development (GCOD). Students seeking these certifications may be allowed to enter the University as non-degree seeking students, with a maximum course of study of 18 hours as specified in the Certificate plan. These courses, if applicable, may be used as part of the requirements for an MBA, with regard to the GCIB and GCPM, or MAA, with regard to the GCOD, if the student is already in the program or is later admitted as a degree-seeking student.

The Dean, Graduate Studies and Research, must approve exceptions to admission requirements.

Description of Programs

MASTER OF BUSINESS ADMINISTRATION DEGREE PROGRAMS

(This is a business degree and is fully-accredited under ACBSP guidelines.)

The MBA degree programs seek to develop in each student a broad understanding of how the elements and processes of business organizations relate to one another and to the external environment. Degree requirements are designed to develop proficiency and confidence in all of the functional areas of business.

In addition to providing the technical skills required for an executive-level business position, the degree also emphasizes ethical considerations of doing business. The programs are supported by experienced faculty with expertise in all functional areas of business.

Graduate Programs

In addition to the offered MBA programs, an Accelerated Bachelors/ Master's (ABM) degree can be obtained if the student is eligible.

The eligibility requirements are:

1. Students must have completed a minimum of 75 credit hours in their UIW undergraduate BBA program.
2. Transfer students must have completed a minimum of one semester as a full-time student at UIW.
3. Students must have a minimum accumulated GPA of 3.00.

For the ABM/MBA the student must complete 39 semester hours of BBA Core, 18 hours for BBA Concentration plus needed electives in the undergraduate program. The student will then complete the hours required at the graduate level. Nine hours at the graduate level will substitute at senior level. Candidates in the ABM program will be awarded both the BBA and MBA upon completion of the program.

Business Administration (MBA)

To fulfill the requirements for the MBA degree program, the student must complete 36 hours of graduate coursework:

- A. 27 semester hours of coursework:
 - ACCT 6311—Managerial Accounting
 - BFIN 6320—Financial Management
 - BINF 6315—Information Systems Seminar
 - BINT 6311—International Business
 - BMGT 6311—Human Resources Management
 - BMDS 6340—Business Research and Analysis
 - BMDS 6380—Quantitative Methods in Business
 - BMKT 6311—Marketing Management
 - ECON 6311—Managerial Economics
- B. 6 semester hours of elective coursework
- C. BMGT 63CS Capstone (Cases in Management Problems): 3 semester hours.

Sports Management Concentration (MBA)

The Sports Management concentration of the MBA provides students with unique expertise in Sports Management to qualify them for higher-level executive positions in the sport industry and related fields. In addition, graduates of this program will be highly qualified for admission to Ph.D. programs in sports management.

To fulfill the requirements for this MBA degree program and concentration, the student must complete 45 hours of graduate coursework:

- A. 27 semester hours of coursework:
 - ACCT 6311—Managerial Accounting
 - BINT 6311—International Business
 - BMKT 6311—Marketing Management
 - ECON 6311—Managerial Economics
 - BFIN 6320—Financial Management
 - BINF 6315—Information Systems Seminar
 - BMDS 6340—Business Research and Analysis
 - BMDS 6380—Quantitative Methods in Business
 - BMGT 63CS—Capstone (Cases in Management Problems).

Graduate Programs

- B. 18 semester hours of coursework constituting the concentration, to include:
- KEHP 6379—Adapted Physical Activity and Sport
 - SMGT 6380—Sports Management, Administration, and Finance
 - SMGT 6382—Human Resources in Sports Management
 - SMGT 6384—Leadership and Administration in Sport Management
 - SMGT 6375—Sports Governance
 - SMGT 6386—Internship in Sports Management

International Concentration (MBA)

The International concentration of the MBA is designed to provide a broad business, economic, financial, linguistic, and cultural background for graduate students whose interests include international career opportunities. The degree program includes a language-of-choice proficiency requirement. The language chosen may be learned in any manner selected by the student. No actual language courses are required; students are tested verbally and in writing for proficiency.

International Business students, other than international students who attend UIW on a student visa, must engage in a meaningful academic international experience (outside the U.S.) as a condition of graduation. Study Abroad, study at a UIW international campus, short course-based/faculty-led programs integrated into a course for which the student is registered, and approved international internships may qualify. Other options for meeting the requirement may be proposed by the student in the semester preceding the experience and will be considered prior to the experience on a case-by-case basis by the student's advisor.

To fulfill the requirements for this MBA degree program and concentration, the student must complete 39 hours of graduate coursework:

- A. 15 semester hours of coursework:
- BINF 6315—Information Systems Seminar
 - BINT 6311—International Business
 - BMGT 6311—Human Resources Management
 - BMDS 6340—Business Research and Analysis
 - BMDS 6380—Quantitative Methods in Business
- B. 15 semester hours of coursework constituting the concentration:
- BINT 6312—International Economics
 - BINT 6321—International Finance
 - BINT 6330—International Accounting
 - BINT 6361—International Marketing
 - BINT 6372—International Business Law
- C. 6 semester hours of elective coursework chosen from any BINT graduate course.
- D. BINT 63CS—Capstone (Seminar/Integrative Experience in International Business).
3 semester hours.
- E. Language-of-choice proficiency requirement.

International Business Strategy Concentration (MBA)

This 36-hour MBA Concentration is designed for cohorts (groups of students who complete the program as a group). It requires at least 18 hours in the International Business (BINT) coursework selection, plus 18-hours of pre-requisites that correspond to those selected BINT courses. Please contact the Dean of the H-E-B School of Business and Administration for more information on the details, costs, and contractual elements of this degree option.

Graduate Programs

MASTER OF SCIENCE IN ACCOUNTING DEGREE PROGRAM

The University of the Incarnate Word master's degree program in accounting offers a thirty-hour degree designed to provide the opportunity for concerned and enlightened persons who are globally and socially aware to achieve the professional competencies required for entrance to the accounting profession, as well as to provide candidates the opportunity to obtain the credentials required by the Texas State Board of Public Accountancy to sit for the national CPA licensing examination.

Program of Study

All candidates are required to complete a minimum of 150 semester hours of study, including both undergraduate and graduate hours. Candidates in UIW's Accelerated Bachelors to Masters (ABM) program will be awarded both the MS in Accounting and the BBA with an Accounting concentration upon completion of the 150 hour program.

All candidates must satisfy the following prerequisite undergraduate business and accounting courses:

Principles of Accounting I & II	6
Personal Productivity Application	3
Microeconomics	3
Macroeconomics	3
Principles of Management	3
Principles of Finance	3
Principles of Marketing	3
Business Law	3
Statistics or Quantitative Methods	6
Intermediate Accounting I & II	6
Auditing	3
Federal Tax I (Individual)	3
Any other upper division accounting courses	12

Undergraduate prerequisites courses must be satisfied prior to the last full semester of study. All candidates must have access to a laptop computer with Microsoft Excel and Word, and all candidates must have access to the Internet and compatible email service..

Candidates complete the following graduate courses:

Required courses	
ACCT 6311—Managerial Accounting	3
ACCT 6340—Advanced Financial Reporting	3
ACCT 6342—Accounting for Nonprofit Organizations	3
ACCT 6345—Federal Tax Research	3
ACCT 6348—Advanced Auditing	3
ACCT 6350—Problems in Accounting	3
Elective courses	12

Elective courses must include one course designated ACCT. Acceptable electives include all graduate level courses offered by the H-E-B School of Business and Administration other than ADMN 6310 Accounting Concepts & Issues. Students must meet existing prerequisites for entrance to elective classes.

The State of Texas requires 30 hours of approved upper division accounting courses, plus 24 hours of approved upper division business courses, and an approved three semester hour course in ethics, included within a total of 150 semester hours, and a degree, as qualifications to sit for the CPA examination. Not less than half of the 30 accounting hours must be from traditional on the ground classroom courses. Note that ACCT 6318 is designated as an accounting course; the State Board of Public Accountancy does not

accept the course as part of the 30 hours of accounting courses required for qualification, but it is an approved ethics course for the State ethics requirement. The ethics course must be taught in a traditional classroom environment. The approved three semester hour course in ethics is required in addition to the 30 hour requirement. State Board of Public Accountancy rules change from time to time. While it is our intention that our courses meet State Board rules, there can be no assurance that any particular course is acceptable at any particular time.

MASTER OF ARTS IN ADMINISTRATION (MAA) DEGREE PROGRAMS

The MAA is an Administration degree and is accredited under the SACS accreditation guidelines for the University. It is not a business degree as defined by ACBSP accreditation criteria and therefore does not require ACBSP accreditation.

The MAA Program is unique among graduate programs in South Texas in that it provides participants with core competencies in administration as well as essential knowledge, skills, and abilities in specialties such as Organizational Development, Sport Management, Communication Arts, Healthcare Administration, and Adult Education. The program curriculum is designed to develop ethical and accountable administrators who are able to conceptualize, and critically analyze complex organizational issues and who are able to persuasively communicate toward a course of action that is in the best interests of those they serve.

The MAA program generally consists of the following 36 semester hours of graduate course work:

- A. 18 semester hours of core coursework:
 - ADMN 6310—Accounting Concepts and Issues
 - ORGD 6320—Organizational Behavior and Learning
 - ORGD 6330—Foundations of Organizational Research and Assessment
 - BMGT 6311—Human Resource Management
 - ADMN 6360—Management Concepts and Issues
 - ADMN 6375—Strategic Planning and Policy
- B. 15 or more semester hours in the area of the student's concentration. The area of concentration can be selected from any discipline, except Business, which has a limit of 4 courses allowed in an MAA program. The graduate advisor and the Dean of the School within which the area of concentration resides must approve student concentrations.
- C. A "Capstone" experience, which is an integrative problem-solving course, combining the functional areas of the MAA core with the areas of expertise developed in the individual concentrations.

CONCENTRATIONS

Adult Education Concentration (MAA)

The MAA in Adult Education prepares graduates for a variety of administrative positions within the field of Adult Education. To fulfill the requirements for this degree, students must complete:

- A. 18 hours of MAA core coursework
- B. 15 hours in the Adult Education Concentration
 - ADED 6381—Adult Learning and Development
 - ADED 6387—Program Development in Adult Education
 - ADED 6388—Effective Teams and Groups
 - ADED 6390—Practicum in Adult Learning Environments

Graduate Programs

And, choose from the following:

- ADED 6382—Adult Literacy Education
- ADED 6384—Contemporary Issues in Adult Education
- ADED 6385—Methods and Strategies in Adult Education
- ADED 6386—Educational Gerontology

C. ORGD 63CS Capstone (3 semester hours)

Applied Administration (MAA) Online Only

The MAA in Applied Administration is designed to offer a program of study that allows students to personalize their degrees in order to gain the knowledge and skills required of their career fields. This concentration also allows students to avoid duplication of previous coursework, training or experience by permitting them to select courses from up to two of the MAA related disciplines listed below.

To fulfill the requirements for this MAA program, students must complete:

- A. 18 hours of MAA core coursework.
- B. 15 hours of coursework from no more than two (2) of the disciplines listed below. Note: Individual degree plans must be approved by the student's advisor.
 - Adult Education
 - Communication Arts
 - Instructional Technology
 - Organizational Development

C. ORGD 63CS Capstone (3 semester hours)

Communication Arts Concentration (MAA)

The MAA in Communication Arts prepares graduates for administrative positions within the communication arts industry to include management positions within the television, radio, print media and public relations fields. Students seeking this degree are required to complete 39 hours of course work.

To fulfill the requirements for the MAA, with a concentration in Communication Arts, students must complete:

- A. 18 hours of MAA core coursework
- B. 18 hours of concentration coursework, to include:
 - COMM 6301—Communication Theory
 - COMM 6302—Media Ethics
 - COMM 6303—Principles of Writing for the Media
 - COMM 6304—Aesthetics of Visual Perception
 - COMM 6308—Writing & Research Techniques
 - COMM Arts elective

C. ORGD 63CS Capstone (3 semester hours)

Healthcare Administration

The Healthcare Administration concentration provides graduates with unique expertise in health services management that prepares them to serve in a variety of healthcare organizations to include those in hospital, group practice, health insurance and other clinical and administrative settings.

Graduate Programs

To fulfill the requirements for this degree, you must complete the following:

- A. 18 hours of MAA core coursework
- B. 15 hours of required concentration courses
 - HADM 6331—Healthcare Organization and Delivery
 - HADM 6310—Financing Healthcare Services
 - HADM 6330—Legal and Ethical Issues in Healthcare
 - HADM 6340—Quality and Continuous Improvement in Healthcare Organizations
 - HADM 6360—Managing Healthcare Organizations
- C. ORGD 63CS Capstone (3 semester hours)

Instructional Technology Concentration (MAA) Online

Individuals who have a master's level degree with a concentration in Instructional Technology find work in business and industry, government and education as trainers, instructional designers, curriculum developers, managers of technology resources and producers of instructional media.

The program is designed to allow students the flexibility to follow their own interests. All of the Instructional Technology courses are taught as part of the Universe Online program. Concentration courses for the Masters of Administration with a concentration in Instructional Technology are available only online.

Area of Concentration (18 semester hours)

- A. 18 Hours of MAA core courses
- B. 18 hours of required concentration courses (concentration courses are available online only)
 - EDIT 6343—Foundations of Instructional Technology (recommended sequence 1st course)
 - EDIT 6344—Instructional System Design (recommended sequence 2nd course)
 - EDIT 6345—Multimedia Authoring
 - EDIT 6346—Information Technologies: Internet and the Web (recommended sequence 4th course)
 - EDIT 6347—Distance Learning (recommended sequence 3rd course)
 - Electives
 - EDIT 6348—Management of Learning Environments
 - EDIT 6399—Special topics
- C. CAPSTONE (3 hours) EDIT 63CS1 Advanced Instructional Design
Project taken after 30 hours of coursework

Nutrition Concentration (MAA)

- A. 18 hours of MAA core coursework
- B. 15 hours of Nutrition concentration courses
 - NUTR 6314—Advanced Nutrition Services Administration
 - NUTR 6334—Nutrition and Human Behavior
 - NUTR 6342—Lifecycle Nutrition
 - (If the student has no undergraduate physiology, then complete concentration with
 - BIOL 6392—Advanced Human Physiology
 - NUTR elective;
 - If the student has had undergraduate physiology, then complete the concentration with
 - NUTR electives—6 hours)
- C. ORGD 63CS Capstone (3 semester hours)

Graduate Programs

Organizational Development Concentration (MAA)

The Organizational Development concentration of the MAA prepares students for management and analyst positions in organizations undergoing process-centered transformation as well as other positions within, or related to, the profession of Organizational Development. The concentration focus is on the functions of organizational assessment, diagnosis and intervention as well as on the functions of the training and development.

To fulfill the requirements for this MAA degree program and concentration, students must complete:

- A. 18 hours of core coursework.
- B. 15 hours of concentration coursework to include:
 - ORGD 6351—Foundations of Organizational Development
 - ORGD 6352—Organizational Development Interventions and Practices
 - ORGD 6370—Human Performance Technology
 - Two electives
- C. ORGD 63CS—MAA Capstone (3 semester hours)

Sports Management Concentration (MAA)

The Sports Management concentration for the MAA is designed for people working in a variety of sports organizations. These include National Governing Bodies of Amateur Sports, international organizations such as the International Olympic Committee and its subsidiaries, charitable institutions, professional and amateur sports organizations, as well as college and university Departments of Athletics. Many graduates of sports management programs work in institutions of higher education for student services where facilities are managed and physical activities such as intra-murals are programmed and supervised.

To fulfill the requirements for this MAA program and concentration, students must complete:

- A. ADMN 6310—Accounting Concepts and Issues
 - ORGD 6320—Organizational Behavior and Learning
 - ORGD 6330—Organizational Research and Assessment *or*
 - SMGT 6390—Research and Decision Analysis in Sport Management
 - SMGT 6375—Sports Governance
 - SMGT 6380—Sports Management, Administration, and Finance
 - ADMN 6375—Strategic Planning and Policy
- B. 15 semester hours of coursework constituting the concentration, to include:
 - KEHP 6379—Adapted Physical Activity and Sport
 - SMGT 6382—Human Resources in Sport Management
 - SMGT 6384—Leadership and Organization in Sport Management
 - SMGT 6386—Internship in Sports Management. (May be repeated once for credit)
 - Elective
- C. ORGD 63CS —MAA Capstone (3 semester hours)

Graduate Certificates

International Business (GCIB)

The GCIB is designed to serve as an enhancement of an already-earned undergraduate or graduate degree. Eighteen hours of graduate course work in International Business to include BINT 6311, International Business, constitute the required work for the GCIB. Any course taken might have an undergraduate CPC prerequisite that must be completed before a student may enroll in the applicable graduate course. See the International Business course listings for further information.

Graduate Programs

Completion of the GCIB should enable a student to: conduct international research, analyze data regarding international business opportunities, recognize risk and potential gain in international business, draw conclusions about international business opportunities, present findings to business associates, and to recognize ethical challenges inherent in doing international business.

Upon completion of these courses, a certificate will be issued. Please obtain applications and a schedule from the Graduate Advisor in the specific discipline.

Project Management (GCPM)

The GCPM is designed to serve as an enhancement of an already-earned undergraduate or graduate degree. Twelve hours of graduate course work in quantitative analysis, business research techniques and project management constitute the required work for the GCPM. Any course taken might have an undergraduate CPC prerequisite that must be completed before a student may enroll in the applicable graduate course. See the Business course listings for further information.

This program encompasses four specific objectives to provide the knowledge, skills and experience necessary for successful project management. Participants in this program will gain:

1. Knowledge of modern project management methods and techniques.
2. Skills in analysis of project management issues and problems.
3. Skills in applying appropriate methods and techniques to solving the problems of managing complex projects.
4. Experience in project management by participating in a live case application, guided by the instructor.

Upon completion of these courses, a certificate will be issued. Please obtain applications and a schedule from the Graduate Advisor.

The GCPM requires the completion of a four-course sequence:

- BMDS 6340—Business Research and Analysis
- BMDS 6380—Quantitative Analysis
- BMDS 6370—Project Management I
- BMDS 6371—Project Management II

Organizational Development (GCOD)

The GCOD is designed to accommodate the needs of those desiring to work, or who are currently working, in the OD profession; for those assigned to management positions whose responsibilities include planning and implementing quality and other process-centered transformations; and for those desiring to enhance their undergraduate and/or graduate degree program credentials.

The GCOD requires completion of the following 18 semester hours of graduate course work:

- ORGD 6320—Organizational Behavior and Learning
- ORGD 6330—Foundations of Organizational Research and Assessment
- ORGD 6340—Organizational Consulting
- ORGD 6351—Foundations of Organizational Development
- ORGD 6352—Organizational Development Interventions and Practices
- ORGD 6370—Human Performance Technology

Upon completion of these courses, a certificate will be issued. Please obtain applications and a schedule from the Graduate Advisor in the specific discipline.

Dreeben School of Education

EDUCATION (EDUC)

The Dreeben School of Education offers three degrees in Education: the Master of Arts (M.A.), the Master of Education (M.Ed.), and the Master of Arts in Teaching (M.A.T.). These degrees are designed for persons who wish to develop or increase academic and professional competence through graduate study. The programs are designed with the working professional in mind with all coursework scheduled in the evening and/or week-ends.

The graduate programs in Education are designed to facilitate students' attainment of these outcomes:

- The ability to read, understand, and write educational research, including statistical data.
- The ability to write appropriately in American Psychological Association Style (APA Style), and to complete graduate level research papers.
- The ability to speak well, present materials in a lecture/workshop/lesson format, and articulate professional matters with clarity to colleagues and to supervisory personnel.
- The ability to exhibit leadership skills in the profession and in interpersonal relationships, to act and perform as responsible leaders in the classroom, the school, in administrative positions, and in the community.

Prospective candidates for a Master's degree in Education must meet all University criteria for admission to the graduate program and demonstrate competence in oral and written expression. In addition, the Dreeben School of Education requires:

- A grade point average of 2.5 or better on all undergraduate and post-graduate work serving as a foundation for the Master of Arts and the Master of Education graduate degrees that do not lead to Texas Teacher Certification; a grade point average of 2.75 is required for admission to the Master of Arts in Teaching;
- An interview;
- Acceptance into the Teacher Education Certification Program for any degree leading to Texas Teacher Certification.

Transfer credit: No more than nine (9) semester hours may be transferred toward the master's degrees in the Dreeben School of Education.

Master of Arts (M.A.)

The Master of Arts degree in the Dreeben School of Education requires completion of 36 semester hours, 24 of which must be in Education. This degree is appropriate for students who want to take some courses in their degree outside the School of Education.

Requirements for the Master of Arts in Education:

Core Courses (12 semester hours)

- EDUC 6301—Introduction to Educational Research
- EDUC 6306—Philosophical Foundations in Education
- EDUC 6304—Theories of Learning
- EDUC 63CS1—Capstone in Education, or another capstone course approved by the Program Advisor.

Area of Concentration within Education (12-15 semester hours)

Elective Area outside Education (9-12 semester hours)

Graduate Programs

Master of Education (M.Ed.)

This degree is for persons who wish to do all their work in the Dreeben School of Education. The degree is awarded upon completion of at least 36 semester hours.

Requirements for the Master of Education:

Core Courses (12 semester hours)

- EDUC 6301—Introduction to Educational Research
- EDUC 6306—Philosophical Foundations in Education
- EDUC 6304—Theories of Learning
- EDUC 63CS1—Capstone in Education, or another capstone course approved by the Program Advisor.

Areas of Concentration within Education (24 semester hours)

There are 8 areas of concentration for the M.A. and the M. Ed. in Education: Adult Education, Cross-Cultural Education, Early Childhood Literacy, Instructional Technology (online), Kinesiology, Literacy, Organizational Learning and Leadership, Special Education, and Teacher Leadership, each offering separate fields of expertise. Students interested in Professional Certifications in addition to their master's degrees must seek admission to the Teacher Certification program prior to beginning coursework in the certification sequence. This admission procedure is separate from and follows full acceptance into the Graduate School at UIW.

Master of Arts or Master of Education for General Education

This degree is for students who want to concentrate their core work in Education but with a general group of courses either from the Dreeben School of Education as a whole, or from another School/College. If the majority of the work is from Education, the degree will be the M.Ed. If more than several courses come from other Schools/Colleges, the M.A. will be awarded. This open-ended degree plan allows students to select up to six (6) courses that will best suit their needs within a focus of Education.

Core Courses (12 semester hours)

- EDUC 6301—Introduction to Educational Research
- EDUC 6306—Philosophical Foundations in Education
- EDUC 6304—Theories of Learning
- EDUC 63CS1—Capstone in Education, or another capstone course approved by the Program Advisor.

Other courses from Education: at least two (6 hours)

Courses from other disciplines OR from Education: up to six (18 semester hours)

Master of Arts in Teaching (M.A.T.)

The University of the Incarnate Word is ranked in the second quartile of Teacher Preparation programs in Texas with a 94% pass rate on the TExES state certification exams. All Teacher Education programs at UIW are approved and overseen by the State Board for Educator Certification of Texas.

The M.A.T. degree offers an opportunity for students to become certified as either Secondary or Elementary teachers while working towards the master's degree. The M.A.T. degree requires 36-42 hours of coursework, (depending upon the area of specialization), completion of all teaching practicum requirements, and a satisfactory Student Apprenticeship experience or the completion of a one-year internship with a satisfactory evaluation.

Graduate Programs

Admission to the M.A.T. requires the following:

- Completion of all requirements of the UIW Graduate School (transcripts, application, etc.)
- Submission of scores on the three parts of the Graduate Record Exam: Verbal, 400, Math 400, and a score of 3.5 or higher on the Analytical Writing section or 230 on each section of THEA.
- Submission of transcripts showing a minimum of 2.75 cumulative GPA
- Interview with the Director of Teacher Education
- Application to, and acceptance in, the Teacher Certification Program. Acceptance into a Teacher Certification program is valid for one year from the initial date of acceptance; students who do not matriculate into the program, or those who drop out for 12 months or more, must reapply

Note: Continuation in this program requires that students remain in good standing with the Graduate School, that the GPA does not fall below 3.00, that the course work is taken in sequence with the Program Advisor's approval, and that the student passes an examination over the content area of certification prior to registration for the Apprenticeship/Internship. Students who are conditionally admitted to the M.A.T. must complete all admissions requirements prior to registration for more than 9 hours; this includes passing the examination in the content area.

Core courses in the M.A.T. (12 or 15 semester hours)

EDUC 6301—Introduction to Educational Research

EDUC 6304—Theories of Learning

EDUC 6306—Philosophical Foundations of Education

EDUC 66CS/EDUC 63CS—Teacher Internship OR Teacher Apprenticeship

Areas of Concentration within Education:

Elementary Concentration: 27 hours

Secondary Concentration: 18 plus 3/6 hours of electives

Certification by the State of Texas is awarded upon completion of the M.A.T. AND successful completion of passing scores on the TExES/ExCET exams required by the State Board of Educator Certification.

Note: Graduate and undergraduate students seeking Texas Teacher Certification from the University of the Incarnate Word program will be subject to any additional or new requirements that may be set forth by legislative mandates or the State Board for Educator Certification.

Secondary Teaching (Grades 8-12)

Requirements in the major (18 hours)

EDUC 6305—Multicultural Concepts in Education

EDSP 6363—Survey of Exceptionalities

EDRD 6396—Literacy across the Curriculum

EDUC 6325—Pedagogy in the Secondary School

EDUC 6327—Integrative Pedagogy for the Secondary School

EDUC 6310—Technology in Education

Electives (3/6 hours)

All-Level Teaching (Grades EC-12)

Teaching Fields: Physical Education, Art, Music, or Theater

Requirements in the major (27 hours)

EDUC 6305—Multicultural Concepts in Education

EDSP 6363—Survey of Exceptionalities

EDRD 6396—Literacy Across the Curriculum

EDRD 6325—Pedagogy in the Secondary School

EDEC 6327—Integrative Pedagogy for the Secondary School

EDEC 6339—Play and Play Environments

EDUC 6310—Technology in Education

Electives (3 hours)

Graduate Programs

Elementary Teaching (Early Childhood -Grade 4)

Requirements in the major (27 hours)

- EDUC 6305—Multicultural Concepts in Education
- EDSP 6363—Survey of Exceptionalities
- EDRD 6391—Theories of Literacy Appropriations
- EDRD 6393—Approaches to Reading Assessment & Instruction
- EDEC 6393—Emergent Literacy
- EDEC 6339—Play and Play Environments
- EDUC 6313—Teachers of Young Children I
- EDUC 6315— Assessment in the Classroom
- EDUC 6317—Teachers of Young Children II

Accelerated Certification Program

The Accelerated Certification Program is a secondary teacher certification program for post-baccalaureate students who have a teaching field in place (Secondary Certification: English Language Arts, Spanish, Mathematics, Life Science, Physical Science, History. All-Level Certification: Physical Education, Art, Music, or Theater). At the completion of this program and passing scores on the TExES/ExCET exams, students will be eligible for secondary certification (grades 8-12) or all-level certification (grades EC-12). All courses in the Accelerated Certification Program will apply to the Masters of Arts in Teaching degree.

The following requirements must be met prior to acceptance the program:

1. A cumulative grade point average of 2.75 or greater at the time of application
2. Passing scores on the reading, mathematics, and writing sections of the THEA (Texas Higher Education Assessment) OR GRE scores of 400 on the Quantitative and Verbal sections and a 3.5 or above on the Analytical.
3. Acceptable performance on the application interview
4. Score of 3 or higher (on a 6 point scale) on the departmental writing sample
5. Score of 80% or above on the Content “Practice TExES” exam
6. 40 hours of observation must be completed prior to internship

Requirements for the Accelerated Program in Secondary Certification (18 hours)

- EDUC 6304—Theories of Learning
- EDUC 6325—Pedagogy in the Secondary School
- EDUC 6327—Integrative Pedagogy in the Secondary School
- EDUC 6320—Equity and Excellence for All
- EDUC 66CS/63CS—Teacher Internship (Note: EDUC 63CS must be taken for two semesters)

Requirements for the Accelerated Program in All-Level Certification (21 hours)

- EDUC 6304—Theories of Learning
- EDUC 6325—Pedagogy in Secondary School
- EDUC 6327—Integrative Pedagogy in the Secondary School
- EDUC 6339—Play and Play Environments
- EDUC 6320—Equity and Excellence for All
- EDUC 66CS/63CS—Teacher Internship (Note: EDUC 63CS must be taken for two semesters)

CONCENTRATIONS WITHIN THE M.A. and M.Ed. DEGREES

Adult Education (ADED)

This degree, with a concentration in Adult Education, is designed to provide professional preparation for administrators/supervisors of adult education activities, persons working in human resource and staff development, continuing and community education personnel, and teachers of adults in a variety of institutions and settings.

Graduate Programs

Students are exposed to the principles of Adult Education with special emphasis on the changes occurring in adult life as they affect the teaching-learning process. Educational, institutional, administrative and programmatic implications are stressed. Some areas of specialization that can be arranged by the advisor are: adult literacy, human resource development, adult religious education, or instructional technology.

Requirements for the Master's degree with a concentration in Adult Education:

Core Courses (12 hours)

EDUC 6301—Introduction to Educational Research
ADED 6381—Adult Learning and Development
EDUC 6306—Philosophical Foundations of Education
EDUC 63CS1—Capstone in Education

Requirements in the major (Select 18 semester hours.)

EDUC 6305—Multicultural Concepts in Education
ADED 6382—Adult Literacy Education
ADED 6385—Methods & Strategies in Adult Ed
ADED 6387—Program Development in Adult Ed
ADED 6390—Practicum in Adult Learning Environments
ADED 6384—Contemporary Issues in Adult Ed
ADED 6386—Educational Gerontology
ADED 6388—Effective Teams and Groups

Electives (6 semester hours)

Cross-Cultural Education

The concentration in Cross-Cultural Education addresses the challenges presented not only by the complex diversities present in American society, but by the ever-growing trend toward global interaction. The program includes both the theoretical bases and the practical implications for understanding, valuing and interacting effectively with individuals diverse in race, language, ethnicity, culture, social origin, religion, age, ability and sexual orientation.

Requirements for the Master's degree with a concentration in Cross-Cultural Education:

Core Courses (12 required hours)

EDUC 6301—Introduction to Educational Research
EDUC 6304—Theories of Learning
EDUC 6306—Philosophical Foundations in Education
EDUC 63CS1—Capstone in Education

Requirements in the major (12 required hours)

EDUC 6305—Multicultural Concepts in Education
EDUC 6355—Cross-Cultural Communication in Other Countries
EDUC 6373—Acquisition of a Second Language
EDUC 6307—Critical Theory in Education

Electives in Education (12 required hours)

Choose electives with your advisor from all Education course offerings. For example, see ESL Certificate and TEFL/TESL Certificate Requirements on page 52.

Early Childhood Literacy (EDEC)

The concentration in Early Childhood Literacy is designed to enhance knowledge, skills, and effectiveness of teachers, researchers, and administrators in the field of early childhood literacy. This program focuses on literacy in early years and will prepare teachers to provide the help children need to master the complex and

Graduate Programs

multifaceted process of reading. According to research in the area of reading, the majority of reading problems faced by today's adolescents and adults could be avoided or resolved in children's early years. A fresh impetus has been given to the further development of early childhood and family education, in order to cater for the developmental needs of young children and to prepare them for further learning. The program is both timely and relevant.

Requirements for the Master's degree with a concentration in Early Childhood Literacy:

Core Courses (12 hours; see M.Ed. and M.A. degrees)

EDEC 6301—Introduction to Research Methods

EDEC 6304—Theories of Learning

EDEC 6306—Philosophical Foundations in Education

EDEC 63CS—Capstone in Education

OR Another capstone course approved by the Program Advisor

Requirements in the Major (18 hours)

EDEC 6391—Foundations of Literacy

EDEC 6393—Approaches to Reading Assessment

EDEC 6335—Emergent Literacy

EDEC 6339—Play and Play Environments

EDEC 6388—Practicum: Early Childhood

EDEC 6375—Literature for Children and Young Adults

Electives (6 hours). Two courses chosen with the approval of the Program Advisor.

Instructional Technology (EDIT) Online

Individuals who have a master's degree with a concentration in Instructional Technology find work in business and industry, government and education as trainers, instructional designers, curriculum developers, managers of technology resources and producers of instructional media. The degree has a strong education base because the field requires a knowledge of learning theory, instructional systems design, and instructional strategies in addition to knowledge of various technologies.

The program is designed to allow students the flexibility to follow their own interests. Students take foundation and core courses in Education and Instructional Technology. However, up to 6 hours of electives may be taken in related disciplines such as Communication Arts, Organizational Development, Administration and Adult Education. The Masters of Education with a concentration in Instructional Technology combines on-campus classes in the Education core with the online Instructional Technology curriculum.

Requirements for the Master's degree with a concentration in Instructional Technology:

Core Courses (12 hours)

EDUC 6301—Introduction to Educational Research

EDUC 6304—Theories of Learning

EDUC 6306—Philosophical Foundations of Education

EDUC 63CS1—Capstone in Education

Area of Concentration (18 semester hours)

EDIT 6343—Foundations of Instructional Technology (1st course)

EDIT 6344—Instructional System Design

EDIT 6345—Multimedia Authoring

EDIT 6346—Information Technologies: Internet and the Web

EDIT 6347—Distance Learning

EDIT 6348—Management of Learning Environments

Electives (6 semester hours)

Note: All Instructional Technology courses are taught as a part of the Universe Online programs.

Graduate Programs

Kinesiology (EDKE)

The Kinesiology program is designed for those students who are interested in working in a business related area, teaching Physical Education on the college level, or in adding a Physical Education teaching specialty to their teaching credential at the K-12 level. (NOTE: this degree does not carry initial teacher certification.)

Requirements for the Master's degree with a concentration in Kinesiology:

Core Courses (12 hours)

- EDUC 6301—Introduction to Educational Research
- EDUC 6304—Theories of Learning
- EDUC 6306—Philosophical Foundations of Education
- EDUC 63CS1—Capstone in Education

Requirements in the Major (18 hours)

- EDKE 6377—Instructional Development in Physical Education
- EDKE 6378—Biomechanics in Human Performance
- EDKE 6379—Adapted Physical Education and Sport
- SMGT 6380—Sport Management
- EDKE 6381—Topics in Exercise Physiology and Fitness
- EDEC 6339—Play and Play Environments

Elective Courses (6 hours)

Literacy (EDRD)

The Masters of Education with a concentration in Literacy is designed to enhance knowledge, skills, and effectiveness of teachers, researchers, and administrators in the field of literacy education. The program is in response to the recent emphasis placed on literacy, from emergent readers to adult literacy, at the local, state, and national levels. This program will focus on literacy across the life span and will prepare teachers to provide innovative approaches to literacy as an integrated element of sustainable livelihood, and as a foundation of learning throughout life.

Requirements for the Master's degree with a concentration in Literacy:

Core Courses (12 hours)

- EDUC 6301—Introduction to Educational Research
- EDUC 6304—Theories of Learning
- EDUC 6306—Philosophical Foundations of Education
- EDUC 63CS1—Capstone in Education

Requirements in the Major (18 hours)

- EDRD 6391—Foundations of Literacy
- EDEC 6335—Emergent Literacy
- EDRD 6393—Approaches to Reading Assessment
- EDRD 6395—Practicum: Literacy
- EDRD 6375—Literature for Children and Young Adults
- EDRD 6382—Adult Literacy Education

OR

- EDRD 6320—Equity and Excellence for All

Electives in Education (6 hours)

Organizational Learning and Leadership

The Organizational Learning and Leadership concentration is designed for people who are interested in leadership roles and/or are responsible for training in corporate, government, or service environments. Students take 24 hours of courses that provide them with a foundation in general and adult learning, organizational development, organizational leadership, instructional design, and research. Then, depending upon their career goals and personal aspirations, students select an additional 12 hours of course work in one of four focus areas: Adult Education, Organizational Development, Organizational Leadership, and Instructional Technology. Other focus areas may be considered, but must be approved by the Education Graduate Advisor.

Requirements for the Master's degree with a concentration in Organizational Leadership and Learning:

Core Courses Requirements (12 semester hours)

- EDUC 6301—Introduction to Research Methods
- EDUC 6306—Philosophical Foundations in Education
- ADED 6381—Adult Learning and Development*
- EDUC 63CS1—Capstone in Education

Supporting Requirements: (12 semester hours)

- ADED 6388—Effective Teams and Groups*
- ADED 6387—Program Development in Adult Education *
- ORGD 6351—Foundations of Organizational Development*
- EDUC 6377—Leadership for Organizational Learning Environments

Focus Areas Requirements (12 hours)

Students may choose courses from only one focus area.

Adult Education (Select 12 hours.)

- ADED 6382—Adult Literacy Education
- ADED 6348—Contemporary Issues in Adult Education
- ADED 6385—Methods and Strategies in Adult Education
- ADED 6386—Educational Gerontology
- ADED 6370—College Teaching
- ADED 6390—Practicum in Adult Learning Environments (required)*

*These ADED courses, plus one ADED elective qualify students for the Adult Education Certificate from UIW: 15 semester hours required. (See page 52 for specifics.)

Organizational Development (Select 12 hours)

- ORGD 6320—Organizational Behavior and Learning*
- ORGD 6330—Foundations of Organizational Research and Assessment*
- ORGD 6340—Organizational Consulting*
- ORGD 6352—Organizational Development-Interventions & Practices*
- ORGD 6370—Human Performance Technology*

*These six courses (18 hours) qualify student for the Organizational Development Certificate from UIW. (See page 42 for specifics.)

Organizational Leadership (Select 12 hours.)

- EDUC 6346—Organizational Theory and Development
- EDUC 6342—Law and Policy for Organizational Learning
- ORGD 6350—Organizational Behavior and Learning
- ORGD 6352—Organizational Development Interventions & Practices

Graduate Programs

Instructional Technology (select 12 hours)

EDIT 6343—Foundations of Instructional Technology
EDIT 6344—Instructional Systems Design
EDIT 6345—Multimedia Authoring
EDIT 6346—Information Technology: Internet and the Web
EDIT 6347—Distance Learning
EDIT 6348—Management of Learning Environments

Note: All Instructional Technology courses are taught as part of the Universe Online program.

Special Education (EDSP)

This program is designed to meet specific interests in Special Education. It is intended for students who wish to prepare for teaching in adult educational settings, in any support field that services learners with exceptionalities, or in adding a teaching specialty to their K-12 teaching credential. (NOTE: this degree does not carry initial teacher certification.)

Requirements for the Master's degree with a concentration in Special Education:

Core Courses (12 hours)

EDUC 6301 – Introduction to Educational Research
EDUC 6304 – Theories of Learning
EDUC 6306 – Philosophical Foundations of Education
EDUC 63CS1 – Capstone in Education

Requirements in the Major (18 hours)

EDSP 6363—Survey of Exceptionalities
EDUC 6326—Behavior Management
EDSP 6364—Testing for Teaching
EDSP 6366—Inclusive Classrooms and Communities
EDSP 6365—Accommodating Students with High Incidence Disabilities
EDSP 6367—Accommodating Students with Low Incidence Disabilities

Electives (6 hours), preferably concentrated in one area such as Adult Education, Literacy, Early Childhood Literacy, etc.

Teacher Leadership

This concentration is designed for PK-12 teachers who want to continue in the classroom, while assuming leadership roles in their school and community. This program focuses on the “teacher as a leader” and empowers experienced master teachers to effect change and improve student learning. The concentration is appropriate for teachers who wish to advance their current work as teachers or assume master teacher roles as department heads, team leaders, curriculum leaders, instructional coaches or informal teacher leaders.

Requirements for the Master's degree with a concentration in Teacher Leadership:

Core Requirements (12 semester hours)

EDUC 6301—Introduction to Research Methods
EDUC 6306—Philosophical Foundations in Education
ADED 6381—Adult Learning and Development
EDUC 63CS2—Capstone in Education: Teacher Leadership

Requirements in the Major (18 hours)

ADED 6388—Effective Teams and Groups
EDUC 6346—Organizational Theory and Development
EDUC 6305—Multicultural Concepts in Education

Graduate Programs

EDUC 6333—Teaching and Learning: Action Research
EDUC 6343—Curriculum Leadership
EDUC 6353—Supporting Teachers and Teaching

Electives (6 hours) may be taken as subject area courses (M.A.) or education courses (M.Ed.)

Certificates

The Dreeben School of Education offers certificates in the areas of Adult Education, and Teaching of English as a Foreign Language (TEFL/TESL). These UIW certificates acknowledge that the student has completed 15 hours in the specified field of study. Students interested in one of these certificates must be admitted to UIW as a non-degree seeking student, or admitted into the graduate degree program in the Dreeben School of Education.

The certificate program at UIW is not applicable to Texas Teaching Certification or any State Professional Certification program.

Adult Education

(15 semester hours)

ADED 6381—Adult Learning and Development
ADED 6388—Effective Teams and Groups
ADED 6385—Methods and Strategies of Adult Education
ADED 6390—Practicum in Adult Education
And one elective from the offerings in ADED

Teaching of English as a Foreign Language (TEFL/TESL)

(15 semester hours)

EDUC 6355—Cross Cultural Communication in Other Countries (named each offering)
EDUC 6360—Methods and Materials of Teaching English as a Foreign Language
EDUC 6380—Practicum in TEFL/TESL
EDUC 6373—Acquisition of a Second Language
EDUC 6376—Linguistics for the Classroom Teacher

When the coursework is completed for the certificate, students must file a request, along with a copy of the transcript, with the Dean of the Dreeben School of Education for the certificate. Courses taken for the certificate may be accepted as work toward a master's degree if the student is accepted into a master's degree program in the UIW Graduate School and the Dreeben School of Education (see requirements on page 43).

DOCTOR OF PHILOSOPHY

The Doctor of Philosophy (Ph.D.) degree in the Dreeben School of Education has four concentrations: Higher Education, International Education and Entrepreneurship, Mathematics Education, and Organizational Leadership. Each concentration in the doctoral program reflects the institution's mission to combine education with service. Many students have opportunities for local and international internships and research. The curriculum for each concentration has been designed to meet the needs of the communities served by the University. The program is built on the following common core and combines scholarly research with application, fostering the integration of theory and practice.

Core Courses

INDR 8310—Concepts of Leadership
INDR 8330—Belief Systems: A Cross-Cultural Perspective
INDR 8350—Research Methods and Tools

Graduate Programs

INDR 8370—Ethics for the Profession
EDUC 7363—Research Statistics
One course in advanced qualitative or quantitative research

Admission Requirements:

Applicants for admission to the Doctoral Program must fulfill the admission requirements listed on page 27 in this Bulletin. There may be additional admission requirements for each concentration which can be found in the following sections.

Criteria for Continuation and Graduation

General criteria are listed on page 27 of this Bulletin.

Program of Study

The Doctoral Program of Study specifies 57 semester hours of course work, 18 of which are the common core, a Qualifying Examination and a minimum of 9 semester hours of Dissertation Writing. In support of the dissertation process, the following research courses are offered from which students must take a minimum of 6 semester hours.

INEE 8325—Research in Comparative Educational Systems of the World
INEE 8350—Research in Entrepreneurship
INEE 8355—Cultural Aspects of Research
EDUC 7364—Advanced Quantitative Research
EDUC 8350—Constructing Research Design
EDUC 8355—Qualitative Research Methods

The curriculum also includes core and elective courses in fields including Leadership Studies, Organizational Studies, Education, and Business. In addition, there are unique opportunities for domestic and international internships.

CONCENTRATION IN HIGHER EDUCATION

The Higher Education concentration is designed to prepare graduates for positions of leadership in higher education with the knowledge and capacity to understand and facilitate change in institutions of higher education. The program grounds the students both in theory and in the tools and methodology of research so that they can contribute to academic inquiry and apply theory to issues facing institutions of higher education. Depending on the master's degree and choices of electives, the graduate may enter careers in higher education leadership or teaching. Those with an intended focus in teaching must meet the required number of hours in the discipline through electives and the master's degree.

With an emphasis on collaborative learning, the concentration incorporates collegiality among students, among faculty, and between faculty and students. Opportunities are available for learning through teaching and a higher education practicum as well as directed consultation and research. In addition to the Admission Requirements listed on page 27 of this Bulletin, applicants for admission to the Higher Education Concentration must also fulfill the following requirements:

- Writing sample submitted as a Statement of Purpose for applying to the Ph.D.
- Group interview with faculty and other program applicants.

The degree plan for the Concentration in Higher Education includes:

- Common Core, 18 hours minimum
- Required Courses, 27 hours minimum to include:
 - EDUC 8330—History and Philosophy of Higher Education
 - EDUC 8390—Law in Higher Education
 - EDUC 8395—Practicum in Higher Education

Graduate Programs

EDUC 83CS—Capstone in Higher Education
EDUC 8350—Constructing Research Design
ORGL 8360—Organizational Theory and Culture
ORGL 8370—Organizational Assessment and Survey Administration
ADED 7381—Adult Learning and Development

And one of the following:

ADED 7385 Methods and Strategies of Adult Education

ADED 7388 Effective Teams and Groups

- Electives, 12 hours minimum
- Dissertation, 9 hours minimum

CONCENTRATION IN INTERNATIONAL EDUCATION AND ENTREPRENEURSHIP

The International Education and Entrepreneurship concentration enables students to develop enterprises of a cultural, educational, humanitarian, or business nature that show a full understanding of the host culture and its relation in theory and practice with Western culture. It allows theoretical study with a practical impulse that involves an awareness of business and educational systems and their development in existing, new, and emerging arenas.

The foundation courses combine comparative study of the educational and cultural systems of the world with experiential learning in entrepreneurship. The grasp of a nation's outlook revealed by its education provides the key to understanding its intellectual and managerial endeavors; the practical skill of entrepreneurship suggests new ways of applying existing resources and encourages the development of new ideas in all fields. This concentration achieves its aim through a blend of theoretical study and practical engagement. Practical application and experience are achieved by each student in a six month internship in a country other than the home country.

In addition to the Admission Requirements listed on page 27 of this Bulletin, applicants for admission to the International Education and Entrepreneurship Concentration must also fulfill the following requirements:

Minimum of six hours of education and six hours of business background courses as pre-requisites (undergraduate or graduate)

The Concentration in International Education and Entrepreneurship Program of Study includes:

Common Core, 18 hours minimum

Additional Research Courses, 6 hours minimum, included in the following.

Required Courses, 24 hours minimum to include

INEE 8320—Analysis of Education Systems of the World

INEE 8325—Research in Comparative Educational Systems of the World

INEE 8340—Entrepreneurship

INEE 8345—International Organizations

INEE 8350—Research in Entrepreneurship

INEE 8355—Cultural Aspects of Research

INEE 8360—Contemporary International Issues

INEE 8687/INEE 8387—International Internship (6 months)

Electives, 9 hours minimum

Dissertation, 9 hours minimum

Oral and written proficiency in a foreign language as an exit requirement.

CONCENTRATION IN MATHEMATICS EDUCATION

The Mathematics Education concentration is designed to produce leaders in teaching and research in mathematics education. Graduates with this concentration in the doctoral program will be well versed in both the content and pedagogy of mathematics at all levels and across the curriculum. They will be capable of teaching in a school of education, a department of mathematics through calculus and in at least one of the traditional sub-disciplines, as well as at the graduate level in mathematics education.

This concentration has been designed to improve mathematics education in the community and to support disciplines and careers that require a solid foundation in mathematics. UIW's concentration in Mathematics Education seeks to increase the number of women and minorities in mathematics and related disciplines such as science and engineering.

In the program, the content and pedagogy of mathematics teaching and learning is investigated from kindergarten through college levels with emphasis on the integration of mathematics with other disciplines. Students are provided training and experience in research in mathematics education. Graduates will be equipped to take national and international roles of leadership in mathematics teaching and learning and the supporting research.

The Concentration in Mathematics Education Program of Study includes:

Common Core, 18 hours minimum

Additional Research Courses, 6 hours minimum

Required Courses, 21 hours minimum to include :

MATH 7385—Instructional Technology in Mathematics Education

MATH 8320—Readings in Mathematics Education

MATH 8325—Research and Development of Mathematics Programs

And 12 hours from the following:

MATH 7370—Mathematical Content and Pedagogy, K-5

MATH 7372—Integration of Mathematics and Science, K-5

MATH 7375—Mathematical Content and Pedagogy, 6-12

MATH 7376—Integration of Mathematics and Science, 6-8

MATH 7381—Integration of Mathematics and Science, 9-12

Note: Required Vertical Specialty must be discussed with the Program Advisor

Electives, 12 hours minimum

Dissertation, 9 hours minimum

24 hours graduate level mathematics as an exit requirement

CONCENTRATION IN ORGANIZATIONAL LEADERSHIP

The Organizational Leadership concentration is designed to prepare graduates for positions of leadership in education, business, public and social agencies with the knowledge and capacity to understand organizations and to facilitate organizational change. It strives to impart an ethic of leadership that recognizes the global dimension of social concerns and works for understanding and justice in diverse societies. The interdisciplinary nature of the program grounds the students both in theory and in the tools and methodology of research and technology so that they can contribute to academic inquiry and apply theory to issues facing organizations, institutions, and communities.

With an emphasis on collaborative learning, the concentration incorporates collegiality among students, among faculty, and between faculty and students. Within the program of study, flexibility is provided for students to take electives in line with their area of interest and career objectives. Opportunity is also available for learning through teaching and organizational practica as well as directed consultation and research. In addition to the Admission Requirements listed on page 27 of this Bulletin, applicants for admission to the Organizational Leadership Concentration must also fulfill the following requirements:

- Employment experience in a position of responsibility
- Writing sample submitted as a Statement of Purpose for applying to the Ph.D. in Education, Concentration in Organizational Leadership
- Group interview with faculty and other program applicants.

Graduate Programs

The Concentration in Organizational Leadership Program of Study includes:

- Common Core, 18 hours minimum
- Additional Research Courses, 6 hours minimum
- Required Courses, 12 hours minimum
 - ORGL 8360—Organizational Theory and Culture
 - ORGL 8371—Practicum in Organizational Leadership
 - ORGL 83CS—Capstone in Organizational Leadership
 - ADED 7390—Practicum in Adult Learning Environments
- Electives, 21 hours minimum (6 of which must be in the allied disciplines of Education, Adult Education, Business or Instructional Technology)
- Dissertation, 9 hours minimum

College of Humanities, Arts, and Social Sciences

The College of Humanities, Arts, and Social Sciences offers a Master of Science in Community Psychology and Master of Arts degrees in Religious Studies and Multidisciplinary Studies. A certificate for completion of a course of academic credits is also offered in the Pastoral Institute. Specific requirements for the certificate are listed in this section.

Please see information on admissions requirements in the descriptions for each program.

Master of Science in Community Psychology (PSYC)

The Master of Science in Community Psychology program is a two-year, 42 credit-hour, lock-step program that is designed to provide knowledge and skills to students who desire to gain employment in community organizations with advanced training and/or to enter into a doctoral program in community psychology. Students will be required to go into community organizations and work with them directly in a practicum class with service requirements involved in other courses as well. Community psychology methodology will also be emphasized in this program.

In addition to a focus on methodology, the program will train students based on a public health model or traditional community model rather than a clinical or medical model. As such, students will not be trained from a traditional individual counseling perspective.

Mission

The Master of Science in Community Psychology Program at the University of the Incarnate Word aims to prepare students for both further scholarship and applied work in the community. The program emphasizes the application of psychology in the form of community-based interventions rather than traditional therapeutic interventions. Training, in the form of both traditional coursework and direct practicum experiences, involves empirically-based approaches to cultural competence, health promotion, organizational assessment, intervention, and program development and evaluation. Furthermore, the program aims to develop in students an awareness of social justice principles and their application to the community. Particular emphasis is given to interventions that are rooted in the wisdom and work of the members of each community so that they may facilitate the competence and empowerment of community groups.

Program Objectives

The goal of the master's program is to provide students with the opportunity for both breadth and depth in an area of particular relevance to them. Students graduating from this program will have attained the following:

- An advanced understanding of the science and practice of community psychology;
- An understanding of the intersection of psychological theory with race, class, sexual orientation, ability/disability, and gender issues;
- The ability to apply psychological principles to issues of concern in communities and organizations;
- Skills and knowledge to assist in their work with communities and groups to create and sustain healthy communities;
- The ability to assess the impact of interventions based in psychological principles;
- The ability to be critical consumers of the existing psychological literature;
- The ability to pursue an in-depth study of the topic and community of most interest to the students; and
- The ability to conduct relevant applied research in collaboration with members of the research setting.

Graduate Programs

Admission Requirements

1. Baccalaureate degree in Psychology* with a minimum overall GPA of 3.0, or last 60 hours GPA of 3.3
2. Official transcripts of all undergraduate and graduate work
3. Three letters of recommendation from persons in a position to evaluate the applicant's academic background, achievements, potential for graduate study, and readiness to work in a community setting
4. Statement of Purpose: essay indicating why the applicant desires to pursue graduate-level work in the area of Community Psychology
5. Sample of scholarly work (for example, a significant paper from an upper-level undergraduate course completed)
6. Interview with program faculty (individual and/or group, at discretion of Psychology faculty)
7. Graduate Record Examination: submission of official results of the Verbal and Quantitative sections of the General test

*Must have completed an introductory Statistics course and an introductory Research Methods course.

Note: Due to limited available spaces, meeting minimum requirements does not guarantee admission to the program.

Application

1. Deadline for receipt of completed application and supporting documents: January 15
2. Student Interviews will take place during the months of January and February
3. Student Notification: March 15
4. Student Acceptance Due: April 15

Program Requirements

The program requirements are centered on the nature of community psychology, the branch of psychology concerned with the interaction between the person and the environment and the ways society impacts upon individual and community functioning. Community psychology focuses on social issues, institutions, and settings that influence individuals, groups, and organizations

Requirements for a Master of Science in Community Psychology:

A minimum of 42 hours in Community Psychology as follows:

Fall Year 1:

PSYC 6301	Foundations of Community Psychology
PSYC 6381	Applied Regression and Analysis of Variance (OR MATH 6363 Research Statistics I)
PSYC 6302	Diversity and Cultural Competency

Spring Year 1:

PSYC 6303	Understanding Risk and Resiliency: A Focus on Prevention
PSYC 6384	Research Methods in Community Psychology
PSYC 6386	Program Evaluation

Summer Year 1:

PSYC 63TP	Thesis Proposal
PSYC 6390	Seminar in Social Justice Aspects of Community Issues

Fall Year 2:

PSYC 6359	Practicum and Action Research
PSYC 6370	Family Systems
PSYC 63TR	Thesis

Graduate Programs

Spring Year 2:

PSYC 6390	Seminar in Social Justice Aspects of Community Issues
PSYC 6388	Grantwriting for Community Psychology
PSYC 63TR	Thesis*

* With thesis advisor permission, students not completing the Thesis after the 6 required hours will enroll in one more semester of 63TR, then 61TR until thesis is complete.

RELIGIOUS STUDIES (RSPI)

The Master of Arts in Religious Studies through the Pastoral Institute is designed to prepare laity, religious, and clergy to meet the challenges of contemporary church ministry and leadership, especially in parish ministries, religious education on all levels, spirituality and spiritual development, youth ministry and catechetical leadership. The degree program encompasses three areas of study: scripture, theology and ministry. The Institute strives to integrate various disciplines, particularly the social sciences, education, and the communication arts, with the Christian message. In keeping with the spirit and direction of the Second Vatican Council, the graduate program promotes personal growth and renewal.

An integral part of the Institute is the emphasis, not only on solid scriptural and theological foundations, but also on the pastoral application of theory and research to the concrete situations of ministry and to the development of leadership roles in the church. Theological reflection, therefore, is built into each course. Opportunities for planning and participating in liturgical celebrations as well as for group discussion and sharing are incorporated into the program.

Admission Criteria

The applicant for the Master of Arts in Religious Studies must fulfill the general requirements for admission to the graduate program and for the Master's degree, with the exception that in place of the GRE/MAT requirement applicants must present three letters of recommendation and a personal statement of ministerial and educational goals. Applicants should consult the Director for further directions regarding the letters of recommendation.

Prerequisites

At least twelve semester hours in Theology or Religious Studies at the under-graduate level, taken after 1980, to include introductory courses in the study of the Hebrew and Christian Scriptures. Documented non-credit studies will be evaluated on an individual basis upon request, for example, diaconal studies or diocesan certification courses.

Requirements for the Master of Arts in Religious Studies:

The degree plan requires thirty-six (36) semester hours, distributed as follows:

1. 6 semester hours in Scripture, to include a course in the Hebrew Scriptures and one in the Christian Scriptures.
2. 10 semester hours in Theology, to include a course in Sacraments, Liturgy, Morality, and Ecclesiology.
3. 10 semester hours in Ministry, to include a two-credit pastoral project preceded by RSPI 6285: Program Planning and Evaluation. Upon request, a thesis option may be considered in special circumstances, but in general is not recommended due to the pastoral nature of the degree.
4. 10 hours of electives, selected according to the student's educational and ministerial goals. Part or all of these units may be taken in one of the areas of specialization. With the approval of the Director of the Pastoral Institute, a student may elect to complete up to nine hours of graduate credit in another graduate degree program offered by the University of the Incarnate Word.

Graduate Programs

Specializations:

Specialization in Spirituality (10 hours)

For the Master of Arts degree in Religious Studies with a specialization in Spirituality, the following courses are required:

RSPI 6273—Introduction to Spirituality

RSPI 6274—Introduction to Prayer

Also, the Pastoral Project (RSPI 62CS) must be completed in the area of spirituality.

Specialization in Catechesis (8 hours)

This specialization focuses on the techniques and environment of contemporary catechesis. Course offerings include:

RSPI 6236—Family Catechesis

RSPI 6239—Adulthood and Christian Maturity

RSPI 6240—Theory and Methods of Catechesis

RSPI 6242—Administration and Program Planning in Religious Education

RSPI 6244—Culture and Catechesis

RSPI 6251—Adolescent Catechesis

Also, the Pastoral Project (RSPI 62CS) must be undertaken in the area of Catechesis.

Specialization in Ministry with Hispanics (minimum of 8 hours)

Through a cooperative program with the Mexican American Cultural Center (MACC), the Master of Arts in Religious Studies may be obtained with a specialization in Ministry with Hispanics. Up to 14 credit hours from the MACC program can be applied towards the Master's degree.

General requirements for admission to the M.A. in Religious Studies program must be met before a student may enroll in the cooperative program. While enrolled at MACC, students pay 40% of the University's regular tuition costs (to the University) in addition to tuition and fees required by MACC. Further information on requirements may be obtained from the Director of the Institute or from MACC. Credits earned through MACC must be arranged individually with the Director of the Pastoral Institute.

Specialization in Youth Ministry (8 hours)

The Master of Arts degree in Religious Studies with a specialization in Youth Ministry is offered in cooperation with the Office of Youth Ministry of the Archdiocese of San Antonio.

For the Master of Arts degree in Religious Studies with a specialization in Youth Ministry, candidates take the following courses:

RSPI 6155—Foundations of Ministry Leadership

RSPI 6156—Principles of Youth Ministry

RSPI 6157—Skills for Christian Leadership

RSPI 6158—Practices of Youth Ministry

RSPI 6159—Faith Growth of Youth through Pastoral Care

RSPI 6160—Faith Growth of Youth through Evangelization and Catechesis

RSPI 6161—Faith Growth of Youth through Prayer and Worship

RSPI 6162—Faith Growth of Youth through Justice and Service

Also, the Pastoral Project (RSPI 62CS) must be completed in the area of Youth Ministry. All applicants should consult with the Director of the Pastoral Institute to establish their course of studies and their area of specialization where appropriate.

Graduate Programs

Requirements for a Certificate in Pastoral Studies

A non-degree certificate recognizing 16 semester hours of graduate course work offers the opportunity for students to enhance their knowledge in the field of pastoral theology and ministry. Course choices are based on the individual's previous studies and future plans for ministry. Certificate enrollment is open to all persons who meet the general admission requirements for admission to the M.A. in Religious Studies.

MULTIDISCIPLINARY STUDIES

The Master of Arts degree in Multidisciplinary Studies allows a student, with approval from the Dean of Graduate Studies and Research and Program Advisors, to design a degree plan that builds on personal interests, academic strengths, and career opportunities. The degree plan is made from courses in up to three academic disciplines that offer graduate programs. For example, a degree plan may be arranged thematically: a student might focus on contemporary American problems, combining courses in Education, Communication Arts, and Religious Studies. Another student might wish to combine courses from Nutrition, Education, and Biology in a degree that would enhance his or her career opportunities. The Dean of Graduate Studies and Research will serve as Program Advisor for this degree and will consult with the Program Advisors in the three fields that make up the MDS.

Admissions Requirements

In addition to the general admissions criteria, the applicant must submit the following:

- An official notice of a satisfactory score on the Graduate Record Exam (GRE: Combined score of 800 on the Verbal and Quantitative sections, Analytical Essay, 3.5), Miller Analogies Test (MAT, 40 or better), or Graduate Management Aptitude Test (GMAT, 450 or better) as determined by the Dean.
- A statement of rationale for the proposed degree plan

Degree Requirements

The degree plan must be approved and signed by the Dean of Graduate Studies and Research and the Program Advisors for all disciplines involved before initiating any work toward the degree. The degree will include:

- At least 9 semester hours in each discipline of focus
- Any support courses taken outside the chosen disciplines need the approval the Program Advisor
- At least one research course
- A thesis or a capstone experience in one area of focus which incorporates the integration of all disciplines from which work is taken

School of Interactive Media and Design

The School of Interactive Media and Design integrates existing programs in a dynamic, thoughtful, and cohesive way in an effort to better serve the needs of the Incarnate Word student. The School of Interactive Media and Design programs emphasize the use of technology and provide students with a firm foundation in theory as well as application. Students participating in these programs develop the necessary knowledge and skills to enable them to become effective professionals in their selected careers.

The Communication Arts Department offers three graduate-level programs: a traditional Masters of Arts in Communication Arts and two Accelerated Bachelors to Masters programs for students who are completing an undergraduate degree in Communication Arts: Bilingual Communications and Media Studies. Students in the Master of Arts in Administration may also select Communication Arts as a concentration.

COMMUNICATION ARTS (COMM)

Communication Arts at the University of the Incarnate Word offers a unique blend of theory-driven and experienced-based classes. These classes focus on the critical knowledge and practical skills that prepare students to enter the media industry in a variety of capacities from media studies, multimedia production, print media, public relations and to prepare students for further graduate studies.

In keeping with both the liberal arts approach and the mission of Incarnate Word, the department seeks:

- To cultivate the student's imagination and creativity in the implementation of theory content and technical application of effective communications.
- To foster exploration of diverse and alternative perspectives including critical interpretation of ideas, images, and symbols.
- To encourage students to examine the role of media in our society so they are prepared to participate confidently, ethically, and competently as concerned, enlightened citizens.

The Communication Arts Graduate program addresses the *Guiding Principles and Objectives for Graduate Studies* in the following ways:

- Mastery of both theoretical and empirical knowledge in the field of communications.
- Intellectual imagination and professional creativity demonstrated in individual theses and projects on various issues of communications.
- Critical analysis of mediated communication in both social and cultural scopes.
- Articulated presentation of scholarly concepts and professional works.
- Contribution to both academic and professional sectors in the field of communications through original research and alternative perspectives.

Communication Arts graduate students will be able to:

1. Articulate the social scientific and cultural theories of communication and apply these theories to different communication situations and processes.
2. Explain the history of ethical thought and philosophical theories of ethics and apply moral theories to situations involving mediated communications.
3. Research, organize and write scholarly papers in the field of communications.
4. Explain and employ qualitative and quantitative research methods to the study of communications.
5. Write, using the appropriate style and structure, products in a variety of communication forms including news, features, scripts, press releases, marketing, and advertising copy.
6. Comprehend the development of new media technologies and their impact on culture, society and daily-life.
7. Critique and apply aesthetic principles to visual media and visual design.
8. Comprehend narrative film theory, visual/aural cinematic structure and cultural studies in the development of meaning in film.

Graduate Programs

9. Produce, using a systematic planning process, a variety of multimedia software and equipment, media products, which include video, audio and interactive media.
10. Demonstrate their ability to communicate well through the spoken and written word and through the use of visual mediums and a variety of technology.
11. Demonstrate their competency with information technologies for accessing and retrieving information for research and communications purposes.
12. Demonstrate their ability to develop and create an original proposal and thesis or project based on scholarly practice.
13. Articulate the social scientific and cultural theories of communication and apply these theories to different communication situations and processes.
14. Explain the history of ethical thought and philosophical theories of ethics and apply moral theories to situations involving mediated communications.
15. Research, organize, and write scholarly papers in the field of communications.
16. Explain and employ qualitative and quantitative research methods to the study of communications.
17. Write, using the appropriate style and structure, products in a variety of communication forms including news, features, scripts, press releases, marketing, and advertising copy.
18. Comprehend the development of new media technologies and their impact on culture, society, and daily-life.
19. Critique and apply aesthetic principles to visual media and visual design.
20. Comprehend narrative film theory, visual/aural cinematic structure, and cultural studies in the development of meaning in film.
21. Produce, using a systematic planning process, a variety of multimedia software and equipment, media products, which include video, audio, and interactive media.
22. Demonstrate their ability to communicate well through the spoken and written word and through the use of visual mediums and a variety of technology.
23. Demonstrate their competency with information technologies for accessing and retrieving information for research and communications purposes.
24. Demonstrate their ability to develop and create an original proposal and thesis or project based on scholarly practice.

Communication Arts Program Admission requirements

Students wishing to enter the Communication Arts graduate program must meet all University graduate admissions requirements.

- Students should have a bachelor's degree in Communication Arts or a related field with a cumulative GPA of 2.5 or higher.
- GRE MINIMUM scores required: Verbal, 400 and Essay portion, at least a 3.5.

Students must interview with the Communication Arts Director of Graduate Studies and submit a writing sample prior to beginning classes.

Students who lack the appropriate undergraduate degree may be required to take undergraduate leveling classes at the recommendation of the graduate faculty. At the discretion of the graduate faculty, experience in the field may be substituted for undergraduate prerequisites.

Communication Arts Graduate Degree Programs

The University of the Incarnate Word Communication Arts program offers three graduate level programs of study: The Traditional Graduate Program and two Accelerated Bachelors to Masters Programs which can only be completed by students who have met the necessary prerequisites as undergraduate students in the traditional Communication Arts undergraduate Communication Arts program offered at the University of the Incarnate Word.

OPTION I

Communication Arts Traditional Graduate Program of Study (36-hour program)

Requirements for a Master of Arts in Communication Arts: The Master of Communication Arts degree requires a minimum of 36 hours of graduate study, which includes 18 hours of Communication Arts core courses, and 12-15 hours of elective coursework, and 3 to 6 hours of Mastery Level coursework.

CORE Requirements (18 semester hours)

- COMM 6301—Communication Theory
- COMM 6302—Media Ethics
- COMM 6303—Principles of Writing for the Media
- COMM 6304—Aesthetics of Visual Perception
- COMM 6308—Writing and Research Techniques
- COMM 6309—Communication Research Methods

Core requirements should be taken in sequential order. This sequence ensures students will master the theoretical skills necessary for a progression of knowledge in the field.

ELECTIVE Coursework

- Choose 12-15 hours of electives from the following courses
- COMM 6304—Aesthetics of Visual Perception
- COMM 6311—Media Production
- COMM 6312—Applied Media Writing
- COMM 6315—Seminar in Film
- COMM 6317—Communications, Technology and Culture
- COMM 6318—Seminar in Mass Communications
- COMM 6319—Seminar in International Communications
- COMM 63TP—Thesis Proposal Writing (required for Thesis Option)

Students must take elective coursework necessary to complete the 36 hour requirement for the Masters of Communication Arts. Other Communication Arts offerings or classes selected from related programs may be taken as electives with the approval of the Graduate Director.

MASTERY Coursework Requirements

- COMM 63TP—Thesis Proposal (Optional elective for Capstone students)
- COMM 63TR—Thesis Research
- OR
- COMM 63CS1- Communication Capstone

After completion of Core coursework and elective classes, students are required to complete either a capstone course or complete a written thesis to demonstrate a cumulative mastery of Communication Arts knowledge and skills. Students may choose to complete their studies with a master's thesis comprised of COMM 63TP (thesis proposal) and COMM 63TR (Thesis Writing).

Or

Students may choose to complete their studies with a Capstone (Comm 63TP), usually project- driven work.

Accelerated Bachelors to Masters Program in Communication Arts

Accelerated Bachelors to Masters Programs (ABM) are offered to undergraduate students who have met the necessary prerequisites as students in the Communication Arts undergraduate program. The two ABM programs offered are Media Studies and Bilingual Communication. This program is restricted to students who have been admitted to, and who have matriculated through the required undergraduate degree plan for the ABM.

OPTION II

Accelerated Bachelor's to Master's Program in Communication Arts Bilingual Concentration (30-hour program)

Core Requirements (18 Semester hours)

- COMM 6301—Communication Theory
- COMM 6302—Media Ethics
- COMM 6308—Writing and Research Techniques
- COMM 6309—Communication Research Methods
- COMM 6345—Practicum (Internship)
- COMM 63CSI—Communication Capstone **OR**
- COMM 63TR—Thesis (pre-requisite COMM 63TP)

Choose 12 hours of electives from the following courses

- COMM 6304—Aesthetics of Visual Perception
- COMM 6311—Media Production
- COMM 6312—Applied Media Writing
- COMM 6315—Seminar in Film
- COMM 6317—Communications, Technology and Culture
- COMM 6318—Seminar in Mass Communications
- COMM 6319—Seminar in International Communications
- COMM 63TP—Thesis Proposal Writing (required for Thesis Option)

OPTION III

Accelerated Bachelor's to Master's Program in Communication Arts - Media Studies Concentration (30-hour program)

Core Requirements (18 Semester hours)

- COMM 6301—Communication Theory
- COMM 6302—Media Ethics
- COMM 6308—Writing and Research Techniques
- COMM 6309—Communication Research Mehtods
- COMM 6345—Practicum (Internship)
- COMM 63CSI—Communication Capstone **OR**
- COMM 63TR—Thesis (pre-requisite COMM 63TP)

Choose 12 hours of electives from the following courses

- COMM 6304—Aesthetics of Visual Perception
- COMM 6311—Media Production
- COMM 6312—Applied Media Writing
- COMM 6315—Seminar in Film
- COMM 6317—Communications, Technology and Culture
- COMM 6318—Seminar in Mass Communications
- COMM 6319—Seminar in International Communications
- COMM 63TP—Thesis Proposal Writing (required for Thesis Option)

Instructional Technology Concentration (EDIT) Online

Individuals who have a master's level degree with a concentration in Instructional Technology find work in business and industry, government and education as trainers, instructional designers, curriculum developers, managers of technology resources and producers of instructional media.

The program is designed to allow students the flexibility to follow their own interests. Students take core courses in Education or in Administration and a concentration of course work in Instructional Technology. All of the Instructional Technology courses are taught as part of the Universe Online program. The Masters of Administration with a concentration in Instructional Technology is taught entirely online. The Masters of Education with a concentration in Instructional Technology combines on-campus classes in the Education core with the online Instructional Technology curriculum.

Requirements for the Master's degree with a concentration in Instructional Technology:

For Core Courses (15 – 18 hours) see M.Ed. and M.A.A. degrees.

Requirements for the Master's degree with a concentration in Instructional Technology:

For Core Courses (15 – 18 hours) see M.Ed. and M.A.A. degrees.

Area of Concentration (15 -18 semester hours depending on degree)

EDIT 6343—Foundations of Instructional Technology (recommended sequence 1st course)

EDIT 6344—Instructional System Design (recommended sequence 2nd course)

EDIT 6345—Multimedia Authoring

EDIT 6346—Information Technologies: Internet and the Web (recommended sequence 4th course)

EDIT 63CS—Advanced Instructional Design Project (Capstone for M.Ed.)

EDIT 6347—Distance Learning (recommended sequence 3rd course)

Electives

EDIT 6348—Management of Learning Environments

EDIT 6399—Special topics

School Of Mathematics, Science, and Engineering

1. Master of Science in Biology, Nutrition, and Research Statistics. These programs provide students with knowledge of current theory, research, and policy and give them the skills necessary to apply that knowledge to professional careers and advanced study. The programs require a capstone, or a thesis, and/or a comprehensive examination.
2. Master of Arts in Biology, Mathematics, and Multidisciplinary Sciences. These programs provide students with the broad background in their fields of study necessary for excellence in the professions. They require a master's project as part of a capstone course and/or comprehensive examination.
3. The School of Mathematics, Science, and Engineering also supports a concentration in Mathematics Education for the Doctor of Philosophy in Education.

Particular admissions criteria and degree requirements are listed according to discipline.

BIOLOGY (BIOL)

The MS and MA degree provide a broad background in biology, including the study of molecules, organisms, and ecological systems. Both degrees require 30 semester hours of graduate study, of which 6 hours may be in disciplines other than biology, and 6 may be graduate classes transferred from other institutions. For MS students, 3 hours of Research Statistics, 3 hours of Thesis Proposal, and 3 hours of Thesis Research must be included in the 30 hour requirement. The MA degree requires a comprehensive exam.

Admission requirements:

In addition to the general requirements listed in the Graduate Admissions section of the Bulletin, the following are prerequisites for the biology graduate program:

Either a 3.0 average in Biology or a GRE minimum combined scores of 1000 on Verbal and Quantitative sections, 8 semester hours credit in principles of chemistry, 6 semester hours of organic chemistry, and 12 upper-division hours in biology. Deficiencies in these areas will require taking courses for undergraduate credit. Courses in general physics, calculus, and statistics are strongly recommended.

Requirements for the Master of Arts:

1. A minimum of 30 semester hours of graduate level courses. At least 24 hours must be in biology.
2. The following areas, if not already part of the baccalaureate degree, are expected to be made up in addition to the 30-hour requirement specified in #1 above.
 - a. Genetics (with laboratory)
 - b. Environmental Biology
 - c. Organismal Biology
3. BIOL CE90 Comprehensive Examination is required for MA candidates.
4. A minimum GPA of 3.0 must be maintained. A master's candidate will be removed from the biology program if a grade of "C" is received in more than two courses.

Requirements for the Master of Science:

The requirements are the same as 1–4 above, but 6 semester hours of the 24 hours in biology (see paragraph 1) must be in the thesis courses, BIOL 63TP and BIOL 63TR.

MATHEMATICS (MATH)

The Master of Arts in Mathematics with a concentration in Teaching is designed to produce a mathematics specialist with expertise in grades K–12 mathematics teaching and learning. The Master of Science in Research Statistics (a) provides students with the specific skills needed to understand and work in an increasingly complex global workplace; (b) enables students to become more effective, mature scholars; and (c) develops a well-rounded perspective of mathematics and its role in a variety of venues. The department also supports a concentration in Mathematics Education for the Doctor of Philosophy in Education.

MASTER OF ARTS IN MATHEMATICS WITH A CONCENTRATION IN TEACHING

Admissions requirements

Students applying for degree seeking status must fulfill the general requirements for admission to the Graduate School and the following:

- 18 hours of undergraduate mathematics
- GPA of 3.0 or better in mathematics
- GRE minimum score of 1000 total of Verbal and Quantitative sections
- Letter of recommendation by a professional in the field
- Writing sample submitted with the application
- Teaching experience at the precollege level

Degree Requirements

Mathematics (15 hours)

MATH 6334—Introduction to Abstract Algebra
MATH 6338—Euclidean and Non-Euclidean Geometry
MATH 6336—Introduction to Number Theory
MATH 6332—Introduction to Analysis
MATH 6355—History of Contemporary Mathematics

Mathematics Teaching (Choose 12 hours)

MATH 6370—Content and Pedagogy K-5
MATH 6372—Integrated Math/Science K-5
MATH 6375—Content and Pedagogy 6-12
MATH 6376—Integrated Math/Science 6-8
MATH 6381—Integrated Math/Science 9-12

Electives (Choose 6 hours)

MATH 6385—Instructional Technology
MATH 6348—Introduction to Mathematics Education Literature
EDUC 6304—Theories of Learning

Capstone (3 hours)

MATH 6390—Capstone in Mathematics Teaching

Total (36 hours)

MASTER OF SCIENCE IN RESEARCH STATISTICS

The Master of Science in Research Statistics degree provides students with the opportunity for a comprehensive study of probability and statistics with specific emphasis in research methodology, reporting, and consulting. Students completing the degree will be prepared for professional careers as research statisticians in a variety of settings including, but not limited to government, academia, and industry.

Graduate Programs

The curriculum is designed for those students with backgrounds in mathematics, the sciences, and business administration. The pre-requisite knowledge consists of the following courses which should be completed prior to the start of the proposed program. Consideration may be given to allow students with deficiencies the opportunity to complete the pre-requisite courses while enrolled in the Master of Science program.

- a. Calculus I
- b. Calculus II
- c. Calculus III
- d. Linear Algebra
- e. Numerical Analysis
- f. Introduction to Probability and Statistics

Requirements for the Master of Science in Research Statistics:

Complete a minimum of 36 hours of approved graduate coursework toward the Master of Science as determined by the Department of Mathematical Sciences. There is no thesis or comprehensive examination required for degree completion.

Core Courses (18 semester hours)

MATH 6361: Advanced Probability & Statistics I
MATH 6362: Advanced Quantitative Methods
MATH 6363: Research Statistics I
MATH 6364: Advanced Quantitative Research
MATH 6367: Statistical Software Packages (*)
MATH 6369: Design of Experiments (*)

Electives (15 semester hours as approved by the graduate advisor)

Courses from outside of the mathematics area may be accepted.

Capstone (3 Hours)

The capstone project is a formal paper which integrates research with the application or statistical methods to a real problem explored in the internship or capstone experience. Completion of the capstone project will be reflected in a formal written paper for evaluation by the capstone committee.

Mathematics Education Concentration for Ph.D.

The discipline also supports the Mathematics Education concentration in the Doctor of Philosophy in Education. Admissions and graduation requirements are listed under that program.

Multidisciplinary Sciences

The Master of Arts in Multidisciplinary Sciences provides enhanced content preparation and classroom implementation for in-service teachers in elementary, middle, and high school science. The goal of this program is to improve student performance in K-12 science. This goal is achieved by extending teacher content knowledge in earth science, physics, chemistry and biology, and improving instructional strategies and methods for effective science learning. Course topics are aligned with state and national standards in student performance outcomes. Instructional technology and fundamental mathematical concepts and skills also are integrated in the courses.

Admissions Criteria

In addition to the general admissions, the student must present evidence of :

- GRE minimum scores of 1000 on the Verbal and Quantitative sections and a 3.5 on the Analytical Essay, **AND**
- BA or BS degree plus Elementary Certification with a Science Endorsement (e.g., at least 18 semester credit hours in science), or equivalent professional experience teaching science **OR** BA or BS degree plus Secondary Certification
- Teaching experience at the pre-college level

Graduate Programs

Degree Requirements

- A minimum of 30 semester hours of graduate level courses to include MATH 6376 Integration of Mathematics and Science, 6-8
- The courses as listed in the Multidisciplinary Sciences Program Courses
- A capstone course taken near the end of the program brings together the several experiences mastered by the graduate student.

For a certificate in Multidisciplinary Sciences, please see Advisor.

NUTRITION (NUTR)

The Master of Science degree in Nutrition prepares students for a variety of positions in nutrition and dietetics. The graduate program provides students with knowledge of current theory, research, and nutrition policy, and gives them the skills necessary to apply that knowledge throughout their professional careers. The Master of Science degree in Nutrition is designed to accommodate employed professionals pursuing an advanced degree, persons wishing to complete requirements for registration with the American Dietetic Association, and those seeking continuing education in nutrition. Program graduates have accepted positions in clinical and administrative dietetics, community nutrition, nutrition consulting, food service management, nutrition research, business, and secondary and college education.

Admission Criteria

In addition to the regular admissions criteria, must submit one of the following:

- GRE combined total of 800 on the Verbal and Quantitative sections, Analytical Essay score of 3 or
- A previously earned graduate degree or
- Two or more years of work experience in the field after completion of the undergraduate degree, two letters of recommendation, and a GRE combined score of 760 on the Verbal and Quantitative sections, Analytical Essay score of 3.

Students must meet adequate undergraduate background requirements, including:

Chemical Principles with laboratory (8 hours)
Organic Chemistry (3 hours)
Anatomy and Physiology (4 hours)
Statistics (3 hours)
Biochemistry (3 hours)

Any undergraduate prerequisites not completed at the time of admission can be taken during the initial semesters of the graduate program.

Certain areas of knowledge must be mastered by all nutritionists. Upon review of transcripts a student may be required to satisfactorily complete the following courses of which 2 courses may be completed as part of the Master of Science degree:

NUTR 4460—Community and World Nutrition
NUTR 4470—Human Nutrition and Metabolism
NUTR 4475—Clinical Nutrition

Requirements for a Master of Science Degree:

Core Requirements: Total of 18 semester hours

BIOL 6392—Advanced Human Physiology
MATH 6363—Research Statistics
NURS 6311—Research I: Analysis and Interpretation
NUTR 6342 or NUTR 6352—Lifecycle Nutrition* or Issues in Food and Nutrition
NUTR 6325—Advanced Nutrition I
NUTR 6330—Advanced Nutrition II

* Lifecycle Nutrition is required for students who did not complete a lifecycle nutrition course as an undergraduate.

Graduate Programs

Research /Synthesis Completion Requirements: Total of 4- 9 semester hours

NUTR 61CS/NUTR 63CS—4-6 semester hours of Capstone: Masters Project or

NUTR 63TP/NUTR 6XTR—3 semester hours of Thesis Proposal and 3- 6 hours Thesis Research

Additional Course Requirements:

Students complete the core plus a research/synthesis component and an additional 9-15 semester hours of graduate level courses as established in the degree plan with the graduate advisor. Within these additional courses, one course must be a didactic course in nutrition. Students are encouraged to select one of the concentrations (see below) or they may select electives to meet the didactic requirements for registration by The American Dietetic Association. Students may have other courses to complete in order to meet these didactic requirements.

Comprehensive Understanding Requirement:

Completion of a M.S. in Nutrition degree requires the student to pass a comprehensive examination. The comprehensive examination covers material related to the core, and as appropriate, the selected concentration of the student. The comprehensive exam includes both written and oral components, and should be taken during the student's last year of study.

Concentration in Administration:

NUTR 6314—Advanced Nutrition Services Administration

ADMN 6320—Strategic Planning and Policy

Electives: Student chooses 6-9 additional hours from Administration courses.

Total Credit Hours = 36-37

Concentration in Nutrition Education and Health Promotion:

NUTR 6464—Nutrition and Health Behavior

NUTR 6334—Nutrition and Health Promotion Practice: Program Planning and Evaluation

Electives : Student chooses 3- 6 additional hours from the following:

ADED 6381—Adult Learning and Development

ADED 6385—Methods and Strategies in Adult Education

EDUC 6304—Theories of Learning

ADED 6388—Effective Teams and Groups

EDUC 6305—Multicultural Concepts in Education

EDUC 6350—Lifespan Development

EDPE 6381—Topics in Exercise Physiology and Fitness

Dietetic Internship:

Students apply to the Dietetic Internship separately from the graduate program in Nutrition. For information about the Dietetic Internship please contact the Dietetic Internship Director.

The Internship and the Didactic Program in Dietetics at the University of the Incarnate Word are currently granted accreditation by the Commission on Accreditation for Dietetics Education of the American Dietetic Association (CADE). CADE is a specialized accrediting body recognized by the Commission on Recognition of Postsecondary Accreditation and the United States Department of Education. The address and phone number of CADE are: 216 W. Jackson Blvd., Suite 800, Chicago, IL 60606; 312/899-4876.

School of Nursing and Health Professions

NURSING (NURS)

Description of the MSN Program

The MSN Program at the University of the Incarnate Word is designed to prepare Clinical Nurse Leaders and Clinical Nurse Specialists for practice in a variety of settings. Additionally, in response to the national shortage of nurses prepared for the faculty role, the UIW MSN program prepares graduates for entry-level positions as clinical instructors through the Clinical Nurse Leader Program and these courses are available to Clinical Nurse Specialist students in addition to their established degree plan.

The Clinical Nurse Leader (CNL) is a generalist prepared at the Master's degree level and requires 39 credit hours for completion. In practice, the CNL functions across all health care settings as an expert clinician who is part of a collaborative health care team. The CNL exerts leadership in the clinical care of clients and in bringing about health system infrastructure change. The CNL is a leader who oversees the care coordination of a distinct group of patients and actively provides direct patient care in complex situations. Using research evidence as a foundation for decision-making, the CNL ensures that patients benefit from the latest innovations in care delivery. The CNL evaluates patient outcomes, assesses cohort risk, and has the decision-making authority to change care plans when necessary. The CNL is primarily unit or setting based and is responsible for a specified cohort of patients through management of staff nurses. The CNL, upon successful completion of the program, is eligible to take the national certification exam.

The Clinical Nurse Specialist is a clinical expert at the Master's degree level in the diagnosis and treatment of illness and the delivery of evidenced-based nursing interventions. Additionally, the CNS is an expert in executing delegated medical regimens associated with diagnosis and treatment of disease for a specialty population. Upon the successful completion of the program, which is a 44 credit hour program, the CNS graduate is eligible to take the national certification exam in Adult Health and is eligible to apply for Advanced Practice recognition and prescriptive privileges under the Texas Board of Nursing.

The UIW MSN program prepares the graduate with skills in evaluating the needs of a population and using research evidence to design care and measure outcomes. Knowledge of nursing theory, epidemiology, culture, and health policy helps the CNL and the CNS design care aimed at reducing health disparities for defined populations. Basic financial, information management, research, and leadership skills prepare the graduate to synthesize data to evaluate and achieve health care outcomes. Graduates will be prepared to enter doctoral study.

Full time and part-time study is available for each student. Full time study includes 9 hours per semester and part time study ranges from 3 to 6 hours a semester. Additionally, the program offers a combined MSN/MBA degree taught in conjunction with the H-E-B School of Business and Administration. This involves the CNS or CNL program and the requirements for the MBA degree. Admission to the MBA program must be made through the School of Business.

Admission Criteria

Applicants for the Master of Science in Nursing Program must meet the following admission requirements:

1. Completion of a baccalaureate degree in nursing from a NLNAC or CCNE accredited program which includes courses in statistics and health assessment.
2. An undergraduate cumulative GPA of 2.5 or above, with a 3.0 GPA in upper-division nursing courses.
3. Three professional references.

Graduate Programs

4. A license to practice nursing in the State of Texas or in the multi-state compact (party states).
5. One year of relevant professional nursing practice is preferred in both the CNL and the CNS programs.

Criminal Background Screening

Criminal background screening is completed on all students applying for admission into the graduate nursing program. The School will designate a company to do the background screening and will not accept results from any company other than the one designated by the School. Students pay expenses related to all screening. A student with a significant criminal background or a current conviction may not be allowed to register for graduate courses until the Board of Nursing for the State of Texas (BON) issues a declaratory order stating the individual is eligible for licensure or license renewal or determines that the individual is eligible to return to practice. If a BON reportable event occurs during the time the student is enrolled in the program, the student will notify the Dean or MSN Chair within 3 days of the event. The Dean along with the MSN Chair will determine if the student is eligible to continue in the program.

Applicants who must answer “yes” to any of the following questions **MUST** contact the Board of Nursing and file a petition for a declaratory order. Go to www.bne.state.tx.us.

1. Have you been convicted, placed on community supervision whether or not adjudicated guilty, sentenced to serve jail or prison time or granted pre-trial diversion, or plead guilty, no contest or nolo contendere to any crime in any state, territory or country, or received a court order whether or not a sentence was imposed, including any pending criminal charges or unresolved arrests whether or not on appeal (excluding minor Class C traffic violations)? This includes expunged offenses and deferred adjudications with or without a finding of guilt. Please note that DUIs, DWIs, and PIs must be reported and are not considered minor traffic violations. One time minor in possession (MIP) or minor in consumption (MIC) does not need to be disclosed; therefore, you may answer “No”. If you have two or more MIPs or MICs, you must answer “Yes.” You may answer “No” if you have previously disclosed a criminal matter otherwise responsive to this question in a renewal and / or licensure form.
2. Do you have any criminal charges pending, including unresolved arrests?
3. Has any licensing authority refused to issue you a license or ever revoked, annulled, cancelled, accepted surrender of, suspended, placed on probation, refused to renew a professional license, certificate, or multi-state privilege held by you now or previously, or ever fined, censured, reprimanded or otherwise disciplined you?
4. Within the past five (5) years, have you been addicted to and/or treated for the use of alcohol or any other drug?
5. Within the past five (5) years, have you been diagnosed with, treated, or hospitalized for schizophrenia and/or psychotic bipolar disorder, paranoid personality disorder, antisocial personality disorder, or borderline personality disorder?

If you answered “YES” to any of the questions listed above, attach a letter of explanation that is dated and signed indicating the circumstance you are reporting to the Board.

Drug Screening

Drug Screening may be required by some clinical agencies. The School will designate a company to do the drug screen and will not accept results from any company other than the one designated by the School. The student will pay the cost of the screening at the time of the testing.

A student who has a positive drug screen will not be allowed to participate in clinical courses. The student will be required to complete, at the student’s expense, chemical dependency evaluation and treatment, if recommended by a drug assessment. Any student with a positive drug screen will be suspended for a minimum of one calendar year and will be required to provide documentation of successful treatment prior to being readmitted to clinical courses. If readmitted, the student must be retested by the School approved laboratory and have a negative drug screen. This testing is at the student’s expense.

Graduate Programs

Liability, Health and Needle Stick Injury Insurance

Students are required to be covered by liability insurance. Students must also be covered by health insurance. Limited health insurance coverage is offered by the University. Needle-stick injury insurance is also required and is included in that offered by the university. A fee for needle-stick insurance will be assessed for students with other policies unless the student can show provision by existing insurance coverage.

CPR

Students must show evidence of being current with their CPR certification. This requirement is necessary for all students prior to entering the graduate program, and renewed as needed throughout the graduate nursing program. Evidence of CPR certification must be presented no later than the first day of the first class taken. Information about CPR courses is available at the San Antonio Division, American Heart Association.

Health Requirements

Graduate nursing students are required to provide proof of up-to-date immunizations (MMR, TD, Hepatitis B and Varicella) and TBC skin test or chest X-ray prior to admission to classes in compliance with the Health Care Provider terms of TAC 97.63. Additionally, flu immunization is required annually.

The University Health Office will determine if immunizations are current. The TBC skin test will be provided by the University Health Office for a small fee or may be done at the San Antonio Metropolitan Health Department. If a TBC skin test is contraindicated or is found positive, then evidence of medical follow-up with recommendations must be presented.

If for any reason, any required immunization is contraindicated, the student is required to present a record of medical evaluation and recommendations.

Students are responsible for reviewing and updating individual health records at the University Health office as they progress in the program.

Additional health requirements may be required by some clinical agencies.

Criteria for Continuation and Graduation:

1. Maintenance of an overall GPA of at least 3.0.
2. Recommendation for graduation by the graduate nursing faculty.
3. Completion of a minimum of 39-credit hours for the CNL program and 42-credit hours for the CNS program as required by the curriculum plan.

To be credited towards the MSN degree, all required courses must be completed with a minimum grade of “B” (85 or above). Students who achieve a grade of less than a “B” (less than 85) must repeat the course for a higher grade unless it is an “F” (a grade of less than 78). An “F” in the course is an automatic dismissal from the graduate program. The student may apply for readmission after one year. No more than two courses (grades with a 78 to 84—“C”) in the major may be repeated and no course may be repeated more than once. Only two “C’s” are permitted in each program and must be repeated for a higher grade.

Up to nine (9) hours of credit may be applied if transferring in from another accredited nursing program. These nine hours must be in nursing and relate to the UIW MSN program.

Requirements for the Master of Science in Nursing, Clinical Nurse Leader

Core Courses (26 credit hours):

NURS 6311—Research I
NURS 6342—Research II
NURS 6361—Nursing Leadership and Health Policy
NURS 6321—Nursing Theory for Advanced Practice
NURS 6315—Resource Management for Nurse Leaders
NURS 6358—Curriculum Development in Nursing
NURS 6368—Teaching in Schools of Nursing OR Health Institutions
NURS 63CS—Capstone
NURS 6290—Informatics in Health Care

Clinical Courses (13 credit hours):

NURS 6331—Aggregate Health I
NURS 6452—Aggregate Health II
NURS 6371—Aggregate Health III
NURS 6394—Clinical Nurse Leader Immersion

Requirements for the Master of Science in Nursing, Clinical Nurse Specialist

Core Courses (20 credit hours):

NURS 6331—Aggregate Health I
NURS 6311—Research I
NURS 6342—Research II
NURS 6361—Nursing Leadership and Health Policy
NURS 6321—Nursing Theory for Advanced Practice
NURS 6315—Resource Management for Nurse Leaders
NURS 6290—Informatics in Health Care

Specialty Core (9 credit hours):

NURS 6323—Advanced Health Assessment
NURS 6325—Pathophysiology
NURS 6341—Pharmacotherapeutics for Advanced Practice in Nursing

Clinical Courses (15 credit hours):

NURS 6537—CNS I
NURS 6547—CNS II
NURS 6557—CNS III (Preceptorship)

Students who wish to take additional courses (more than the 39 CNL or 44 CNS required hours) in education or administration may select from the following courses:

NURS 6381—Adult Learning and Development
EDUC 6310—Educational Technology
EDUC 6346—Informational Technologies
ADMN 6310—Accounting Concepts and Issues
ORGD 6350—Organizational Behavior and Learning
ADMN 6360—Management Concepts and Issues

Human Performance

The Human Performance Department in the School of Nursing and Health Professions offers the Master of Science degree (M.S.) with a major in either Kinesiology or Sport Management. Both majors require 36-credit hours of study.

KINESIOLOGY (M.S.)

The Kinesiology program is designed for those students who are interested in teaching physical education at the K-12 or college level, or working in a business-related area. (NOTE: this degree does not carry initial teacher certification). For teacher certification see the Dreeben School of Education.

Admission Criteria

Applicants for the Master of Science with majors in Kinesiology must meet the general requirements for admission to graduate study. In addition applicants must meet one of the following:

- Baccalaureate degree in Physical Education or a related field (e.g. athletic training, sport management, exercise physiology, kinesiology, movement science, etc.).
 - Teacher certification in Physical Education or,
 - Certification in a teaching field other than Physical Education plus athletic coaching experience.
- And
- Letter of recommendation from a professional in the field.

Core Courses

KEHP 6377—Instructional Development in Physical Education
KEHP 6378—Biomechanics in Human Performance
KEHP 6379—Adapted Physical Activity and Sport
KEHP 6381—Topics in Exercise Physiology and Fitness
KEHP 6350—Current Trends and Issues in Sport and Physical Education
KEHP 63CS—Capstone in Physical Education

Supporting Courses

EDUC 6301—Introduction to Educational Research
EDUC 6304—Theories of Learning
EDUC 6339—Play and Play Environments
SMGT 6380—Sport Management, Administration and Finance

Electives

Six graduate credits in any discipline.

SPORT MANAGEMENT (M.S.)

The Master of Science in Sport Management is designed for people working in a variety of sports organizations. These include National Governing Bodies of Amateur Sports, international organizations such as the International Olympic Committee and its subsidiaries, charitable institutions, professional and amateur sports organizations, as well as college and university athletic departments. Many graduates of sport management programs work in institutions of higher education in the student services area where facilities are managed and physical activities such as intra-murals pre programmed and supervised.

Admission Criteria

Applicants for the Master of Science with majors in Sport Management must meet the general requirements for admission to graduate study. In addition applicants must submit a letter of recommendation from a professional in the field.

Graduate Programs

The M.S. in Sport Management requires 36 credit hours of study.

SMGT 6375—Sports Governance
SMGT 6370—Psychosocial Aspects of Sport Activity
SMGT 6380—Sport Management, Administration, and Finance
SMGT 6390—Research and Decision Analysis in Sport Management
SMGT 6382—Human Resources in Sport Management
SMGT 6384—Leadership and Organization in Sport Management
SMGT 6388—Internship II
KEHP 6379—Adapted Physical Activity and Sport
ADMN 6310—Accounting Concepts and Issues
ORGD 6320—Organizational Behavior and Learning
Electives—6 hours

Certificate Plans in Sport Pedagogy and Sport Management

The Department of Human Performance in the School of Nursing and Health Professions offers a 15-hour certificate in Sports Management and in Sports Pedagogy. These courses, if applicable, may be used as part of the requirements for a graduate degree if the student is later admitted as a degree-seeking student.

Sport Management Certificate Plan

Select five courses from the following:

KEHP 6379—Adapted Physical Activity and Sport
SMGT 6375—Sports Governance
SMGT 6380—Sport Management, Administration, and Finance
SMGT 6382—Human Resources in Sports Management
SMGT 6384—Leadership and Organization in Sports Management
SMGT 6390—Research and Decision analysis in Sport Management

Sport Pedagogy Certificate Plan

Select five courses from the following:

KEHP 6377—Instructional Development in Physical Education
KEHP 6378—Biomechanics in Human Performance
KEHP 6379—Adapted Physical Activity and Sport
SMGT 6380—Sport Management, Administration and Finance
KEHP 6381—Topics in Exercise Physiology and Fitness
SMGT 6390—Research and Decision Analysis in Sport Management

Feik School of Pharmacy

The Feik School of Pharmacy envisions itself as a partner in the community of health care educators and practitioners who are patient advocates dedicated to the delivery of superior care and enhancement of the quality of life for all citizens through the development of highly trained, culturally-competent, caring pharmacists.

Doctor of Pharmacy (Pharm.D.)

Curriculum

The program focuses on a strong foundation in the pharmaceutical sciences, curricular integration, provision of high-quality pharmaceutical care, lifelong learning, appropriate use of technology, and opportunities for multi-cultural and multi-language development. The School promotes full emergence of the student as a practitioner and scholar, and the faculty as fine-tuned educators through community and professional service, leadership opportunities, planned development activities, and scholarship. The integrated course of study provides approximately 37 hours in the pharmaceutical sciences, 11 hours in pharmacy administration, and 106 hours in pharmacy practice and experiential learning.

Admission Requirements

Applicants must complete a pre-pharmacy course of study at any U.S. accredited college or university. The pre-pharmacy curriculum must compare in content and comprehensiveness with the Incarnate Word pre-pharmacy program. Applicants must have a minimum GPA of 2.5/4.0 in pre-pharmacy course work and 64 semester hours (71 hours for Graduate/professional financial aid). Students who have completed a 4-year degree are encouraged to apply. Prerequisites include:

General Biology with Lab	4
General Chemistry with lab	8
Microbiology with lab	4
Human Anatomy/Physiology	8
Organic Chemistry with lab	8
Physics with Lab	4
English Composition	6
Calculus	3
Humanities	12
Social/Behavioral Sciences	6
Statistics	3

The process for admission to the Fall class opens in September and concludes January 31. **All** students, including UIW Pre-pharmacy students, must apply for admission to the Professional program using the Pharmacy Admission Application. Applicant must have official transcripts from all colleges attended, undergraduate and graduate, 2 letters of recommendation, official score reports from the Pharmacy College Admission Test (PCAT: Code #099), proof of 80 hours of experience in an approved pharmacy setting, and acceptable TOEFL scores when English is not the primary language. An onsite interview (applicants' expense) is required for persons who are under consideration for admission. A critical thinking assessment and writing sample will be taken at that time. Review of applicants will begin first business day of February of the application year.

More information regarding the Doctor of Pharmacy degree program can be found in a separate UIW Feik School of Pharmacy Bulletin and on the School of Pharmacy webpage, www.uiw.edu/pharmacy/.

School of Optometry

Doctor of Optometry (O.D.)

Admissions

Admission to the School of Optometry is a competitive process. In addition to the scholastic requirements, applicants will be considered for admission based on academic and personal qualifications.

Eligible applicants will be evaluated on the following criteria:

- Successful completion of prerequisite coursework (minimum 90 semester hours)
- Academic achievement (GPA)
- Competitive scores on the Optometry Admission Test (OAT):
- Letters of recommendation
- On-campus interview conducted by a member of the admissions committee

Prerequisites

Required Courses

Biology with lab*	2 semesters
Inorganic Chemistry with lab	2 semesters
General Physics with lab	2 semesters
College Mathematics	2 semesters
(At least 1 semester of Calculus)	
Organic Chemistry with lab	1 semester
Microbiology with lab	
(Or Bacteriology with lab – 1 semester)	
Biochemistry or Molecular Biology	1 semester
Psychology	1 semester
Statistics	1 semester
English	2 semesters

**2 semesters of General Biology with lab OR 1 semester of General Biology with lab and 1 semester of any of the following courses with lab: Cell Biology, Physiology, Anatomy, or Genetics.*

Additional Required Courses (for students entering without a Bachelor's degree)

Humanities	2 courses
Behavioral & Social Sciences	2 courses

Recommended Courses (but not required)

Physiology	Recommended
Anatomy	Recommended
Ethics	Recommended

Note. As part of the School of Optometry's accreditation process, this basic information may be subject to modification in the coming year.

Contact Information

For more information, please contact the UIW School of Optometry at 210-883-1190 or optometry@uiwtx.edu, or the Office of Optometry Admissions at 210-883-1193. Additional information may be found on the website at <http://www.uiw.edu/optometry>.

VII. Academic Services

J. E. and L. E. Mabee Library

The J.E. & L.E. Mabee Library at the University of the Incarnate Word is the academic and intellectual center of the campus. The library is the focal point for individual or collaborative research and teaching in the 21st century by combining old traditions with new technological advancements in storing and disseminating data. The library houses a collection of more than 300,000 items in various formats and maintains current subscriptions to some 39,000 unique serial titles. The Audiovisual Collection features more than 17,000 items in many formats to support the academic curricula and to cultivate the visual arts. Some of the areas covered are musical compositions, feature films, documentaries, plays and foreign language materials.

All library materials are classified and arranged in the stacks according to the Dewey Decimal Classification System, and are accessible by searching the Online Public Access Catalog (OPAC).

Library Mission Statement

The Library serves to support the academic process with an appropriate collection of resources, offered in a spirit of Christian service, in a setting where equipment and facilities promote excellence in learning with materials to educate, inspire, and recreate.

Guided by the tenets in the Mission statement the staff aims at providing comprehensive services and sufficient resources to directly support the academic quality of the graduate programs offered at the University. The library's facilities and equipment meet current design standards for learning and instruction. Librarians and support staff select materials with the help of faculty and students, and maintain and interpret the collections for the library patrons.

Library Catalog & Electronic Resources

The Online Public Access Catalog (OPAC) serves as the gateway to the library's holdings in various collections and formats. Each bibliographic record offers several access points, such as author, title and subject by which a record can be retrieved and displayed on a screen.

The Library also maintains a dynamic web page which links to academic information within the library and to external sites as needed. Links on the library's web page provide access to databases designed to aggregate the research publications in a certain discipline, such as ABI/INFORM and CINAHL for research articles published in the area of Business and Nursing respectively. The library offers access to more than 100 academic databases to the campus community to meet their research needs.

Since the Internet and the World Wide Web have become part of students' information seeking processes, the vision of the library has adapted to guiding students to the proper use of these tools. The new vision aims at training students to critically evaluate and use academic resources in any format. This goal is reached by having librarian-subject specialists to offer Information Literacy instruction sessions on identifying and using electronic resources.

A scholar's research experience is further enriched by participating in regional and national library consortia for resource sharing. By participating in these agreements, the J.E. & L.E. Mabee Library at the University of the Incarnate Word offers to UIW faculty and students access to additional resources to be found in other libraries off campus. Researchers can research WorldCat, a global bibliographic database provided by the Online Computer Literacy Center (OCLC). WordCat offers access to 98 million records of holdings from 60,000 member-libraries from 112 countries. Books available in academic libraries in Texas can be borrowed in person by obtaining a TexShare Borrower's Card available at the Reference Desk for users in good standing with the library. The Interlibrary Loan service offers the advantage of submitting a request to the home library to borrow materials on behalf of the user from any OCLC-member libraries.

Accessibility of Library Resources

The library resources are accessible by persons affiliated with the University. Borrowing privileges are extended only to persons with a valid UIW identification card and in good standing with the library. The library also welcomes off-campus researchers and the general public to the occasional use of its resources. All non-affiliated visitors are subject to the Library Rules of Conduct for Guests. On-line access to the library's electronic resources requires user authentication through the university's server which is possible by entering a valid login name and password. The library's server is also supported by a wireless network which allows qualified users of laptops to access the network from a convenient location within the campus. Off-campus access is possible by activating the VPN client software.

Library Collections and Facilities – 1st Floor

Audiovisuals—a collection of over 17,000 non-print media in various formats.

Finnegan's Coffee Shop—a refreshment center adjacent to the Library Atrium offers the opportunity for library users to relax while enjoying a cup of coffee or tea and/or a snack!

Public Access Computers---- Room 110 is adjacent to the Reference

The Reference Collection—Scholarly publications and materials for in-house consultation support all UIW programs. This includes an extensive bibliography section, as well as general and subject specific reference resources.

Reserves—faculty selected materials for limited circulation in support of learning requirements for specific courses are kept at the Circulation Desk for Reserve Reading.

Texana Collection—an outstanding selection of books about Texas and by Texas authors housed on the first floor in the area behind the Reference Desk.

Library Collections – 2nd Floor

Adina De Zavala-Menger Archival Collections—house a portion of archival documents bequeathed to the University by the woman described by Texas historians as the “savior of the Alamo” and the descendants of a German immigrant family who found the historic hotel in downtown San Antonio. Open to researchers by appointment only.

Sr. Collette Ross Children and Young People's Collection—a wide variety of primary and secondary level fiction and non-fiction books to support reading and research needs for Education and Children's Literature courses are available in this collection.

Current Periodicals & Microforms Room—all current and bound issues of journals and newspapers, as well as serials on microfilm are located on the second floor. This area also includes the *Library of American Civilization* (a microfiche collection of 19,100 books representing historical primary and secondary source material for graduate level research).

Curriculum Materials Collection—a collection of current state-adopted textbooks, curriculum guides, and other materials related to studies in Education and teacher preparation are found on the second floor near the Sr. Collette Ross Children and Young People's Collection

Joe L. Frost Play and Play Environments Research Collection—a collection of unique research items on Children's Play.

Special Collections Suite—is the principal repository for rare books, manuscripts and other materials. Available to researchers by appointment only.

Benefactors

The J.E. & L.E. Mabee Library at the University of the Incarnate Word gratefully acknowledges the generosity of the following individuals who through their estates have given funds or in-kind gifts to the library: The Estate of Arsenne Blondin, given in memory of the Alfred Lyster Blondin Family, to support the purchasing of books and other resources for doctoral level studies. The George W. Brackenridge Foundation has contributed funds for the acquisition of rare books; the Richard Spencer Lewis Foundation for Nursing books, and the Russell Hill Rogers Fund for the Arts Collection for books and audiovisual items in support of Theater and the Performing Arts. M. Jeanne Fairweather, M.D., has funded music books as has the Estate of Edward O'Brien Young, providing a bequest along with a rich collection of music resource materials. The Dawson Estate Environmental Science Fund has provided reference and circulating environment books throughout the library collections. A gift from the Steves Family in honor of Joan Cahill Steves has provided funds for the enhancement of holdings of the Graduate Program in Religious Studies. Books from the Estates of Sallie Frances Grimes and James Boone have strengthened holdings in Literature and in Mathematics. Individuals contributing substantial collections include John Igo and Ben Fitzgerald. Elizabeth Loch has given the Yanaguana Society's full line of publications, and Florence Rosengren, the noted San Antonio bookseller, gave her Presentation Copy Collection to the Library. In recent years, Dr. and Mrs. Joe L. Frost have established an endowment to support the continuous growth of the Play and Play Environments Research Collection.

Office of Instructional Technology

The Office of Instructional Technology provides technology facilities, software, audiovisual equipment distribution and media production services in support of instruction and special events. The office also provides technology training to the Incarnate Word community.

The Office of Instructional Technology operates the Media Center, a computer lab with 50+ computers located in the basement of the Mabee Library. The Media Center is open to faculty, staff, and students in support of their use of computer technology and instruction. In addition to standard software such as Microsoft Office, the lab provides access to specialized software programs to support student work in a variety of courses. This facility is open 7 days a week; the entrance to the Media Center is on the south side of the library.

The Media Service Center also provides audiovisual equipment to classrooms and audio, digital graphic and video services to faculty and students. Students may request production services from the Multimedia Specialist. To check out equipment, however, an instructor must make a request in the student's behalf. The Media Service Center has large format printing and scanning services and a room set aside for audio and video editing.

The Department of Instructional Technology offers classes in software applications including Microsoft Outlook, Access, PowerPoint and Excel, Adobe Acrobat, SPSS, and Blackboard. Classes are available for faculty, students and staff.

Training opportunities include:

- Geek Speak, which provides "a-la-cart" on-site technology training for Microsoft, Adobe, Mactware and Macromedia software, plus instruction in Blackboard or Outlook.
- Technology 4 Lunch, a series of lunchtime seminars designed to teach specific software functions in a brief, relaxed, 30 to 45-minute session.
- First Year Engagement Training, a series of computer literacy courses designed specifically to meet the technology training needs of freshmen at the University of the Incarnate Word.
- SkillPort, a free on-line learning tool that can be accessed 24 hours a day, 7 days a week.
- Tech Tips, a series of quick and easy-to-use software tips to enhance your computer skills.

For more information about training, the Media Center, and the Office of Instructional Technology go to <http://support.uiwtx.edu/MediaTraining/index.html>

VIII. Financial Information

Tuition and Financial Regulations

The University of the Incarnate Word is an independent institution and receives no direct support from state or federal taxes. Subsequently, all of the instructional and operating costs of the University are paid by student tuition. The difference between such costs and the amount paid by the student is subsidized by income from endowment, grants for special projects, and gifts from alumni and other friends who recognize the value of our educational program.

The University endeavors to arrange loans, discounts, grants-in-aid, employment, and scholarships to enable students to continue in an academic program.

Tuition

Tuition, fees, and other charges vary from year to year. The exact rates are printed in the Schedule of Courses each semester. They may also be obtained from the School of Graduate Studies and Research office or the Registrar's office.

Housing

A one-time housing deposit is required upon submission of the housing application. The deposit will be returned to the student from the Business Office when the resident makes a proper checkout from the Resident Halls. The deposit will remain on their account with the Business Office as long as they are a resident in the Residence Halls. Residents are responsible for damages that occur in their residence. A \$500 cancellation fee and loss of deposit will be assessed if a resident breaks their housing contract during the contract period.

Residence Halls and Dining Services

Students are provided the following options for Campus Housing: Residence Halls include triple, double, and single rooms; Village of Avoca, provides two bedrooms, four person apartment units; the McCombs Center offers apartment style housing units, which, provides single and double rooms. Units in the McCombs Center can accommodate four to six residents. The residence hall, Hillside, provides two floors of single rooms with private baths and one floor of double rooms with private baths. The new residence hall will provide single and triple rooms with shared accommodations.

Food service plans are required for all students residing on campus. Residents are required to purchase meal plans each semester including summer sessions. The meal plan does roll over from fall to spring if there is a balance, but remaining balances are forfeited after the Spring Semester. Food service is provided at four facilities on campus, which include the Marian Hall Food Court, Hortencia's, Finnegan's, and Java on the Hill.

Tuition Discounts

Tuition discounts are available for part-time/full-time undergraduate or graduate students who qualify for such discounts such as the Active Duty Military and their dependents, Civilian Department of Defense Employees (no dependents), Retired Military (no dependents), UIW/SAHS/IWHS Employees and their dependents, and University Senior Preparatory Program.

Military and Civilian Department of Defense discounts apply to any student enrolled with the Main Campus. Those students eligible are active duty military with or without a Tuition Assistance Form and their dependents, civilian Department of Defense employees (no dependents), and retired military (no dependents). Extended Academic Programs applies to active duty military and their dependents. The discount will be applied to **tuition only** and any other fees associated with enrollment will be the responsibility of the student. Discounts are not applicable to students for whom 100% tuition is paid by any

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third party payor. Discounts may be reversed if payment is received after discount(s) are applied. The Business Office and Office of Financial Assistance determine eligibility. Refer to the University Payment Policy located under the Tuition and Financial Regulations. Discounts may vary between University programs (Main Campus, ADCaP, or Virtual University).

It is the responsibility of the student to present their valid identification or current military identification along with any Tuition Assistance Forms to the Business Office within the specified dated as published by the University course schedule. Those courses pertaining to ADCaP, Virtual University, and mini semesters have ten days from the first day of classes to submit a valid identification, application and/or TA form(s) to qualify for the discount.

Tuition discounts are available for any individual who is employed at the University of the Incarnate Word, Incarnate Word High School or St. Anthony Catholic High School on a regular, full-time employment agreement (for at least 75% of the time) as a faculty, administrator, or staff. Employees may receive tuition remission for themselves for undergraduate and/or graduate classes taken at UIW per the guidelines listed in the UIW/IWHS/SACHS Administrator/Staff Guidelines & Faculty Handbook. Employee tuition waiver forms are available through the Human Resources Office. According to the Administrative/Staff Guidelines, the deadline for submission of Employee Tuition Waiver forms is 14 calendar days after the last day to add a course for the term. For further information, please contact the Human Resources Office at (210) 829-6019. The discount will be applied to tuition only and any other fees associated with enrollment will be the responsibility of the student. Refer to the University Payment Policy located under the Tuition and Financial Regulations.

It is the responsibility of the student to apply for tuition discounts. The student and his/her family must apply using the appropriate application form(s) and provide all necessary information to complete each application (i.e., valid identification(s), tuition assistance form(s)) to receive consideration for these discounts. Applications for these tuition discounts should be submitted to the respective departments or the Business Office according to the deadlines posted in each respective semester schedule of classes. No discount(s) will be applied after the deadline indicated in the semester schedule of classes.

All discounts will be evaluated and assessed to the student account after the last day to add and drop a course for the respective term or within stated deadline outlined in the published Course Schedule. In order to continue receiving the discount, the student is responsible for submitting a new application and required information to complete the application each session (fall, spring, summer). Prospective students may call the Business Office at (210)829-6043 if they need appropriate forms or more information.

***Students pursuing a doctorate (PhD) are not eligible for these discounts, regardless if enrolled in a graduate level course. Your student financial aid award may be adjusted without notice due to receiving such discount(s). All discounts are subject to change without notice.**

Veteran's Benefits

Degree programs described in this bulletin have been approved for benefits under the various laws commonly referred to as the GI Bill. Eligible veterans and dependents should contact the VA Certifying Official for assistance in following established degree programs that will meet all VA requirements. Benefits are paid directly to the veteran.

Certification Procedures

Official transcripts of all previous University credits must be on file and evaluated toward a specific degree objective before the enrollment can be certified. Only courses that are required for the selected degree objective will be certified for benefits. All students applying for veteran's benefits must complete the University of the Incarnate Word Request Form for VA Enrollment Certification each semester. This form may be obtained from the VA Certifying Official in the Registrar's Office or on-line. Enrollment will be certified following registration for each semester. After initially registering for courses, it is the student's responsibility to notify the VA Certifying Official of any subsequent change in registration.

Standards of Progress for Receipt of Veteran's Benefits

Veteran's regulations require that a student receiving veteran's educational benefits select an approved degree objective (degree program) and make satisfactory progress toward completion of that objective or risk the possible suspension of benefits. Veterans must maintain Satisfactory Academic Progress according to the policies of the University of the Incarnate Word. When a student has failed to maintain prescribed standards of progress, the VA Office will be informed and benefits payments will be discontinued. In general, accumulative 2.0 GPA is required for graduation. Veterans who earn a cumulative GPA of less than a 2.00 will be placed on probation and given one semester to achieve the 2.00 requirement. Failure to obtain a cumulative 2.0 GPA at the end of the probationary semester will usually result in suspension of benefits.

Auditing Courses

Auditing courses are available to non-student, part-time or full-time students. Auditors that are non-students or are enrolled in a part-time status pay 50% of regular tuition for lecture courses and any associated course fees; however, full tuition is charged for limited enrollment, private instruction, and studio courses.

Audit courses follow the deadline for "Last day for 100% Refund" for any Undergraduate and Graduate courses. Deadlines may be found in the Main Campus Schedule of Classes (See Academic Calendar) or from the respective program administrator (i.e., Adcap or Virtual University).

Full-time students may audit one lecture course (3-4 hours) per session (fall, spring, summer) at no cost. Any course fees associated with this enrollment will be the responsibility of the student.

Students are allowed to combine their total number of hours within a respective session to determine their full-time status. Undergraduates on the Main Campus are considered full-time with 12+ enrolled hours. A Graduate student on the Main Campus is considered full-time status at 9+ hours; a doctoral student is considered full-time status at 6+ hours. Full-time doctoral status changes when a doctoral student is in dissertation writing phase and is enrolled 3+ hours. If a full-time student falls under banded tuition and, with the audit class, does not exceed a total of 18 hours, no discount will be granted.

Students enrolled in our ADCaP program will be allowed to audit courses within that program. Audit discounts are not applicable to Virtual University courses.

The deadline for changing enrollment in a course from graded to audit status is printed in the respective Academic Calendar located in the University course schedule.

Payments

Payment Options:

1. In addition to Financial Assistance and Work-Study programs, the University accepts cash, *check, and credit cards for payment of tuition and fees. Payments sent via mail should be forwarded to: UIW Business Office, 4301 Broadway, CPO 291, San Antonio, Texas 78209. All checks must include the student's name, account number, and specific term to insure proper credit to account. *Drop Box located next to Rm. 190 in Administration Building. The following credit cards are accepted: MasterCard, Visa, American Express, and Discover. Credit card payments are accepted over the telephone at (210) 829-6043.

Secured Web payments for tuition and fees are accepted with your UIW pin number. Log into: http://www.uiwtx.edu/banner_self-service. If you have already been issued a PIN number you may use this same number to gain access to this screen. For students with no PIN number contact the Registrar's Office at (210) 829-6006.

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2. The University offers students a Tuition Payment Plan. The student can divide their payment into installments. It is the responsibility of the student to enroll in a payment plan each semester. Failure to remit these payments may result in withholding of credits, transcripts, diplomas, and a late payment fee each month for not submitting tuition payments as agreed. However, this will not exempt students from liability for those charges. Enrollment into this plan may include an application fee.

To enroll in any of the above payment options or for additional information, please come by the Business Office or call (210) 829-6043

Payment Policy

1. Registration for an academic term is not complete until full payments for the current and/or prior terms has been made, or until a student has entered into a payment plan with the University (see payment options listed above). Payment arrangements must be finalized by the eighth calendar day from the first class day to the semester. Students may have their registration cancelled at that time if payment arrangements have not been completed.
2. All International students are required to pay the full semester's tuition and fees upon registering each semester. International students will not be allowed to enroll in a payment plan.
3. Students who have not met their total financial obligations to the University may not be permitted to enroll for a subsequent academic term and current registration is subject to cancellation.
4. Withdrawal without proper notice entails failure in all courses for the semester, and the student is held liable for the full payment of tuition, fees, and other charges.
5. Students must pay their financial obligation to the University to have diplomas and transcripts released. In addition, if payment is not made in full, students may be prohibited from participating in the graduation ceremony.
6. The student agrees to assume liability for any debt incurred during his/her attendance at the University. In the event of a delinquency or default, the student will pay all reasonable costs of collection including but not limited to attorney fees and necessary court costs. All fees are subject to change without notice.
7. ALL FEES ARE SUBJECT TO CHANGE WITHOUT NOTICE.

Account Statements and Disputes

The University will send each student a statement of the student account on a monthly basis. The statement will serve as a full accounting of the student account activity for the period. Each student must review the statement promptly and notify the Business Office immediately at the telephone number or address provided on the statement of any errors or omissions in the statement. If any student does not receive a statement when it is due, the student should notify the Business Office promptly. Students are responsible to provide the University with the most current address and telephone number.

Any student must report any disputed items to the Business Office within 60 days after the disputed items appears on the student's statement. If the student fails to report a disputed item, he/she may not claim any liability on the part of the University in connection with the University handling of the item (items) in dispute. Before the University will consider making a refund or credit to the student because of a claimed discrepancy, the student must give the University a written statement containing any reasonable information the University may require (i.e. name, Student ID number, term, and discrepancy).

Returned Items/Insufficient Funds

When the bank for whatever reason returns a check, a nonrefundable returned check service charge is assessed. The student is given ten days from the date of notice to make full payment by cash, money order, or cashier's check. Once the student has had returned checks, the University reserves the right not to accept any personal checks from the student for future payments. Returned checks not paid will be submitted for collections.

Student Health Insurance

All full-time Domestic students (Full-time constitutes 12+ hours for undergraduates, 9+ for graduates and, 6+ for doctoral students*) and all International Students (eligibility is based on Admission status) are required to participate in the student accident and sickness insurance plan. Only domestic students are allowed to waive insurance when proof of existing personal domestic coverage is presented and a waiver is

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completed (Contact Business Office regarding waiver information). This plan protects students 24 hours a day, whether at home, school, or while traveling. The insurance plan is also available for dependents. This coverage is in effect during the interim vacation periods. Participation in intercollegiate athletics is not covered. Brochures that describe student health insurance cost and coverage details are available from the Office of Health Services, Business Office, or by logging on to: <http://www.uiw.edu/busoff/insurance.htm>.

Insurance must be waived on or before the stated waiver deadline posted in the Academic Calendar found in the University Course Schedule.

*Full-time doctoral status changes when student is in dissertation writing phase and/or 3 + hours (Doctoral students are not automatically charged in this status and must request and pay for insurance coverage after enrollment).

Note: Insurance is automatically assessed against the student's account. The charges will not be removed unless a waiver and proof of insurance are provided to the Business Office within the stated waiver deadline.

If charges do not appear on your student statement it reflects, no insurance premium has been submitted on your behalf. Application and full payment for dependent coverage is due the day of purchase. Eligibility of insurance is determined by insurance company.

Students currently enrolled in any University term(s) can purchase UIW students insurance for themselves and/or their *dependents at anytime from the Business Office during the academic school year.

*Individual student insurance must be purchased prior to availability for dependent coverage.

Parking

All automobiles or motorcycles parked on campus must be registered with the Business Office.

In order to park on campus, students must pay a parking fee that entitles them to obtain and display a parking decal. Parking fees are automatically assessed to a student's account. To waive charges, a student must complete a waiver form on or before the stated waiver deadline posted in the Academic Calendar found in the University Course Schedule. Since parking decals are issued annually, and in the event that you are not parking your vehicle on campus for a respective term, you may be granted a parking waiver by returning the issued decal by the published parking waiver deadline. Part-time and graduate students will be assessed a fee dependent upon the number of semester hours they are taking any given semester. A lost or stolen permit can be replaced at the Business Office. The fee for a replacement permit is the full-time charge for the respective semester (Priority parking is issued on availability). Failure to exhibit a decal will be cause for ticketing. Incarnate Word High School and St. Anthony Catholic High School decals are valid parking credentials at the University. Parking regulations will be strictly enforced. Violators will be ticketed and charged. A repeat violation will result in the towing of the vehicle at the owner's expense. For questions about specific charges or refunds, contact the Business Office (210) 829-6043 or visit our Business Office Web Page by logging on to <http://www.uiwtx.edu> and clicking onto link Business Office. The University will not be responsible for automobiles parked on campus, or for damages thereto. The University assumes no responsibility for the condition of, or cost for retrieval of, any vehicle towed due to parking violations.

The following records must be presented to the Business Office to receive your decal:

1. A valid driver's license;
2. A current copy of your vehicle registration (i.e. renewal of license plates receipts from the Tax Assessor/Collector).

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* The following applies for individuals with a handicap placard:

Present your original letter issued by the state or the placard (decal);

1. A valid driver's license;
2. A current copy of the vehicle registration (i.e. renewal of license plates receipts from the Tax Assessor/Collector).*

*These students must still register their vehicle and pick up a UIW Disability Decal at the Business Office.

Students should apply to the original institution for official copies of that work. Official documents submitted to the University of the Incarnate Word become the property of the University and cannot be returned.

Important Notes about Financial Aid Policies and Billing Practices:

The aid package you receive is based on information currently on file with the Financial Assistance Office. If any of the following occurs, your aid package will be revised and/or nullified:

- a. Change or reduce semester hours
- b. Drop housing status and/or meal plan
- c. Receive grants, scholarships, or other aid from any source not on file with the Financial Assistance Office
- d. Not maintaining satisfactory academic progress as defined by Federal Financial Aid regulations. See the Office of Financial Assistance or log on to www.uiw.edu and go to the financial assistance web page for more details.

Please check with the Financial Assistance Office about the impact of these or other changes as they might have a serious impact on the aid you receive.

It is the responsibility of the student to apply for financial aid every award year. The University does not arrange financial aid for the student. It is the student and his/her family who must apply using the appropriate form(s) to receive consideration for financial aid, whether offered by a federal agency or a lending institution. Applications for financial assistance should normally be submitted by the student prior to the April 1 priority deadline for the coming school year in order to insure availability of funds. Prospective students may call the Financial Assistance Office if they need appropriate forms or more information.

Withdrawals and Refunds

Refunds will be determined after the 100% drop date has ended, after funds are disbursed to your account, or 14 days after the first day of class for the current semester, whichever is later. All refunds are mailed to the primary residence address on file.

A student's withdrawal from the University will be considered as occurring the day he or she submits a completed official withdrawal form to the University Advising Center. Forms for adding or dropping courses are available in the Registrar's Office or on-line. Notice to an instructor or any other office does not cancel registration or a student's contract with the Business Office.

WITHDRAWAL WITHOUT PROPER NOTICE ENTAILS FAILURE IN ALL COURSES FOR THE SEMESTER AND LIABILITY FOR FULL PAYMENT OF ALL TUITION, FEES, AND OTHER CHARGES.

Depending upon a student's financial assistance status, one of the following two categories of refund policies will apply:

- I. Non-title IV Student-Students not receiving any federal financial aid.

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- II. Title IV Student-Students attending and receiving federal financial aid. Students will be refunded tuition and fee charges based on the percentages outlined in the Semester Schedule of Courses. If students have received federal aid during the semester and withdraw from all courses within the first 60% of calendar days of the semester, the Office of Financial Assistance will return the unused portion of federal aid funds disbursed based on the guidelines established by the Department of Education.

Please see the Semester Schedule of Courses for the specific withdrawal dates for each individual semester and their percentages. There is a refund schedule for Non-Title IV recipients and Title IV recipients.

Meal Plans: The unused portion of a meal plan purchased in the summer and fall term may be used in the following spring term. Unused meal points at the end of the spring semester are forfeited and not refundable. Meal plans are not transferable. When a resident student withdraws from the University, the lesser of the unused portion or prorated amount of the meal plan will be credited to the student's account.

Unused federal aid will be returned in the following manner as applicable:

- Federal Unsubsidized Stafford Loans
- Federal Subsidized Stafford Loans
- Federal Perkins Loans
- Federal PLUS Loans
- Federal Pell Grants
- Federal Academic Competitiveness Grant
- Federal National SMART Grant
- Federal SEOGS Grants
- Other Federal Aid
- State, Private and Institutional Aid
- Student Payments
- Parent Payments

Late Disbursement of Federal Loans and Grants, Private, or State financial aid:

The Financial Assistance Office will determine, based on federal or state regulations or private source regulations, the amounts to be credited to the student's account prior to the return of Title IV calculation.

Examples of refund calculations are available in the Business Office.

Appeals to Refund Policy

Contact the Business Office for exceptions to the withdrawal and refund policy due to medical or other extenuating circumstances.

Return of Title IV Funds

As a requirement set forth by the Department of Education, the Office of Financial Assistance is required to return a percentage of Federal Financial Aid that was disbursed to students who have completely withdrawn from UIW or have stopped attending all classes (unofficial withdrawal). The amount of aid returned is determined by the following formula:

Number of days attended / Total days in the semester = % of aid "earned".

Any aid above and beyond this amount must be returned to its source. Additionally, if you receive a partial or full refund of tuition and fees, any State or Institutional grants must be reduced by the percentage of refund you received. Please call the office of Financial Assistance at (210) 829-6008 if you have any questions about the effect of a withdrawal on your financial aid.

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Please remember that withdrawals affect your future status of Satisfactory Academic Progress. For more information about Satisfactory Academic Progress, please see <http://www.uiw.edu/finaid/finaideligibility.html>.

The amounts owed for a Title IV return will be refunded to their sources in the following order:

- Federal Unsubsidized Stafford Loans
- Federal Subsidized Stafford Loans
- Federal Perkins Loans
- Federal PLUS loan for Graduate Students
- Federal Parent PLUS Loans
- Federal PELL Grants
- Federal Academic Competitiveness Grant
- Federal National SMART Grant
- Federal SEOG Grants
- Other Title IV Assistance
- State, Private and Institutional Aid
- Student Payments
- Parent Payments

A student that withdraws and has received financial assistance must complete an exit counseling session. A student can fulfill this requirement by logging on to www.mapping-your-future.org or visiting the Office of Financial Assistance for a counseling interview. In addition, if students received an institutional loan such as Perkins, Ralston, Nursing, or Faculty Nursing and are not planning on attending the forthcoming semester or are planning to graduate, these students are required to complete an electronic exit interview. Please call the Business Office at (210) 829-6084 if you have any questions.

Late Disbursement of Federal Loans and Grants, Private or State Financial Aid:

The Office of Financial Assistance will determine the amounts to be credited to the student's account prior to the refund calculation based on federal or state regulations or private source regulations.

Funds Not Yet Received at the Time of Withdrawal

If a student withdraws before federal funds are received and/or disbursed, the Office of Financial Assistance will determine the amount(s) to be returned according to each funding source guideline. The Office of Financial Assistance will notify the student and the Business Office of any changes. A student receiving financial assistance should meet with a financial aid counselor before withdrawing or reducing hours to determine the impact on the student's award.

IX. Financial Assistance

The University of the Incarnate Word has developed a program of financial assistance that enables you to obtain the small class environment, personalized instruction, and quality academic programs that distinguish us as a private university.

The primary purpose of student financial assistance is to provide resources to students who would otherwise be unable to pursue a post-secondary education. Financial assistance programs are designed to supplement a family's efforts to meet educational costs. The University of the Incarnate Word has developed a program of financial assistance that enables you to obtain the small class environment, personalized instruction and quality academic programs that distinguish us as a private university. The financial assistance philosophy at the University is to meet the direct costs or financial need of all eligible students until funds are exhausted.

To be considered for most types of financial assistance at the University of the Incarnate Word, a student must complete a Free Application for Federal Student Aid (FAFSA), a University of the Incarnate Word Student Information Form, and other documents as required by the office of Financial Assistance for every year that you want to be considered. A student must also be accepted by the University and be enrolled in a degree-seeking program. In most cases, only students who are citizens or eligible non-citizens can apply for financial assistance.

Students applying for financial assistance are considered for all programs for which they are eligible, including federal, state, and institutional programs. Financial Assistance is awarded on a first come, first serve basis (April 1st priority deadline); therefore it is important to begin the application process as early as possible. Copies of the FAFSA and the Student Information forms may be obtained at the Office of Financial Assistance, located in the Enrollment Services Center across Broadway.

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

Types of Financial Assistance Available

Three basic categories of financial support are offered through the Office of Financial Assistance: (1) scholarships, (2) loans, and (3) employment. In our attempts to meet a student's financial need, they may be awarded individually or in combination with other programs in the form of a financial assistance package.

SCHOLARSHIPS

Graduate and Doctoral students may be eligible for scholarships from private and government sources. Most of these are designed for particular personal characteristics, career objectives, or programs of study. For further details, contact the Office of Financial Assistance.

LOANS

Federal Subsidized Stafford Loan

- Must be enrolled at least half-time
- Variable interest rate (not to exceed 8.25%)
- Repayment begins 6 months after graduation or when student is no longer enrolled at least half-time
- Based on demonstrated financial need
- Student chooses a private lender

Federal Unsubsidized Stafford Loan

- Terms and conditions are the same as the Federal Stafford Loan
- Borrower is responsible for interest that accrues during deferment periods (including time in school) and during 6-month grace period

EMPLOYMENT

- Federal Work-Study Program
- Must be enrolled half-time
- Positions available are on campus
- Based on demonstrated financial need

Satisfactory Academic Progress

The Higher Education Amendment Act of 1965, as amended, mandates institutions of higher education to establish a minimum standard of “Satisfactory Academic Progress” for students receiving financial aid. UIW makes its standard applicable to all federal, state, and institutional financial assistance programs for the purpose of maintaining a consistent policy for all students receiving financial aid.

To make Satisfactory Academic Progress (SAP), students must meet all of the following standards:

ACADEMIC STANDARDS

Students must maintain a cumulative GPA minimum requirement at the end of each academic year for all credit hours attempted at UIW: Undergraduate 2.0; Graduate students 3.0. If the cumulative GPA drops below the minimum requirement, the student will no longer be eligible for financial aid.

MAXIMUM TIME FRAMES

The number of credit hours a student attempts may not exceed 125% of the number of credit hours required for graduation in his or her program of study, as published in the University catalog. That is, if the published number of hours required for graduation is 128, a student may not attempt more than 160 credit hours ($128 \times 1.25 = 160$) and continue to receive financial aid. All periods of enrollment must be considered, even those for which the student did not receive financial aid as well as hours transferred in from another school. If the number of attempted hours reaches 125% of the hours for graduation, the student will no longer be eligible for financial aid.

Attempted hours include all registered hours per semester whether or not the student earns a grade or receives credit. The following are considered hours attempted, but not completed:

- “F” grades
- “AU” Audited courses
- “W” or “IP” grades

Completed hours include all semester hours for which the student earns a grade:

- “A” through “C” grades for graduate students
- “P” passing with credit
- all transfer hours accepted for credit

ENROLLMENT STATUS

During the academic year (Fall and Spring), a student who receives financial aid must successfully complete a minimum of 75% of all attempted course work. If the number of completed hours drops below 75% of attempted hours, the student will no longer be eligible for financial aid.

Examples:

If a student attempts (registers for) 18 credit hours in an academic year, he or she must complete a minimum of 13.5 credit hours ($.75 \times 18 = 13.5$) in order to make SAP for the year.

If a student attempts 36 credit hours, he or she must complete a minimum of 27 credit hours ($.75 \times 36 = 27$) to be making SAP.

If at the end of the second year a student has attempted 30 credit hours, he or she must have completed a minimum of 22.5 credit hours ($.75 \times 30 = 22.5$) to be making SAP.

NOTE: all partial credit hours will be rounded down to the nearest hour.

REVIEW POLICY

At the end of each Academic Year (Spring semester) the Office of Financial Assistance will review the progress of each financial aid recipient for SAP. Students will be reviewed to ensure that they are meeting the following criteria:

- Cumulative GPA of 3.0 or higher (graduate students)
- Successful completion of at least 75% of all attempted course work for all periods of enrollment (cumulative), even those for which the student did not receive financial aid.
- Total attempted hours does not exceed 125% of the published length of the program of study.

FINANCIAL AID TERMINATION

In the event that a student does not meet the requirements for SAP, he or she will be placed on Financial Aid Termination. This means that the student will not be eligible for any type of federal, state, or institutional aid **until he or she has returned to satisfactory academic progress.**

Conditions for Reinstatement

Students whose eligibility for financial aid has been terminated may appeal the decision in writing to the Director of Financial Assistance if they believe that they had extenuating circumstances that led to their unsatisfactory progress. The Director will notify the student in writing of the decision.

To appeal for the reinstatement of financial aid eligibility, complete and submit the Termination Review Form. A completed form must include:

1. A letter from the student documenting the extenuating circumstances. For example, personal illness or medical problems, death in the family, etc. This letter should provide a detailed explanation of the situation. If the student has exceeded the maximum time frame and is appealing based on a change of major, he or she should state the reason for the change and submit a new program of study or degree plan that indicates the number of hours remaining to be taken in the new major. The student must also provide a statement from his or her academic advisor indicating the number of credit hours from the previous major that will apply to the new major.
2. The student's name, Social Security Number, address and phone number. Students who have been placed on Financial Aid Termination because they do not meet the GPA or Enrollment Status requirement may do the following if they decide not to appeal, or if their appeal is not approved: Students may attend UIW during a semester or summer term without financial aid. When they meet the SAP requirements again, their eligibility for aid will be reviewed for reinstatement.

X. University Services

The commitment made by the University to the education of the individual includes the development of the whole person. The administration, faculty, and staff recognize that the student is not merely a recipient of knowledge, but a developing individual preparing for a larger role in society—beyond the university experience. To this end, the University provides a variety of services and programs designed to assist the individual in the process of development and to enable him/her to make the best possible use of university experience.

Campus Ministry

Campus Ministry brings people together to create and celebrate community, to share faith, to support spiritual growth, to promote peace and justice, and to become involved in service on behalf of those in need. Persons of all faiths are welcome and encouraged to become involved in the programs and activities. Campus Ministry is a clearinghouse of opportunities for community service and service learning, and provides such programs as interfaith retreats and Alternative Spring Break to broaden students' educational experiences. A variety of formal and informal worship opportunities—Catholic and Interdenominational are available. Faith sharing and Bible Study Groups as well as preparation for the Sacraments of Initiation—Baptism, Confirmation, and the Eucharist are available. Join the Campus Ministry team as a Peer Minister or as an Associate, or simply participate in any of the free programs and events.

Counseling Service

The services offered by the Counseling Center are designed to provide assistance in resolving problems encountered by students as they seek to grow intellectually, emotionally, and socially. It is the Center's philosophy that each person should be encouraged and given the opportunity to take responsibility for is/her own decision-making process and life style. The Counseling Center staff facilitates this process in an environment of understanding and confidentiality through personal and educational counseling. The staff is also available to provide a variety of small group workshops.

Food Service

The Student Center is the location of Marian Hall Café, the main dining facility and the administrative office of Sodexo, the food service contractor. The café features a full meal entrée line, a la carte selections, made-to-order grill items, salad and deli bars, cook to order entrée line and desserts. Fountain drinks, bottled beverages, and snacks are also available. All resident students are required to participate in one of the various food plan options. Commuting students may also purchase meal plans or pay a la carte. The hours of operation vary at all locations during the Christmas, Thanksgiving, and Easter holidays and during the fall and spring semester breaks. Hortencia's Café, located on the ground floor of the Administration Building, features Chik-Fil-A, Freshens Yogurt, and Pretzel Logic. A variety of convenience items, snacks, frozen meals and pre-packaged foods are available. Java on the Hill is a coffee shop located on the fourth floor of the McCombs Center adjacent to the University Bookstore. Stop in to enjoy a cup of your favorite Starbucks® Coffee, salads, pastries and desserts, individual pizzas, snacks, and an assortment of bottled beverages, including beer and wine, in a relaxing atmosphere. Finnegan's, a coffee shop located just inside the first floor entrance of the J.E. & L.E. Mabee Library, features Starbucks® coffee, bottled beverages, pastries and wrap sandwiches. Purchases may be made with the University meal Plan, cash, or credit card at all locations.

Health Services

The Campus Health Center provides basic health services that focus on primary prevention care, health education and counseling, emergency care and the maintenance of health records. Students enrolled in programs that require clinical experience in affiliated hospitals and clinics must comply with the health policy requirements of those institutions.

Intramural Activities

The University of the Incarnate Word provides a wide range of physical activities to the University community through the intramural and recreation program. A variety of individual, dual, and team activities are offered in the intramural and recreational programs. Also, team sports offer co-ed divisions. Students, faculty, and staff have an opportunity to participate in these recreational and competitive activities as players, officials, scorers, and activity managers. Programs are facilitated in the Fall and Spring semesters. Limited programs are offered during the Summer semesters.

Learning Assistance Center

The Learning Assistance Center (LAC) assists students in their quest for success. For those seeking to improve their academic performance, the LAC tutors can help in a competent, friendly, and professional manner. Tutors also assist with note taking, time management, and study skills. One-hour sessions for individuals or groups are available. LAC tutors are recommended by three faculty members and have a 3.0 GPA or higher.

- Students can work with experienced writers to improve papers throughout the writing process.
- International students seeking to practice their English language skills and interact with American students outside a classroom environment are invited to one-on-one conversation sessions throughout the year and to Conversation Hour in the fall semester.
- Additionally, we present workshops on MLA and APA to groups of students interested in improving their knowledge of these editorial styles.
- Professors may utilize the LAC for make-up exams. It is the responsibility of the student to make an appointment with the LAC after the faculty member has designated approval and guidelines for a make-up exam.

For more information call 210.829.3870 or visit our web site: www.uiw.edu/lac

Office of Career Services

The Office of Career Services is committed to providing career counseling and education to all UIW programs and alumni. The services offered include, but are not limited to, the annual UIW Job Fair, individual career counseling, personality and career assessment, resume and cover letter review, career related workshops, and software resources. A career resource library is also available.

The Center provides job search assistance to help students secure employment through mock interviews, on-campus interviews, online job posting in Career Circuit, and training in job-search skills. The staff of the Center monitors the employment needs of the San Antonio community, school districts, businesses, and social services agencies. Assistance is provided to students who are seeking full-time, part-time, internships, and on campus employment.

Security and Parking

A professional police department, commissioned by the Bexar County Sheriff's Office, provides services to enhance the safety and security of the personnel and property of the University community. The Campus Police Department is responsible for the enforcement of the University policies including, but not limited to, parking, traffic control, building access, and student conduct, as well as special events.

For the protection of all concerned, it is expected that students and staff alike carry a University campus identification card.

All automobiles parked on campus must be registered with the Campus Police Department. In order to park on campus, students must pay a parking fee, which entitles the student to obtain and display a parking decal. Students may purchase decals in the University Business Office. Failure to exhibit a decal will be cause for ticketing. For more information on parking and parking decals see Parking under Financial Information page 87.

Parking regulations will be strictly enforced. Violators will be ticketed and charged. A repeat violation will result in the towing of the vehicle at the owner's expense. The University will not be responsible for automobiles parked on the campus, nor for damages thereto. The University assumes no responsibility for the condition of, or cost for retrieval of, any vehicles towed due to parking violations.

The Student Center and Leadership Activities

Inherent in the development of each student is the opportunity to learn leadership skills and to participate in campus activities. The Office of Student Center and Leadership Activities, located in Marian Hall, provides students with a wide range of opportunities to participate in social, political service, and educational organizations, including the Student Government Association and the Campus Activities Board.

Student Disability Services

The University of the Incarnate Word ensures accessibility to its programs, services, and activities for qualified individuals with documented disabilities. This is accomplished through a variety of accommodations and services tailored to meet each individual's needs and strengths. Students must provide the Student Disability Services with appropriate documentation of the disability at the time services and/or accommodations are requested. For more information, please contact the Student Disability Services Office in Room 105 of the Administration Building or by phone at 210-829-3997, or by fax at 210-805-5895 or by email at pino@uiwtx.edu.

Student Housing

On-campus housing is available upon request for full-time students. Housing for part-time students is offered as space is available. All international students are encouraged to live on campus while enrolled at UIW. Nine residence halls are provided: Clement Hall, Colbert Hall, Dubuis Hall, Marian Hall, Agnese/Sosa Living Learning Center, St. Joseph's Hall, McCombs Hall, Hillside and the newest building adjacent to Highway 281. In addition, the Village of Avoca provides two bedrooms, four bed apartments. All halls are air-conditioned and equipped with lounges, laundry facilities, and TV rooms.

A room may be reserved by completing a Housing and Board agreement and application and submitting it with a \$225.00 deposit to the Office of Residence Life. Housing is available for the summer session.

Room assignments are made based on application and deposit dates without regard to race, creed, or national origin. Although most students have roommates, single rooms are also available. If housing occupancy reaches maximum capacity, a waiting list will be maintained with preference given to out-of-town students. All residents are required to purchase a meal plan per semester.

A trained staff and student Resident Assistants supervise the residence halls. Their role is to help facilitate community living, serve as a resource, and enforce University policies.

The University issues "Guidelines for Community Living in the Residence Halls", which provide information about the residence halls.

At the end of the fall and spring semesters, the residence halls close at 3:00 p.m. on the last day of classes until noon on the day preceding resumption of classes. Break housing during these breaks is available for an additional fee.

For further information on Residence Life contact the Campus Life Office at 210-829-6034 or check or go to the UIW website—www.uiw.edu.

Student ID

Each enrolled student is provided with an official University identification Card enabling her/him to attend University functions and make use of University facilities and services.

ID cards can be used to purchase food on campus, check out books from the library, and gain entry into the residence halls, Wellness Center, and athletic events.

Because the ID is necessary for security as well as other purposes, any lost, misplaced, or missing ID cards should be reported immediately to the Campus Life Office. The cost to replace a lost ID card is \$10.00. Delay in reporting a lost ID card could result in such things as food being purchased by another student and library books being checked out without proper authorization.

At the request of a University official, students are required to present this card as evidence of student status at UIW. Failure to present an ID could result in disciplinary action. The University ID card is nontransferable. Any alterations to the University ID card, false representation in obtaining, and/or violation related to one's use of the ID card will result in the forfeiture of the card. Serious disciplinary action, up to and including suspension from the University, is possible.

XI. Course Descriptions

H-E-B SCHOOL OF BUSINESS & ADMINISTRATION

Accounting (ACCT)

ACCT 5388 Accounting Internship

Accounting internships provide an opportunity for students to gain valuable experience by applying the knowledge they have obtained in their course work. Internships generally take place over a 12- to 15-week period and the student must work a minimum of 140 hours at the employing organization in order to obtain three hours of academic credit. This approximates the amount of time that is devoted—inside and outside the classroom—to a typical three-hour class.

ACCT 6311 Managerial Accounting

Using accounting information in organizations for: planning, leading, controlling, and decision-making. Includes impact on the entire organization and its members. Emphasis on volume-cost-profit analysis, budgeting, and decision-making. Alternative financial accounting procedures and their impact on financial statements are examined. Prerequisite: Principles of Accounting I (ACCT 2311) and II (ACCT 2312), or comparable courses. (Fall, Spring)

ACCT 6318 Ethics for Accounting & Business

This course examines the need for an ethical system in today's society, including an examination of social problems and the role of business in their solution. Special emphasis is placed on the Rules of Professional Conduct of the accounting profession, ethical reasoning, integrity, objectivity, independence and other core values. Meets TSBPA examination requirement (Spring)

ACCT 6330 International Accounting

Accounting issues that are frequently encountered in the international environment are examined. These include differences between national accounting standards, accounting for foreign currency transactions, the translation of foreign currency financial statements, and accounting for changing prices, auditing, management accounting with a focus on cultural aspects, and taxation. International Accounting Standards are used as a principal example of non-US practice. Economic, business environment, cultural, historical accounting and auditing practices, and taxation policies are examined briefly, as they affect the development of national accounting standards around the world. Prerequisites: Principles of Accounting I (ACCT 2311) and II (ACCT 2312) or equivalent courses. Cross-referenced with BINT 6330. (Fall)

ACCT 6338 Sustainability Performance and Reporting

This course examines business sustainability issues to encourage thoughtful and holistic participation in business by concerned and enlightened citizens through the exercise of critical thinking about important social, environmental and economic issues of the day. This course examines business sustainability issues, strategies being developed and deployed by firms and other organizations, measurement and reporting techniques and issues, and the interpretation of the results of sustainability reporting.

ACCT 6335 Law for Accountants

This course is designed to provide accountants with the technical competence required for the Business Law and related Professional Responsibility sections of the CPA examination.

ACCT 6336 Financial Statement Analysis

This course prepares students to analyze, interpret, and evaluate financial statements effectively. It emphasizes developing information to support decision making in the context of private equity investment, corporate mergers and acquisitions, investment banking, asset management, and securities analysis. This course examines the issues of how firms create or destroy value for their shareholders and how financial statements can be used to identify value-creating opportunities. Students must have a substantial understanding of accounting, especially in the areas of disclosure and reporting.

ACCT 6337 Managing and Accounting for Investments

This course focuses on the accounting issues of investments owned by business entities. It builds upon the knowledge gained in traditional corporate finance, investment management and intermediate accounting. It considers the financial accounting and investment management strategies related to investment vehicles such as common and preferred stocks, bonds, derivatives, futures contracts, puts, calls, warrants, options, insurance and venture capital. The course emphasizes practical, theoretical and ethical issues in making, managing, and accounting for investments.

Course Descriptions

ACCT 6340 Advanced Financial Reporting

This advanced course examines the traditional major topics of advanced financial reporting including acquisitions and consolidated financial statements with foreign subsidiaries and the consolidated statement of cash flows. Students use accounting research techniques to apply concepts from intermediate and advanced undergraduate accounting courses to real world, problematic situations. Beyond the traditional advanced accounting topics, the course deals with topics such as derivatives and hedges, impairment of intangibles and other long-lived assets, stock based compensation, segment reporting and financial statement disclosures. (Fall)

ACCT 6341 Advanced Managerial Accounting

Using accounting information in organizations for budgeting, planning, directing, controlling, and decision-making. Includes impact on the entire organization and its members. Emphasis of the course is to understand how accounting information is useful for managing organizations. (Spring, Fall, or substitute ACCT 6311)

ACCT 6342 Accounting for Non-profit Organizations

This course focuses on the accounting problems of nonprofit organizations. The course builds upon the knowledge gained in a traditional Governmental and Nonprofit Accounting course, emphasizing the complexities of meeting GAAP standards for nonprofit record keeping and disclosure. The course emphasizes both the practical and ethical issues of the practice of accounting for nonprofit organizations. (Spring)

ACCT 6345 Federal Tax Research

The principles, concepts and methods used to obtain an understanding of federal income taxation of business entities; specifically corporations, partnerships, and tax research. (Fall)

ACCT 6348 Advanced Auditing

This course provides advanced and graduate accounting students an in-depth look at the major topics in auditing from practical as well as theoretical and philosophical perspectives. These topics include such issues as the problems raised by e-commerce, the auditor's responsibility with regard to fraud, risk assessment and internal control, working with audit committees, non-audit attest and assurance services, auditor independence, client acceptance and retention, and auditor's liability. (Spring)

ACCT 6350 Problems in Accounting

This advanced course serves as the capstone for the Master of Science in Accounting program. It requires students to use all of the skills and knowledge gained during completion of the program by applying them to contemporary issues and problems facing the profession. Problems are drawn from a variety of sources, including publications of the AICPA Emerging Issues Task Force (EITF,) current published case studies from the AICPA, The American Accounting Association, Harvard Business School, and The North American Case Research Association, from prior CPA and CMA Exams, and from business reporting media such as The Wall Street Journal, Forbes, Business Week, and Barrons. The course emphasizes both the practical and ethical issues of the practice of accounting. (Spring)

Administration (ADMN)

ADMN 6310/7310 Accounting Concepts & Issues

This course is designed to give non-accounting students usable accounting tools they can take to work. Besides study of the processes of accumulating and organizing data for executive decision making, emphasis is placed on the use of basic financial statements, and the use of ratios in their analysis. The focus of attention includes budgeting and the use of accounting information and cash flow information in business plans, the analysis and evaluation of publicly held companies for investment, and concepts such as the time value of money and other decision tools for evaluation of short term decisions and capital investments.

ADMN 6360/7360 Management Concepts and Issues.

Course is designed to develop knowledge and understanding of management functions. Through the use of current periodical literature, classroom presentations, case analysis, lecture and discussion, the course provides examples of management decision-making techniques for dealing with problems that commonly occur in the work setting. (Fall, Spring, Summer)

ADMN 6375/7375 Strategic Planning and Policy

Course provides a comprehensive study of theory and concepts applicable to the strategic management and decision-making process. Case studies and independent research projects provide practice in applying strategic assessment, decision making and implementation processes. Prerequisite: For MAA students this course will be taken as the immediate prerequisite to ORGD 63CS. MBA students require permission of advisor. (Fall, Spring, Summer)

Business Management Decision Sciences (BMDS)

BMDS 6340/7340 Business Research and Analysis

Emphasis is placed on the importance to management of business research and its role in the decision-making process. Analysis and communication of data gained through the research endeavor is stressed. Includes practical exercises in critiquing business research efforts, developing a research proposal, and conducting a research project. Use of a statistical software package is an integral part of the course. Prerequisite: Analytical Decision Making in Business I (BMDS 3370), or a comparable course, completed within the last 5 years. (Fall, Spring, Summer)

BMDS 6370/7370 Project Management I

The first in a sequence of two courses which will utilize qualitative and quantitative techniques in the analysis of project management problems, the design of improved management systems, and the implementation of results in order to achieve desired systems performance. The emphasis of project management is on initiating, planning, executing, controlling and closing of an organizational endeavor. These five categories will be further divided into several project-related topics: Integration Management, Scope Management, Time Management, and Risk Management. (Fall)

BMDS 6371 Project Management II

The second in a sequence of two courses which will utilize qualitative and quantitative techniques in the analysis of project management problems, the design of improved management systems, and the implementation of results in order to achieve desired systems performance. The emphasis of project management is on initiating planning, executing, controlling and closing of an organizational endeavor. These five categories will be further divided into several project-related topics: Integration Management, Scope Management, Time Management, and Risk Management. (Spring)

BMDS 6380/7380 Quantitative Methods in Business

Is an introduction of selected operations research techniques useful in the analysis of managerial problem situations, the design of new and improved systems, and the implementation of results in order to achieve desired system performance. The course emphasizes problem recognition, problem formulation, selection of proper techniques, problem solutions, and evaluation of results. Course topics are as follows: Linear Programming, Short-term and Long-term Forecasting, Decision Theory, Queuing Theory, Analytical Hierarchy Process, PERT/CPM, Economic Order Quantity, Economic Production Lot Size, and Simulation. Prerequisite: Analytical Decision Making in Business II (BMDS 3371), and Business Research and Analysis (BMDS 6340). (Fall, Spring, Summer)

Economics (ECON)

ECON 6311/7311 Managerial Economics

Application of microeconomic theory to managerial decision-making. Emphasis on the methodology of decision-making. Topics include demand analysis and estimation, cost analysis and estimation, input combination choice, pricing, managerial decision-making in various market structures, and the role of business in society. Prerequisite: Principles of Macroeconomics (ECON 2301), Microeconomics (ECON 2302), Quantitative Techniques (BMGT 3371), or comparable courses. (Fall, Spring)

ECON 6312/7312 International Economics

Analysis of economic issues encountered in the conduct of international business. Topics include international trade theory and policy, foreign exchange markets and the balance of payments, macroeconomic adjustment to trade deficits or surpluses, and current issues. Prerequisites: Principles of Macroeconomics (ECON 2301), and Microeconomics (ECON 2302). Cross-referenced with BINT 6312. (Fall)

Finance (BFIN)

BFIN 6320/7320 Financial Management

Study of the costs of capital, capital budgeting, working capital policy, financial theory, risk, and other financial topics necessary for understanding and managing the financial aspects of the firm. Prerequisite: Principles of Financial Management (BFIN 3321) or a comparable course. (Fall, Spring, Summer)

BFIN 6321/7321 International Finance

Role of financial institutions in foreign economic relations, including foreign markets, currency risk and management, interest rates, and both banking and non-banking institutions. Stressed are sources of funding, capital instruments, international transactions and commercial development. Prerequisite: Principles of Financial Management (BFIN 3321), International Business Management (BINT 3331), or comparable courses. Cross-referenced with BINT 6321. (Spring)

Course Descriptions

BFIN 6330/7330 Financial Cases and Problems

Analysis of the financial problems of business, case application to debt/equity choices, mergers, capital budgeting, and governmental regulations. Prerequisite: Financial Management (BFIN 6320). (as needed)

BFIN 6385/7385 Investment Seminar

Practical application of financial and investment techniques using computers, software, and sound financial judgment. Prerequisite: Financial Management (BFIN 6320) (Fall)

Healthcare Administration (HADM)

HADM 6301 Healthcare Organization and Delivery

The purpose of this course is to provide the student an understanding of the U.S. healthcare system through a discussion of the professional, political, social and economic forces that have shaped it.

HADM 6310 Financing Healthcare Services

This course introduces students to foundational financial management concepts and skills necessary to succeed as managers in the increasingly competitive healthcare environment.

HADM 6330 Legal and Ethical Issues in Healthcare

This course addresses risk management and legal issues pertaining to health services as they relate to providers and consumers within the health care system. It also provides an examination of managerial and clinical ethics as they relate to the provision of health services.

HADM 6340 Quality and Continuous Improvement in Healthcare Organizations

This course introduces students to the fundamentals of quality management and continuous improvement within health services organizations. The purpose of this course is to introduce healthcare managers to the foundational concepts of quality in a healthcare environment in an effort to improve the effectiveness of healthcare delivery.

HADM 6360 Managing Healthcare Organizations

This course introduces students to management and leadership roles, functions, and practices of health care managers. Emphasis is placed on the skills and competencies necessary for effective health services management. Skills, competencies and roles covered in the course include those related to motivation, leadership, conflict management, negotiation, problem solving, power and influence, communication, and coordination.

Information Systems (BINF)

BINF 6315/7315 Information Systems Seminar

Provides an overview of contemporary information systems management while exploring the impact technological change has had on evolving business models and strategy. Prerequisite: Information Systems (BINF 2321) or a comparable course. (Fall, Spring)

International Business (BINT)

BINT 6311/7311 International Business

Analysis of business opportunities and political climates, trade barriers, government incentives, currency flows, financial systems, and trade practices. Emphasis on seminar discussion of current issues and readings. Prerequisite: International Business Management (BINT 3331) or a comparable course. (Fall, Spring)

BINT 6312/7312 International Economics

Analysis of economic issues encountered in the conduct of international business. Topics include international trade theory and policy, foreign exchange markets and the balance of payments, macroeconomic adjustment to trade deficits or surpluses, and current issues. Prerequisite: Principles of Macroeconomics (ECON 2301), and Microeconomics (ECON 2302), or comparable courses. Cross-referenced with ECON 6312. (Fall)

BINT 6321/7321 International Finance

Role of financial institutions in foreign economic relations, including foreign markets, currency risk and management, interest rates, and both banking and non-banking institutions. Stressed are sources of funding, capital instruments, international transactions and commercial development. Prerequisite: Principles of Financial Management (BFIN 3321), International Business Management (BINT 3331) or comparable courses. Cross-referenced with BFIN 6321. (Spring)

Course Descriptions

BINT 6330 International Accounting

Accounting issues that are unique to or most frequently encountered in the international environment are examined. These include differences between national accounting standards, accounting for foreign currency transactions, the translation of foreign currency financial statements, and accounting for changing prices in the area of financial accounting; auditing; management accounting with a focus on cultural aspects; and taxation. Mexico is used as a principal example of non-U.S. practice throughout and its economic history, business environment, culture, accounting and auditing principles, and taxation policies are examined briefly. Prerequisite: Principles of Accounting I (ACCT 2311) and II (ACCT 2312) or their equivalents. Cross-referenced with ACCT 6330. (Fall)

BINT 6334 Sustainability Performance and Reporting (See ACCT 6334.)

BINT 6340/7340 International Relations

Concentrated course offered in a host country to expose students to international cultural similarities and differences. May include stay with family, side trips from host location, visits to governmental and trade organizations. Class size limited. Permission of instructor required. (Spring)

BINT 6360 U.S./Mexico Trade Relations

An introduction to the bilateral trade issues and patterns, cultural and historical overview, and business opportunities linking the U.S. and Mexico. Emphasis on seminar discussion. Prerequisite: International Business Management (BINT 6311) (Summer)

BINT 6361/7361 International Marketing

Global marketing environment, research, logistics, cultural assessment, infrastructure, economic indicators, emerging markets, advertising, pricing applied to foreign markets. Developing an international marketing plan, emphasis upon research, group work, and written and verbal presentation skills. Prerequisite: Principles of Marketing (BMKT 3331) or a comparable course. Cross-referenced with BMKT 6361. (Spring)

BINT 6365 International Strategic Management

Analysis of strategic management issues and alternatives as applied to international organizations. Emphasis is upon (1) the use of data for analyzing strategy, and (2) understanding the options for converting strategic options into practical planning processes. Prerequisite: BINT 6311 or equivalent course or permission of instructor.

BINT 6370 Strategic International Advertising

Analysis of opportunities for strategic advertising execution. Emphasis is upon the use of data for analyzing advertising potential as an effective international marketing and sales support. Implementation of an international advertising campaign to reach strategic advertising goals. Discussion of current international situations that create advertising opportunities. Prerequisite: BINT 6311 or equivalent course or permission of instructor.

BINT 6372 International Business Law

This course presents the influence of law and resulting effects on the conduct of international business. It forces the student to understand how differing legal systems might influence trade. It addresses the various treaty agreements and several courts with jurisdiction for resolving disputes. It will incorporate research into recent trade agreements and trade cases. Prerequisite: Business Law (BLAW 3317) or comparable course. Cross-referenced with BLAW 6372. (Fall)

BINT 6375 Strategic Exporting

Analysis of export markets and opportunities for strategic export execution. Emphasis is upon the use of data for analyzing export market potential and upon support services of freight, insurance and financial instruments to reach export goals. Discussion of current international situations that create export potential relative to a home market. Prerequisite: BINT 6311 or equivalent course or permission of instructor.

BINT 6380 Strategic Importing

Analysis of import opportunities for strategic import execution. Emphasis is upon the use of data for analyzing importing market potential and upon support services of freight, insurance and financial instruments to reach strategic importing goals. Discussion of current international situations that create import market potential relative to a home market. Prerequisite: BINT 6311 or equivalent course or permission of instructor.

BINT 6385 Contemporary Issues in Global Trade

Analysis of contemporary issues in global trade for purposes of better planning and executing international trade programs. Emphasis is upon the use of data for analyzing trends and their impact upon international trade and investment. Discussion of issues and decision making in response to global trends that lead to strategic goal setting in international trade and investment. Prerequisite: BINT 6311 or equivalent course

Course Descriptions

BINT 63CS (Capstone) Seminar in International Business

Analysis, research, discussion, and presentation of alternative solutions to international problems in business. Student must have working command of Internet-based research, traditional print research, computer graphics and text presentation software, and ability to process survey data. Prerequisite: Student must be in final semester of enrollment or by permission of instructor. Cross-referenced with BMGT 63CS. (Fall, Spring, Summer)

Law (BLAW)

BLAW 6350 Employment Law

This course provides a comprehensive study of law as it applies to regulation and conditions of employment in both the private and public sector. (Fall, Spring).

BLAW 6372/7372 International Business Law

This course presents the influence of law and resulting effects on the conduct of international business. It forces the student to understand how differing legal systems might influence trade. It addresses the various treaty agreements and several courts with jurisdiction for resolving disputes. It will incorporate research into recent trade agreements and trade cases. Prerequisite: Business Law (BLAW 3317) or a comparable course. Cross-referenced with BINT 6372. (Fall)

Management (BMGT)

BMGT 6311/7311 Human Resources Management

Comprehensive study of current practices in human resources management. Topics include HR planning, recruitment, selection, performance evaluation, training, development, career management, compensation systems, labor relations, and legal constraints. Prerequisite: Management Theory and Practice (BMGT 3340) or a comparable course. (Fall, Spring, Summer)

BMGT 6334 Sustainability Performance and Reporting (See ACCT 6334)

BMGT 63CS/73CS (Capstone) Cases in Management Problems

Capstone course that combines all functional disciplines in business administration into a problem-solving course. Actual businesses are analyzed, discussed, and strategies defended. Prerequisite: Final semester or permission of instructor. Cross-referenced with BINT 63CS. (Fall, Spring, Summer)

BMGT 66CS (Capstone) Integrated Nursing—Management Problems

Capstone course for the combined MSN and MBA program to be taken in the last semester before graduation. Addresses the roles of nurse as practitioner, manager, and educator by integrating the functional disciplines in nursing, adult education, and business administration into a problem-solving case. Actual cases analyzed, discussed, and feasible solutions presented. Prerequisite: Final semester in MSN and MBA program. (As needed)

Marketing (BMKT)

BMKT 6311/7311 Marketing Management

Overview course stressing management of the marketing function: competition, pricing, distribution, promotion, and planning. Emphasis on strategic marketing issues. Prerequisite: Principles of Marketing (BMKT 3331) or a comparable course. (Fall, Spring)

BMKT 6361 International Marketing

Topics include global marketing environment, research, logistics, cultural assessment, infrastructure, economic indicators, emerging markets, advertising, and pricing applied to foreign markets. Emphasis upon research, group work, written and verbal presentation skills, and development of an international marketing plan. Prerequisite: Principles of Marketing (BMKT 3331) or a comparable course. Cross-referenced with BINT 6361. (Spring)

Organizational Development (ORGD)

ORGD 6320/7320 Organizational Behavior and Learning

Emphasis is placed on the contributions of the behavioral sciences toward improving individual and organizational productivity and well-being. Using a participative framework, students examine personal, group and organizational issues relevant to today's changing workplace. Continuous learning anchors the applications orientation. (Fall, Spring, Summer)

Course Descriptions

ORGD 6330/7330 Foundations of Organizational Research and Assessment

Course emphasizes the development of quantitative and qualitative organizational research and analysis techniques. Interviewing, participant observation, artifact analysis and principles of survey design, administration and evaluation represent a few of the techniques covered in this course as they relate to organizational assessment and problem solving. Students will become familiar with the concepts, principles and techniques of research design, data collection, sampling, analysis and reporting. Students will also become familiar with the importance of ethical behavior as it relates to research activities. Students will develop the ability to produce and report descriptive statistics related to organizational survey assessment. (Fall, Spring,).

ORGD 6340/7340 Organizational Consulting

This course presents the fundamentals of organizational consulting, both as an internal and external consultant, including: the consulting process, tactic and strategies, client management, and ethics of consulting. Prerequisite: ORGD 6320.

ORGD 6351/7351 Foundations of Organizational Development

Course will provide an overview of the discipline of Organizational Development (O.D.) including definitions; O.D. as normative discipline/an organic process/a planned sequence of activities; organization and change theory; the ethics and values of the O.D. professional. Self-assessment will be an integrative theme and experience during the semester. (Fall, Spring) Prerequisites: ORGD 6320 and ORGD 6330

ORGD 6352/7352 Organizational Development Interventions and Practices

Students will learn the role responsibilities and practices of the change agent/Organizational Development professional. Core interventions such as process consultation, survey feedback research, team building and facilitation will be examined. Other applications related to organizational transformation, the TQM movement, globalization, diversity and training will be explored as well. Student teams will initiate and carry out an Organizational Development project within an organization. Prerequisite: ORGD 6351 (Fall, Spring)

ORGD 6370/7370 Human Performance Technology

This course presents the fundamentals of Human Performance technology (HPT). There are multiple reasons for performance problems. HPT is a systematic process designed to understand the causes for the gap between desired performance and actual performance, and to recommend, implement and evaluate solutions to narrow that gap.

ORGD 63CS/73CS MAA Capstone: Integrative Analysis of Organizational Development.

This project based course builds upon the knowledge, skills and abilities gained and developed in the core and concentration coursework and the student's employment experiences. Actual organizational issues are analyzed, discussed and possible strategies are evaluated and defended. Student projects are based on organizational issues that are consistent with the student's area of concentration. Prerequisite: Final semester or permission of instructor. (Fall, Spring)

DREEBEN SCHOOL OF EDUCATION

Adult Education (ADED)

ADED 6381/7381 Adult Learning and Development

The study of how adults learn in a variety of institutional settings and in learning at their own initiative. Includes theories of learning, development, and participation and the social, political, and ethical concerns of making learning available to all adults who seek it.

ADED 6382/7382 Adult Literacy Education

This course is a study of topics related to the field of adult literacy education. Highlighted are the scope of the adult literacy problem, the implications of illiteracy for individual adults and for the larger society, the successes and failures of adult literacy programs, funding for adult literacy programs, and the governmental role in developing an effective adult literacy system. Cross Referenced with EDRD 6382: Adult Literacy Education. Prerequisite: ADED 6381

ADED 6384/7384 Contemporary Issues in Adult Education

Some important contemporary and controversial issues facing adult educators and the search for their appropriate resolution. Will vary in topic as issues develop.

ADED 6385/7385 Methods and Strategies in Adult Education

An examination of the various methods and strategies that can be used in the teaching-learning process of adults. Prerequisite: ADED 6381

ADED 6386/7386 Educational Gerontology (Education of the Older Adult)

Older Adults as a unique group of learners—their specific needs and the consequent implications for current practice and programs. Prerequisite: ADED 6381.

Course Descriptions

ADED 6387/7387 Program Development in Adult Education

Addresses those necessary conceptual tools needed to develop educational programs and materials for a variety of settings. Examination of concepts of planning, implementing, and evaluating, from a curriculum and instruction perspective stressed. Prerequisite: ADED 6381.

ADED 6388/7388 Effective Teams and Groups

An examination of and the consequent development of those skills necessary for facilitating learning in order to increase productivity in task-oriented groups of adults. Issues, problems, and concepts frequently encountered are addressed, as well as possible solutions.

ADED 6370/7370 College Teaching

The focus of this course is issues and trends in teaching and learning in higher education with attention to the research of best practices and the theories of college student development. This course will provide participants with a perspective of the process of applying for and managing employment, full or part-time, in academic context. Prerequisite: ADED 6381 Adult Learning and Development.

ADED 6390/7390 Practicum in Adult Learning Environments

Practical experience in planning and evaluating programs and in teaching adults. Seminar discussion of ethical, leadership, and professional issues facing adult education professionals. Prerequisite: ADED 6381, Approval of program advisor.

ADED 6398 Independent Study

ADED 6399 Selected Topics in Adult Education

Early Childhood Education (EDEC)

EDEC 6335/7335 Emergent Literacy

This course examines the concept of emergent literacy as it provides insights on young children's literacy, how they develop literacy knowledge and literate practices. Best practices in literacy teaching for child care, pre-school, and early elementary classrooms are studies and researched. Cross Referenced with EDRD 6335 – Emergent Literacy.

EDEC 6339 Play and Play Environments

The nature of children's play, contemporary issues in play, studying play environments, the evolution of the American playground, fundamentals of playground development and playground safety, the role of adults in children's play, and the social context of play in the development of the young child.

EDEC 6375 Literature for Children and Young Adults

This course provides opportunities to become acquainted with the great wealth of trade books and other media forms available for today's young adults and children. The course assists teachers so that they may guide children toward more comprehensive, creative, insightful, and diverse utilization of literary materials in a classroom setting. Extensive reading of young adult and children's literature will be required. Cross Referenced with EDRD 6375 Literature for Children and Young Adults.

EDEC 6388 Practicum in Early Childhood

This practicum course provides the early childhood teacher with the opportunity to use all pertinent previous learning and to match theory and practice. Practicum students, working under the supervision of education faculty, will assess children's needs and create strategies and lessons to address those needs. The practicum requires a minimum of 40 hours working in an early childhood setting.

EDEC 6391 Foundations of Literacy

Examines the major theories of literacy and their implications for classroom contexts. Models of reading and writing, recent research findings will be explored. Emphasis will be on reading theory and practice and their relationships to child development. Cross Referenced with EDRD 6391: Foundations of Literacy.

EDEC 6393 Approaches to Reading Assessment

This course provides an overview of methods of reading assessment with an emphasis on informal measures such as running records and informal inventories. It provides information on scoring and interpretation of high stakes tests in reading. It also provides practice in using assessment information to effectively plan reading instruction. Cross Referenced with EDRD 6393: Approaches to Reading Assessment.

EDEC 6398 Independent Study

EDEC 6399 Selected Topics in Early Childhood

Course Descriptions

General Education (EDUC)

EDUC 6301 Introduction to Educational Research

An overview of the common methodological procedures underlying research projects across disciplines; this course is interdisciplinary in scope. Content includes the epistemology of research decisions, knowledge of sources, methods of collecting data, writing, presenting, and criticizing research studies.

EDUC 6304/7304 Theories of Learning

Introduces the various theories of human learning: behaviorist, cognitive, social, and constructivist. The field of learning is ever dynamic and changing and will influence course content.

EDUC 6305/7305 Multicultural Concepts in Education

This course provides a theoretical framework for multiculturalism focusing on the divergent American cultural communities including the past, present, and future education of each. The attitudes, values, traditions, and customs effecting education will be examined.

EDUC 6306/7306 Philosophical Foundations in Education

An examination of the philosophical and theoretical foundations of learning and education from the classical era to contemporary authors.

EDUC 6307/7307 Critical Theory in Education

This course focuses on change theory and human behavior-both individual behavior and behavior within the dynamics of educational systems. Concepts of oppression, praxis and hegemony can best be understood against this theoretical background.

EDUC 6310 Technology in Education

An introduction to the application and adaptation of technology to classroom teaching. Development of technology skills that enable teachers to develop effective instructional materials. Fall and Spring

EDUC 6313 Teachers of Young Children I

Developmentally appropriate curriculum practices in early childhood education (EC-4th Grade), classroom teaching skills, management and guidance techniques; models of teaching, the lesson planning process, and instructional planning for both small and large groups. Supervised and directed participation in an EC-4 school setting will be a major component. Prerequisite: Admission to Teacher Certification Program.

EDUC 6315 Assessment in the Classroom

Provides opportunities for the analysis, interpretation and application of a variety of assessment procedures. Emphasis on the interrelationship of curriculum, instruction, and assessment in classroom situations. Prerequisite: EDUC 6304.

EDUC 6317 Teachers of Young Children II

An examination of the total early childhood (EC-4th grade) classroom, best practice and the variety of approaches to implementing best practice including providing choices and integrating the curriculum. Supervised and directed participation in an EC-4 school setting will be a major component. Prerequisite: Teachers of Young Children I.

EDUC 6320 Equity and Excellence for All

This course surveys diversity among students including cultural and linguistic factors as well as exceptionalities. Includes adaptive and sheltered English strategies for literacy development. Cross-referenced with EDRD 6320 Equity and Excellence for All.

EDUC 6325 Pedagogy in the Secondary School

A professional preparation course for prospective secondary teachers that encompasses various categories of knowledge related to professional skills, values, and decision-making. Prerequisite: EDUC 6304 and acceptance into the Teacher Certification Program.

EDUC 6326/7326 Behavior Management

Current research concerning major approaches to behavior management in a variety of settings; special attention to meeting the needs of individuals with emotional, social, and behavior problems.

EDUC 6327 Integrative Pedagogy for the Secondary School

A synthesis of learning theory, curriculum development and teaching techniques. This course will provide the participant with a perspective of how the schools, the curriculum, and the pedagogy actually work in today's secondary schools. Prerequisite: 6325.

EDUC 6330 Comparative Education

Students will examine the philosophies and structures of formal/national systems of education, providing an overview of how the various cultures systematize their education. The major focus will be to identify commonalities and differences in those systems and to better understand how students and faculty might move freely in and out of systems. Prerequisite: Six semester hours of Education courses and permission of Program Advisor.

Course Descriptions

EDUC 6337 Leadership for Organizational Learning Environments

The focus of this seminar is the exploration of the philosophical bases of leadership, the context of leadership as a relationship process, and historic and futuristic views of leadership. As a forum for self-assessment and personal development, faculty and students will establish working groups that facilitate discussion of related topics. The outcome of this course is for the student to conceptualize new leadership paradigms and personal implications for change.

EDUC 6340 Law in Education

A study of legal concepts and issues relating to professionals in the field of education. Designed to develop a knowledge base in the origin and types of law that operate within schools as well as in institutions of higher education. Special emphasis is placed on the application and impact of the law as it relates to the profession of education in Texas.

EDUC 6342 Law and Policy for Organizational Leadership

A study of legal concepts and policy issues relating to professionals in Organizational Leadership. This course is designed to develop a knowledge base in the basic laws and policies that operate within common schools, higher education, and other organizations. Special emphasis is placed upon the application and impact of the law and organizational policy as it relates to human resource management and other commonalities among organizations for legal, ethical, and effective operation.

EDUC 6345/7345 Theories of Change

Applies findings from social systems theory and the theories of chaos and complexity as applied to the processes of change in organizations. Students are introduced to chaos theory, the principles of self-organization, and an understanding of complexity and uncertainty as concepts facing the exercise of leadership in organizations and groups. The course will introduce ways of dealing with diversity, disequilibrium, and change in order to explore new possibilities for leadership in a global society.

EDUC 6346/7346 Organizational Theory and Development

This course uses both a seminar approach and experiential activities to facilitate learning of (a) classical and contemporary organization theory, (b) the importance of culture in influencing organizational effectiveness and efficiency, (c) variables that affect organizational development, (d) organization structure and its relation to organizational culture and organizational development, (e) leadership roles and responsibilities related to effective organizational development and operation. This course may be taken in part through an off-campus learning format to illustrate key concepts. It will provide both theoretical comprehension and skill development.

EDUC 6355/7360 Cross-Cultural Communication: Teaching in Other Countries

This course introduces the field of intercultural communication, enhances the development of intercultural competence (in the participants and indirectly in their students), and explores implications and applications for the teaching and learning of EFL/ESL. The course examines theoretical perspectives of language, culture, and worldviews. Specific countries of study will be noted in the course schedule as offered.

EDUC 6360 Methods and Materials of Teaching English as a Foreign Language

Provides an overview of modern ESL teaching methods and the current state of our knowledge about second language acquisition (SLA). Students will learn about contemporary ideas of second language teaching, and will review contemporary ESL/EFL texts and materials. Observation and tutoring of ESL students is part of the course requirement.

EDUC 6373 Acquisition of a Second Language

This course examines the principles and psychosocial theories that support effective multicultural and multilingual pedagogy. The course will examine the educational implications of teaching a second language by addressing instructional approaches, assessment methodologies as well as the sociolinguistic and sociocultural issues that impact bilingualism and second language acquisition.

EDUC 6376 Linguistics for the ESL Classroom

This course will provide the classroom teacher with the opportunity to examine and analyze the structure of the English language, including phonology, morphology, syntax, lexicon, semantics, and pragmatics. The course will also analyze how language variation and discourse are influenced by speech communities, and how psycholinguistic factors impact the acquisition of a second language.

EDUC 6378 Reading and Writing in the ESL Classroom

This course examines the pedagogy of teaching reading and writing in English as a Second Language. The course investigates the relationship between second language reading and writing to language learning. Literacy development in a second language includes oral development and communicative competence. The course also provides a critical evaluation of existing literacy materials for second language learners.

EDUC 6379 Second Language Instruction Through the Content Areas

This course examines the theories and pedagogies that support instructional applications that integrate learning and the roles of oral language and literacy development in academic achievement. The course also integrates technology to support language teaching through the content areas.

Course Descriptions

EDUC 6380 Practicum in TEFL/TESL

Provides guidance in applying theory and methodology, as well as observation, in order to gain insights into the needs of second language learners and to develop strategies to facilitate their learning. Fieldwork, regular class meetings and journals will be required.

EDUC 6343 Curriculum Leadership

This course explores the approaches to curriculum study, revisions, and evaluation. It examines the role of the teacher leader in curriculum development and design and provides problem solving tools while working with other teachers. In this course, students will design high quality, developmentally appropriate, standards-aligned curriculum for a diverse student population.

EDUC 6333 Teaching and Learning: Action Research

This course provides students with the theoretical framework for understanding key ideas central to recent research on teaching and learning. It explores educational action research as a way to systematically look at educational practices and recording what was done, why it was done, collecting data, analyzing the data and reflecting on how the results might influence future teaching endeavors. It explores ways to apply knowledge of teaching and learning to establishing policy and transforming practice.

EDUC 6353 Supporting Teachers and Teaching

This course prepares teacher leaders for their roles of supporting teachers, conducting assessment for the purpose of improving practice, developing and conducting professional development and exploring how mentoring and peer coaching can support school improvement initiatives.

EDUC 6398 Independent Study

EDUC 6399/7399 Selected Topics in Education

EDUC 63CS Teacher Apprenticeship

This course is the last course in the Professional Development sequence required for Texas teacher certification. It requires a full time commitment by a prospective teacher during the normal school day and takes place ON SITE in an approved school. Part of course requirement is mandatory attendance at the weekly Teaching Seminars on campus at UIW. Serves as Capstone course in the M.A.T. degree. Prerequisites: 6325 and 6327 and permission of the Program Advisor.

EDUC 66CS Internship in Teacher Education

This course is the last course in the Professional Development sequence required for Texas teacher certification. This course replaces 6329CS for students who will spend one year teaching in approved schools with a mentor teacher and working with the UIW Teacher Education program to complete requirements for the Elementary or Secondary Teaching certificate. Part of course requirement is mandatory attendance at the weekly Teaching Seminars on campus at UIW. Serves as Capstone course in the M.A.T. degree. Prerequisites: 6325 and 6327 and permission of the Program Advisor

EDUC 63CS1 Capstone in Education

A capstone course that brings together the several experiences mastered by the graduate student. The course examines contemporary issues of leadership, ethics, and issues of professionalism facing the educators of tomorrow. Prerequisite: EDUC 6301; must be taken in last six hours of graduate program and requires permission of Program Advisor.

EDUC 63CS2 Teacher Leadership

This course is a blend of both academic and experiential learning -- theory and practice in the educational setting. It examines teacher leadership roles, teacher leadership characteristics, the need for teacher leadership, and the barriers to teacher leadership created by the school structure and the culture of teaching. In addition, this course examines the impact on schools as teachers assume new forms of leadership. Candidates are required to do a 45 hour practicum experience in the area of teacher leadership and complete a Graduate Project. The Graduate Project provides the student with a culminating experience through portfolio, requiring synthesis of skills and knowledge the student has gained. The portfolio requiring both analysis and action is proposed by the student.

Instructional Technology (EDIT) ONLINE

EDIT 6343/7343 Foundations of Instructional Technology

Introduction to the Instructional Technology profession. Course defines field, provides historical overview, and introduces research, practices, current trends and issues in the field. Summer

EDIT 6344/7344 Instructional System Design

Introduction to the major components of instructional design with a focus on the functions of systems models in planning, developing, and evaluating instruction. Participants, working individually and in groups, apply instructional design practices to the production of instructional materials. (Pre-requisite EDIT 6343)

Course Descriptions

EDIT 6345 Multimedia Authoring

Application of instructional systems design, research findings and design criteria to the production of computer-based and computer-generated instructional materials using various multimedia authoring tools. Skills in writing, graphic design, interface design, scripting, prototyping, editing and field-testing are introduced. (Prerequisite: EDIT 6344 Instructional Systems Design and EDIT 6346, well developed computer skills. Students must purchase multimedia authoring software)

EDIT 6346/7346 Information Technologies: Internet and the Web

Exploration of the educational implications of Internet and the World Wide Web. Application of instructional systems design, research findings and design criteria to the production of an educational web site using hypertext markup language. (Prerequisite: well-developed computer skills, not for computer novices. Students must purchase web editing software.)

EDIT 6347/7347 Distance Learning

Introduction to the types of technologies, delivery systems and methods used in teaching students at a distance. Overview of history and research in distance learning technologies, including radio, audiotape, computer-based instruction, television, teleconferencing and video conferencing.

EDIT 6348/7348 Management of Learning Environments

An introduction to management concepts for individuals who supervise personnel, materials and technology in learning environments ranging from school media centers to computer centers. Participants plan a technological learning environment, including preparing a budget, selecting technology resources, developing a floor plan and preparing job descriptions. Prerequisite: 6 hours of Instructional Technology or permission of Program Advisor.

63CS Advanced Instructional Design Project

Application of instructional design theory and research to the development of an instructional project or product under supervision of faculty mentor. Participants may do in-house project or do a project for a company or organization. Students will meet with the EDUC 63CS1 class during the semester in which they are enrolled in this class. (Capstone course, - prerequisite 30 hours of graduate courses. Offered on-campus only in the Masters of Education program.)

EDIT 6399 Selected Topics in Instructional Technology: Topics may vary.

Kinesiology (EDKE)

EDKE 6377/7377 Instructional Development in Physical Education

Development of curriculum design and instructional methods to meet the developmental needs of learners from preschool through high school.

EDKE 6378/7378 Biomechanics in Human Performance

An overview of the laws and principles of human motion. Emphasis on analysis of sports movement with an application to the teaching and learning of motor skills.

EDKE 6379/7379 Adapted Physical Education and Sport

Physical education, motor and fitness development, and athletics for atypical individuals. Particular attention to the home, school, sports center, and organized sports and athletics.

EDKE 6381/7381 Topics in Exercise Physiology and Fitness

Current issues concerning exercise physiology, fitness, and overall wellness. Attention to student assessment, motivation, and prescription.

Literacy Education (EDRD)

EDRD 6320 Equity and Excellence for All

This course surveys diversity among students including cultural and linguistic factors as well as exceptionalities. Includes adaptive and sheltered English strategies for literacy development. Cross Referenced with EDEC 6320: Equity and Excellence for All.

EDRD 6335 Emergent Literacy

This course examines the concept of emergent literacy as it provides insights on young children's literacy, how they develop literacy knowledge and literate practices. Best practices in literacy teaching for child care, pre-school, and early elementary classrooms are studies and researched. Cross Referenced with EDEC 6335 – Emergent Literacy.

Course Descriptions

EDRD 6375 Literature for Children and Young Adults

This course provides opportunities to become acquainted with the great wealth of trade books and other media forms available for today's young adults and children. The course assists teachers so that they may guide children toward more comprehensive, creative, insightful, and diverse utilization of literary materials in a classroom setting. Extensive reading of young adult and children's literature will be required. Cross Referenced with EDEC 6375 Literature for Children and Young Adults.

EDRD 6382 Adult Literacy

This course is a study of topics related to the field of adult literacy education. Highlighted are the scope of the adult literacy problem, the implications of illiteracy for individual adults and for the larger society, the successes and failures of adult literacy programs, funding for adult literacy programs, and the governmental role in developing an effective adult literacy system. Cross Referenced with EDRD 6382 Adult Literacy Education. Prerequisite: ADED 6381

EDRD 6391 Foundations of Literacy

Examines the major theories of literacy appropriation and their implications for classroom contexts. Models of reading and writing, recent research findings will be explored. Emphasis will be on reading theory and practice and their relationships to child development. Cross Referenced with EDEC 6391: Foundations of Literacy.

EDRD 6393/7393 Approaches to Reading Assessment

This course provides an overview of methods of reading assessment with an emphasis on informal measures such as running records and informal inventories. It provides information on scoring and interpretation of high stakes tests in reading. It also provides practice in using assessment information to effectively plan reading instruction. Cross Referenced with EDEC 6393: Approaches to Reading Assessment.

EDRD 6395 Practicum in Reading

Individualized prescriptive teaching under supervision in a field-based setting using varied approaches and techniques. Project is the case study of one student, supported with appropriate library research. Comprehensive exam required for course completion. Prerequisites: completion of all Reading courses required for degree.

EDRD 6396 Literacy Across the Curriculum

Application of theory and methodology for integrating language and literacy in content fields. Will include examination of curricula theory and organization, text analysis, and how to connect the reading and writing processes with content learning.

EDRD 6398 Independent Study

EDRD 6399 Selected Topics in Literacy Education

Special Education (EDSP)

EDSP 6357 Neuropsychological Aspects of Learning Disabilities

Basic information about neuropsychology and the basic functional units of the human brain; this course includes assessment of neuropsychological dysfunction. Fee.

EDSP 6359 Methods of Teaching Students with Disabilities

Models and approaches to meeting the needs of students with disabilities in a variety of instructional settings, specific instructional methods and techniques, locating, evaluating, selecting adapting and/or creating instructional materials and technology. Prerequisites: EDSP 6363.

EDSP 6363/7363 Survey of Exceptionalities

The types and characteristics of potentially disabling conditions including causative factors, models of service delivery, investigation of all federal and state laws and regulations affecting special education. This is the first course in Special Education at the graduate level and should be taken at the beginning of the program.

EDSP 6364 Testing for Teaching

Curriculum-based assessment. Alternatives for assessing status in academic subjects and adaptive functioning. Intervention strategies for remediation of academic and adaptive functioning. Norm-referenced and informal testing. Prerequisite: EDSP 6363 and EDUC 6304.

EDSP 6365 Accommodating Students with High Incidence Disabilities

Models and approaches to meeting the needs of students with high incidence disabilities in a variety of instructional settings. Specific instructional materials and techniques; locating, evaluating, selecting, creating and/or adapting instructional materials and technology.

Course Descriptions

EDSP 6366 Inclusive Classrooms and Communities

Philosophical and practical approaches to meet diverse needs in classrooms and communities in order to enable all students to be effectively included.

EDSP 6367 Accommodating Students with Low Incidence Disabilities

Models and approaches to meeting the needs of students with low incidence disabilities, often served in settings outside the regular classroom. Specific attention is paid to adaptive behavior, life skills, and vocational curricula for students of all ages. Critical emphasis on making appropriate decisions regarding the level of support needed, LRE placement decisions, adaptive technology, and transition into the community.

EDSP 6368 Seminar in Learning Disabilities

Study of individuals identified as learning disabled, history of the field, investigation of various intervention approaches and current research in the field. Prerequisite: EDSP 6363.

EDSP 6375 Vocational Assessment and Training

Approaches to assessment and planning at the secondary level for maximum post-secondary vocational and living independence. Special attention to designing Individual Transition Plans in cooperation with appropriate agencies. Prerequisite: EDSP 6363.

Interdisciplinary Doctorate (INDR)

INDR 8199 Independent Study

This one hour course may be used for focus on an individual project under the guidance of an advisor.

INDR 8310 Concepts of Leadership

The focus of this course is the exploration of the philosophical bases of leadership, the context of leadership as a relationship process, and historic and futuristic views of leadership. The outcome of this course is for the student to conceptualize new leadership paradigms and personal implications for change.

INDR 8330 Belief Systems: A Cross-Cultural Perspective

This course explores the relationships between beliefs and knowledge that shape cultural practices. This examination will help students become aware of the limitations that may result from unexamined assumptions about other cultures. Critical examination of these issues allows students to view the cultural context of education and leadership with respect and empathy.

INDR 8340 Interdisciplinary Seminar

This course brings together students from all doctoral programs to discuss in an interdisciplinary and wide-ranging manner important intellectual and social issues that impinge upon them, this country, and the world as a whole. Pre-requisites: Concepts of Leadership

INDR 8350 Research Methods & Tools

This course will provide an overview of prevailing systematic planned investigation, including quantitative and qualitative methodologies, along with development of skills for critique of professional literature and internet searches. Students will be introduced to theories of epistemology and fundamentals of research design: data gathering, analysis and interpretation.

INDR 8375 Trends and Issues in Technology

The course gives students the opportunities to develop and apply technology skills as they research issues and trends in technology as it is used in business and education. Issues addressed include management of technology, the creation of technology-based work and learning environments, the societal impacts of technology and the legal implications of its use.

INDR 8370 Ethics for the Professions

This course explores theories of ethics and ethical decision-making with a focus on social justice in a global community with examination of moral issues and practical application in such areas as leadership, education and science.

INDR 8199 Selected Topics

The course is appropriate for a doctoral student wishing to prepare for or complete an extended project which may require extensive guidance by an advisor, such as qualifying examination or other project that does not easily fit in the parameters of other coursework.

INDR 9300 Dissertation Writing

INDR 9100 Dissertation

Available to students who have completed 12 hours of Dissertation Writing

Course Descriptions

Education (EDUC)

EDUC 8330 History and Philosophy of Higher Education

This course examines the historical and philosophical foundations of American Higher Education. The thoughts of influential educators are introduced. Principles and ideas underlying policies and administration of higher education are discussed.

EDUC 8350 Constructing Research Design

This course explores qualitative and quantitative research methods in depth through evaluation and proposal writing techniques used in social science; includes nature of scientific inquiry in the social sciences; planning, evaluation of social science research, sampling, measurement; commonly used research designs, methods and includes the construction of the methodology chapter of a research prospectus.

EDUC 8355 Qualitative Research

This course develops the understanding of the concepts and methods of qualitative analysis and explores the practical issues related to designing, using and evaluating the qualitative methodology. Students study the philosophical assumptions underlying qualitative research, apply theory to an observed event, evaluate qualitative research articles and develop a qualitative proposal. Pre-requisite: Research Methods

EDUC 8390 Law in Higher Education

This seminar course is designed to facilitate learning to effectively criticize, analyze and understand legal concepts and issues related to Higher Education and to establish the inextricable link between effective organizational leadership in institutions of higher education and a sound understanding of related legal principles.

EDUC 8395 Practicum in Higher Education

This course identifies various types of institutions of higher education and the characteristics of effective higher education leadership. Students will explore issues in higher education through practicum experiences augmented by periodic seminar dialogue during the semester. Prerequisite: EDUC 8330 History and Philosophy of Higher Education and EDUC 8330 Law in Higher Education.

EDUC 83CS Capstone in Higher Education

This course gives students in the concentration in higher education the opportunity to synthesize the theory bases, philosophy, and practice of leadership in higher education as a scholar-practitioner.

International Education and Entrepreneurship (INEE)

INEE 8320 Comparative Education Systems of the World

This course examines the philosophies and structures of formal/national systems of education, providing an overview of how the various cultures systematize their education. Its major focus is to identify commonalities and differences in those systems and to better understand how students and faculty might move freely in and out of one another's systems.

INEE 8325 Research in Comparative Educational Systems of the World

This course builds on the content of Comparative Survey of Educational Systems of the World and focuses on the educational systems of two countries as viewed through the experiences of individual enrolled in those systems. Students self select the countries based on their plans for future internships. Prerequisite: INEE 8320 Analysis of Educational Systems of the World.

INEE 8335 Analysis of Belief Systems

This course expands the study of other cultures and value systems focusing on the country in which they intend to develop greatest expertise. The course combines the individuality of an independent study with the group support of a seminar.

INEE 8340 Entrepreneurship

This course prepares students to develop or support entrepreneurial endeavors in other countries where they may be guests or consultants. The course addresses the basic components of developing a business plan in the context of such an endeavor, including analysis of need, analysis of existing resources, funding potential, and awareness of cultural issues which impact the plan.

INEE 8345 International Organizations

This course is designed to help the student become acquainted with various international organizations as well as to develop an understanding of their working relationships with one another. Special emphasis is given to the goals and support bases of the various organizations, especially those functioning in developing countries.

INEE 8350 Research in Entrepreneurship

This course is designed to further develop research skills needed for an entrepreneurial endeavor through interaction with practicing entrepreneurs. Existing research and research designs in the field will also be addressed. Prerequisite: INEE 8340 Entrepreneurship.

Course Descriptions

INEE 8355 Cultural Aspects of Research

The emphasis of this course is the exploration of relevant cultural factors which influence the meaning and content of research participants' responses and how these relate to a researcher's theoretical, methodological and ethical concerns. Prerequisite: INDR 8330 System of Belief.

INEE 8360 Contemporary International Issues

This course will focus on exploring a single or several inter-related contemporary issues to stimulate a more critical understanding of our ever-changing world as the context of international education and entrepreneurship. Students will be encouraged to analyze a variety of perspectives that a leader in the 21st Century should be aware of, serving as guidelines for the ethically and socially conscious professional. While focusing on geographical divisions, topics will vary as issues become relevant.

INEE 8687/ INEE 8387 International Internship

Students, with their academic advisor, will locate and arrange a six-month internship in a country of special interest other than their own. Although goals will vary with each student's interests and needs, it is expected that the internships will be six consecutive months in which the student becomes familiar with the host culture through immersion in the community and an entrepreneurial, business, education, or agency placement (paid or unpaid).

INEE 8688/INEE 8388 Domestic Internship

A student spends a minimum of nine weeks attached to a school, business, or international agency within their home country and take part in its planning and operations at the most immediate level. This internship seeks to offer balance between educational and business experiences of the individual. As far as possible, internships are developed to ensure that the experience and interests of the individual student are put to the most effective use, and to ensure that both students and host gain the maximum practical value from the endeavor.

Mathematics (MATH)

MATH 8320 Readings in Mathematics Education

This course is designed to introduce the student to the current literature in mathematics education research. The major tools used in research in the field will be explored.

MATH 8325 Research and Development of Mathematics Programs

This is a three-hour course whose purpose is to prepare leaders in mathematics education to support the research and development of mathematics programs in K-12 education.

Organizational Leadership (ORGL)

ORGL 8340 Organizational Policy Analysis & Design

A study of organizational policy construction, analysis and design issues related to executive (CEO) duties and responsibilities. This course is designed to develop a knowledge base in the analysis, design, and research in organizational policy and related issues. Special emphasis is on skills required by organizational leaders to facilitate policy construction.

ORGL 8360 Organizational Theory and Culture:

This course explores the importance of culture in influencing organizational effectiveness and efficiency; variables impacting and included within organizational culture; organizational structure and its relationship to its culture; and the leadership role and responsibilities related to organizational culture.

ORGL 8371 Practicum in Organizational Leadership

This course identifies various types of contemporary organizations and the characteristics of effective organizational leadership. Prerequisite: INDR 7310 Concepts of Leadership

ORGL 83CS Capstone in Organizational Leadership

This course is the culminating seminar for the program and directly precedes the Qualifying Examination.

ORGL 8370 Organizational Assessment & Survey Administration

This course focuses on human relations and organizational theories and philosophies. A major thrust of this course will be the integration, synthesis and evaluation of theory, research, philosophy and practical application in organizational environments.

ORGL 8399 Selected Topics

COLLEGE OF ARTS, HUMANITIES, AND SOCIAL SCIENCES

Community Psychology (PSYC)

PSYC 6301 Foundations of Community Psychology

Community psychology includes a focus on ecological determinants of mental health issues in the community, prevention, structural/institutional change, and a consideration of social justice. The course presents a comprehensive overview of community psychology theory, research methods, and illustrations of its application. The course requires a minimum of 15 hours of participant observation at three community institutions in preparation for the action research placement. Prerequisites: Admission to the Community Psychology graduate program. (Fall)

PSYC 6302 Diversity and Cultural Competency

Didactic and applied research and clinical approaches to various ethnic cultures with an emphasis on their influence on health service delivery. Framework of the course utilizes both personal and professional perspectives on understanding the role of culture, ethnicity, acculturation, religious worldview, and gender on the use of research methodologies and application of psychological theory, principles, and applications within community agencies. Prerequisites: Admission to the Community Psychology graduate program. (Fall)

PSYC 6303 Understanding Risk and Resiliency: A Focus on Prevention

This is a core course for the Master of Science in Community Psychology program. In this course, students will be presented with theories of risk and resiliency, prevention theory, research methods focusing on needs and progress assessment, and application. The course requires a minimum of 15 hours of internship (i.e., providing service) at a community institution. Prerequisites: PSYC 6301, PSYC 6302, & PSYC 6381/MATH 6303. (Spring)

PSYC 6359 Practicum and Action Research

Investigates the personal, community, and social needs of various community organizations through participatory and social action research. Prerequisites: PSYC 6301, PSYC 6302, PSYC 6303, PSYC 6381/MATH 6363, PSYC 6384, & PSYC 6386, PSYC 63TP, & PSYC 6390. (Fall)

PSYC 6370 Family Systems

This course examines the family as a network of persons who are interconnected to each other, and the interaction patterns that exist within. (Fall).

PSYC 6384 Research Methods in Community Psychology

Both quantitative and qualitative methodologies utilized in Community Psychology will be addressed. Students will not only learn about the various Community Psychology research methods, but will also implement their knowledge by designing and conducting a research study relevant to community psychology issues. Prerequisites: PSYC 6301, PSYC 6302, & PSYC 6381/MATH 6363. (Spring)

PSYC 6386 Program Evaluation

Didactic, experiential, and research experiences for the purposes of understanding theory, process, and procedures required to evaluate service-delivery in community agencies. The framework of the course utilizes various research methodologies, heuristics, and decision-making for determining appropriate strategies to evaluate agency performance. Service-learning and social justice approaches are utilized to maximize learning experiences and impact agency functioning. Prerequisites: PSYC 6301, PSYC 6302, & PSYC 6381/MATH 6363. (Spring)

PSYC 6388 Grantwriting

Course provides basic concepts of grant writing, with an emphasis on community grants for community initiatives, state agencies, non-profit organizations, and all levels of education. Basic concepts of grant writing will be covered, including: research funding sources, generating cutting-edge ideas, program and sustainability plans, assessing needs, establishing credibility, evaluation design, dissemination strategies, and formulating a budget. Prerequisites: PSYC 6301, PSYC 6302, PSYC 6303, PSYC 6381/MATH 6363, PSYC 6384, & PSYC 6386, PSYC 6390, PSYC 6359, PSYC 6370, PSYC 63TP, & PSYC 63TR. (Spring)

PSYC 6390 Seminar in Social Justice Aspects of Community Issues

This course offers an in-depth learning experience about contemporary community issues such as poverty, human rights, access to services, the nature of social justice and injustice, status and resources in society, discrimination, racism, sexism, and distribution of power. These critical social problems will be examined; various intervention strategies and techniques for addressing and eliminating injustice will be explored. Prerequisites: PSYC 6301, PSYC 6302, PSYC 6303, PSYC 6381/MATH 6373, PSYC 6384, & PSYC 6386. (Summer)

Course Descriptions

PSYC 63TP Thesis Proposal

This course is the first step in the Community Psychology graduate student's master's thesis requirement. Under the guidance of a faculty advisor, the student will complete a proposal of a thesis topic, including the completion of a literature review of the chosen topic, development of a research hypothesis, and identification of an appropriate method to address the hypothesis. Prerequisites: PSYC 6301, PSYC 6302, PSYC 6303, PSYC 6381/MATH 6363, PSYC 6384, & PSYC 6386, and permission of the faculty member who will supervise the thesis. (Summer)

PSYC 63TR Master's Thesis in Community Psychology

For Community Psychology graduate students actively engaged in research leading toward the submission of a written thesis. A program of supervised work will be arranged between the student and a faculty supervisor. Prerequisites: PSYC 6301, PSYC 6302, PSYC 6303, PSYC 6381/MATH 6363, PSYC 6384, & PSYC 6386, PSYC 63TP, & PSYC 6390, and permission of the faculty member who will supervise the thesis. (Fall, Spring, Summer)

PSYC 61TR Master's Thesis in Community Psychology Continuation

For Community Psychology graduate students who have already completed the 6 required hours of PSYC 63TR Master's Thesis in Community Psychology, plus 3 additional hours, but are not yet finished with their thesis. Prerequisites: PSYC 6301, PSYC 6302, PSYC 6303, PSYC 6381/MATH 6363, PSYC 6384, & PSYC 6386, PSYC 63TP (3 times), & PSYC 6390, and permission of the faculty member who is supervising the thesis. (Fall, Spring, Summer)

Religious Studies/Pastoral Institute (RSPI)

RSPI 6150 The Rite of Christian Initiation of Adults (R.C.I.A.)

The history, theology, and pastoral implications of the post-conciliar restoration of this rite, pastoral adaptations.

RSPI 6201 The Christian Message

Essential elements of the Christian faith, with attention to Roman Catholic teachings; core content for program planning in religious education.

RSPI 6202 Christology

An examination of the central Christian belief in Jesus as the Christ, including the New Testament foundation for this belief and subsequent Christian teaching; contemporary implications.

RSPI 6203 Foundations of Christian Theology

Theology has often been defined as "faith seeking understanding." This course will explore methodologies and resources used by Christian theologians to better understand and express their faith. The course will examine the basic themes of the Christian faith, particularly in the Roman Catholic tradition. It will also address some contemporary theological issues and pastoral application of theory to ministry.

RSPI 6205 Justice, the World, and the Church

Peace and justice in the Hebrew and Christian Scriptures, and the U.S. Bishops' pastoral letters on peace and economics. Models of the church in relationship to peace and justice.

RSPI 6209 Biblical Studies

Foundations for Catholic biblical studies including methodologies, terms, contexts, authorship, and a brief overview of the Hebrew and Christian scriptures.

RSPI 6210 Wisdom Literature

An introduction to Israel's search for wisdom in its Ancient Near Eastern context; including the expression of wisdom, Lady Wisdom, and the place of Wisdom literature in Israel's faith: Proverbs, Job, Qoheleth, Sirach and the Wisdom of Solomon.

RSPI 6211 Johannine Writings

The Fourth Gospel presentation of a Jesus with whom the believer enters into communion to undergo a personal transformation directed toward a transformation of the world; includes study of the Gospel of John and themes from Revelation.

RSPI 6212 Theologies of the New Testament

An examination and comparison of the different theologies found in the New Testament writings. Topics include the self-identity of early Christians and their relationship to Israel, the role of the Spirit in the churches, and the influence of social conditions on the theological views of Christians.

Course Descriptions

RSPI 6213 Themes of the Hebrew Scriptures

The consciousness of persons of faith interpreting and transforming history in response to the word of God; a study of the principal themes of the Hebrew Scriptures.

RSPI 6214 The Synoptics and Acts

The message of Jesus about God's Kingdom seen from the experiences of the early Christian communities. The images of Jesus and his mission, and the Christian challenge in the Church.

RSPI 6218 The Pauline Corpus

The life and ministry of Paul; the principal themes of Pauline theology; special treatment of selected texts from Romans, Corinthians, Galatians, and Ephesians.

RSPI 6220 Church History

Historical survey of Christianity, with emphasis on the Western Church. A. Origins to the Reformation; B. From the Council of Trent to the Second Vatican Council

RSPI 6225/7225 Moral Theology in a Pastoral Context

An examination of the ethical issues and problems which commonly arise within the pastoral context, with particular emphasis on Roman Catholic theological approaches to sexuality.

RSPI 6226/7226 Key Issues in Social Ethics

An analysis of key social issues including the questions of church authority, inculturation and its implications, the meaning of "preferential option for the poor," theological foundations, national issues and social priorities.

RSPI 6227 Theologies of Liberation

A study of the principal themes of liberation found in Latin American, African-American, feminist, and ecological theologies.

RSPI 6232 Contemporary Christian Theologians

Contemporary theological thought as found in representative thinkers of the Catholic and Protestant traditions.

RSPI 6236 Family Catechesis

The study and analysis of family systems and the implications for intergenerational catechesis.

RSPI 6239/7239 Adulthood and Christian Maturity

The study of current methods and models for adult learning and faith development.

RSPI 6240 Theory and Methods of Catechesis

An exploration of the theological and historical principles of catechesis today, including national and diocesan guidelines; age-appropriate methods and program design.

RSPI 6241 Hispanic History and Cultural Religious Expressions

The history of Hispanic Catholics in the United States, and how this history shapes the life and religiosity of today's U.S. Hispanic faith communities.

RSPI 6242 Administration and Program Planning in Religious Education

Organizing and administering religious education programs, the role of the coordinator, relationship with pastor, families, students, and teachers.

RSPI 6243 Catechist Formation

Preparation of religious educators; emphasis on USCCB guidelines and cultural foundations for evangelization and catechesis.

RSPI 6244 Culture and Catechesis

Cultural factors which influence the catechetical process, a multicultural examination of the development and expression of belief.

RSPI 6251 Adolescent Catechesis

A study of the content and methods appropriate for religious education of youth.

Course Descriptions

RSPI 6254 Leadership in the Christian Community

Role, function, principles, and theories of leadership; program development and evaluation; leadership and development.

RSPI 6255 Women and Christian Tradition

Addresses the principal issues and themes of women journeying toward full partnership in the Christian community. Approaches the contemporary dialogue around equality from a variety of perspectives: biblical, theological, and pastoral.

RSPI 6256 Basic Counseling Concepts for Pastoral Ministers

Survey of basic counseling concepts to improve the student's interpersonal effectiveness, assistance of others, crisis identification, and knowledge of referral procedures.

RSPI 6257 Marriage and Family Theory for Pastoral Ministers

An introductory study of healthy marriage and healthy family theory; family life-cycle development; basic marriage and family problems; basic counseling skills for problem identification and referral.

RSPI 6258 Interpersonal Communication Skills

The importance of interpersonal communication skills as a necessity for the full development of self and others, examined in one-to-one relationships as well as larger systems; emphasis on personal participation; application to a wide variety of pastoral settings.

RSPI 6260 Liturgy

The liturgical life of the Church under its theological, historical, spiritual, pastoral, catechetical, and juridical aspects; practical applications. Emphasis on Vatican II, post-conciliar and documents pertaining to liturgy and renewal.

RSPI 6261 Pastoral Liturgy

Introduction to liturgical spirituality, the role of the assembly, liturgical space and the use of the arts; the liturgical year; pastoral planning; communication techniques and administrative skills; liturgical ministries.

RSPI 6263 Liturgy and Sacraments

Theology of worship and the historical development of the public worship of the church with emphasis on the Eucharist. A survey of the seven sacraments. Basic liturgical principles for planning and celebration.

RSPI 6264 Leadership of Public Prayer

Theological foundations for the language and design of prayer, skills of oral communication and an introduction to homiletics, presiding at communion and other services.

RSPI 6265 Arts for Christian Worship

The importance of the imagination in worship, principles for environments and arts from church documents, experience in creating storytelling, drama, mime, movement, and art.

RSPI 6271 Spirituality and Ministry

A study of Christian spirituality, spiritual growth and its integration with ministry; conversion, asceticism, prayer and mysticism, spirituality and social justice.

RSPI 6272 Christian Sacraments

A study of the sacraments and sacramentality from several viewpoints including scriptural, theological, historical, and liturgical.

RSPI 6273 Introduction to Spirituality

An overview of contemporary approaches to spirituality, especially within the Western Christian tradition; examination of the relationship between human and faith development.

RSPI 6274 Introduction to Prayer

The nature and development of liturgical and private prayer in the Christian tradition, including the scriptural, theological, cultural, and psychological aspects of prayer.

RSPI 6275 Spirituality and Culture

Various approaches to spirituality, particularly within Western Christian traditions, and emerging cultural paradigms which have potential for cultural revisioning and spiritual development.

Course Descriptions

RSPI 6276 Movements in Western Christian Spirituality

A historical survey through the study of various spiritualities, including Augustinian, Benedictine, Franciscan, *Devotio Moderna*, Carmelite, Jesuit, Incarnational, and representative movements in the modern era.

RSPI 6280 Theology of Church and Ministry

A study of contemporary ecclesiologies for the development of a renewed understanding of ministry in the 21st century; models of church; and the relationship between charism and institution.

RSPI 6281 Introduction to Pastoral Studies

An articulation of a contemporary theology of ministry highlighting the spirituality of ministry; nature of ordained ministry; expansion of other ministries; and collaboration as an emerging approach to ministry; theological reflection models and methods.

RSPI 6285/7285 Program Planning and Evaluation

The pastoral knowledge, skills and attitudes for creative and successful program planning, management, and evaluation; personal and professional issues that enhance the witness value of the minister's work.

RSPI 62CS Pastoral Project

Affords the student an opportunity to engage in a supervised project in ministry for the purpose of implementing theories and experimenting with new methods. Prerequisite: RSPI 6285.

RSPI 6X99/7X99 Selected Topics (6199, 6299 or 6399).

RSPI 6990 - Internship in Spiritual Direction

Off-campus program incorporating both content and supervised experience in the art of spiritual direction. With approval of the Director, this internship may be registered for three or six semester hours (RSPI 6390, 6690).

Youth Ministry Sequence

RSPI 6155 Foundations of Ministry Leadership

Examines the principles and priorities that guide students' lives as Christian leaders. Presents an understanding of principle-centered leadership and Christian spirituality that addresses one's personal mission, ministerial roles, and priorities.

RSPI 6156 Principles of Youth Ministry

Presents foundational understandings and principles for developing an effective and comprehensive ministry with adolescents.

RSPI 6157 Skills for Christian Leadership

Addresses the theories and skills ministers need to work with and through people. Emphasizes the application of leadership skills to various ministry settings, problems, and issues.

RSPI 6158 Developing Youth Ministry

Explores processes and skills for effective leadership in youth ministry. Prepares leaders to empower the parish community for ministry with youth through collaboration and leadership development.

RSPI 6159 Faith Growth of Youth through Pastoral Care

Explores the principles and methods of caring for young people from various cultures, and their families. Promotes healthy adolescent development from a pastoral care perspective and to develop interventions for families and adolescents.

RSPI 6160 Faith Growth of Youth through Evangelization and Catechesis

Explores the foundations of nurturing adolescent faith development and Catholic identity through an integrated approach to faith development incorporating teaching, prayer, liturgy, community life, justice, and service.

RSPI 6161 Faith Growth of Youth through Prayer and Worship

Examines the foundational role of Christian worship and sacraments in fostering the spiritual growth of youth. Develops a realistic and integrated approach to worship within a comprehensive ministry to youth and practical application in the pastoral setting.

Course Descriptions

RSPI 6162 Faith Growth of Youth through Justice and Service

Explores the foundations for fostering a justice and service consciousness and spirituality in youth. Develops skills for creating integrated, action-learning models for the justice and service component of a comprehensive youth ministry.

SCHOOL OF INTERACTIVE MEDIA AND DESIGN

Communication Arts (COMM)

COMM 6301 Communication Theory

This class is an introduction to the theories of mass communication and should be taken in the first semester offered. Pre-requisite: COMM 6308

COMM 6302 Media Ethics

This course focuses on media accountability, media problems and changing roles of the media. The relationship between the media and various societal groups, i.e., family, government, community, women, and minorities, will be examined. Pre-requisite: COMM 6308

COMM 6303 Principles of Writing for the Media

This course offers an examination and application of writing principles, approach, and practice for print and broadcast media. Survey of techniques and samples are included.

COMM 6304 Aesthetics of Visual Perception

The class explores the fundamentals of sensory perception of sight and sound as they relate to the arts of media communication. Principles of motion, color, light, space, and sound are examined. Coursework focuses on successful integration and application of these elements.

COMM 6308 Research and Writing Techniques

This course is writing-intensive, focusing on both informative and persuasive writing modes. It emphasizes essay composition and revision, the philosophy of scholarship, and qualitative and quantitative research methods.

COMM 6309/7309 Communication Research Methods

This class is an introduction to the techniques and principles of communication research. Prerequisite COMM 6301, COMM 6302, COMM 6308.

COMM 6311 Media Production

This class explores various topics examining principles and techniques of media production. Topics include video production, radio production, multimedia, producing and directing, audio production, digital imaging, graphic design and layout. May be repeated for credit as topics vary.

COMM 6312 Applied Media Writing

This class offers various topics in theory and practice of writing for the media. To include topics such as script writing, writing for digital and electronic media, news writing, and literary journalism. May be repeated for credit as topics vary.

COMM 6315 Seminar in Film Studies

This course offers various topics examining film and its role in society. To include topics such as film genres, film history, American cinematographers, images of women in film. May be repeated for credit as topics vary.

COMM 6317/7317 Communications, Technology, and Culture

This class investigates new technologies and explores the ramification of the use of these technologies and their impact on current culture. It will help students to reflectively and critically explore the new forms of communication; their efforts on the media, business, education, and government industries; and the corresponding societal issues. The class will encourage students to reinterpret these issues within a scholarly framework by examining current new media research. Prerequisite COMM 6301.

COMM 6318/7318 Seminar in Mass Communication

A seminar class with varied topics that examines contemporary issues in mass communication. Topics include public opinion, media sociology, journalism, media law, media framing, and critical analysis of advertising, public relations and public address. May be repeated for credit as topics vary.

Course Descriptions

COMM 6319 Seminar in International Communication

A seminar class with various topics examining international issues in communication. Topics include international journalism, development communication, and world cinema. May also include study abroad.

COMM 6345 Practicum in Specialized Area of Study

This course provides experience and training in the communications field with a designated company or an accomplished professional. Practicum requires a minimum of set hours on-the-job experience per week and a comprehensive report evaluating the practicum experience at the end of the semester. Pre-requisites: Eighteen hours of graduate credit and permission of graduate advisor.

COMM 6398 Directed Studies in Communication Arts

Opportunity for advanced graduate students to engage in specialized tutorial study with specific faculty. Prerequisite: permission of graduate advisor and specified faculty.

COMM 63CS1 Communication Capstone

A final mastery level class, which culminates with a choice of a project or written thesis that integrates various skills and theories of the Communication Arts degree into one final capstone product. . Must have 27 hours of graduate work completed in Communication Arts. Prerequisite COMM 6301, COMM 6302, COMM 6308, and COMM 6309.

COMM 63TP Thesis Proposal

This class explores the techniques of writing for a major project. A written thesis proposal will be completed at the end of the program. Must have 27 hours of graduate work completed in Communication Arts. Pre-requisites COMM 6301, COMM 6302, COMM 6308, and COMM 6309.

COMM 63TR Thesis Research

Completion of thesis in final semester. Pre-requisite COMM 6395.

Instructional Technology (EDIT)

EDIT 6343/7343 Foundations of Instructional Technology

Introduction to the Instructional Technology profession. Course defines field, provides historical overview, and introduces research, practices, current trends and issues in the field. Summer (1st course)

EDIT 6344/7344 Instructional System Design

Introduction to the major components of instructional design with a focus on the functions of systems models in planning, developing, and evaluating instruction. Participants, working individually and in groups, apply instructional design practices to the production of instructional materials. (Pre-requisite EDIT 6343)

EDIT 6345 Multimedia Authoring

Application of instructional systems design, research findings and design criteria to the production of computer-based and computer-generated instructional materials using various multimedia authoring tools. Skills in writing, graphic design, interface design, scripting, prototyping, editing and field-testing are introduced. (Prerequisite: EDIT 6344 Instructional Systems Design and EDIT 6346, well developed computer skills. Students must purchase multimedia authoring software.)

EDIT 6346/7346 Information Technologies: Internet and the Web

Exploration of the educational implications of Internet and the World Wide Web. Application of instructional systems design, research findings and design criteria to the production of an educational web site using hypertext markup language. (Prerequisite: well-developed computer skills, not for computer novices. Students must purchase web editing software.)

EDIT 6347/7347 Distance Learning

Introduction to the types of technologies, delivery systems and methods used in teaching students at a distance. Overview of history and research in distance learning technologies, including radio, audiotape, computer-based instruction, television, teleconferencing and video conferencing.

EDIT 6348/7348 Management of Learning Environments

An introduction to management concepts for individuals who supervise personnel, materials and technology in learning environments ranging from school media centers to computer centers. Participants plan a technological learning environment, including preparing a budget, selecting technology resources, developing a floor plan and preparing job descriptions. Prerequisite: 6 hours of Instructional Technology or permission of Program Advisor.

Course Descriptions

63CS Advanced Instructional Design Project

Application of instructional design theory and research to the development of an instructional project or product under supervision of faculty mentor. Participants may do in-house project or do a project for a company or organization. Students will meet with the EDUC 63CS1 class during the semester in which they are enrolled in this class. (Capstone course, - prerequisite 30 hours of graduate courses. Offered on-campus only in the Masters of Education program.)

EDIT 6399 Selected Topics in Instructional Technology: Topics may vary.

SCHOOL OF MATHEMATICS, SCIENCE, & ENGINEERING

Biology (BIOL)

BIOL 6345 Biogeography

Analysis of present and past global patterns of distribution of plants and animals and the ecological, evolutionary, and tectonic factors that have influenced these patterns.

BIOL 6370 Molecular Biology

Study of the structure, expression, replication, and recombination of DNA. Discussion of current technology of recombinant DNA, its application in medicine, agriculture, and industry, and its implications in contemporary society.

BIOL 6373 Tropical Parasitology

Study of the biology and systematics of parasitic organisms with a special emphasis on etiological agents of human diseases prevalent in tropical climates.

BIOL 6375 Medical Microbiology

The mechanisms of host defense, pathogenesis, and antimicrobial therapy. A survey of medically important bacteria and viruses and their epidemiology. Brief introductions to medical mycology and protozoology.

BIOL 6380 Virology

The structure, replication and properties of viruses. The molecular organization of viral genomes will be analyzed. The interactions of viruses with host immune systems will be presented. Vaccinations and chemotherapies to prevent or cure viral infections will be discussed.

BIOL 6385 Immunology

The function of the immune system with regard to innate immunity, the recognition of foreign antigens, the development and function of lymphocytes, and the health consequences of immune failure.

BIOL 6392/7392 Advanced Human Physiology

Human physiology with major emphasis on the nervous, endocrine, digestive, circulatory, respiratory, and excretory systems.

BIOL 6399/7399 Selected Topics in Biology

Offered on a need basis to include Ecological Mapping GPS/GIS or other offerings..

BIOL CE90 Comprehensive Exam

A written examination covering three questions from graduate faculty who have been selected by the candidate and the Graduate Advisor. Fee.

BIOL 63TP/63TR Thesis Proposal/Thesis Research

Laboratory or field-based research, under the direction of a member of the graduate faculty, leading to completion of a Master's Thesis. The research is based upon a Thesis Proposal, which should be completed by the time admission to candidacy is filed, i.e., before the student registers for the last 18 hours of graduate study.

Mathematics (MATH)

MATH 6311 Higher Abstract Algebra I

Prerequisite: An undergraduate course in abstract or linear algebra. The first semester is devoted primarily to group theory. Topics include basic properties of groups, homomorphisms, Sylow theorems, and basic properties of rings, fields and integral domains.

MATH 6312 Higher Abstract Algebra II

Prerequisites: MATH 6311, Higher Abstract Algebra I or its equivalent. Topics covered in the second semester include vector spaces and modules, extensions of fields, Galois theory, linear transformations and matrices.

Course Descriptions

MATH 6313/7313 Number Theory

Prerequisite: MATH 3325 Abstract Algebra and Number Theory, MATH 2313, Calculus II, or their equivalents. Topics include primes and divisibility, congruence, quadratic residues, approximation of real numbers, continued fractions, Diophantine equations, and arithmetic functions.

MATH 6315/7315 Mathematical Logic and Set Theory

Prerequisite: MATH 3320, Foundations of Mathematics, and MATH 3325 Abstract Algebra and Number Theory, or their equivalents. Topics include propositional calculus, first order logic, model theory, Zermelo-Fraenkel Axioms, ordinals and cardinals, Axiom of Choice, and uncountable sets.

MATH 6316 Combinatorics

Prerequisites: Abstract Algebra, Number Theory, Discrete Mathematics or consent of instructor. Topics include the counting principles, pigeon-hole principle, inclusion and exclusion, generating functions, designs and codes, Ramsey theory, graph theory and transversal theory.

MATH 6320/7322 Advanced Geometry

Topics may include, but are not limited to, axiomatic systems, Euclidean Geometry, non-Euclidean Geometry, and a brief introduction to projective geometry and topology. Proofs will be emphasized in this course.

MATH 6321 Topology I

Prerequisite: Undergraduate Real Analysis. Topics include cardinal and ordinal arithmetic, topological spaces, compactness, connectedness, continuity, homeomorphisms, metrization and paracompactness.

MATH 6322 Topology II

Prerequisites: MATH 6321, Topology I or its equivalent. Topics from algebraic topology and geometric topology.

MATH 6323 Continuum Theory

Topics include inverse limits, hyperspaces, Peano continua, dendrites, irreducible continua, and pseudo-arcs.

MATH 6332/7332 Introduction to Analysis

This is a three-hour course which includes real number system, set theory and elementary topological properties of the real line, continuity and differentiability, sequences and series, uniform convergence, Riemann integration, and improper integrals. Some introduction to measure theory and the Lebesgue integral may be included if time permits.

MATH 6334/7334 Introduction to Abstract Algebra

This is a three-hour course that covers topics including finite fields, commutative rings, fields, structure of groups, unique factorization, and advanced optional.

MATH 6336/7336 Introduction to Number Theory

This is a three-hour course which includes the study of the division algorithm, the Euclidean algorithm, elementary properties of primes, congruences including Fermat's and Euler's theorem, and the Prime Number Theorem, and the generation of Fibonacci numbers or Pythagorean triples.

MATH 6338/7338 Euclidean and Non-Euclidean Geometry

This is a three-hour course that includes a rigorous treatment of the fundamentals of plane geometry, and spherical, elliptical, and hyperbolic geometries.

MATH 6341 Real and Complex Analysis I

Prerequisite: Calculus III or consent of the Instructor. Topics include the real and complex number system, elementary cardinal arithmetic, metric spaces, with emphasis on Euclidean spaces, convergence, continuity, completeness, differentiability, and normed linear spaces.

MATH 6342 Real and Complex Analysis II

Prerequisite: Successful completion of MATH 6341. Topics include integration: Riemann, Stieltjes, and Lebesgue integrals, measure theory, uniform convergence, analytic functions, Cauchy integral formula, residue theory, absolute continuity, bounded variation.

MATH 6345/7345 Numerical Analysis

Topics for this one semester course include some discussion about floating point arithmetic, essential topics in numerical algebra, numerical calculus, numerical linear algebra, and numerical solutions to ordinary differential equations. Programming experience is encouraged.

MATH 6348 Introduction to Mathematics Education Literature

This is a three-hour course designed to introduce the student to the current literature in mathematics education research. The major tools used in research in the field will be explored.

Course Descriptions

MATH 6351 Dynamical Systems

Prerequisites: Calculus III, Linear Algebra, Differential Equations or consent of instructor. Topics are selected from the following: Linear systems, discrete and continuous dynamical systems, fixed points, periodicity and chaos, Sarkovskii's Theorem, bifurcation, fractals and symbolic dynamics, complex dynamical systems. May be repeated for credit when topics vary.

MATH 6355/7355 History of Contemporary Mathematics

This course is a historical development of contemporary mathematics, including the inception of calculus, the concept of infinitesimal, and the need for precise treatment of limit theory that leads to the study of real number theory and ultimately to set theory. Discussion includes the historical development of at least one branch of contemporary mathematics such as Modern Algebra, Mathematical Analysis, Modern Geometry, Topology, or Probability and Statistics. There will be a research component to this course.

MATH 6361 Advanced Probability and Statistics I

3 hours credit. Prerequisite: MAT 4331 or equivalent.

MATH 6362 Advanced Probability and Statistics II

3 hours credit. Prerequisite: MAT 4378 and MAT 6361 or equivalent.

MATH 6363/7363 Research Statistics

This course will enable students to interpret and use descriptive statistics, properties of the normal curve, parametric hypothesis tests (single-sample and two-sample), analysis of variance, correlation, simple linear regression, and introductory non-parametric tests. The course will emphasize application and will incorporate the use of a computer package (SPSS) in statistics.

MATH 6364/7364 Advanced Quantitative Research

Prerequisite: MATH 6363 or equivalent. This course will enable students to interpret and use properties of correlation, simple and multiple linear regression, various analysis of variance designs, and time series. The course will emphasize application and will incorporate the use of a computer package in statistics.

MATH 6367 Statistical Software Packages

This is a three-hour course that covers an introduction to the use of statistical or mathematical applications for data analysis.

MATH 6369 Design of Experiments

This is a three-hour course that covers the principles, construction, and analysis of experimental designs.

MATH 6374 Applied Forecasting

This is a three-hour course that covers topics advanced demographics and statistical methods. It will include applications of demographic techniques in marketing, management and impact analysis in business and government.

MATH 6370/7370 Mathematics Content and Pedagogy, K-5

This course covers those mathematical topics considered as essential elements for teachers of elementary school mathematics. Development of the number system beginning with the Peano Postulates, including real numbers, complex numbers, cardinal numbers, and ordinal numbers. Algebraic properties of the number system will be investigated as groups, rings, and fields. The use of manipulatives and a student-centered approach to learning is stressed to teach skills and concepts appropriate for grades K-5. This course may not count toward a Master of Science in Mathematics.

MATH 6372/7372 Integration of Mathematics and Science, K-5

This is a three-hour course in which national and state standards and learning theory in mathematics and science education are used to support conjectures and conclusions about the benefits and challenges of integrating mathematics and science in the elementary classroom. Content topics and the use of student-centered strategies to teach skills and concepts appropriate for Grades K-5 are considered. This course may not count toward a Master of Science in Mathematics.

MATH 6375/7375 Mathematics Content and Pedagogy, 6-12

This is a three hour course that covers those mathematical topics considered as essential elements for teachers of middle and high school mathematics. Topics include the properties of the Real line and the Cartesian plane and the foundations of plane and spherical geometry. The use of manipulatives and activities is stressed to teach skills and concepts appropriate for grades 6-12.

MATH 6376/7376 Integration of Mathematics and Science, 6-8

This is a three-hour course in which national and state standards and learning theory in mathematics and science education are used to support conjectures and conclusions about the benefits and challenges of integrating mathematics and science in the middle school classroom. Content topics and the use of student-centered strategies to teach skills and concepts appropriate for middle school grades are considered. This course may not count toward a Master of Science in Mathematics.

Course Descriptions

MATH 6381/7381 Integration of Mathematics and Science, 9-12

This is a three-hour course in which national and state standards and learning theory in mathematics and science education are used to support conjectures and conclusions about the benefits and challenges of integrating mathematics and science in the high school classroom. Content topics and the use of student-centered strategies to teach skills and concepts appropriate for high school grades are considered. This course may not count toward a Master of Science in Mathematics.

MATH 6382 Linear Algebra and Matrix Theory

This is a three-hour course that covers topics in vector space and matrix theory. It will include vector space, linear operators, determinants, elementary canonical forms and inner product space. Mathematics programming techniques for regression and classification analysis will also be included.

MATH 6384 Statistical Research

This is a three-hour course that covers the theory and applications of mathematical programming techniques applied to statistical analysis. It combines research and application of the learning experience in research statistics. Topics and project will be approved and evaluated by the Research Committee.

MATH 6388 Statistical Internship

This course includes supervised experience in applying statistical or mathematical methods to real problems in a business, education or government agency

MATH 6385/7385 Instructional Technology in Mathematics and Science

This course is designed to promote the uses of hand-held and computer technology in both mathematics and science for grades 7-12. The course will familiarize participants with the use of a variety of graphing calculators, data collection devices, and computer software packages. This course may not count toward a Master of Science in Mathematics.

MATH 6399/7399 Selected Topics

Topics may include algebra, analysis, etc. These courses may be repeated for credit when topics vary. Such repeated credit is subject to approval by the Graduate Program Director upon recommendation by the Supervisory Committee and the instructor in the course.

MATH 63CSa Capstone in Mathematics Teaching

Integrative experience that combines research and application of the learning experience in mathematics and mathematics education. Topic and project is approved and evaluated by the capstone committee.

Prerequisite: Completion of 27 hours of the master's program.

MATH 63CSb Capstone in Mathematics

Integrative experience that combines research and application of the learning experience in mathematics.

Topic and project is approved and evaluated by the capstone committee. Prerequisite: Completion of 27 hours of the master's program.

MATH CE90 Comprehensive Examination. Fee.

MATH 63TP/63TR—Thesis Proposal/Thesis Research

MATH 8320—Readings in Mathematics Education

This is a 3 hour course designed to introduce the student to the current literature in mathematics education research. The major tools used in research in the field will be explored.

MATH 8325 Research and Development of Mathematics Programs

This is a 3-hour course whose purpose is to prepare leaders in mathematics education to support the research and development of mathematics programs in K-12 education.

Multidisciplinary Sciences Program

GEOL 6310/7310 Earth Science I

Essential elements and concepts of geology and oceanography are examined through inquiry-based activities. Topics and hands-on activities include rocks and minerals, fossils, weathering, erosion and soils, volcanoes, earthquakes, plate tectonics, topographic maps, ocean composition, ocean currents, marine life, ocean floor topology and seafloor spreading.

GEOL 6315/7315 Earth Science II

Essential elements and concepts in astronomy and meteorology are examined through inquiry-based activities. Topics and hands-on activities include telescopes, constellations, solar and lunar phases, tides, comets, asteroids, and meteors, spectroscopy, planets, solar systems, and galaxies, weather, atmospheric phenomena, hurricanes and tornadoes.

Course Descriptions

PHYS 6310/7310 Energy, Forces, and Motion

Principles and applications of the physical laws will be examined through demonstrations and calculator/computer-based activities. Topics include kinetic definition of temperature, pressure resulting from momentum changes of molecules, energetics of work, kinetic and thermal energies, energy conservation and entropy, and Newton's laws of motion.

PHYS 6315/7315 Electricity and Magnetism

This course examines in depth the concepts of Coulomb's Law, electric circuits and magnetism. Activities include application of traditional laboratory apparatus, remote sensing probes, computer-based activities, and graphing calculators.

CHEM 6305/7305 Matter, Properties, and the Periodic Table

Matter is examined with regard to the kinetic particle model. Experiments and demonstrations are conducted with the kinetic particle model to predict and explain outcomes of chemical processes. States or matter are described in terms of molecular motion and spacing. The periodic table is introduced as a tool in chemical research. Materials will be experimentally examined and classified as elements, compounds, or mixtures, and the elements within the periodic table are organized.

CHEM 6310/7310 Topics in Environmental and Bio-Organic Chemistry

This course examines chemical reactions that directly affect the environment and human processes. The structure of atoms, ions, and the chemical bond is discussed. Chemical reactions will be examined and described using balanced chemical equations. Organic nomenclature and biochemical reactions are discussed in depth. Investigations include analysis of environmental quality, extraction and synthesis of organic compounds.

BIOL 6305/7305 Selected Topics in Ecology and Diversity

This course extends in depth content in selected topics of ecology and biological diversity, integrated with key mathematical principles of algebra. Three principles of biological knowledge are emphasized: interactions and interdependence; structure and function; and change and homeostasis. The course is instructed in a learning cycle format that emphasizes laboratory activities and independent student work in explanations and extensions. Computer-based technology will be applied for data acquisition and analysis.

BIOL 6310/7310 Topics in Cell and Molecular Biology

This course extends in depth content in the topic areas of biological matter and energy, and molecular and cellular physiology. Three principles of biological knowledge are emphasized: interactions and interdependence; structure and function; and change and homeostasis. This course is instructed in a learning cycle format that emphasizes laboratory activities and independent student work in explanations and extensions. Computer-based technology will be applied for data acquisition and analysis.

BIOL 63CS Multidisciplinary Sciences Implementation

This capstone course extends the content knowledge acquired in the multidisciplinary content courses through selected readings and discussion of current topics in mathematics and science education reform. Participants will revise and/or develop a comprehensive curriculum for grade level 6-8, and implement activities in their classroom.

Nutrition (NUTR)

NUTR 6100 Dietetics

Concentrated preparation for dietetic practice focusing on basic skills and knowledge necessary for entering supervised practice experienced in clinical dietetics, community nutrition programs, and foodservice management. Prerequisites: Admission to the Dietetic Internship Program and Instructor's Signature.

NUTR 6200 Community Nutrition Practice

Work site placement experience in community nutrition organizations and agencies. Didactic presentation focuses on current issues and topics to help students develop the skills necessary to provide community nutrition services, such as assessment of community nutrition needs, nutrition education of community groups, and implementation of community nutrition programming. Prerequisites: Admission to the Dietetic Internship Program and Instructor's signature.

NUTR 6290 Practicum in Nutrition

Supervised work experience in nutrition-related setting. Prerequisite: NUTR 4460 and 4475.

NUTR 6300 Foodservice Management Practice

Work site placement experience in food service settings. Didactic presentation focuses on current issues and topics to help students develop the skills necessary to manage foodservice systems, including production, inventory control, sanitation, quality management, financial management, facility and human resource management. Prerequisites: Admission to the Dietetic Internship Program and Instructor's signature.

Course Descriptions

NUTR 6325 Advanced Nutrition I

Current status of nutrition theory and its interpretation together are considered in diet assessment, nutrient interrelationships and metabolism in maintaining health and the prevention and development of chronic diseases. This course focuses on the macronutrients and energy metabolism. Prerequisite: BIOL 6392 or concurrent enrollment.

NUTR 6330 Advanced Nutrition II

Current status of nutrition theory and its interpretation together are considered in nutrient interrelationships and metabolism in maintaining health and the prevention and development of cancer, cardiovascular diseases, and diabetes mellitus. This course focuses on vitamin and mineral requirements. Prerequisite: NUTR 6325, BIOL 6392.

NUTR 6334/7334 Nutrition and Health Promotion Practice: Program Planning and Evaluation

Course utilizes a theoretical framework to guide and facilitate the planning, implementation and evaluation of nutrition/health promotion programs. Specific assessment and evaluation techniques are explored. Course requires the application of skills and knowledge to increase professional competence and effectiveness in program planning and evaluation.

NUTR 6342 Lifecycle Nutrition

This course is an examination of nutrition requirements and assessment, and dietary intake during gestation, infancy, childhood, adolescence and senescence. Integration of current research will focus on nutritional issues related to these lifecycle stages and on long-term health.

NUTR 6352 Issues in Food and Nutrition

Analysis of food and nutrition issues including non-nutritive food substances. Impact of these issues on food choices, public policy, global perspectives, and future practice of food and nutrition professionals will be explored.

NUTR 6366 Advanced Clinical Nutrition

Modern concepts of clinical nutrition and abnormalities treated by modified diets. Students will critically evaluate the scientific literature relating the medical nutrition therapy treatments and diet patterns currently used. Prerequisite: NUTR 4475 or experience in medical nutrition therapy.

NUTR 6391 Tutorial in Nutrition

Student will choose and develop a topic in any area of nutrition. The grade will be determined by evaluation of regular reports, regular conferences with faculty sponsor, periodic examinations, and final examination, or any combination of these methods.

NUTR 6400 Clinical Dietetics Practice

Work site placement experience in inpatient and outpatient health care settings. Didactic presentation focuses on current issues and topics to help students develop the skills necessary to provide medical nutrition therapy care, including screening, assessment, education and care planning development, nutrition support, and participation in quality management. Prerequisites: Admission to the Dietetic Internship Program and Instructor's signature.

NUTR 6414 Advanced Nutrition Services Administration

This course focuses on the application of management and leadership principles and techniques specific to the provision of nutrition services in clinical and community settings. Emphasis is placed on using evidence-based practice guidelines in the creation of program protocols, evaluation systems, and overall program development. Prerequisite: NUTR 4460, 4475.

NUTR 6464 Nutrition and Health Behavior

Major learning and health behavior theories are applied to the practice of nutrition, dietetics and health promotion. Techniques for interviewing, motivating and counseling, and their application to groups and individuals, are explored. Course requires the application of skills and knowledge to increase professional competence and effectiveness in promoting health behavior change.

NUTR 6XCS Master's Project

The Master's Project is an integration of graduate level coursework with research and communication skills to develop and report on a tangible nutrition project that addresses a concern of the community or an area of interest of the student. The course is taken for two semesters for a minimum of total of 3 to 4 hours of credit. Prerequisites: Graduate level research class or MATH 6363 plus 9 additional semester hours of graduate didactic coursework in the master's program. Permission of instructor is required.

NUTR 63TP/6XTR Thesis Proposal/Thesis Research

NUTR CE90 Comprehensive Examination. Fee.

SCHOOL OF NURSING AND HEALTH PROFESSIONS

Kinesiology (KEHP)

KEHP 6350 Current Trends and Issues in Sport and Physical Education

Examination of current research concerning teaching physical education and coaching athletic teams. Topics addressed may include ethical and legal issues involving the curriculum, student assessment, program assessment, technology, role conflict, national and state standards and laws. Prerequisite: graduate standing.

KEHP 6377/7377 Instructional Development in Physical Education

Development of curriculum design and instructional methods to meet the developmental needs of learners from preschool through high school. Prerequisite: graduate standing.

KEHP 6378 Biomechanics in Human Performance

An overview of the laws and principles of human motion. Emphasis on analysis of sport movement with an application to the teaching and learning of motor skills. Prerequisite: graduate standing.

KEHP 6379/7379 Adapted Physical Activity and Sport

Physical education, motor and fitness development, and athletics for atypical individuals. Particular attention to the home, school, sports center, and organized sports and athletics. Prerequisite: graduate standing.

KEHP 6381 Topics in Exercise Physiology and Fitness

Current issues concerning exercise physiology, fitness and overall wellness. Attention to student assessment, motivation, and prescription. Prerequisite: graduate standing.

KEHP 63CS Capstone in Physical Education

A capstone course that brings together the several experiences mastered by the graduate student. The course examines contemporary issues of leadership, ethics, and issues of professionalism facing the educators of tomorrow. Prerequisite: must be taken in last six hours of graduate program and requires permission of Program Advisor.

Nursing Core Courses (NURS)

NURS 6311 Research I: Analysis and Interpretation of Research

Overview of qualitative and quantitative research processes and designs. Prepares nurses to read, interpret and synthesize current knowledge on a topic relevant to evidence-based nursing practice with an emphasis on aggregate focused care and to critique methodology, research design, instrumentation and statistical techniques of research studies.

NURS 6342 Research II: Proposal Development

Prepares students to design a research study addressing health care needs of an identified population. Research design, measurement and sampling techniques, data collection and data analysis methodologies incorporated into selection of research strategies appropriate to specific problems and the development of a research proposal.

NURS 6361 Nursing Leadership & Health Policy

This course focuses on development of skills in the formation and implementation of health policy including strategies to design programs which reduce health disparities. Using a values framework, students assess leadership roles and strategies in political activism and policy development in professional organizations, communities, worksites and government.

NURS 6321 Nursing Theory for Advanced Practice

Introduction to nursing theorists. Analysis and comparison of selected theories from nursing and other disciplines, and evaluation of the theories for use in nursing education, administration, and practice. Theories discussed within the contexts of the research process, the development of nursing knowledge and the advancement of scientific practice. Focus is on theories that have specific application in health disparities.

NURS 6315 Resource Management for Nurse Leaders

Emphasis is on the management and fiscal resources in the context of planning, delivering, and evaluating health care. Leadership skills for working with interdisciplinary teams within complex systems are addressed.

Course Descriptions

NURS 6358/7358 Curriculum Development in Nursing

This course is designed for graduate nursing students who plan to teach in nursing education programs whether it be in schools of nursing or institutions in which they work. Students will learn about the principles and processes involved in building curricula. The course includes examination of factors influencing the curricular components of planning, instructing, and evaluating. This course is a prerequisite to the course Teaching in Schools of Nursing/Institutions.

NURS 6368/7368 Teaching in Schools of Nursing/Institutions

This course follows the Curriculum Development course. It is a study of methods of instruction and the roles of the teacher as well as the application of these in practice settings. This course includes a practicum.

NURS 63CS Capstone

This capstone course provides opportunities to integrate and apply concepts specific to the role of the Clinical Nurse Leader in addressing nursing practice issues.

NURS 6290 Informatics in Health Care

Introduction to the study of informatics focuses on the management of information in the modern healthcare system. Students will be introduced to the breadth of informatics, information management and the history and future of informatics in healthcare. Prerequisites: Demonstrated competency in basic computer skills including file management, word processing, spreadsheets, databases, email, web browsing, and use of presentation software.

Clinical Major, Clinical Nurse Leader (NURS)

NURS 6331 Aggregate Health I

Focuses on the development of health assessment skills for advanced nursing practice with aggregates of all ages who have been categorized with health disparities. Includes in-depth study of epidemiology and nursing science with an emphasis on cross-cultural perspectives.

NURS 6452 Aggregate Health II

This course is designed to provide opportunities for students to apply theoretical frameworks to the organization of assessment information in order to plan nursing care that addresses health disparities among vulnerable populations. Through clinical experiences with an aggregate of the student's choice, students diagnose and prioritize health care needs and design culturally and linguistically appropriate programs and services to meet those needs.

NURS 6371 Aggregate Health III

This is the final clinical course in the three-sequence courses. Emphasis is on implementing and evaluating the health program developed in Aggregates I & II. The student will continue to apply theoretical frameworks to implement and evaluate their selected program in either acute care or community settings. The emphasis is on the role of the clinical nurse leader in providing care for a defined aggregate in relation to the health disparity and the affected population identified in Aggregate I & II.

NURS 6394 Clinical Nurse Leader Immersion

This course provides an intensive clinical experience in which the graduate student practices in the role of the Clinical Nurse Leader over an extended period of time. Students are eligible to take this course after having completed all CNL course work, including the Capstone course. The clinical immersion is a perceived experience consisting of a minimum of 280 clinical hours on a selected clinical unit. The graduate student nurse will function in the role of clinician, advocate, team manager, information manager, systems analyst risk anticipator, outcomes manager, educator, and member of the nursing profession. This course is a prerequisite for the Clinical Nurse Leader certification exam.

Clinical Major: Clinical Nurse Specialist, Specialty Core (NURS)

NURS 6323 Advanced Health Assessment

The course is required for CNS students in the master's program and for postgraduate MSN students in the CNS program. This course provides the student with knowledge and skills for comprehensive health assessment across the adult lifespan. The course includes laboratory skills lab and a practicum experience.

NURS 6325 Pathophysiology

An advanced study of pathophysiologic problems of the major body systems. Examples of alterations in physiological function are related to commonly encountered clinical situations. Includes study of the major organ systems with particular emphasis on the physical, biological, and integrating mechanisms.

NURS 6341 Pharmacotherapeutics for Advanced Practice in Nursing

Application of pharmaceutical, pharmacokinetic, pharmacodynamic, pharmacologic and pharmacotherapeutic principles in drug therapy management as required of nurses in advanced practice.

Clinical Courses (NURS)

NURS 6537 CNS I

This course addresses the unique and autonomous roles of the Adult Health Clinical Nurse Specialist as an Advanced Practice Nurse. Adult Health Clinical Nurse Specialist 1 is designed to begin the transition of the graduate nursing student into the Clinical Nurse Specialist role as a practitioner and provider of care. The adult health specialty focus is acute and chronic illnesses across the continuum of care with an emphasis on health promotion and disease prevention. In this course, students have the opportunity to develop, apply and evaluate in-depth knowledge of pathophysiological processes and evidenced-based interventions for disease management. The focus of the theoretical and clinical components of the course is on nursing and medical diagnosis and management, including pharmacological and nonpharmacological treatments. Practice is within the context of an interdisciplinary approach to adults of different cultures experiencing acute and chronic diseases. Clinical experiences include the implementation and evaluation of Adult Health Nursing—Clinical Nurse Specialist roles in a variety of health care settings.

NURS 6547 CNS II

This course is a synthesizing experience in the development and implementation of the Clinical Nurse Specialist role in a collaborative, interdisciplinary model. The focus of this course is ongoing clinical experiences and practice that integrate the theoretical and practical knowledge for the diagnosis and management of acutely or chronically ill adult patients. Emphasis is on clinical decision making which incorporates nursing and medical diagnosis, disease management, and treatment to include prescriptive practices and culturally competent care. The preceptored clinical practicum will include a variety of health care settings with emphasis on appropriate primary and secondary prevention, health promotion, and coordination of care across community systems of care.

NURS 6557 CNS III (Preceptorship)

This course is a synthesizing experience in the development and implementation of the Clinical Nurse Specialist role in a collaborative, interdisciplinary model. The focus of this course is ongoing clinical experiences and practice that integrate the theoretical and practical knowledge for the diagnosis and management of acutely or chronically ill adult patients. Emphasis is on clinical decision making which incorporates nursing and medical diagnosis, disease management, and treatment to include prescriptive practices and culturally competent care. The preceptored clinical practicum will include a variety of health care settings with emphasis on appropriate primary and secondary prevention, health promotion, and coordination of care across community systems of care.

Sport Management (SMGT)

SMGT 6375 Sport Governance

This course examines how governance of sports organizations and related laws impacts the development and structure of sports organizations in both domestic and international organizations.

SMGT 6370 Psychosocial Aspects of Sport Activity

A course designed to help the student understand the psychological and sociological aspects of sport and exercise with particular attention being paid to participants' rationale. The content will integrate theory and practice in order to prepare the student to understand the customer base of physical activity participants.

SMGT 6380/7380 Sport Management, Administration, and Finance

Introduction to management is a unifying theme in all aspects of sport. General topics include management styles, management of facilities, management in educational institutions, sports promotion organizations and professional sports. Individual topics include strategic planning and the social sciences, marketing and public relations, multicultural issues, and research. Research project required.

SMGT 6382/7382 Human Resources in Sport Management

Selected topics include management of personnel involved in sports organizations, including leadership, management style, personal skills, hiring and interviewing practices, conflict resolution, contracts, managing athletes during training, time management, and personnel problems. Research project required.

SMGT 6384/7384 Leadership and Organization in Sports Management

Selected topics include management and logistics of sports organizations, facilities, large groups of people, problems in sports organizations, community relationships, multicultural aspects of the sports business, fund raising and distribution, organizational development, strategic planning and sports law. Research project required.

SMGT 6386 Internship

Supervised work for 200 clock hours in a sport related area of the student's choosing in a school, college or university, business or industry. The course requires a report. Prerequisite is completion of 9 hours in Sport Management and permission/approval of the instructor.

Course Descriptions

SMGT 6388 Internship II

This is a continuation of Internship I to meet the degree requirements for the internship (150 hours for this course). Prerequisite is completion of a minimum of 12 hours of SMGT, including the completion of SMGT 6386.

SMGT 6390/7390 Research and Decision Analysis in Sport Management

This course is an introduction to qualitative and quantitative research for Sports Management and other physical activity sciences. Qualitative methods for (including Historical and Philosophic) using grand tour and sub questions, data gathering, results verification using triangulation, and reporting of findings. Quantitative methods include experimental, quasi-experimental, survey and descriptive research design, sampling, and hypothesis testing. Students will gain competency in using computer software for statistical analysis and presentation.

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