

UNIVERSITY OF THE INCARNATE WORD

San Antonio, Texas



Graduate Bulletin 2018-2019 Edition

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THE INCARNATE WORD

A Message from the President

Welcome to the University of the Incarnate Word.

We are pleased you have decided to continue your education at UIW. You have chosen a university dedicated to your success and committed to a mission of educational excellence in a context of faith. UIW faculty and administrators will support you along the way as you expand your mind and strengthen your skills. We challenge you to make the most of your educational experience; use all the resources available to you.

This Graduate Bulletin contains information on academic fields of study available at UIW, including master's, doctoral and professional degrees. UIW's Graduate Studies division was established in 1950 with its first graduate degree in education. Today, the Office of Research and Graduate Studies serves as the chief advocate for graduate education at UIW, working in collaboration with dedicated faculty, program advisors, councils and committees to support the nearly three dozen academic fields of study.

A brief list of our programs includes professional doctorates in Nursing, Optometry, Pharmacy, Physical Therapy, and Osteopathic Medicine, a professional doctorate in Business Administration, a research PhD in Vision Science, and a PhD in Education. We offer 24 master's programs in which students can choose from nearly two dozen different concentrations. For those not seeking a full degree program, we have 13 certificate programs to choose from.

The University is grounded in the strength of our heritage, received from our founding congregation, the Sisters of Charity of the Incarnate Word. Driven by our mission and our Catholic roots, we continue in the pursuit of truth, mutual understanding, self-realization and the common good in an increasingly complex society characterized by deepening diversity, expanding technology, and emergent information that requires careful management.

As a graduate student, you are an important member of our UIW community. Post-baccalaureate enrollment at UIW comprises 30% of the student body. This means that approximately 2,500 students, just like you, are engaged every semester in advanced scholarly study in subjects ranging from education and business to healthcare and many more.

The academic programs outlined in the following pages illustrate our emphasis on quality education and the preparation of UIW leaders for the challenges of a high-tech, globalized society. You can find our students engaged in service work as volunteers and leaders who share their compassion and spirit to unselfishly bring positive change in the community. We firmly believe these programs will equip our students with the necessary tools to confront an ever-evolving world.

As you continue your education at the University of the Incarnate Word, know that we stand beside you and are ready to help you achieve your educational goals. We look forward to celebrating your triumphs along the way.

Sincerely,

Thomas M. Evans, PhD
President

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I. General Information

University of the Incarnate Word

The University of the Incarnate Word is one of the many manifestations 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 Bachelor's and Master's 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, encompassing research and artistic expression. 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 lifelong 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.

UIW Campus

The University of the Incarnate Word is located on the grounds of the former estate of noted San Antonio philanthropist, businessman and civil servant, Col. George W. Brackenridge, whose stately home still stands on the campus overlooking the headwaters of the San Antonio River. At one time, the natural beauty as well as the clear spring water made the headwaters area 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. All buildings feature presentation and wireless technology in the classroom, including the venerable Administration Building, which is listed on the National Register of Historic Places by the U.S. Department of Interior. 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 dignitaries and students. Additionally, the Stanley and Sandra Rosenberg 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 of the Incarnate Word's athletic facilities, practice fields, tree-lined walking paths, and well-tended grounds provide a comfortable environment for study and reflection. The park-like atmosphere encourages private reflection as well as intellectual stimulation.

San Antonio

The city offers a rich mixture of cultural heritages derived from its historical settlement by people from Germany, France, Ireland, Mexico, and the Canary Islands. With Dallas and Houston, San Antonio 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 Garden.

San Antonio is rich in educational offerings with four private universities, a Catholic theological graduate school, three 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 the suburb of Alamo Heights, which offers a quiet, well established residential area as well as shopping, restaurant, cultural and recreational facilities.

Accreditation

The University of the Incarnate Word is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate, baccalaureate, master's, doctoral, and professional degrees. Contact the Commission at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of the University of the Incarnate Word.

UIW 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)

Division of Extended Academic Programs:

Accreditation Council for Business Schools and Programs for the following business programs:

- Bachelor of Science (BS) with concentrations in Accounting, Finance, General Business, Information Systems, Management, and Marketing

Dreeben School of Education:

Texas Education Agency (Teacher Certification Program)

H-E-B School of Business and Administration:

Accreditation Council for Business Schools and Programs for the following business degrees:

- Bachelor of Business Administration (BBA) with concentrations in Accounting, Banking and Finance, General Business, Economics, Economics and Finance, International Economics, Political Economy, Information Systems, International Business, Management, Marketing, Professional Golf Management, and Sport Management.
- Master of Business Administration (MBA) and the MBA with concentrations in Finance, International Business, Marketing, and Sport Management
- Master of Science in Accounting (MSA)

Commission on the Accreditation of Health Management Education (CAHME) for the degree:

- Master of Health Administration (MHA)

School of Mathematics, Science and Engineering:

Accreditation Council for Education in Nutrition and Dietetics of the Academy of Nutrition and Dietetics (ACEND).

Ila Faye Miller School of Nursing and Health Professions:

Texas Board of Nursing (BSN)

Commission on Collegiate Nursing Education (BSN, MSN, DNP)

Joint Review Committee on Educational Programs in Nuclear Medicine Technology (BS Nuclear Medicine Science)

Commission on Accreditation of Athletic Training Education (Athletic Training Education Program)

School of Media and Design:

Council for Interior Design Accreditation (BA in Interior Environmental Design)

Feik School of Pharmacy:

Accreditation Council for Pharmacy Education

Rosenberg School of Optometry
American Optometric Association, Accreditation Council on Optometric Education

School of Physical Therapy
Commission on Accreditation in Physical Therapy Education

School of Osteopathic Medicine
American Osteopathic Association Commission on Osteopathic College Accreditation (pre-accreditation effective July 1, 2016)

Affiliations

UIW holds membership in these organizations:

- Texas Higher Education Coordinating Board
- American Association of Universities for Teacher Education
- National Association of Independent Colleges and Universities
- Independent Colleges and Universities of Texas
- Council of Independent Colleges
- Texas Independent University Fund
- Association of Texas Graduate Schools
- Higher Education Council of San Antonio
- United Colleges of San Antonio
- American Association of Colleges of Nursing
- Association for Theatre in Higher Education
- American Association of Colleges of Pharmacy
- Hispanic Association of Colleges and Universities
- Association of University Programs in Health Administration

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.

Major Programs and Degrees

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

Accounting (Master of Science)

Business Administration (Master of Business Administration)

with concentrations in

General Business

Finance

International Business

Marketing

Sport Management

Health Administration (Master of Health Administration)

Graduate Certificate
International Business

Dreeben School of Education

Education (Master of Arts in Education, Master of Education)

with concentrations in

General Education

Adult Education

Early Childhood Education

Kinesiology

Online Teaching & Training

Program Evaluation

School Leadership

Student Services in Higher Education

Teaching and Learning

Education (Doctor of Philosophy)

with concentrations in

Higher Education

International Education and Entrepreneurship

Organizational Leadership

Teaching (Master of Arts in Teaching)

with concentrations in

Elementary Education (Early Childhood-Grade 6)

Secondary Education (Grade 7-Grade 12)

All-Level Education (Early Childhood-Grade 12)

Graduate Certificates

Adult Education

Early Childhood Education

Online Teaching and Training

Program Evaluation

Student Services in Higher Education

College of Humanities, Arts and Social Sciences

Multidisciplinary Studies (Master of Arts)

Pastoral Ministry (Master of Arts)

with concentrations in

Mission Leadership

Parish Leadership

Catechesis and Formation

Graduate Certificates

Mission Leadership

Pastoral Studies

School of Media and Design

Communication Arts (Master of Arts)

School of Mathematics, Science and Engineering

Applied Statistics (Master of Science)
Biology (Master of Arts, Master of Science)
Mathematics (Master of Arts)
 with a concentration in
 Teaching
Multidisciplinary Sciences (Master of Arts)
Nutrition (Master of Science)
Graduate Certificate
 Multidisciplinary Sciences

Ila Faye Miller School of Nursing and Health Professions

Kinesiology (Master of Science)
Nursing (Master of Science, Post-Master's Certificate)
Sport Management (Master of Science)
Graduate Certificates
 Sport Management
 Sport Pedagogy

Rosenberg School of Optometry

Vision Science (Master of Science, Doctor of Philosophy)

School of Osteopathic Medicine

Biomedical Sciences (Master of Biomedical Sciences)

Division of Extended Academic Programs

School of Professional Studies

Administration (Master of Arts)
 with concentrations in
 Applied Administration
 Communication Arts
 Healthcare Administration
 Industrial and Organizational Psychology
 Organizational Development
Business Administration (Master of Business Administration, Doctor of Business Administration)
Organizational Development and Leadership (Master of Science)
Teacher Leadership (Master of Arts)
Graduate Certificates
 Healthcare Administration
 Organizational Development

Professional Programs

Ila Faye Miller School of Nursing and Health Professions

Nursing (Doctor of Nursing Practice)

Rosenberg School of Optometry

Optometry (Doctor of Optometry)

Feik School of Pharmacy

Pharmacy (Doctor of Pharmacy)

School of Physical Therapy

Physical Therapy (Doctor of Physical Therapy)

School of Osteopathic Medicine

Osteopathic Medicine (Doctor of Osteopathic Medicine)

Guiding Principles and Objectives of Graduate Study

The Mission of the University of the Incarnate Word provides the guiding principles for all offered graduate studies programs. 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 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, evenings and on Saturday. Most graduate courses are available in an eight-week format. Graduate students are expected to assume responsibility for knowing policies governing their program, registration, change of schedule, withdrawal, and other UIW policies and procedures. For information about their curriculum and graduate policies, students may call their program coordinator or the Director of Graduate Studies.

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.

General requirements:

- Evidence of an earned Baccalaureate degree, with an overall GPA of 2.5 or higher, from a degree-granting institution accredited by a national or regional accrediting agency recognized by the U.S. Department of Education if postsecondary education was completed in the United States, or the equivalent of a U.S. bachelor's degree from an international institution that is officially recognized by that country. (Jan-2017)
- 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 Director of Graduate Studies. 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 Director of Graduate Studies. 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 coursework beyond the nine hours will require application for a change of status.

Non-degree Seeking

If non-degree seeking, an applicant to graduate studies 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.

Non-degree-seeking students may register for a cumulative total of no more than nine (9) credit hours of graduate coursework 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 twelve (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 to a graduate program. Such credits will be evaluated as though they were transfer credits from another institution and must be approved by the program director and the Director of Graduate Studies.

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

Change of Status From Non-Degree Seeking to Degree Seeking

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 advisor, program coordinator, and the Director of Graduate Studies.

Accelerated Bachelor to Master Degree Programs

Accelerated Bachelor to Master (ABM) Degree Programs provide opportunities for academically prepared and motivated undergraduate students to complete degree requirements for both the bachelor and master degrees simultaneously at an accelerated pace. By linking the curricula of the undergraduate and graduate programs, not only is student knowledge and skill level reinforced, but students can complete both programs sooner and at less expense than if they enrolled in both programs separately. Students accepted into an ABM program are eligible to complete 9 designated graduate hours, which will then be utilized to fulfill both undergraduate and graduate degree requirements. After the completion of the designated hours, students are formally admitted to graduate study.

General eligibility requirements are as follows:

1. Students must have completed a minimum of 75 credits hours in their undergraduate 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 cumulative GPA of 3.00.

Undergraduate students interested in ABM programs should contact the graduate director of the master's degree program for specific information regarding application materials, deadlines, and managing their formal admittance to graduate studies.

Undergraduate Students Registering in Graduate Courses

—Students in Accelerated Bachelors to Masters (ABM) programs are not affected by this policy.

—Undergraduate students registered in programs offered through Extended Academic Programs (School of Professional Studies) are not eligible for this policy.

UIW seniors who are registering for the semester during which they will complete their bachelor's degree requirements may register for graduate courses for graduate credit provided they also have a cumulative grade point average of 3.0 or greater. They must also have the approval of (1) their undergraduate advisor, (2) the director or coordinator of the graduate program responsible for offering the graduate course, (3) the Dean of the College or School that houses the graduate program, and (4) the Director of Graduate Studies. The student must secure these approval signatures and file the appropriate form with the Office of Research and Graduate Studies.

- Students may not take more than 6 semester hours of courses for graduate credit while registered as a senior.
- Graduate courses must be taken in the semester the student is expected to graduate with an undergraduate degree.
- Graduate course hours will not be counted toward the baccalaureate degree.
- Students must be admitted into a graduate program at UIW before they are eligible to enroll in graduate courses as an undergraduate student.
- Students receiving financial aid should check with the Office of Financial Aid before registering for graduate courses as this may impact their financial aid status. (12-2016)

Graduate Certificates

With the approval of the appropriate College or 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 announcement of the receipt or 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 graduate studies 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 University of the Incarnate Word 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. For students under the age of 22, an immunization record showing the bacterial meningitis vaccine must be submitted prior to registration.
5. Consultation with a program advisor regarding additional admissions requirements.

When the Admissions Office receives the required credentials, students must contact the program coordinator for evaluation and recommendation for action. The Director of Graduate Studies notifies the applicant by letter concerning action taken on the application. Upon acceptance, the student is assigned an advisor from the program.

Students hoping to enroll in the Accelerated Bachelor to Master (ABM) program must contact their advisor prior to filling out an application to identify the appropriate term of enrollment. This will be the first term the student is enrolled in exclusively graduate courses.

Credentials submitted for admission become the property of the University of the Incarnate Word and will not be returned. Students must enroll in the term for which they were admitted or the next subsequent term or their admission status is cancelled and they must reapply through the Office of Admissions.

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 Director of Graduate Studies.

Admission of International 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 75 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 International Admissions:

1. Completed and signed International Student Application.
2. \$20 non-refundable application fee.
3. Official transcripts from all universities/colleges attended and proof of graduation. All official transcripts must be translated into English before they are submitted.
4. For consideration of transfer credit, course descriptions officially translated into English and a detailed course or course by course evaluation are required. A list of evaluation agencies is available from the Office of International Admissions.
5. Score from TOEFL (Test of English as a Foreign Language), with a minimum score of 83 iBT or an IELTS score of 6.5. 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.

7. Report of the Graduate Record Examination (GRE), Miller Analogies Test (MAT), or the Graduate Management Aptitude Test (GMAT) by the testing agency to UIW, as designated by specific graduate program.
8. Immigration and Financial Requirements.
9. Two letters of recommendation.
10. For students under the age of 22, an immunization record showing the bacterial meningitis vaccine must be submitted prior to arrival and registration.
11. 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.
12. Students are encouraged to 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 Academic 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. The time limit for the master's degree is seven (7) years and for the doctoral degree is ten (10) years. Under certain circumstances, upon recommendation of the program director, the Director of Graduate Studies 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 catalog of entry; however, academic policies in the current Graduate Bulletin apply to all students regardless of catalog of entry.

Graduate Credit and Course Numbers

The first digit of the course number indicates the class level of the course; courses numbered from 5000-9999 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 director, the Director of Graduate Studies may approve application of up to six (6) 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 director and the Director of Graduate Studies. Tutorials (Independent Study, numbered 6398) are available in some disciplines. No more than six (6) hours of independent study course work may apply toward a degree without permission from the Director of Graduate Studies, and the dean of the college or 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 six (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 (2) master's degrees may be awarded simultaneously provided that the requirements listed above are met.

Students admitted to UIW's Accelerated Bachelor to Master programs may apply a maximum of up to nine (9) graduate credit hours toward 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.

Methods of Instruction**Classroom Instruction**

Classroom instruction is the traditional face-to-face classroom setting. A traditionally delivered three-semester hour course should contain 45 to 48 classroom contact hours, depending on whether there is a final exam.

Blended Instruction

Blended learning is a pedagogical approach that combines the effectiveness and socialization opportunities of the traditional face-to-face classroom setting with the technologically enhanced active learning possibilities of the online environment. Blended learning presents a fundamental redesign of the instructional model and typically includes the following characteristics:

- A shift from lecture to student-centered instruction in which students become active and interactive learners;
- Increases in interaction between student-instructor, student-student, student-content, and student-outside resources;
- Integrated formative and summative assessment mechanisms for students and instructor.

At UIW, a course is considered to be a blended if 15% to 85% of the instruction occurs when students and instructors are not in the same place.

Online Instruction

The University of the Incarnate Word defines online courses as those in which more than 85% of the instruction occurs without the students and instructor in the same place.

Definition of a Credit Hour

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

The following constitutes the definition of a credit hour for various modes of instruction offered at UIW.

1. Each credit hour requires at least 15 contact hours, in addition to a minimum of 30 hours of student homework.
2. For online and blended courses, credit hours are assigned based on learning outcomes that are equivalent to those in a traditional course setting; the combination of direct instruction plus outside work will equal 45 hours for each hour of credit.
3. Laboratory courses, with little outside work, require a minimum of 45 contact hours. If moderate outside work is required, 30 contact hours are required.
4. Art courses follow the guidelines for awarding credit as recommended by the National Association of Schools of Art and Design (NASAD) and the Texas Association of Schools of Art (TASA). Normally, 1 hour of credit represents at least 3 hours of work each week for each week of the term. In lecture courses, such as art history, 1 hour of credit normally represents one 50-minute session each week of the term, plus 2 hours of homework for that session. For studio classes, 1 hour of credit normally equals 2 hours of contact time plus 1 hour of outside work per week.

5. Music courses follow the recommendations for awarding credit as required by the National Association of Schools of Music (NASM). Normally, 1 hour of credit represents at least 3 hours of work each week for each week of the term. In lecture classes, such as music history, 1 hour of credit normally is given for one 50-minute session plus 2 hours of homework each week of the term. For ensembles, normally 1 hour of credit is given for two to four 50-minute rehearsal sessions per week, depending on the ensemble. For applied lessons, 2 hours of credit are awarded for each 60-minute lesson per week with the instructor, plus 7 to 14 hours of individual practice outside the lesson.
6. Internships, clinical, and field experiences award credit based on established standards and precedents for specific disciplines; in some cases, the ratio of clock to credit hours is specified by regulatory or accreditation agencies. Table 1 shows some examples of the ratio of clock hours to credit hour in various disciplines.

Table 1

Clock to Credit Hour Ratios for Selected Disciplines

Discipline	Experience	Ratio of clock to credit hours	Number of clock hours / credit hour in 15 week term
Athletic Training Education	Clinical practicum	20:1	300
Business concentrations	Internship	3:1	45
Kinesiology	Internship	3:1	45
Nursing	Clinical Practicum	4:1	60
Nutrition / Dietetics	Internship	16:1	71
Rehabilitation Sciences	Clinical Practicum	3:1	45
Teacher Education	Teaching apprenticeship	6.66:1	100

7. For professional clinical doctoral programs, the definition of a credit hour may vary in accordance with established precedent and/or national accreditation standards for specific professional disciplines.

Discipline / Accrediting Agency	Lecture	Lab	Clinic
<u>Optometry</u> Accreditation Council on Optometric Education	1 contact hour = 1 credit	2 contact hours / week = 1 credit	2 contact hours / week = 1 credit
<u>Pharmacy</u> Accreditation Council on Pharmacy Education	1 contact hour = 1 credit	2 contact hours / week = 1 credit	40 contact hours / week = 1 credit
<u>Physical Therapy</u> Commission on Accreditation of Physical Therapy Education	1 contact hour = 1 credit	2 contact hours / week = 1 credit	80 contact hours / 2 weeks = 1 credit (40 contact hours / week = 0.5 credit)

Course Load

Graduate students are categorized as full time or part time based on their credit hour enrollment. Full-time enrollment is six (6) credit hours per semester, including the 8- and 16-week fall and spring semesters, the 5- and 10-week summer semesters, and the May Semester. Enrollment in less than six (6) credit hours is considered part time in any of these semesters, with the exception for doctoral students as noted below. With an advisor's permission, a student may enroll for as many as fifteen (15) credit hours in very exceptional cases. More than 15 hours taken in one semester requires the approval of the Director of Graduate Studies. Under certain circumstances, a full-time course load can be defined differently with the approval of the Director of Graduate Studies.

Full-time enrollment for doctoral students is six (6) credit hours for course work and three (3) credit hours for dissertation/doctoral project. Any graduate student enrolled in a one (1) credit thesis, dissertation, or project completion course is considered part-time.

Change of Program

Students who wish to change degree programs after being admitted to graduate studies at the University of the Incarnate Word 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 or Continuation in the Doctoral Program, and the regulations of each degree program.

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

“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 requesting an IP grade must complete and sign an IP form, obtain signatures of the instructor and the appropriate curricular dean, and submit to the Office of the Registrar. A student’s registration will be blocked if there are six (6) 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 grade within one year, or sooner as specified by the instructor. If the IP grade is not removed within the time specified, the IP will be changed to a grade of “F.”

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

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

Grading Rubric

A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C	70-79
F	69 and Below

Note. The Nursing Program uses a separate grading scale. The scale is listed in the Graduate Bulletin under the Nursing Program criteria for continuation and graduation, and in the Nursing Handbook.

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 or 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 changed 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.

Continuous Enrollment

Graduate students must maintain continuous enrollment with the university during the academic year. Continuous enrollment is defined as attending fall and spring semesters. Failure to maintain continuous enrollment will result in a student being declared inactive and subsequently dismissed from the program. Students who have been dismissed from a program for failure to comply with the continuous enrollment policy for two consecutive semesters and who wish to continue in the program must complete a new application for admission as a new student. New student applications are reviewed by individual programs and may or may not result in acceptance into the program even if an earlier acceptance was granted.

Students who have interrupted their enrollment with an approved leave of absence may reapply to the university using the Graduate Application for Readmission, available from the Office of Research and Graduate Studies.

Attendance

Unless otherwise stated in the course syllabus or outline, or unless an absence is excused in accordance with this policy, students are expected to attend and participate in all scheduled class meetings. Students taking online courses are expected to show active participation in the course as defined in the course syllabus or outline. Faculty are expected to communicate class attendance and participation requirements in the course syllabus or outline. Students are responsible for meeting the

attendance and participation requirements in each course. If there are any questions or concerns about the requirements, students should speak directly to the faculty at the beginning of the semester.

1. Notification of Faculty

- a. **Planned Absences.** Students must notify instructors in writing at least two (2) weeks prior to planned absences, such as participation in an official university function, observance of a religious holy day, or active military service. If the absence is for the observance of a religious holy day, see *Class Absences for Religious Observances* policy. If the absence is for military service, the student should provide each instructor with a copy of the military orders (see item 2.b. regarding extended absences due to military service).
- b. **Illness or other extenuating circumstances.** Students should notify the instructor directly of absence due to illness or other extenuating circumstance.

2. Making up Missed Work

- a. With instructor permission, make-up exams and assignments will be scheduled by the instructor within a reasonable time. Make-up exams and assignments will be equivalent to and no more difficult than the original assignments.
- b. A student who misses multiple class periods should seek advice from the instructor about the advisability of continuing in the course or requesting an Incomplete grade (if the student is otherwise eligible for an Incomplete).

3. Withdrawing from a Course

- a. Students who are not able to attend a course are responsible for dropping the course by the appropriate deadline. Instructors may not automatically drop a student from a course. Students who do not attend and who do not officially drop the course will receive a failing grade for the course.

4. Disputes and Appeals

- a. If there are disagreements about absences that cannot be resolved between the student and the instructor, the student should contact the Office of the Dean of the college or school that has oversight of the respective course. The Student Complaint Policy is found in the [*UIW Student Handbook*](#).

Class Absences for Religious Observances

The University of the Incarnate Word welcomes persons of diverse backgrounds and is therefore committed to providing reasonable accommodations for students wanting to attend religious observances even though they may conflict with university class meetings, assignments, or examinations. This policy is intended to ensure that both faculty and students are fully aware of their rights and responsibilities in the accommodation of students' religious observances.

1. Notification of Faculty

Students must inform instructors in writing at least two weeks before the religious holy days or religious activities, but preferably at the beginning of the semester, to enable planning and coordination of class assignments and examinations. In some professional schools the Dean's approval will also be required.

2. Making up Missed Work

- a. With instructor permission, make-up exams and assignments will be scheduled to be completed before the religious observance if possible or within a reasonable and specified time after the observance;

- b. Make-up work must be equivalent to and no more difficult than the original assignments;
- c. It is not appropriate to excuse a student from make-up work and consequently reduce the student's grade;
- d. Students are not required to prove attendance at religious observances in order to complete make-up work and complete a course;
- e. Because of time limitations at the end of the semester, this policy does not apply to the final exam period; student do have the option of requesting an incomplete grade (IP) for the course if the religious observance occurs at the end of the semester.

3. Disputes and Appeals

Should disagreements arise over any aspect of this policy, the student or instructor should contact the Office of the Dean of the college or school that has oversight over the respective course. The procedures for the Student Complaint Policy are found in the [*UIW Student Handbook*](#).

Leave of Absence

The Graduate Leave of Absence Policy assists graduate students who must temporarily withdraw from their programs. Reasons for requiring a leave typically include bereavement, illness, care giving, maternity, paternity, and call to active military duty. Students who are granted a leave of absence are declared inactive but not dismissed from the university; however, being declared inactive may affect loans or financial aid, health insurance, and access to university resources including libraries, computers, the Wellness Center, advising, dissertation/thesis committees, and other resources.

- A leave of absence will not be granted retroactively.
- Leaves of absence must be submitted with the appropriate supporting documentation.

To request a leave of absence, students must submit an application for a leave of absence to their graduate advisor, which then must be forwarded to the Director of Graduate Studies for review and approval.

Maternity and Paternity Leave of Absence

Students who must interrupt study temporarily because of birth of a child, adoption, foster care, or any related conditions may be granted a maternity and paternity leave of absence, contingent upon the submission of documentation. This documentation must confirm that a student is unable to engage in graduate study and should include a recommendation about when a student could be expected to re-enroll in studies.

Medical and Compassionate Leave of Absence

A student who must interrupt study temporarily because of physical or psychological illness or care for family member due to health or medical issues may be granted a medical and compassionate leave of absence, contingent upon the submission of documentation from a health care professional. This documentation must confirm that the student is unable to engage in graduate study; such documentation may include a statement about when the student may be expected to resume studies.

Military Leave of Absence

A student who must interrupt study temporarily to fulfill a compulsory military obligation for a specific length of time will be granted a military leave of absence to fulfill that obligation. The student seeking a military leave of absence must provide the Office of Research and Graduate Studies with written documentation from the appropriate military authorities, including dates of the period of obligation.

Personal Leave of Absence

Students who must interrupt study temporarily for reasons other than those described above may request a personal leave of absence. Reasons may include financial status or other critical matters in one's family, changes in one's outside employment, and other situations as required by applicable law.

Leave of Absence Eligibility and Criteria

Requesting a leave of absence. Complete the Leave of Absence form and submit along with any required documentation to the graduate advisor; if approved, the leave request is sent to the Office of Research and Graduate Studies for review and approval; the office will then notify the student, the student's advisor, the department and school, and the registrar if the request is approved. Students who do not secure a leave of absence in advance of the semester for which they will be on leave will not be guaranteed readmission.

Eligibility. A Leave of Absence is granted only to students who a) have completed at least one full semester at the University of the Incarnate Word and are in good academic standing, with a minimum GPA of 3.0, and b) are in good administrative standing, as defined by the criteria of continuous enrollment and the Master's or Doctoral program continuation criteria.

Length of leave. The leave of absence may encompass up to twelve (12) months.

Extension of leave. Extension of a leave of absence beyond the three (3) consecutive semesters (fall, spring, summer) may be possible given the individual circumstances faced by the student, and requires a new application for a leave of absence.

Consequences of not filing for an extension of leave. Students who do not file a request for extension of leave will be dismissed from the program.

Returning from a leave of absence. To return after leave, students must submit an application for readmission and any extra documentation required for the type of leave as noted above.

Readmission after an Approved Leave of Absence

Graduate students who take a leave of absence must submit the Graduate Application for Readmission to the Office of Research and Graduate Studies no less than four (4) weeks before the semester begins. Students applying for readmission following a Medical Leave of Absence must also include a letter of approval from their health care professional confirming that the student is capable of returning to graduate study and proposing any medical limitations.

Returning from an Unapproved Leave of Absence

Graduate students who leave the university for two consecutive semesters (Fall, Spring) without having obtained an approved leave of absence and who wish to return to the university may not use the graduate application for readmission; these students must apply again for admission as new students. Admission as a new student requires that the student meet all the current qualifications (see the Graduate Bulletin current at the time of application) for admission to that program.

Withdrawal from the University

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.

Information on refunds for students who withdraw is provided in the Financial Information section of this bulletin.

Students who fail to follow the proper withdrawal procedure will receive an F in all courses except in the cases of 1) an approved Medical and Compassionate Withdrawal, 2) an approved Maternity and Paternity withdrawal, and 3) a Military Withdrawal. As in the case of adding or dropping courses, informal notice to an instructor and/or advisor does not cancel registration or the student’s financial obligation to the university.

Medical and Compassionate Withdrawal. A medical or compassionate withdrawal request may be made in extraordinary cases in which serious illness or injury (medical) or another significant personal situation (compassionate) prevents a student from continuing his or her classes, and incompletes (IP grade) or other arrangements with the instructors are not possible. Graduate students with an approved Medical and Compassionate Withdrawal shall receive a grade of W for all the courses they withdraw from, regardless of the “Final Date for Withdrawing with a W.” Students who wish to re-enroll must submit the Graduate Application for Readmission to the Office of Research and Graduate Studies no less than four weeks before the semester begins.

Maternity and Paternity Withdrawal. Students who must withdraw because of birth of a child, adoption or foster care, or any related conditions may be approved for Maternity and Paternity Withdrawal, contingent upon the submission of documentation from a health care professional. This documentation must confirm that a student is unable to engage in graduate study and should include a recommendation. Graduate students with an approved Maternity and Paternity Withdrawal shall receive a grade of W for all the courses they withdraw from, regardless of the “Final Date for Withdrawing with a W.” Students who wish to re-enroll must submit the Graduate Application for Readmission to the Office of Research and Graduate Studies no less than four weeks before the semester begins.

Military Withdrawal. A student who must interrupt study temporarily to fulfill a compulsory military obligation for a specific length of time will be granted a military leave of absence to fulfill that obligation. The student seeking a military leave of absence must provide the Office of Research and Graduate Studies with written documentation from the appropriate military authorities, including dates of the period of obligation. Graduate students with an approved military withdrawal shall receive a grade of W for all the courses they withdraw from, regardless of the “Final Date for Withdrawing with a W.” Students who wish to re-enroll must submit the Graduate Application for Readmission to the Office of Research and Graduate Studies no less than four weeks before the semester begins.

Conferral of Degrees and Application for Graduation

Degrees are conferred in December, May, and August. Commencement ceremonies are held in December and May. To avoid late fees, students must complete an Application for Graduation by the dates stated in the official Academic Calendar published each year by the Registrar.

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

University of the Incarnate Word maintains educational records for all current and former students who are 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 20202-5920.

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 media and are not limited to an individual file.

Amendment of the Educational Record

The student may request an amendment to the educational record if he or she believes 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 she or he 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. Student's name
2. Participation in officially recognized activities and sports
3. Address
4. Telephone listing

5. Weight and height of members of athletic teams
6. Electronic mail address
7. Photograph
8. Degrees, honors, and awards received
9. Date and place of birth
10. Major field of study
11. Dates of attendance
12. Grade level
13. The most recent educational agency or institution attended

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 their professional responsibilities. School officials are identified as the following: a person employed by the university in an administrative, supervisory, academic, research, or support staff position, a person or company with whom UIW 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. UIW reserves the right to withhold transcripts for those students who have not met all conditions for admission or who have outstanding financial obligations.

The Registrar's Office will normally respond to transcript requests within 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.

UIW 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 information. Official documents submitted to the University of the Incarnate Word become the property of the university and cannot be returned.

Student Complaint Policy

The University of the Incarnate Word is committed to fostering a learning environment that promotes academic excellence and personal development. Students are encouraged to voice their complaints and concerns in a manner that is respectful of the dignity of the individual, if any, who is the subject of the complaint. It is the policy of UIW that students with complaints are treated honestly and fairly, and that their complaints are handled in a timely manner with regard to resolution of the issue(s) presented. Any UIW student may express a concern or complaint by following these procedures. Please note that UIW explicitly prohibits any member of the UIW community from harassing or retaliating against students who file complaints.

Student Complaint Guidelines

Complaints are most effectively and efficiently managed by first expressing them to the individual, if any, who is the subject of the complaint. Students are strongly encouraged to first discuss their complaint directly with any such individual involved.

Grades/Academic Work

Students who believe they have received an unfair grade must first meet with their instructor. If the complaint is not resolved to the satisfaction of the student, the student shall have the right to appeal a decision in writing to the college or school dean, or a person designated by the dean, where the instructor resides. Students may obtain the formal appeals form from the office of the dean in whose college or school the instructor resides.

Students who have complaints about what they believe to be unfair treatment involving their academic work should contact the appropriate college or school dean. Unfair treatment applies to any act which may be perceived as either prejudiced or arbitrary in the evaluation of a student's performance, or in the imposition of sanctions without regard for due process. The dean's decision is final and there is no further appeal to another administrative officer.

Academic Advisement/Academic Policies

Students who have complaints about academic advisement or other issues related to academic policies, procedures, or deadlines should contact the Director of Graduate Studies.

Administrative Department

If the complaint involves a policy, procedure, or area of responsibility of a specific administrative department, it should be directed to the supervisor or manager of that department. In each instance of a departmental complaint, the appropriate individual will investigate the complaint, seek a solution, and report back to the student in writing within ten (10) school days. The department supervisor or manager will keep a record of the decision.

Harassment

Students who believe that they have been subjected to harassment or treated in a way that violates UIW's anti-harassment policy (i.e., harassment related to an individual's race, color, sex, religion, national origin, sexual orientation, citizenship status, or disability) by another student, a UIW employee, a contractor, or a visitor to the campus, should immediately report the alleged harassment to the Director of Human Resources, 210-829-6019, or to the Associate Dean for Judicial Affairs CPO 306, 4301 Broadway, San Antonio, TX 78209; 210-829-6034. An online complaint form is also available: [Report an Incident](#).

Sexual Misconduct, Sexual Harassment, Stalking and Relationship Violence Policy

In accordance with the Campus SaVE, Violence Against Women Act (VAWA), as amended, Title IX, the Clery Act, and other state and federal laws, the University of the Incarnate Word is committed to providing an environment that emphasizes the dignity and worth of every member of its community and that is free from sexual misconduct, including sex based discrimination; sexual harassment; sexual assault; sexual exploitation; stalking; relationship violence (including domestic and dating violence), and retaliation. The University of the Incarnate Word is committed to addressing and working towards preventing crimes of sexual violence. The university encourages the prompt reporting of any incidents.

For more detailed information, go to: <http://uiw.edu/titleix>

The university's Title IX and Compliance Coordinator manages all concerns related to alleged violations of the University's Sexual Misconduct Policy, including sex based discrimination; sexual harassment; sexual assault; sexual exploitation; stalking; relationship violence (including domestic and dating violence), and retaliation.

To report a complaint or incident of that nature, please go to <http://uiw.edu/titleix> and click on the "Report an Incident" button or contact:

Annette Thompson, Director of Human Resources,
Acting Title IX and Compliance Coordinator
University of the Incarnate Word Main Campus
Administration Building, Room 425
210-283-5091
afthomps@uiwtx.edu

UIW Policies, Procedures or Personnel

Students who have a general complaint regarding UIW policies, procedures or personnel should contact the Director of Graduate Studies.

Violations of the Student Code of Conduct

Any member of the UIW community, including students, may file a complaint against any student for alleged violations of the UIW Student Code of Conduct by filing a report online at [Report an Incident](#) or by contacting the Dean of Campus Life, CPO 306, 4301 Broadway, San Antonio, TX 78209; 210-829-6034.

Additional Resources for Students

Mediation Services

Mediation is a process that attempts to establish communication between people having disputes and assists them in finding a mutually acceptable solution. The end result of a successful mediation is that there are neither winners nor losers, but rather, generally satisfied individuals who have arrived at an agreement, which resolves their dispute as they define it. Mediation is a confidential process. The agreements made by the parties involved are non-binding. UIW offers a mediation program designed to help all members of the UIW community resolve problems and disputes. Anyone may initiate mediation. To initiate mediation, contact the Counseling Center, CPO 35, 210-829-3129.

Student Government Association

Students may address various concerns and comments to the Executive Officers of the UIW Student Government Association (SGA). Concerns regarding specific matters related to clubs and organizations, university policies and practices, or ideas and suggestions for UIW administrative offices may be directed to SGA. Concerns are accepted verbally at their twice-monthly general assembly meetings, at SGA-sponsored student forums, or by addressing an SGA officer. Students may also share their concerns in writing by using the forms provided at SGA suggestion boxes located in each building on campus. Concerns directed to the SGA may be submitted anonymously. Concerns are subject to publication in the Logos, the UIW student newspaper. Officers at their regular meetings address student concerns with UIW administrators or in public forums. The concerns received are also compiled each semester by the SGA and priority issues are presented to

the University Planning Commission for discussion and action, as needed. SGA Officers may be reached in the Student Government Office, Student Engagement Center, CPO 1210, 210-829-3833.

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 been established to secure the maintenance of academic integrity at the University of the Incarnate Word.

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

- A. Cheating on tests, examinations, or other class or laboratory work.
- B. Involvement in plagiarism (appropriation of another's work and the unacknowledged incorporation of that work in one's own written work offered for credit).
- C. Counterfeit work - including turning in as one's own, work that was created, researched, or produced by someone else.
- D. Falsification of Academic Records - knowingly and improperly changing grades on transcripts, grade sheets, electronic data sheets, class reports, projects, or other academically related documents.
- E. Unauthorized Reuse of Work - the turning in of the same work to more than one class without consent of the instructor involved constitutes academic dishonesty.
- F. 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.
- G. Collusion - unauthorized collaboration with another person in preparing course work.
- H. Facilitating Academic Dishonesty - intentionally or knowingly helping or attempting to help another to violate a provision of the code of academic integrity. 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. Any member on the student body or the staff of the 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 college/school dean will then convene the college/school's Academic Honor Board and initiate the process of investigation outlined in II.B. below.

Procedures for Investigating Claims of Academic Dishonesty and Assessing Sanctions

- I. Sanctions 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 to the provost. 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.
 - 1. 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:
 - a. give the student an F for the assignment in question, and may

- b. forward the case to the Academic Honor Board of the college/school to consider additional sanctions.
2. When Guilt Is Not Admitted: If a student accused by a faculty member of academic dishonesty does not admit wrongdoing, his or 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 appropriate action should be taken.

J. Sanctions Assessed by the Academic Honor Board

When cases alleging academic dishonesty are forwarded to a college/school dean, he or she will convene an Academic Honor Board. The board will be comprised of two faculty from the college/school selected by the academic dean and two students selected from a list of students previously identified by the college/school faculty. The college/school 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 accused 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 may be required, and the final decision shall rest with the college/school dean.

The college/school dean is responsible for any substitution to the board in order to obtain a quorum of five members.

A student is presumed innocent until proven guilty by the preponderance of evidence, or until guilt is admitted or a simple majority vote of the board members is reached.

Sanctions such as receiving an F for the assignment in question, receiving an F for the course, academic suspension, and dismissal from the university or other action deemed appropriate, will be assessed by the Academic Honor Board presiding over the case. The decision of the Board will be communicated in writing to the student, as described in II. A.

In order to assure a student's right to due-process, 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 describing the incident from the accused student,
3. interviewing separately the accused student, 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.

If the academic dishonesty has been verified, the Academic Honor Board will make a determination of appropriate sanctions to be imposed and, in a written statement, inform the student in question of the decision.

Pending the final action of the Academic Honor Board, the status of the student shall not be altered, nor his/her right to be present on campus, to attend classes, and to participate in university-sponsored activities.

Appeals of Disciplinary Sanctions Assessed by the Academic Honor Board

Any student who feels he/she has not been accorded justice by the Academic Honor Board may appeal to the provost for review of the decision. If the provost determines that there should be a review, he/she convenes a Committee on Academic Integrity which is comprised of two senior tenured faculty members (or faculty with multi-year renewable-term appointments in schools without tenure) and an elected member of the Student Government Association. The Committee shall determine whether the process followed by the Academic Honor Board was fair and impartial and that adequate consideration was given to evidence and information presented.

- K. Timetable— Appeals to Academic Honor Board decisions must be submitted in writing to the Committee on Academic Integrity within ten working days of the board's decision.
- L. Following a review of the appeal, the Committee on Academic Integrity will determine whether to uphold or modify the decision of the Academic Honor Board.
- M. The decisions of the Committee on Academic Integrity shall be considered FINAL. A written statement shall be sent to the student in question no later than three days after the committee's final decision is reached.

IV. Master's 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 director and the Director of Graduate Studies. The application for degree must be filed in the Registrar's Office. Please see the current academic calendar, available from the Registrar, for the filing deadlines for the application for graduation.

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 director and the dean of the college or 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 degree-granting institutions accredited by a national or regional accrediting agency recognized by the U.S. Department of Education if postsecondary education was completed in the United States, or the equivalent at an international institution that is officially recognized by that country, 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. (Jan-2017)

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 director and the Director of Graduate Studies. These credits cannot reduce the 24 credit hour minimum requirement for courses taken at UIW.

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 director and the Director of Graduate Studies before registering for such courses.

Transfer of credit requests are recommended by the Program Advisor to the Director of Graduate Studies 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” grade, the student will be notified in writing by the Director of Graduate Studies 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.

Dismissal from a Master’s Program

A student will be dismissed from the program if a grade of “C” is received in more than two courses regardless of the cumulative GPA. A student will be dismissed from the program if a grade of “F” is received in one course. Students dismissed from a master’s program who wish to be reinstated must apply for readmission to the university. A no-fee application for readmission is available from the Office of Research and Graduate Studies. Applications for readmission do not guarantee that a student will be re-admitted into a program.

Wait Time after Dismissal from a Master’s Program

Students dismissed from any program must wait at least one (1) full semester [two (2) mini-semesters] before they are eligible for re-admission to a graduate program.

Completion of the Master’s Program

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

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.

Academic Policies and Procedures for the Thesis

Grading

The student's academic unit is responsible for ensuring that progress on the thesis has in fact been made in any semester or session for which a grade is given.

When a student receives a series of grades for a thesis and then decides not to complete that work, the enrollments and grades will remain on the transcript.

Thesis work involves a minimum of six (6) completed credits.

Time Limit for Completion of Master's Programs

After admission, all requirements for the master's degree must be completed within seven (7) years preceding the date on which the degree is conferred. Students whose degrees are taken primarily through part-time study have the option of requesting an extension from the Director of Graduate Studies. Extensions beyond established time limits for such legitimate reasons as illness, injury, or hardship may also be granted by the Director of Graduate Studies. In such situations, the student and academic unit must demonstrate how the student will bring up-to-date the content knowledge from courses taken more than seven (7) years before the projected date of graduation.

Policy Statement on Academic Unit Policies

Each academic unit requiring a master's thesis shall clearly describe its policies to the students, their advisors, committee chairs, committee members, and the Office of Research and Graduate Studies in formal written statements.

In addition, each academic unit and its respective college or school, through the student's major advisor or chairperson and committee members, shall be responsible for the content and quality of the student's work and final project. Approval of the substance of the thesis shall rest solely with the advisor or chairperson and committee members.

The Office of Research and Graduate Studies shall be responsible for approving proper format and style of the final product. The academic unit shares preliminary responsibility for document preparation by the student through its published guidelines and through faculty advising.

Resolution of Differences Within Committee Over Thesis Approval

In cases where committee members differ over the approval of a thesis document and/or its public defense, it shall be the responsibility of the committee to undertake every reasonable effort to resolve these differences and come to a unanimous decision.

In case a student wishes to appeal a negative decision by the thesis committee, the student shall first take the appeal to this same committee, which shall hear the appeal and render a decision.

In cases of a negative, but non-unanimous, committee decision, and the student wishes to appeal, a review committee shall be established consisting of the Director of Graduate Studies, the appropriate academic dean, and the chairperson or director of the academic unit. The review committee shall seek to resolve the controversy without rendering a decision on the thesis. The review committee's handling of such a case is limited to procedural actions, such as reconstituting the committee if the case merits it.

Master's Thesis Credit and Continuous Enrollment

A master's thesis is traditionally six (6) credits—the course numbers are 63TP (Thesis Proposal) and 63TR (Thesis Research)—and must be completed within two (2) years after completion of course work and within seven (7) years of matriculation into the program. Following a student's first enrollment in thesis credits the student is required to enroll in each semester or session continuously until all thesis requirements are completed satisfactorily and approved by the appropriate bodies. Continuous enrollment is defined as enrollment in all fall and spring semesters from the initial enrollment to the semester in which the student graduates. If the student plans to graduate in the summer, the student must be enrolled in that session. For students not enrolled in summer sessions, pre-enrollment in the subsequent fall semester is necessary for access to library resources during summer sessions. A student unable to complete the thesis within the first six (6) hours of registration will be required to continue to enroll per the continuous enrollment policy; however, only six (6) thesis credit hours will count toward meeting the program requirements for the degree.

Master's Thesis Committee

A master's thesis committee shall be appointed for each student undertaking a thesis as partial fulfillment of the requirements for a master's degree. The purpose of the thesis committee is twofold: (a) to provide the range of expertise necessary to advise a student in the conduct of the master's thesis and (b) to ensure that evaluation of the thesis represents a consensus of professionals in the student's chosen discipline.

The master's thesis committee is charged with supervising and evaluating the master's thesis, a task that includes, but is not limited to, the following responsibilities: (a) advise the student on selecting and/or developing a master's thesis topic; (b) review and approve a proposal for the master's thesis; (c) provide consultation regarding progress on the thesis; (d) evaluate the final document; and (e) in those academic units requiring a public defense, evaluate the public defense of the thesis.

In addition to the previously described responsibilities that are generic to all thesis committee members, the chairperson of the committee assumes the following additional responsibilities: (a) in those academic units where this responsibility is not discharged through other processes, advise the student regarding selection of thesis committee members; (b) routinely monitor student progress on the thesis; (c) call thesis committee meetings; (d) evaluate the readiness of the thesis proposal and of the thesis for committee review and action; and (e) inform the student of the need to adhere to the University of the Incarnate Word policies, procedures, and document formatting instructions.

Each thesis committee shall consist of a minimum of two (2) members or associate members of the Graduate Faculty of the University of the Incarnate Word; the committee chairperson must be a full member of the Graduate Faculty. At least one (1) of the committee members must be from the academic unit or academic program in which the student is pursuing the master's degree. The appointment of a master's thesis committee is a three-stage process requiring, first, a mutual agreement between the master's student and the prospective committee members; second, a formal appointment by the academic dean; and third, notification of and approval by the Director of Graduate Studies of this appointment.

Each academic unit offering a master's degree in which the thesis is either required or optional may approve and disseminate additional guidelines concerning master's thesis committees, including the qualifications for committee membership, the procedures used to select and appoint committee members, and the specific functions and responsibilities of these committee members. Additionally, each unit is encouraged to disseminate an updated list of faculty who qualify to serve on master's thesis committees and their respective areas of expertise.

Scheduling and Publicizing the Thesis Defense

The master's candidate and the candidate's advisor are responsible for scheduling the public defense with all members of the thesis committee, notifying the academic unit office, and reserving the room. The unit representative will then notify the Office of Research and Graduate Studies. A block of two hours should be reserved, and defenses scheduled in the same academic unit should not conflict in time. The public defense must be completed no later than October 15 to graduate in December, March 15 to graduate in May, and June 1 to graduate in August. Failure to meet these deadlines may result in delayed graduation.

Students should use the forms available on the university's website to notify the Office of Research and Graduate Studies. The Announcement of Defense of Thesis form and the thesis structured abstract should be received in the Office of Research and Graduate Studies at least 10 working days [two weeks] prior to the day of the public defense. The Office of Research and Graduate Studies, in turn, will notify the campus community of the public defense.

SafeAssign

All theses submitted to the Office of Research and Graduate Studies must be accompanied by a SafeAssign originality report. Students submitting theses must make arrangements with the Coordinator—Theses, Doctoral Projects and Dissertations to produce a SafeAssign originality report.

Deadlines for Format Review

Students may not offer a thesis to the Office of Research and Graduate Studies for review until it has been approved by the relevant faculty committee or supervisor, as indicated by signatures of all committee members or supervisor on the official approval forms.

Theses must be submitted to the Office of Research and Graduate Studies for format review by the established deadline for the student's desired graduation period. Deadlines are October 15 for fall graduation, March 15 for spring graduation, and June 1 for summer graduation. Failure to meet these deadlines may result in delayed graduation. Students should expect format review to take no less than three weeks.

Submission and Publication of the Master's Thesis

All theses must be submitted to the Office of Research and Graduate Studies in electronic format after final approval of the work by the relevant faculty committee or supervisor.

Theses submitted to the university must be deposited in *The Athenaeum*, the University of the Incarnate Word institutional repository of scholarly work, maintained by the Mabee Library. The submission of the thesis to the university in partial fulfillment of degree requirements grants the university the one-time, non-exclusive right to publish the thesis in *The Athenaeum*.

University and student rights regarding thesis submission and publication are outlined below.

University Rights

The University of the Incarnate Word retains non-exclusive distribution, reproduction, and archival rights to theses submitted to the Faculty of the University of the Incarnate Word in partial fulfillment of requirements for a post-baccalaureate degree. Such rights entitle the University of the Incarnate Word to reproduce, archive, and distribute theses, in whole or in part, in and from an electronic format, as it sees fit. Distribution is subject to a release date stipulated by the student and approved by the university.

Student Rights and Responsibilities

As the owner of the thesis copyright, students have the exclusive right to reproduce, distribute, make derivative works based on, publicly perform and display their work, and to authorize others to exercise some or all of those rights. As a condition of graduation, each student's thesis must be published. As part of the process of submitting their work via *The Athenaeum* to the Office of Research and Graduate Studies, students will be given several options regarding access by others to their document. Student options include:

1. **No embargo—Immediate availability.** The full text of the thesis will be immediately and freely available and searchable online via *The Athenaeum*.
2. **Embargo—Restrict online publication for a designated period.** Students may place an embargo on electronic access to their document through *The Athenaeum* if there is legitimate reason to do so. Patents or future publication, for example, might be jeopardized by providing unrestricted access. Should a student elect to restrict online publication of his or her work, the metadata—a description of the research including the student's name, the document's title, the advisor's name, and the abstract—will be available via *The Athenaeum*; however, the full document will be unavailable for viewing or download until the selected embargo period has passed. Embargoes may be set for 6 months, 1 year, and 2 years.
3. **Indefinite embargo—Restrict online publication indefinitely.** Students may, in rare circumstances, place an indefinite embargo on access to their full document. In this case, the metadata—a description of the research including the student's name, the document's title, the advisor's name, and the abstract—will be available via *The Athenaeum*, but the full document will be unavailable indefinitely. Indefinite embargoes require the written approval of the Director of Graduate Studies. The indefinite embargo restriction can be lifted at the request of the author at a later date.

V. Doctoral Degree Requirements

The University of the Incarnate Word offers these doctoral degrees:

- Doctor of Business Administration (DBA)—School of Professional Studies
- Doctor of Nursing Practice (DNP)—Ila Faye Miller School of Nursing and Health Professions
- Doctor of Optometry (OD)—Rosenberg School of Optometry
- Doctor of Osteopathic Medicine (DO)—School of Osteopathic Medicine (pre-accreditation accreditation)
- Doctor of Pharmacy (PharmD)—Feik School of Pharmacy
- Doctor of Philosophy in Education (PhD)—Dreeben School of Education
- Doctor of Philosophy in Vision Science (PhD)—Rosenberg School of Optometry
- Doctor of Physical Therapy (DPT)—School of Physical Therapy

The nature of the doctoral degree varies according to the subject and the discipline in which it is granted, and may be a research degree or a degree meeting professional requirements. The requirements set forth in this section are in addition to those listed under general academic regulations. Please refer to the respective program for specific degree requirements.

Admission to Doctoral Study

Admission to doctoral study is restricted to applicants whose backgrounds show promise of scholarship or professional leadership in the field of study. The process is competitive and the requirements listed below are only the minimum required for admission to the university. Doctoral degree admission and matriculation requirements vary according to program. Admission requirements to a doctoral program include, but are not limited to:

- Evidence of an earned degree, or completion of a minimum number of credit hours, from an accredited college or university;
- Official transcripts of all previous undergraduate and graduate college courses;
- Letters of recommendation, generally at least two;
- Some programs may require an official standardized score. For international students, an English Proficiency Test; for U.S. citizens, a Graduate Record Exam (GRE), a Graduate Management Admission Test (GMAT), or other professional test as specified by the program;
- An interview;
- Demonstration of any or all of oral communication, analytical writing, collaborative and critical thinking skills necessary for success in the program;
- Other specific criteria as announced by the particular doctoral program.

Each doctoral program may specify other criteria and processes for application and admission. Check with the specific school or college about the exact criteria for application and admissions.

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 that required per university policy, 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 College or School and the Dean of Research of Graduate Studies. Exceptions must be documented with explanation. A copy of this explanatory documentation must be included in the student's permanent file.

Conditional Admission

Conditional admission may be granted upon approval by the Program Admissions Committee, the Dean of the College or School, and the Director of Graduate Studies. Criteria and time limit for removing conditions will be specified in the letter of admission and in compliance with specific program criteria and the graduation requirements of the current catalog.

A student under conditional admission may be dismissed from the program for less than standard performance in any area during the first two regular semesters of attendance and as further defined by conditions imposed by the program. 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, or as defined by the requirements of the program. Students may not attend classes for more than two semesters under conditional status.

Students admitted into any doctoral program, regardless of admission category, should enroll during their semester of admission. Deferral of admission to another semester must be approved by the Program Advisor and the Director of Graduate Studies. Otherwise, without such approval, students must apply for readmission through the Office of Research and Graduate Studies.

Continuation in a 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.

Grading criteria for courses counting toward the degree are defined by the individual doctoral program. Students in each program must meet minimum academic and professional standards for continuation in their 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.

Determination of academic dishonesty, in any of its forms, may be grounds for dismissal from the program.

Dismissal From the Doctoral Program

Determination of academic dishonesty, in any of its forms, may be grounds for dismissal from the program.

Students who do not meet the grading criteria of the program will be dismissed from a program.

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 7 years old may not be used to complete a degree. Transfer for doctoral work of older courses may be considered depending on the nature of the course. The Program Advisor recommends transfer of credit to the Director of Graduate Studies. Applications for exception will be submitted to the doctoral program for recommendation to the Director of Graduate Studies. The Director of Graduate Studies sends notice of acceptance or rejection to the Registrar who makes appropriate changes to the student transcript.

Generally, a maximum of 12 credit hours of a degree program may be gained through transfer. Exceptions to this policy require the approval of the Director of Graduate Studies.

A student enrolled at 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 Director of Graduate Studies before registering for such courses.

Waiver of Course Requirements for the Doctoral Program

Courses taken toward the 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 submits the student petition to the Dean of the College or School. If it is accepted, the Registrar is notified to make appropriate changes to the student’s degree plan.

Academic Policies and Procedures for the Doctoral Project or Dissertation**Grading**

The student’s academic unit is responsible for ensuring that progress on the project or dissertation has in fact been made in any semester or session for which a grade is given.

When a student receives a series of grades for a project or dissertation and then decides not to complete that work, the enrollments and grades will remain on the transcript.

Dissertation work begins at a minimum of nine (9) completed credits, whereas doctoral projects involve whatever number of completed credits is stipulated in the student’s program of study.

Time Limit for Completion of Doctoral Programs

After admission, all requirements for the doctoral degree must be completed within ten (10) years of the date on which the degree is conferred. Some doctoral programs may define a shorter time limit. Students whose degrees are taken primarily through part-time study have the option of requesting an extension from the Director of Graduate Studies. Extensions beyond established time limits for such legitimate reasons as illness, injury, or hardship may also be granted by the Director of Graduate Studies. In such situations, the student and academic unit must demonstrate how the student will bring up-to-date the content knowledge from courses taken more than seven (7) years before the projected date of graduation.

Policy Statement on Department Policies

Each department requiring a doctoral project or dissertation shall clearly describe its policies to the students, their advisors, committee chairs, committee members, and the Office of Research and Graduate Studies in formal written statements.

In addition, each department and its respective college or school, through the student's major advisor or chairperson and committee members, shall be responsible for the content and quality of the student's work and final project. Approval of the substance of the project or dissertation shall rest solely with the advisor or chairperson and committee members.

The Office of Research and Graduate Studies shall be responsible for approving proper format and style of the final product. The academic unit shares preliminary responsibility for document preparation by the student through its published guidelines and through faculty advising.

Resolution of Differences Within Committee Over Project or Dissertation Approval

In cases where committee members differ over the approval of a doctoral project or dissertation document and/or its public defense, it shall be the responsibility of the committee to undertake every reasonable effort to resolve these differences and come to a unanimous decision.

In case a student wishes to appeal a negative decision by the project or dissertation committee, the student shall first take the appeal to this same committee, which shall hear the appeal and render a decision.

In cases of a negative, but non-unanimous, committee decision, and the student wishes to appeal, a review committee shall be established consisting of the Director of Graduate Studies, the appropriate academic dean, and the chairperson or director of the academic unit. The review committee shall seek to resolve the controversy without rendering a decision on the project or dissertation. The review committee's handling of such a case is limited to procedural actions, such as reconstituting the committee if the case merits it.

Doctoral Project Credit and Continuous Enrollment

Doctoral project credit is typically built into the program of study, with the project occurring as a culminating or capstone experience in that program. In all cases, however, the same continuous enrollment policies apply to students enrolled in these programs as those enrolled in master's or PhD programs.

Doctoral Dissertation Credit and Continuous Enrollment

A doctoral dissertation requires a minimum of nine (9) credit hours. The maximum number of hours may vary depending on the specific unit requirements as approved through the university's curriculum review process. All work for the dissertation must be completed within six (6) years after the applicant has been admitted to candidacy, and within the 10-year limit for completion of degree requirements.

Following a student's first enrollment in dissertation, the student must maintain continuous enrollment until all dissertation requirements are completed satisfactorily and approved by the appropriate bodies. Continuous enrollment is defined as enrollment in all fall and spring semesters from the initial enrollment to the semester in which the student graduates. For students not enrolled

in summer, pre-enrollment in the subsequent fall semester is necessary for access to library resources during summer. If the student will graduate in summer the student must be enrolled in that session. Only those credit hours in dissertation, stipulated in the student's approved program of study, will count toward meeting the program requirements for the degree.

Doctoral Committees

A doctoral committee shall be appointed for each student undertaking a project or dissertation as partial fulfillment of the requirements for the degree. The purpose of the committee is twofold: (a) to provide the range of expertise necessary to advise a student in the conduct of the project or dissertation and (b) to ensure that evaluation of the project or dissertation represents a consensus of professionals in the student's chosen discipline.

The committee is charged with supervising and evaluating the project or dissertation, a task that includes, but is not limited to, the following responsibilities: (a) advise the student on selection and/or development of a topic; (b) review and approve a proposal for the project or dissertation; (c) provide consultation regarding progress on the project or dissertation; (d) evaluate the final document; and (e) evaluate the public defense of the project or dissertation.

In addition to the previously described responsibilities that are generic to all doctoral committee members, the chairperson of the committee assumes the following additional responsibilities: (a) in those programs where this responsibility is not discharged through other processes, advise the student regarding selection of doctoral committee members; (b) routinely monitor student progress on the project or dissertation; (c) call committee meetings at least once each calendar year; (d) evaluate the readiness of the project or dissertation proposal and of the project or dissertation for committee review and action; and (e) inform the student of the need to adhere to University of the Incarnate Word policies, procedures, and document formatting instructions.

Each doctoral committee shall consist of at least three (3) members or associate members of the Graduate Faculty of the University of the Incarnate Word; the committee chairperson must be a full member of the Graduate Faculty; UIW faculty emeriti and part-time UIW faculty are eligible to serve on doctoral committees.

The student's advisor shall serve as chairperson of the committee. At least one (1) member of the committee must be from the program offering the degree. The appointment of a doctoral committee is a four-stage process requiring, first, a mutual agreement between the student and committee chairperson on committee composition; second, a mutual agreement between the student and the prospective committee members; third, a formal appointment by the program; and fourth, approval of the appointment by the Director of Graduate Studies.

Suggested Composition of the Doctoral Committee:

Chairperson

Full time UIW Graduate Faculty member teaching in the doctoral program in the student's discipline from list of faculty identified so to serve.

Member #2:

Full time UIW Graduate Faculty member teaching in the doctoral program in the student's discipline from list of faculty identified so to serve.

Member #3:

UIW Graduate Faculty member teaching in any discipline appropriate to the research topic from list of faculty identified so to serve.

Member #4:

Scholar from UIW Graduate Faculty with active research agenda appropriate to the student's area of interest, or approved scholar from outside the campus who possesses appropriate credentials for relevancy to research topic.

All members of the doctoral committee must approve the student's project or dissertation and at least three (3) must be in attendance for and approve its public defense. The project or dissertation must be in a form acceptable to the program and adhere to UIW's publication standards before the student may be awarded the doctoral degree.

Each program offering a doctoral program shall approve and publish its policies concerning doctoral committees, including a) the qualifications for membership in doctoral committees, b) the procedures used to select who should serve on these committees, and c) the specific functions and responsibilities of the members of these committees. The chairperson of each student's doctoral committee shall indicate in writing the specific responsibilities of the individual members of that committee.

Dissertation Process Policy

Each doctoral program at the University of the Incarnate Word in which the dissertation is required for partial degree fulfillment shall adhere to the dissertation process as described below, but each program may establish, with the approval of the Director of Graduate Studies, variations on these guidelines.

Dissertation Process

1. **Candidacy.** The student applies for candidacy. Candidacy is conferred upon students who have met all of the established required elements of the degree program with the exception of the doctoral dissertation.
2. **Degree Audit as a Condition for Candidacy.** During the final semester of coursework, the doctoral candidate should apply for graduation. Application for graduation will initiate a degree audit by the UIW Registrar's Office and will provide official confirmation that all degree requirements have been met, except the required completion of the dissertation.
3. **Dissertation Committee.** The chairperson of the doctoral program shall recommend appointment of the dissertation committee to the Director of Graduate Studies. The dean shall approve the appointment of members of the dissertation committee and notify the dissertation committee chairperson of the appointments.
4. **Proposal.** The candidate shall develop a dissertation proposal in accord with program guidelines.
5. **Proposal Approval.** The candidate shall compose, revise as necessary, and receive written approval of the proposal from the dissertation committee chairperson and from all members of the dissertation committee.
6. **IRB Approval.** IRB approval must be obtained *before* the research is conducted. The candidate shall obtain written Human Subject Institutional Review Board approval if the research involves human subjects, written Institutional Animal Care and Use Committee approval if animals are involved, or written Biosafety Committee approval, or written approval from the Radiation or Environmental Health and Safety Officer if appropriate. (All dissertations must include a copy of the requisite approvals in the appendices.)
7. **Approval of Registration for Dissertation Hours.** The candidate shall, upon first registering for dissertation hours, obtain approval for dissertation registration and confirm compliance with human subject regulations.

8. **Deviations from Dissertation Proposal during Conduct of Research.** If, during the conduct of the dissertation research, major deviations from the proposal occur or appear to be imminent, the candidate shall receive approval from the dissertation committee before continuing the research study. The candidate shall submit dissertation draft(s) to the dissertation committee chairperson for review, revision, and approval prior to distribution to the entire committee.
9. **Data Analysis.** Data analysis should be completed at least one semester before graduation.
10. **Dissertation Committee Approval.** The candidate's correctly formatted and edited dissertation must be approved by the entire committee before the public defense is scheduled.
11. **Approval for Dissertation Public Defense.** The candidate shall revise the dissertation draft as requested by the committee. When the dissertation committee has approved the dissertation draft as ready for presentation to the university community, the candidate shall obtain the signature of each committee member to confirm that each member has read the dissertation and finds it acceptable for presentation at the public defense.
12. **Structured Abstract and Announcement of Dissertation Public Defense.** The candidate shall prepare a structured abstract and complete the form required to schedule the public defense. The abstract and the form must be submitted to the Office of Research and Graduate Studies at least 10 working days [two weeks] prior to the public defense. The public defense must be scheduled prior to the deadline for dissertation submission to the Office of Research and Graduate Studies. Dissertation submission deadlines are October 15 for December graduation, March 15 for May graduation, and June 1 for August graduation.
13. **Expectations for Public Defense.** The candidate shall prepare for the public defense according to the program's published expectations for the defense: (a) all committee members must be present; (b) the chairperson of the committee shall introduce the candidate and outline the structure and agenda for the public defense; (c) the candidate shall present the dissertation content; (d) the candidate shall respond to questions from the dissertation committee; and (e) if time permits, the candidate shall respond to questions from others who attend the defense.
14. **Acceptability.** The committee may then determine the acceptability of the dissertation and the public defense if such a determination has not been made beforehand.
15. **Committee Decision on the Dissertation.** The dissertation committee must unanimously approve the dissertation and the public defense. Abstentions shall be considered negative votes. If there is no consensus, the dissertation committee may (a) require a revision and resubmission of the dissertation without an additional public defense, (b) require a revision and resubmission of the dissertation and require a second public defense, or (c) reject the dissertation and require another research proposal to be submitted.
16. **Preparation and Review of Dissertations.** Doctoral candidates must prepare their dissertations following departmental and university format and style requirements. The dissertation must be submitted to the Office of Research and Graduate Studies for review no later than the published deadline dates (October 15, March 15, June 1), and must be accompanied by a SafeAssign originality report. Approval for graduation and attendance at the commencement ceremony are dependent on format approval of the dissertation by the Director of Graduate Studies.

Scheduling and Publicizing the Dissertation Defense

The doctoral candidate and the candidate's advisor are responsible for scheduling the public defense with all members of the doctoral committee, notifying the academic unit office, and reserving the

room. The unit representative will then notify the Office of Research and Graduate Studies. A block of two hours should be reserved, and defenses scheduled in the same academic unit should not conflict in time. The public defense must be completed no later than October 15 to graduate in December, March 15 to graduate in May, and June 1 to graduate in August. Failure to meet these deadlines may result in delayed graduation.

Students should use the forms available on the university's website to notify the Office of Research and Graduate Studies. The Announcement of Defense of Dissertation form and the dissertation structured abstract should be received in the Office of Research and Graduate Studies at least 10 working days [two weeks] prior to the day of the public defense. The Office of Research and Graduate Studies, in turn, will notify the campus community of the public defense.

SafeAssign

All doctoral projects and dissertations submitted to the Office of Research and Graduate Studies must be accompanied by a SafeAssign originality report. Students submitting doctoral projects and dissertations must make arrangements with the Coordinator—Theses, Doctoral Projects and Dissertations to produce a SafeAssign originality report.

Deadlines for Format Review

Students may not offer a doctoral project or dissertation to the Office of Research and Graduate Studies for review until it has been approved by the committee or supervisor, as indicated by signatures of all committee members or supervisor on the official approval forms.

All doctoral projects and dissertations must be submitted to the Office of Research and Graduate Studies for format review by the established deadline for the student's desired graduation period. Deadlines are October 15 for fall graduation, March 15 for spring graduation, and June 1 for summer graduation. Failure to meet these deadlines may result in delayed graduation. Students should expect format review to take no less than three weeks.

Submission and Publication of the Dissertation

All doctoral projects and dissertations must be submitted to the Office of Research and Graduate Studies in electronic format after final approval of the work by the relevant faculty committee or supervisor.

Doctoral projects and dissertations submitted to the university must be deposited in *The Athenaeum*, the University of the Incarnate Word institutional repository of scholarly work, maintained by the Mabee Library. The submission of the doctoral project or dissertation to the university in partial fulfillment of degree requirements grants the university the one-time, non-exclusive right to publish the doctoral project or dissertation in *The Athenaeum*. Dissertation writers, in addition, must deposit a copy of their work into *ProQuest Dissertations and Theses Global*.

University and student rights regarding doctoral project and dissertation submission and publication are outlined below.

University Rights

The University of the Incarnate Word retains non-exclusive distribution, reproduction, and archival rights to doctoral projects and dissertations submitted to the Faculty of the University of the Incarnate Word in partial fulfillment of requirements for a post-baccalaureate degree. Such rights

entitle the University of the Incarnate Word to reproduce, archive, and distribute doctoral projects and dissertations, in whole or in part, in and from an electronic format, as it sees fit. Distribution is subject to a release date stipulated by the student and approved by the university.

Student Rights and Responsibilities

As the owner of the doctoral project or dissertation copyright, students have the exclusive right to reproduce, distribute, make derivative works based on, publicly perform and display their work, and to authorize others to exercise some or all of those rights. As a condition of graduation, each student's doctoral project or dissertation must be published. As part of the process of submitting their work via *The Athenaeum* to the Office of Research and Graduate Studies, students will be given several options regarding access by others to their document. Student options include:

1. **No embargo—Immediate availability. The full text of the** doctoral project or dissertation will be immediately and freely available and searchable online via *The Athenaeum*. The full text of dissertations will be immediately available for purchase in *ProQuest Dissertations and Theses Global* if the student chooses the traditional publishing option, or freely available if the Open Access publication option is selected.
2. **Embargo—Restrict online publication for a designated period.** Students may place an embargo on electronic access to their document through *The Athenaeum* and *ProQuest Dissertations and Theses Global* if there is legitimate reason to do so. Patents or future publication, for example, might be jeopardized by providing unrestricted access. Should a student elect to restrict online publication of his or her work, the metadata—a description of the research including the student's name, the document's title, the advisor's name, and the abstract—will be available via *The Athenaeum* and, for dissertations via *ProQuest Dissertations and Theses Global*; however, the full document will be unavailable for viewing or download until the selected embargo period has passed. Embargoes may be set for 6 months, 1 year, and 2 years.
3. **Indefinite embargo—Restrict online publication indefinitely.** Students may, in rare circumstances, place an indefinite embargo on access to their full document. In this case, the metadata—a description of the research including the student's name, the document's title, the advisor's name, and the abstract—will be available via *The Athenaeum*, and for dissertations via *ProQuest Dissertations and Theses Global*, but the full document will be unavailable indefinitely. Indefinite embargoes require the written approval of the Director of Graduate Studies. The indefinite embargo restriction can be lifted at the request of the author at a later date.

VI. Graduate Programs

H-E-B School of Business and Administration

Dreeben School of Education

College of Humanities, Arts and Social Sciences

School of Media and Design

School of Mathematics, Science and Engineering

Ila Faye Miller School of Nursing and Health Professions

Division of Extended Academic Programs, School of Professional Studies

Rosenberg School of Optometry

School of Osteopathic Medicine

H-E-B School of Business and Administration

The H-E-B School of Business and Administration offers business, administration, and certificate programs.

Business Degree Programs (ACBSP accredited)

Master of Business Administration (MBA)

The MBA degree is also available with concentrations in these areas:

Finance

International Business

Marketing

Sport Management

Master of Science in Accounting (MSA)

Administration Degree Program (CAHME accredited)

Master of Health Administration (MHA)

Certificate Program

A graduate certificate (18 semester hours) is available in International Business.

Business Degree Programs

MASTER OF BUSINESS ADMINISTRATION (MBA)

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.

MBA Admissions

- 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,
A completed application with a writing sample, and
An evaluation by the graduate program advisor.
 2. Common Professional Components (CPCs); an adequate foundation in:

Accounting:	ACCT 2301 Accounting for Non-Business Majors or
	ACCT 2311 Principles of Accounting I and
	ACCT 2311 Principles of Accounting II
Microeconomics:	ECON 2302 Principles of Microeconomics or equivalent
Business:	BMGT 3370 Business Statistics or equivalent

- 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,
 - A completed application with a writing sample, and
 - An evaluation by the graduate program advisor.
 2. Common Professional Components (CPCs); an adequate foundation in:
 - Accounting: ACCT 2301 Accounting for Non-Business Majors or
 ACCT 2311 Principles of Accounting I and
 ACCT 2311 Principles of Accounting II
 - Microeconomics: ECON 2302 Principles of Microeconomics or equivalent
 - Business: BMGT 3370 Business Statistics or equivalent
 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,
 Completed application with a writing sample,
 A score of 450 or higher on the Graduate Management Aptitude Test (GMAT), and
 An evaluation by the graduate program advisor.
 2. Common Professional Components (CPCs); an adequate foundation in:
 - Accounting: ACCT 2301 Accounting for Non-Business Majors or
 ACCT 2311 Principles of Accounting I *and*
 ACCT 2311 Principles of Accounting II
 - Microeconomics: ECON 2302 Principles of Microeconomics or equivalent
 - Business: BMGT 3370 Business Statistics or equivalent
 3. 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.
- 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 (no concentration) and the MBA with a concentration in Finance programs, the first four graduate level courses to be taken will be Business Research and Analysis, Accounting,

Economics, and Finance. For students with a Marketing Concentration, these courses are Accounting, Economics, Finance, and Marketing Research. For students with an International Concentration, these courses are Business Research and Analysis, International Accounting, International Economics, and International Finance. For students with a Sport Management concentration, these courses are Accounting, Economics, Finance, and Research and Decision Analysis in Sport Management. All course grades 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 reassigned Tier I status.

MBA Degree Requirements

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
 - BINT 6311 International Business
 - BMGT 6311 Human Resource Management
 - BMGT 6340 Business Research and Analysis
 - BMGT 6380 Quantitative Methods in Business
 - BMKT 6311 Marketing Management
 - ECON 6311 Managerial Economics
 - MIS 6315 Information Systems Seminar
- B. 6 semester hours of graduate business elective coursework
- C. BMGT 63CS Capstone (Cases in Management Problems): 3 semester hours.

MBA CONCENTRATIONS

MBA Finance

The Finance concentration provides students with an understanding of the importance of money management in business and the impact of financial decisions. The concentration’s coursework is designed to encourage students to think critically, analytically, creatively, and globally. Also, the concentration’s coursework covers the most essential and diverse topics of Finance, including Corporate Finance, Financial Planning, and Investments, and others.

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

- A. 27 semester hours of coursework:
 - ACCT 6311 Managerial Accounting
 - BFIN 6320 Financial Management
 - BFIN 6340 Econometrics for Finance
 - BINT 6311 International Business Management
 - BMGT 6311 Human Resource Management
 - BMGT 6340 Business Research and Analysis
 - BMKT 6311 Marketing Management
 - ECON 6311 Managerial Economics

MIS 6315 Information Systems Seminar

6 semester hours of elective coursework constituting the concentration, chosen from the following courses:

BFIN 6321 International Finance
 BFIN 6330 Financial Cases and Problems
 BFIN 6385 Investment Seminar
 BFIN 6325 Personal Financial Planning Seminar

BMGT 63CS Capstone: Cases in Management Problems

MBA International Business

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 second-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, or via transcript analysis.

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:

MIS 6315 Information Systems Seminar
 BINT 6311 International Business
 BMGT 6311 Human Resource Management
 BMGT 6340 Business Research and Analysis
 BMGT 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 graduate business elective coursework.

D. BINT 63CS Capstone (Seminar/Integrative Experience in International Business). 3 semester hours.

E. Language-of-choice proficiency requirement.

F. International experience.

MBA Marketing

The Marketing concentration provides students with an understanding of the roles marketing plays in business and the effects marketing decisions have on business, individuals, and society. The concentration's coursework is designed to encourage students to think conceptually, critically, analytically, creatively, socially, and globally, and to contribute to their becoming successful marketing decision-makers and executives. Students can focus their studies in such areas as brand management, digital media, international marketing, and services marketing.

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

A. 27 semester hours of coursework.

ACCT	6311 Managerial Accounting
BINT	6311 International Business Management
BMGT	6311 Human Resource Management
ECON	6311 Managerial Economics
MIS	6315 Information Systems Seminar
BFIN	6320 Financial Management
BMKT	6311 Marketing Management
BMKT	6375 Marketing Research
BMGT	6380 Quantitative Methods in Business

B. 6 semester hours of elective coursework constituting the concentration chosen from the following courses:

BMKT	6361 International Marketing
BMKT	6365 Brand Management
BMKT	6355 Digital Media for Marketing
BMKT	6334 Services Marketing

C. BMGT 63CS Capstone

MBA Sport Management

The MBA Sport Management concentration provides students with unique expertise in Sport Management to qualify them for higher-level executive positions in sports industries and related fields. In addition, graduates of this program will be highly qualified for admission to PhD programs in sport management. To fulfill the requirements for this MBA degree program and concentration, the student must complete 36 hours of graduate coursework:

A. 18 semester hours of coursework.

ACCT	6311 Managerial Accounting
BMKT	6311 Marketing Management
ECON	6311 Managerial Economics
MIS	6315 Information Systems Seminar
BFIN	6320 Financial Management
BMGT	6380 Quantitative Methods in Business

B. 15 semester hours of coursework constituting the concentration, to include:

SMGT	6390 Research and Decision Analysis in Sport Management
SMGT	6380 Sport Management, Administration, and Finance
SMGT	6382 Human Resources in Sport Management
SMGT	6384 Leadership and Administration in Sport Management
SMGT	6375 Governance and Legal Issues in a Global Environment

C. BMGT 63CS Capstone

Certificate Program

A graduate certificate is offered in International Business (GCIB). Those seeking a certificate 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 if the student is already in the program or is later admitted as a degree-seeking student. The Director of Graduate Studies must approve exceptions to admission requirements.

Graduate Certificate in International Business (GCIB)

The GCIB is designed to enhance 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 (common professional component) prerequisite that must be completed before a student may enroll in the applicable graduate course. See the International Business course listings for further information.

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 carrying out international business.

Upon completion of these courses, a certificate will be issued. Please obtain application and a schedule from the MBA Program Advisor.

MASTER OF SCIENCE IN ACCOUNTING (MSA)

UIW's master's degree program in accounting offers a 30-hour degree designed to provide the opportunity for concerned, enlightened, globally and socially aware students 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. The program offers tracks in taxation and assurance/financial reporting, and the traditional, non-track based MSA degree plan remains available for students not interested in track specialization.

The Tax track focuses on contemporary aspects of taxation for use in both individual tax practices and business entities. This track is designed to enable students to become proficient in tax research, analysis and problem solving relevant to the current regulatory environment.

The Assurance/Financial Reporting track provides a practical and theoretical exposure to current audit and assurance service topics. Students analyze and evaluate financial statements and related

disclosures while gaining an understanding of the relationship between the responsibilities of entities and the public accounting profession.

Both tracks and the traditional MSA offer students opportunities to participate in accounting internships.

MSA Admissions

- A. The program offers two routes for admission:
 1. Baccalaureate degree with an accounting major or concentration, with a 3.0 GPA in the undergraduate prerequisite accounting courses.
 2. Baccalaureate degree not in business, or otherwise not presenting the minimum undergraduate prerequisite accounting and business courses.
- B. Applicants with the baccalaureate degree and without the minimum undergraduate prerequisite accounting and business courses may be admitted on probationary status. Applicants admitted on probationary status are required to complete the undergraduate accounting and business course deficiencies prior to enrollment in the last full semester of study.
- C. All applicants for admission must present an acceptable statement detailing the applicant's reasons for pursuing the Master of Science in Accounting degree. Grade point averages, transcripts, prior work experience (if any), and the applicant's statement will be considered in the admission decision.

MSA Program of Study

All candidates are required to complete a minimum of 150 semester hours of study, including both undergraduate and graduate hours.

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

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) or Taxation of Entities	3

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 credit hours within three possible tracks, as shown on the chart on the next page:

Course	Course Title	Traditional track	Tax track	Assurance & Financial Reporting track
<u>Required (15 hours)</u>				
ACCT 6333	Problems in Tax Practice		3	
ACCT 6336	Financial Statement Analysis			3
ACCT 6340	Advanced Financial Reporting	3	3	3
ACCT 6342	Accounting for Non-profit Organizations	3	3	3
ACCT 6345	Federal Tax Research	3	3	
ACCT 6348	Advanced Auditing	3		3
ACCT 6350	Problems in Accounting	3		3
ACCT 6355	Estate, Trust & Gift Taxation		3	
<u>Electives (9–15 hours)</u>				
ACCT 6388	Accounting Internship			
ACCT 6330	International Accounting			
ACCT 6333	Problems in Tax Practice	(ACCT 6333 not available in Tax track)		
ACCT 6334	Forensic Accounting			
ACCT 6335	Law for Accountants			
ACCT 6336	Financial Statement Analysis	(ACCT 6336 not available in Assurance & Financial Reporting track)		
ACCT 6337	Managing & Accounting for Investments			
ACCT 6338	Sustainability Performance & Reporting			
ACCT 6341	Advanced Managerial Accounting			
ACCT 6343	International Financial Reporting Standards, Accounting			
ACCT 6348	Advanced Auditing			
ACCT 6350	Problems in Accounting	(ACCT 6350 available only in Tax track)		
ACCT 6355	Estate, Trust & Gift Taxation	(ACCT 6355 not available in Tax track)		
<u>Required to Sit for the CPA Exam (6 hours) See *Note</u>				
ACCT 6318	Ethics for Accounting & Business	3	3	3
ACCT 6339	Business Communication	3	3	3
Total hours		30	30	30

***NOTE: ACCT 6318 and ACCT 6339, are not part of the degree program. They are required only to qualify for the CPA exam. If the student has already satisfied the TSPCA Ethics for Accounting/Business and/or the TSPCA Business Communications requirement for the CPA exam, then that student can take additional electives (3 or 6 hours) for the degree program.**

Elective courses in the Tax and Assurance and Financial Reporting tracks 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. ACCT 6388 Accounting Internship may be substituted for ACCT 6333 in the Tax Track if the internship work is in taxation.

The State of Texas requires these qualifications to sit for the CPA examination:

- 30 hours of approved upper division accounting courses, plus
- 24 hours of approved upper division business courses, plus
- an approved three semester hour course in ethics, plus
- approved credits in accounting or tax research and business communications, included within a total of not less than 150 semester hours, plus
- a degree.

Not less than half of the 30 accounting hours must be from traditional courses with physical attendance in regular course meetings on the campus of the institutions granting credit. Note that some courses designated as ACCT are not accepted by the Texas State Board of Public Accountancy as part of the 30 hours of accounting courses required for qualification, but may be accepted for other purposes, such as the ethics requirement or as business courses. 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.

The Texas State Board of Public Accountancy rules change from time to time. There can be no assurance that any particular course is acceptable at any particular time. **Note: *It is the student's responsibility to meet TSBPA requirements.***

Administration Degree Program

MASTER OF HEALTH ADMINISTRATION (MHA)

UIW's MHA degree is a 21 month, 45-hour program designed for those seeking entry and mid-level management positions within the healthcare industry. Because courses are offered in the evenings, the program is ideal for those currently in the workforce. Built upon a foundation of 22 competencies critical to the managerial success of healthcare administration professionals, the MHA degree provides students with a health systems perspective based on an understanding of health and disease as well as the economic and social factors that influence the industry. Courses focus on and integrate managerial responsibilities, functions and roles related to human resources management, budgeting and financial decision making, legal and ethical issues, quality and continuous improvement, information management, marketing, health policy and strategic thinking within the context of the healthcare industry. In addition, students are provided a wide range of opportunities to gain real world healthcare experience.

MHA Admissions

The MHA program will accept students each year for course commencement in the fall. Applications will be accepted until June 21st of each year. As you prepare your application package, please keep the following in mind. The application process for this graduate program is a competitive one. Increasingly, the number of qualified applications we receive exceeds the number of students we are able to accept into the program because of the significant amount of time faculty members spend in the education and development of each graduate student. As such, we must make difficult admissions decisions each year that result in qualified applicants not being accepted into the program. Please note the following updated criteria are effective starting with applications received for the 2015-2016 academic year.

Tier I

Admission to the MHA program (Tier I) will be based on the following criteria:

1. Baccalaureate degree with a minimum GPA of 3.5.
2. A complete application package. The package will include the items listed below and will be submitted to the Graduate Admissions Office:
 - Official transcripts of all undergraduate and graduate work,
 - A statement of purpose explaining why the applicant desires to pursue an MHA and why at UIW,
 - One letter of recommendation. The letter of recommendation should be from an individual who knows the applicant quite well, preferably from a workplace supervisor.
3. Interview. Once the completed application package is received from the Graduate Admissions Office it will be evaluated by the Program's Admissions Committee. Qualified applicants will be invited to participate in an interview and evaluation conducted by at least two members of the MHA admissions committee. Please note, while an interview is required, it does not guarantee admission into the Program.
4. Applicants who are accepted into the MHA program will be required to complete a background check prior to the start of classes. Additional information will be provided in the acceptance letter.
5. International students must obtain Certification of English proficiency (minimum of 550 on the TOEFL) or successful completion of a minimum level of 112 in ELS) in order to be accepted into the Program.

Tier II

Alternate admission to the MHA program (Tier II) will be based on the following criteria:

1. Baccalaureate degree with a minimum GPA of 3.00 but less than 3.5,
2. A complete application package. The package will include the items listed below and will be submitted to the Graduate Admissions Office:
 - Official transcripts of all undergraduate and graduate work,
 - A statement of purpose explaining why the applicant desires to pursue an MHA and why at UIW,
 - One letter of recommendation. The letter of recommendation should be from an individual who knows the applicant quite well, preferably from a workplace supervisor.
3. Interview. Once the completed application package is received from the Graduate Admissions Office it will be evaluated by the Program's Admissions Committee. Qualified applicants will be invited to participate in an interview and evaluation conducted by at least two members of the MHA admissions committee. Please note, while an interview is required, it does not guarantee admission into the Program.
4. Applicants who are accepted into the MHA program will be required to complete a background check prior to the start of classes. Additional information will be provided in the acceptance letter.
5. International students must obtain Certification of English proficiency (minimum of 550 on the TOEFL) or successful completion of a minimum level of 112 in ELS) in order to be accepted into the Program.

6. Those granted Alternate Admission will be assigned to Tier II with specific core courses to be taken at the beginning of the program all of which must be completed with a “B” or better.

Tier III

Probationary Admission to the MHA program (Tier III) will be based on the following criteria:

1. Baccalaureate degree with a minimum GPA of 2.5 but less than 3.0,
2. A complete application package. The package will include the items listed below and will be submitted to the Graduate Admissions Office:
 - Official transcripts of all undergraduate and graduate work,
 - A statement of purpose explaining why the applicant desires to pursue an MHA and why at UIW,
 - One letter of recommendation. The letter of recommendation should be from an individual who knows the applicant quite well, preferably from a workplace supervisor.
 - Graduate Record Exam (GRE) General Test. A minimum verbal score of 151, a minimum quantitative score of 150, and an analytical writing score of at least 4.0. OR a 560 or higher on the Graduate Management Aptitude Test (GMAT).
3. Interview. Once the completed application package is received from the Graduate Admissions Office it will be evaluated by the Program’s Admissions Committee. Qualified applicants will be invited to participate in an interview and evaluation conducted by at least two members of the MHA admissions committee. Please note, while an interview is required, it does not guarantee admission into the Program.
4. Applicants who are accepted into the MHA program will be required to complete a background check prior to the start of classes. Additional information will be provided in the acceptance letter.
5. International students must obtain Certification of English proficiency (minimum of 550 on the TOEFL) or successful completion of a minimum level of 112 in ELS) in order to be accepted into the Program.

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.

MHA Degree Requirements

Core Courses (45 semester hours)

Fall Year 1

HADM 6303 Population Health and Epidemiology
HADM 6360 Managing Healthcare Organizations
HADM 6305 Healthcare Finance I

Spring Year 1

HADM 6302 Healthcare Economics
HADM 6306 Healthcare Finance II
HADM 6311 Human Resource Management in Healthcare
HADM 6315 Information Systems Management in Healthcare

Summer Year 1

HADM 6350 Quantitative Analysis for Healthcare Managers

Fall Year 2

HADM 6330 Health Law

HADM 6375 Strategic Planning in Healthcare

HADM 6380 Healthcare Policy

HADM 6390 Leadership in Healthcare

HADM 6088 Graduate Assistantship (as required)

Spring Year 2

HADM 6340 Quality and Continuous Improvement in Healthcare

HADM 6370 Healthcare Marketing

HADM 63CS Healthcare Administration Capstone Course

HADM 6088 Graduate Assistantship (as required)

Dreeben School of Education

The Dreeben School of Education offers four graduate education degrees: Master of Arts in Teaching (MAT), Master of Arts (MA), and Master of Education (MEd), and Doctor of Philosophy (PhD). These degrees are designed for those 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 weekends.

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 fluent and complete graduate level research papers, appropriately formatted following APA (American Psychological Association) editorial guidelines.
- 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 minimum cumulative grade point average of 2.75 is required for admission to the Master of Arts in Teaching;
- An interview;
- Acceptance within the first 9 hours into the Teacher Education Program for any degree leading to Texas Teacher Certification.

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

MASTER OF ARTS IN TEACHING (MAT)

The University of the Incarnate Word's Teacher Education Program is accredited and overseen by the Texas Education Agency.

The MAT degree offers an opportunity for students to attain elementary, secondary, or all-level Texas teaching certification while concurrently working toward the master's degree. The MAT degree requires 36 to 42 hours of coursework (depending upon the area of specialization and the chosen capstone), completion of all certification program requirements (including field-based experiences), and a satisfactory semester-long clinical teaching experience or one-year internship with a satisfactory evaluation.

Conditional admission to the MAT program requires the following:

- Completion of all requirements of the UIW Office of Research and Graduate Studies (transcripts, application, etc.);
- Submission of transcripts showing a minimum 2.75 cumulative GPA (undergraduate and graduate coursework). Transcripts from every college or university are required and must be dated within three months of application;
- Admissions interview with the Teacher Education faculty;
- Passing scores on the Pre-Admission Content Exam (PACT) for the intended certification field; and
- Application to the Teacher Education Program (TEP) within the nine hours of coursework. (Note: Students may not enroll in courses identified as professional development courses without acceptance to the TEP.)

Acceptance to the Teacher Education Program is specific to a cohort. Students who do not matriculate into the intended cohort, or those who are inactive for 12 months or more, must reapply. The Teacher Education Program application requires

- Submission of passing scores on either the Graduate Record Exam (Verbal 150, Quantitative 150, Analytical Writing section 3.5) or the Texas Higher Education Assessment (Reading 230, Mathematics 230, Writing 230);
- Group interview to assess professional oral communication proficiency;
- Writing samples to assess professional written communication proficiency;
- Verification of coursework to establish a minimum 2.75 cumulative GPA;
- Official transcripts from all institutions (if transcripts submitted for MAT application are dated within three months of the time of TEP application, new transcripts are not needed); and
- Faculty assessment of professional disposition.

Additional requirements for TEP acceptance may be required as TEA and UIW Teacher Education Program policies dictate. All requirements will be listed on the TEP application. Applications will be available each semester from the Teacher Education Department.

Continuation in this program requires that students remain in good standing with the Office of Research and Graduate Studies and the Teacher Education Program, maintain a minimum cumulative GPA of 2.75, complete coursework in sequence with the program advisor's approval, and demonstrate a professional disposition.

Core courses (12 or 15 semester hours)

- EDUC 6301 Introduction to Educational Research
- EDUC 6304 Theories of Learning
- EDUC 6306 Philosophical Foundations in Education
- *EDUC 63CS Clinical Teaching
- or
- *EDUC 66CS Teacher Internship

Areas of Concentration within the MAT

Elementary Education: 27 credit hours

Secondary or All-Level Education: 24 credit hours

Certification by the Texas Education Agency is awarded upon successful completion of the MAT, the applicable TExES exams required for the intended certification field, and the certification application process, which includes fingerprinting and a background investigation.

Graduate and undergraduate students seeking Texas Teacher Certification from the University of the Incarnate Word's Teacher Education Program will be subject to any additional or new requirements that may be set forth by legislative mandates or the Texas Education Agency.

Concentrations Within the MAT Degree

Elementary Education (Early Childhood–Grade 6)

Requirements for the elementary concentration (27 hours):

- EDEC 6324 Developmentally Appropriate Curriculum & Environment for the Young Child
 - EDSP 6363 Survey of Exceptionalities
 - EDUC 6305 Multicultural Concepts in Education
 - EDUC 6315 Assessment in the Classroom
 - EDUC 6318 Disciplinary Literacy and the English Learner
 - *EDUC 6310 Technology in Education
 - *EDUC 6313 Teaching and Learning in Elementary Settings
 - *EDUC 6317 Curriculum Design for Elementary Settings
 - *EDUC 6361 Clinical Teaching/Internship Seminar
- (*denotes professional development designated course)

Secondary (7–12)/All-Level (EC–12) Education

Teaching Fields for Secondary (7-12): English Language Arts & Reading, History, Life Science, Mathematics, Physical Science

Teaching Fields for All-Level (EC-12): Art, Music, Physical Education, Spanish, Theatre

Requirements for the secondary/all-level concentration (24 hours):

- EDSP 6363 Survey of Exceptionalities
 - EDUC 6305 Multicultural Concepts in Education
 - EDUC 6315 Assessment in the Classroom
 - EDUC 6318 Disciplinary Literacy and the English Learner
 - *EDUC 6310 Technology in Education
 - *EDUC 6325 Teaching and Learning in Secondary Settings
 - *EDUC 6327 Curriculum Design for Secondary Settings
 - *EDUC 6361 Clinical Teaching/Internship Seminar
- (*denotes professional development designated course)

TEACHING CERTIFICATION OPTION FOR GRADUATE STUDENTS

The Teacher Education Department offers a certification option for post-baccalaureate students who either already possess a graduate degree, are completing an approved graduate degree, or are interested in certification but are not planning to complete the entire MAT degree at the time of enrollment. Students interested in the Graduate Student Teaching Certification Option must apply to the MAT program and meet all stated requirements, including the PACT exam. The student and the academic advisor will coordinate the course plan accordingly.

Students will be eligible for certification upon completion of all required coursework, passing the associated TExES certification exams, and completion of the certification application process, which includes fingerprinting and a background investigation. Coursework for the Graduate Student Teaching Certification Option will apply to the Masters of Arts in Teaching degree requirements in effect at the time.

Requirements for Teaching Certification Option—Secondary/All-Level (27-30 hours):

- EDSP 6363 Survey of Exceptionalities
 - EDUC 6305 Multicultural Concepts in Education
 - EDUC 6310 Technology in Education
 - EDUC 6318 Disciplinary Literacy and the English Learner
 - EDUC 6315 Assessment in the Classroom
 - *EDUC 6325 Teaching and Learning in Secondary Settings
 - *EDUC 6327 Curriculum Design for Secondary Settings
 - EDUC 63CS Clinical Teaching or EDUC 66CS Internship
 - EDUC 6361 Clinical Teaching/Internship Seminar
- (*denotes professional development designated course)

Requirements for the Teaching Certification Option—Elementary (30-33 hours):

- EDEC 6324 Developmentally Appropriate Curriculum & Environment for the Young Child
 - EDSP 6363 Survey of Exceptionalities
 - EDUC 6305 Multicultural Concepts in Education
 - EDUC 6310 Technology in Education
 - EDUC 6318 Disciplinary Literacy and the English Learner
 - EDUC 6315 Assessment in the Classroom
 - *EDUC 6313 Teaching and Learning in Elementary Settings
 - *EDUC 6317 Curriculum Design for Elementary Settings
 - EDUC 63CS Clinical Teaching or EDUC 66CS Internship
 - EDUC 6361 Clinical Teaching/Internship Seminar
- (*denotes professional development designated course)

MASTER OF ARTS IN EDUCATION (MA)

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 Dreeben School of Education.

Requirements for the Master of Arts in Education:

Core Courses (12 semester hours)

- EDUC 6301 Introduction to Educational Research
- EDUC 6304 Theories of Learning *or* ADED 6381 Adult Learning & Development
- EDUC 6306 Philosophical Foundations in Education
- 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)

MASTER OF EDUCATION (MEd)

This degree is for those 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 6304 Theories of Learning or ADED 6381 Adult Learning & Development
EDUC 6306 Philosophical Foundations in Education
EDUC 63CS1 Capstone in Education, or another capstone course approved by the program advisor.

MA or MEd 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 or college within UIW. If the majority of the work is from the Dreeben School of Education, the degree will be the Master of Education. If more than several courses come from other colleges or schools within UIW, the Master of Arts will be awarded. This open-ended degree plan allows students to select up to six (6) courses that will best suit their needs within an Education focus.

Core Courses (12 semester hours)

EDUC 6301 Introduction to Educational Research
EDUC 6304 Theories of Learning or ADED 6381 Adult Learning & Development
EDUC 6306 Philosophical Foundations in Education
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), which include concentration areas named below.

MA and MEd General Education Concentrations

There are eight areas of concentration for the MA and the MEd in Education. Each concentration offers a separate field 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 graduate studies at the University of the Incarnate Word.

- Adult Education
- Early Childhood Education
- Kinesiology
- Online Teaching and Training
- Program Evaluation
- School Leadership

- Student Services in Higher Education
- Teaching and Learning

Adult Education

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

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 include adult literacy, human resource development or adult religious education.

Requirements for a master's degree with a concentration in Adult Education:**Core Courses (12 hours)**

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

Requirements in the major (Select 18 semester hours):

- ADED 6370 College Teaching
- ADED 6382 Adult Literacy Education
- ADED 6384 Contemporary Issues in Adult Ed
- ADED 6385 Methods & Strategies in Adult Ed
- ADED 6386 Educational Gerontology
- ADED 6387 Program Development in Adult Ed
- ADED 6388 Effective Teams and Groups
- ADED 6390 Practicum in Adult Learning Environments
- EDUC 6305 Multicultural Concepts in Education

Elective Courses (6 hours)**Early Childhood Education**

The Master of Education concentration in Early Childhood Education is designed for students who wish to enter the field of early childhood education or who are already employed in an early childhood education setting and wish to earn a credential and expand their knowledge and competency in working with young children. The program will provide students with the skills and competencies necessary to work effectively with young children. **NOTE: This concentration DOES NOT include Texas Teacher Certification.**

Requirements for a master's degree with a concentration in Early Childhood Education:**Core Courses (12 hours)**

- EDUC 6301 Introduction to Educational Research
- EDUC 6304 Theories of Learning or ADED 6381 Adult Learning and Development

EDUC 6306 Philosophical Foundations in Education
 EDUC 63CS1 Capstone in Education

Requirements in the Major (18 hours)

EDEC 6335 Balanced Literacy in Early Childhood
 EDEC 6339 Applied Research in Play
 EDEC 6375 Literature for Children and Young Adults
 EDEC 6305 The Developing Child
 EDEC 6310 Programs and Trends in Early Childhood Education
 EDEC 6324 Developmentally Appropriate Curriculum and Environment for the Young Child

Elective Courses (6 hours)

Kinesiology

The Kinesiology concentration is designed for those students who are interested in working in a business related area, teaching Physical Education at 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 a 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 Activity and Sport
 EDKE 6381 Topics in Exercise Physiology and Fitness
 KEHP 6360 Advanced Tests & Measurements
 SMGT 6380 Sport Management

Elective Courses (6 hours)

Online Teaching and Training

This innovative concentration is designed to prepare individuals for leadership roles in improving teaching and learning through the application of educational technologies used in K-12 schools, higher education institutions, corporations, organizations, associations, governments, and foundations. Many students can apply their knowledge to their existing positions where they have responsibilities for education or training and can benefit from the utilization of instructional technologies.

Requirements for a master's degree with a concentration in Online Teaching and Training:

Core Courses (12 hours)

ADED 6381 Adult Learning and Development

EDUC 6301 Introduction to Research Methods
EDUC 6306 Philosophical Foundations in Education
EDUC 63CS1 Capstone in Education

Supporting Requirements (6 hours)

ADED 6388 Effective Teams and Groups
EDUC 6333 Action Research

Concentration Courses (18 hours)

EDUC 6331 Seminar in Online and Blended Teaching
EDUC 6336 Technology & Today's Learner
EDUC 6341 Developing Effective Training with Technology
EDUC 6344 Leadership and Technology
EDUC 6351 Learning Technologies and Organizational Change
EDUC 6357 Trends & Issues in Technology

Program Evaluation

The Program Evaluation concentration is designed to develop the knowledge, skills, and abilities that contribute to preparing, managing, and conducting effective program evaluations in organizations and various community settings. Graduates of the master's program in this concentration will be prepared to understand the workings of the program or policy they are evaluating and to make judgments about its quality and effectiveness.

Requirements for a master's degree with a concentration in Program Evaluation:**Core Courses (12 hours)**

EDUC 6301 Introduction to Research Methods
EDUC 6306 Philosophical Foundations in Education
EDUC 6304 Theories of Learning
or
ADED 6381 Adult Learning and Development
EDUC 63CS1 Capstone in Education

Concentration Courses (18 hours)

EVAL 6310 Program Evaluation Theory
EVAL 6320 Program Evaluation Methods
EVAL 6390 Program Evaluation Practicum
EDUC 6333 Action Research
EDUC 6302 Introduction to Quantitative Methods
ADED 6387 Program Development in Adult Education
or
An approved elective

Elective Courses (6 hours)**School Leadership**

The School Leadership Partnership concentration incorporates theory and practice-based learning, and is designed to prepare leaders who can dramatically improve schools and school districts. The courses in this program, collaboratively designed by faculty from the Dreeben School of Education

and instructors from the Cohort of Leadership Associates (CoLA), are built on the set of skills, knowledge and dispositions that a principal must have.

Requirements for a master's degree with a concentration in School Leadership:**Core Courses (12 hours)**

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

Requirements in the Major (21 semester hours)

EDUC 6348	School Leadership
EDUC 6347	Principalship
EDUC 6349	Instructional Leadership
EDUC 6351	School/Home/Community Relations
EDUC 6350	School Finance, Policy and Law
EDUC 6388	Leadership Practicum I
EDUC 6389	Leadership Practicum II
EDUC 6380	Practicum in TEFL/TESL

Student Services in Higher Education

This Master of Education concentration addresses the demand for more professionals in the area of student personnel services in higher education; the concentration is focused on teaching the necessary competencies to ensure best practices in the field of student services.

Requirements for a master's degree with a concentration in Student Services in Higher Education:**Core Courses (12 hours)**

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

Requirements in the Major (24 hours)

ADED 6387	Program Development
ADED 6388	Effective Teams and Groups
EDUC 6303	Counseling Techniques in Higher Education
EDUC 6309	Legal Issues in Student Affairs
EDUC 6334	Leadership and Administration in Student Affairs
EDUC 6372	The College Environment
EDUC 6383	Professional Seminar in Student Affairs
EDUC 6394	Practicum in Student Affairs

Teaching and Learning

The Master of Education with a concentration in Teaching and Learning is designed to provide the knowledge and skills necessary for teachers and educators to bring best practices into the classroom setting. Because the content is based on strategies and techniques, graduates of this program will be

able to apply their new skills regardless of the age of the students with whom they work. **This concentration DOES NOT include Texas Teacher Certification.**

Requirements for a master's degree with a concentration in Teaching and Learning:

Core Courses (12 hours)

- EDUC 6301 Introduction to Educational Research
- EDUC 6304 Theories of Learning or ADED 6381 Adult Learning and Development
- EDUC 6306 Philosophical Foundations in Education
- EDUC 63CS1 Capstone in Education

Requirements in the Major (18 hours)

- EDEC 6375 Literature for Children and Young Adults
- EDUC 6316 Models of Teaching
- EDUC 6322 Assessment Tools for Teaching
- EDUC 6310 Technology in Education
- EDUC 6320 Equity and Excellence in Education
- EDUC 6326 Behavioral Management

Elective Courses (6 hours)

Certificate Programs

Graduate certificates are offered in the areas of Adult Education, Early Childhood Education, Online Teaching & Training, Program Evaluation, and Student Services in Higher Education. These UIW certificates acknowledge that the student has completed (at least) 15 credit 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.

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

Graduate Certificate in Adult Education (18 semester hours)

- ADED 6381 Adult Learning and Development
- ADED 6385 Methods and Strategies of Adult Education
- ADED 6388 Effective Teams and Groups
- ADED 6390 Practicum in Adult Learning Environments

And, choose two electives from the following:

- ADED 6370 College Teaching
- ADED 6382 Adult Literacy Education
- ADED 6384 Contemporary Issues in Adult Education
- ADED 6386 Educational Gerontology
- ADED 6387 Program Development in Adult Education
- EDUC 6305 Multicultural Concepts in Education

Graduate Certificate in Early Childhood Education

(15 semester hours)

EDEC 6335	Balanced Literacy in Early Childhood
EDEC 6339	Applied Research in Play
EDEC 6375	Literature for Children and Young Adults
EDEC 6305	The Developing Child
EDEC 6310	Programs and Trends in Early Childhood Education

Graduate Certificate in Online Teaching and Training**(18 semester hours)**

EDUC 6331	Seminar in Online and Blended Teaching
EDUC 6357	Trends & Issues in Technology
EDUC 6336	Technology & Today's Learner
EDUC 6341	Developing Effective Training with Technology
EDUC 6344	Leadership and Technology
EDUC 6351	Learning Technologies and Organizational Change

Graduate Certificate in Program Evaluation**(15 semester hours)**

EVAL 6310	Program Evaluation Theory
EVAL 6320	Program Evaluation Methods
EVAL 6390	Program Evaluation Practicum
EDUC 6333	Action Research
EDUC 6302	Introduction to Quantitative Research

Graduate Certificate in Student Services In Higher Education**(18 semester hours)**

EDUC 6303	Counseling Techniques in Higher Education
EDUC 6309	Legal Issues in Student Affairs
EDUC 6334	Leadership and Administration in Student Affairs
EDUC 6372	The College Environment
EDUC 6383	Professional Seminar in Student Affairs
EDUC 6394	Practicum in Student Affairs

When the coursework is completed for the certificate, students must file a request for the certificate, accompanied by a copy of the transcript, with the Dean of the Dreeben School of Education.

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 Dreeben School of Education.

DOCTOR OF PHILOSOPHY IN EDUCATION (PhD)

The PhD in the Dreeben School of Education has three concentrations:

- Higher Education
- International Education and Entrepreneurship
- 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.

Common Core Courses

- INDR 8310 Concepts of Leadership
- INDR 8330 Belief Systems: A Cross-Cultural Perspective
- INDR 8370 Ethics for the Profession

Research Core Courses

- INDR 8350 Introduction to Inquiry
- INDR 8351 Quantitative Research Methods and Statistical Analysis
- INDR 8353 Advanced Quantitative Design and Analysis
- INDR 8355 Qualitative Research Methods & Analysis
- INDR 8357 Advanced Qualitative Design & Analysis
- INDR 8390 Advanced Research Methods and Instrumentation

Admission Requirements:

Applicants for admission to the Doctoral Program must fulfill the admission requirements listed 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

These criteria are listed in this bulletin under Section V, Doctoral Degree Requirements.

Doctoral Program of Study

The Doctoral Program of Study specifies 57 semester hours of coursework—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 9 semester hours, including at least one from the two starred below.

- INDR 8353 Advanced Quantitative Design and Analysis*
- INDR 8390 Advanced Research Methods and Instrumentation
- INEE 8325 Research in Comparative Educational Systems of the World*
- INEE 8350 Research in Entrepreneurship
- INEE 8355 Cultural Aspects of Research
- ORGL 8370 Organizational Assessment and Survey Administration

The curriculum also includes core and elective courses in fields including Business, Education, Leadership Studies, and Organizational Studies. In addition, there are unique opportunities for domestic and international internships. *All coursework in the doctoral program of study must be taken at the 7000 level or above.* The doctoral degree is granted after all requirements are met and the Director of Graduate Studies has signed the Dissertation Clearance Form.

Dissertation Writing Courses

Prerequisites: Before enrolling into the Dissertation Writing courses, students must be approved as Candidates for the Doctor of Philosophy degree and must satisfy these additional prerequisites: completion of all coursework prior to dissertation writing, a residency requirement of 45 hours of

PhD coursework at UIW, attend at least two sessions of the Doctoral Student Research Symposium, and submission of a proposal for at least one presentation at the symposium.

- INDR 9300 for 3 semester (must take a minimum of 9 hours of INDR 9300 before defending)
- INDR 9300 (if not able to defend after 9 hours, then one more INDR 9300 must be taken)
- INDR 9100 (If student does not defend within first 12 hours, then the candidate is eligible to enroll in INDR 9100 level sections until the semester before they defend; then candidate must enroll in INDR 9190 in final semester of dissertation writing)
- INDR 9390 (this course will signal the final dissertation writing course within the first 9-12 hours of dissertation writing coursework and indicates that a candidate is ready for pre- and public defenses). Candidate will have enrolled in dissertation writing courses, INDR 9300, prior to this final course.
- INDR 9190 This course cannot be repeated for credit. INDR 9190 signals the final dissertation writing course after a candidate has surpassed 12 hours of dissertation writing coursework and indicates that a candidate is ready for a pre-defense and a public defense. Prerequisites: The student must have completed a minimum of 12 hours of dissertation writing (INDR 9300 and/or INDR 9100).

PhD DEGREE CONCENTRATIONS

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 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. Two strands are offered, one to prepare students for careers in higher education administration and one to prepare students for careers in the professorate. Students pursuing the professorate must have at least 12 hours in the discipline in which they wish to teach and 18 hours upon completion.

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.

Higher Education, Professorate Strand

Program of study

- Common Core, 9 hours
 - Research Core, 15 hours
 - Required Courses, 15 hours including:
 - HIED 8310 History and Philosophy of Higher Education
 - HIED 8320 Law in Higher Education
 - HIED 8390 Practicum in Higher Education
 - ADED 7381 Adult Learning and Development
 - EDUC 7312 Writing for Publication
- or

EDUC 7372 The College Environment

Required Strand Courses for the Professorate, 12 hours

ADED 7370 College Teaching

ADED 7385 Methods and Strategies in Adult Education

EDUC 7336 Technology and Today's Learner

EVAL 8310 Program Evaluation Theory

- Electives, 6 hours minimum

One elective must be designated as a research course, such as HIED 8325 Analysis and Research on Comparative Education Systems of the World; one elective may be HIED 8350 Current Issues in Higher Education

- Dissertation, 9 hours minimum

Higher Education, Administration Strand

Program of Study

- Common Core, 9 hours
- Research Core, 15 hours
- Required Courses, 15 hours including:
 - HIED 8310 History and Philosophy of Higher Education
 - HIED 8320 Law in Higher Education
 - HIED 8390 Practicum in Higher Education
 - ADED 7381 Adult Learning and Development
 - EDUC 7312 Writing for Publication
 or
 EDUC 7372 The College Environment

Required Strand Courses for Administration, 12 hours

HIED 8330 Finance in Higher Education

HIED 8340 Strategic and Operational Planning in Higher Education

EDUC 7334 Leadership and Administration in Student Services

EDUC 7344 Leadership and Technology

or

EDUC 7351 Learning Technology and Organizational Change

- Electives, 6 hours minimum

One elective must be designated as a research course, such as HIED 8325 Analysis and Research on Comparative Education Systems of the World; one elective may be HIED 8350 Current Issues in Higher Education

- Dissertation, 9 hours minimum

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 cultures. 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 in 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 prerequisites (undergraduate or graduate).

Program of Study

- Common Core, 18 hours
- At least one of the following courses
 - INDR 8353 Advanced Quantitative Design and Analysis
 - INEE 8325 Research in Comparative Educational Systems of the World

Required Courses, 33 hours to include

INEE 8325 Research in Comparative Educational Systems of the World
 INEE 8340 Entrepreneurship
 INEE 8345 International Organizations
 INEE 8347 Economic Development for Entrepreneurship
 INEE 8350 Research in Entrepreneurship
 INEE 8355 Cultural Aspects of Research
 INEE 8360 Contemporary International Issues
 INEE 8687/INEE 8387 International Internship (6 months)
 INEE 8688/INEE 8388 Domestic Internship or an elective

- Electives, 3 hours minimum
- Dissertation, 9 hours minimum
- Evidence of oral and written proficiency in a foreign language as a requirement for admission to candidacy.

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 30 of this Bulletin, applicants for admission to the Organizational Leadership concentration must also fulfill the following requirements:

- Employment experience in a position of responsibility.

Program of study

- Common Core, 9 hours
- Research Core 15 hours
- Required Courses, 15 hours including:
 - ORGL 7360 Organizational Theory and Culture
 - ORGL 7381 Adult Learning and Development
 - ORGL 7351 Learning Technologies and Organizational Change
 - ORGL 8371 Practicum in Organizational LeadershipOne of the following:
 - ORGL 7348 Applied Leadership and Followership
 - ORGL Elective
- Electives, 18 hours minimum
- Dissertation, 9 hours minimum

Specializations and Electives for the Organizational Leadership Concentration

Electives taken at the 7000 level may come from the Dreeben School of Education or other school or college at the university as agreed upon by the student and advisor. Among the electives, students can pursue the following specializations (a specialization is defined as earning 18 graduate level credit hours):

Specializations

Adult Education
International Education and Entrepreneurship
Kinesiology
Online Teaching and Training
Program Evaluation
School Leadership
Sport Management
Student Services

Electives**Adult Education**

ADED 7370 College Teaching
ADED 7381 Adult Learning and Development
ADED 7382 Adult Literacy Education
ADED 7384 Contemporary Issues in Adult Education
ADED 7385 Methods and Strategies in Adult Education
ADED 7386 Educational Gerontology (Education of the Older Adult)
ADED 7387 Program Development in Adult Education
ADED 7388 Effective Teams and Groups
ADED 7390 Practicum in Adult Learning Environment

General Education

- EDUC 7304 Theories of Learning
- EDUC 7305 Multicultural Concepts in Education
- EDUC 7306 Philosophical Foundations in Education
- EDUC 7307 Critical Theory in Education
- EDUC 7312 Writing for Publication
- EDUC 7345 Theories of Change
- EDUC 7346 Organizational Theory and Development
- EDUC 7360 Cross-Cultural Communication: Teaching in Other Countries
- EDUC 8330 History and Philosophy of Higher Education
- EDUC 8390 Law in Higher Education

Interdisciplinary Studies

- INDR 8375 Trends and Issues in Technology

International Education and Entrepreneurship

- INEE 8325 Research in Comparative Educational Systems of the World
- INEE 8335 Analysis of Belief Systems
- INEE 8340 Entrepreneurship
- INEE 8345 International Organizations
- INEE 8347 Economic Development for Entrepreneurship
- INEE 8350 Research in Entrepreneurship
- INEE 8355 Cultural Aspects of Research
- INEE 8360 Contemporary International Issues

Kinesiology

- EDKE 7377 Instructional Development in Physical Education
- EDKE 7378 Biomechanics in Human Performance
- EDKE 7379 Adapted Physical Education and Sport
- EDKE 7381 Topics in Exercise Physiology and Fitness

Literacy Education

- EDRD 7393 Approaches to Reading Assessment

Organizational Leadership

- ORGL 8340 Organizational Policy Analysis & Design
- ORGL 8360 Organizational Theory and Culture
- ORGL 8370 Organizational Assessment & Survey Administration

Program Evaluation

- EVAL 7310 Program Evaluation Theory
- EVAL 7320 Program Evaluation Methods
- EVAL 7390 Program Evaluation Practicum
- INEE 7355 Cultural Aspects of Research
- ORGL 7370 Organizational Assessment and Survey Administration
- INDR 8353 Advanced Quantitative Design and Analysis
- or
- INDR 8357 Advanced Qualitative Design & Analysis

School Leadership

- EDUC 7348 School Leadership
- EDUC 7347 Principalship
- EDUC 7349 Instructional Leadership
- EDUC 7351 School/Home/Community Relations
- EDUC 7350 School Finance, Policy and Law
- EDUC 7388 Leadership Practicum I
- EDUC 7389 Leadership Practicum II

Special Education

- EDSP 7363 Survey of Exceptionalities

Student Services in Higher Education

- EDUC 7303 Counseling Techniques in Higher Education
- EDUC 7309 Legal Issues in Student Affairs
- EDUC 7334 Leadership and Administration in Student Affairs
- EDUC 7372 The College Environment
- EDUC 7383 Professional Seminar in Student Affairs
- EDUC 7394 Practicum in Student Affairs

College of Humanities, Arts and Social Sciences

The College of Humanities, Arts and Social Sciences offers a Master of Arts in Multidisciplinary Studies and a Master of Arts in Pastoral Ministry. Pastoral Ministry also offers two graduate certificates, which are described in this section.

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

MASTER OF ARTS IN MULTIDISCIPLINARY STUDIES (MA)

The Master of Arts degree in Multidisciplinary Studies allows a student, with approval from the Dean of the College of Humanities, Arts and Social Sciences, 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 Pastoral Ministry. 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 the College of Humanities, Arts and Social Sciences will serve as Program Advisor for this degree and will consult with the Program Advisors in the three fields that make up the Multidisciplinary Degree Studies program.

Admissions Requirements

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

- An official notice of a satisfactory score on the Graduate Record Exam (GRE: Verbal score of 150; Quantitative score of 144; 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 the College of Humanities, Arts and Social Sciences and Program Advisors for all disciplines involved before initiating any work toward the degree. The degree will include:

- At least nine (9) semester hours in each discipline of focus.
- Any support courses taken outside the chosen disciplines need the approval of 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.

MASTER OF ARTS IN PASTORAL MINISTRY (MA)

The Master of Arts in Pastoral Ministry is designed to prepare participants to serve competently and effectively in contemporary ecclesial ministries and leadership, especially in Catholic parish ministries, religious education on all levels, spirituality and spiritual development, youth ministry and catechetical leadership, or as a mission leader in Catholic healthcare or education.

The 36 semester hour degree plan encompasses three areas of study: scripture, theology (including the historical, sacramental, liturgical, moral and ecclesial aspects) and ministry, and normally culminates with an individually designed supervised Pastoral Project. Participants may incorporate a second field in their degree plan through other UIW graduate departments, particularly the Dreeben School of Education or the School of Osteopathic Medicine.

In keeping with the spirit and direction set by the Second Vatican Council and subsequent ecclesial documents, the program promotes personal growth and spiritual formation through workshops and other opportunities for theological reflection and personal development. An integral part of the Pastoral 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.

Effective pastoral work in the U.S. requires familiarity with a variety of cultures and their languages. The UIW MA in Pastoral Ministry, therefore, offers classes in both Spanish and English and students are normally required to demonstrate oral competency in both languages prior to graduation. All courses are designed to attend to questions of ministry in cross-cultural contexts.

Admission Criteria

The applicant for the Master of Arts in Pastoral Ministry must fulfill the general requirements for admission to Graduate Studies. Students must demonstrate readiness for English-language graduate study by means of the TOEFL or similar, and submit a writing sample in either English or Spanish. In addition, students should submit a list of books and articles read in the previous two years, and two letters of recommendation. One of these letters should speak directly to the student's academic abilities, and the second to their preparation and commitment to serve in a ministry of the church or one of its apostolates. Students whose applications seem promising will be asked to interview with a faculty member prior to their acceptance.

Following the guidance of the Association of Theological Schools, a small percentage of the student body may be admitted to the MA in Pastoral Ministry without having completed a bachelor's degree. Students admitted under this option generally have earned at least 60 credits of college coursework. Interested students should be in contact with the Program Director before applying.

Prerequisites

Students must have completed at least 12 semester hours in Theology or Religious Studies at the undergraduate level, taken after 1985, including introductory courses in the study of the Hebrew and Christian Scriptures. Documented non-credit studies such as diaconal studies or diocesan certification courses will be evaluated on an individual basis upon request. Students lacking these prerequisites may arrange through the Pastoral Institute to fulfill them through courses at UIW.

Requirements for the Master of Arts in Pastoral Ministry

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

1. Scripture—6 credits
2. Theology—12 credits
3. Ministry—12 credits
4. PMIN 6352 Program Planning and Evaluation

5. PMIN 63CS Pastoral Project

Concentrations

Students generally choose one of the following concentrations. With the permission of the Program Director, a student may complete the degree without a concentration.

Mission Leadership

The Mission Leadership concentration is intended to help develop mission leaders for Catholic healthcare and education. Candidates must complete 12 credits in the concentration. With this concentration, the degree looks as follows:

- Scripture—6 credits
- PMIN 6320 Christology
- PMIN 6322 Ecclesiology
- PMIN 6328 Sacraments & Liturgy
- Theology—3 credits
- Theology/Ethics—6 credits (choose two from PMIN 6343, 6346, and 6349)
- PMIN 6376 Religious Charisms and Christian Mission
- PMIN 6352 Program Planning and Evaluation
- PMIN 63CS Pastoral Project

Parish Leadership

The Parish Leadership concentration is intended for Lay Ecclesial Ministers, Deacons, and others who will be participating in the ministry of Parish Administration. Students must complete 12 credits in the concentration, chosen in coordination with the Program Director. With this concentration, the degree looks as follows:

- Scripture—6 credits
- Theology—12 credits
- Ministry—12 credits, including
 - PMIN 6360 Leadership in the Christian Community AND
 - PMIN 6358 Leadership of Public Prayer OR
 - PMIN 6342 Directing Parish Catechesis
- PMIN 6352 Program Planning and Evaluation
- PMIN 63CS Pastoral Project

Catechesis and Formation

The Catechesis and Formation concentration prepares students for the work of catechesis, parish formation, or to better teach in the Catholic schools. Students must complete 12 credits in the concentration, chosen in coordination with the Program Director. With this concentration, the degree looks as follows:

- Scripture—6 credits
- Theology—12 credits
- Ministry—12 credits, including
 - PMIN 6380 Theory and Methods of Catechesis AND
 - PMIN 6342 Directing Parish Catechesis
- PMIN 6352 Program Planning and Evaluation

- PMIN 63CS Pastoral Project

The Youth Ministry Sequence courses, (PMIN 6155–6162), offered in collaboration with the Archdiocese of San Antonio, can be applied to the requirements for the Catechesis and Formation concentration.

Youth Ministry Sequence

Students may take the Youth Ministry Sequence courses listed below, offered in conjunction with the Archdiocese of San Antonio, to count towards their Ministry requirements. These courses are awarded credit after successful completion of the Archdioceses' course and with the completion of an additional final paper. Students should speak to the Program Director if they are interested in pursuing this option.

PMIN 6155	Foundations of Christian Leadership
PMIN 6156	Principles of Youth Ministry
PMIN 6157	Skills for Christian Leadership
PMIN 6158	Practices of Youth Ministry
PMIN 6159	Pastoral Care
PMIN 6160	Evangelization and Catechesis
PMIN 6161	Prayer and Worship
PMIN 6162	Justice and Service

Graduate Certificate in Pastoral Studies (18 Semester Hours)

A non-degree Graduate Certificate recognizing 18 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 MA in Pastoral Ministry.

Graduate Certificate in Mission Leadership (18 Semester Hours)

A non-degree Graduate Certificate may be earned in Mission Leadership, which requires the following courses. These courses are designed to form students in the competencies for mission leadership recognized by the Catholic Health Association.

1. Scripture—3 credits
2. PMIN 6320 Christology
3. PMIN 6322 Ecclesiology
4. PMIN 6346 Healthcare Ethics
5. PMIN 6376 Religious Charisms and Catholic Mission
6. Mission Leadership & Management—3 credits

School of Media and Design

The School of Media and Design integrates existing programs in a dynamic, thoughtful and cohesive way in an effort to better serve the needs of the University of the Incarnate Word student. The Master of Arts in Communication Arts program emphasizes 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.

School of Media and Design degree programs:

In Communication Arts:

- A traditional Master of Arts in Communication Arts;
- Accelerated Bachelors to Master's (ABM) programs in Bilingual Communications, Convergent Media, and Media Studies, for students who are completing an undergraduate degree in Communication Arts at UIW. ABM students will be awarded both the BA and MA in Communication Arts upon completion of all the coursework hours required in both programs and the Mastery Coursework Requirements;
- Students in the Master of Arts in Administration program in the School of Professional Studies may select Communication Arts as a concentration.

MASTER OF ARTS IN COMMUNICATION ARTS (MA)

In keeping with both the liberal arts approach and the mission of UIW, the department seeks to:

- Cultivate the student's imagination and creativity in the implementation of theory content and technical application of effective communications;
- Foster exploration of diverse and alternative perspectives including critical interpretation of ideas, images, and symbols; and
- 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.

Admission Requirements

All applicants to the Master of Arts in Communication Arts will be fully considered for enrollment if they meet the following requirements:

- 1) Complete the formal Graduate Application process.

- 2) Provide a copy of their undergraduate transcripts showing that they have earned a bachelor's degree from an accredited institution in the United States or a comparable degree from a foreign academic institution.
- 3) Provide a sample of their academic and/or professional work (written articles, videos, demos, etc.)
- 4) Submit a statement of purpose
- 5) Interview with the Director of the Master of Arts program or a faculty member.

In addition to the previous requirements, priority consideration will be given to those applicants who:

- 1) Take a General Record Examination (GRE) and attain minimum scores of 150 on verbal, 150 on quantitative, and 3.5 on the essay section, AND/OR
- 2) Earned a bachelor's degree with a GPA of 3.5 or higher, AND/OR
- 3) Have an outstanding portfolio that showcases their professional experience in a communication related field.

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 12 hours of Communication Arts core courses, and 18-21 hours of elective/specialty coursework, and 3+ hours of Mastery Level coursework.

CORE Requirements (12 semester hours)

- COMM 6301 Communication Theory
- COMM 6307 Introduction to Graduate Studies in Communication
- COMM 6308 Writing and Research Techniques
- COMM 6309 Communication Research Methods

Students may elect to pursue the degree either as full-time or part-time students. The load for a full-time student is nine (9) credit hours per semester; anything less than nine (9) hours is considered part-time. See the course load policy of the current bulletin. Full-time students complete the traditional program in 2 academic years and the ABM in one and a half years. Consult with your advisor concerning your individual degree plan.

ELECTIVE Coursework (Choose 18 hours of electives from the following courses.)

- COMM 6302 Media Ethics*
- COMM 6304 Aesthetics of Visual Perception
- COMM 6315 Seminar in Film Studies**
- COMM 6322 Seminar in Media Studies**
- COMM 6323 Advanced Media Writing
- COMM 6327 Seminar in Bilingual Communication**
- COMM 6332 Seminar in Convergent Media **
- COMM 6337 Seminar in Communication Studies**
- COMM 6342 Seminar in Strategic Communications**
- COMM 6345 Practicum in Specialized Area of Study
- COMM 6198/6298/6398 Directed Studies in Communication Arts**

*May be required course for ABM students

**May be repeated for credit. Course topics vary. See course topics at the end of the catalog.

Students must take elective coursework necessary to complete the 36-hour requirement for the Master of Communication Arts. Classes related to Communication Arts concentrations and other programs may be taken as electives with the approval of the Graduate Coordinator.

MASTERY Coursework Requirements

COMM 63TR Thesis Research

COMM 61TR Thesis Research (continuation of COMM 63TR if needed)

*63TR and 61TR are not to be taken concurrently; students will be registered in a course that is supervised by the Graduate Coordinator. All work will be done with students' individual committee chairperson. Fulfillment of requirements will be verified by committee and signed off by the graduate coordinator.

OR

COMM 63CS1 Communication Capstone

COMM 61CS Communication Capstone (continuation of COMM 63CS1 if needed)

*63CS1 and 61CS1 are not to be taken concurrently; students will be registered in a course that is supervised by the Graduate Coordinator. All work will be done with students' individual committee chairperson. Fulfillment of requirements will be verified by committee and signed off by the Graduate Coordinator.

Accelerated Bachelor's to Master's Programs in Communication Arts (ABM)

Accelerated Bachelor's to Master's Programs (ABM) are available to undergraduate students who have met the necessary prerequisites as students in the Communication Arts undergraduate program. The three ABM programs, Bilingual Communication, Convergent Media, and Media Studies, are open only to UIW students who have been admitted to and who have matriculated through the required undergraduate degree plan for the ABM.

ABM students will be awarded both the BA and MA in Communication Arts upon completion of all coursework hours required in both programs and the Mastery Coursework Requirements.

ABM Admission Requirements

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

1. Fulfill the following criteria: reach a minimum of 75 hours of undergraduate work in the UIW Communication Arts program and apply as an ABM student.
2. Submit a completed formal Graduate Application, available here: www.uiw.edu/admissions/apply.html
3. Interview with the Communication Arts Coordinator of Graduate Studies and submit a writing sample to the Coordinator prior to beginning classes. Click [here](#) to view the director's contact information.
4. Meet with your assigned adviser.
5. Attend ABM orientation.
6. Complete 9 hours of graduate credit and take the Graduate Record Examination (GRE) if GPA is between 2.5 and 3.49. GRE minimum scores are required: Verbal Reasoning 147 and Analytical Writing 3.5. Test scores are valid for five years.

7. An ABM applicant with a 3.5 GPA or above will automatically be considered eligible for admission to graduate school.

ABM CONCENTRATIONS (30-hour programs)

Bilingual Communication Concentration

Requirements for the ABM with a Bilingual concentration requires a minimum of 30 hours of graduate study, which includes 12 hours of Communication Arts core courses and 15 hours of elective coursework.

CORE Requirements (12 semester hours)

- COMM 6301 Communication Theory
- COMM 6307 Introduction to Graduate Studies in Communication
- COMM 6308 Writing and Research Techniques
- COMM 6309 Communication Research Methods

Students must take elective coursework necessary to complete the 30-hour requirement for the Master of Communication Arts. The load for a full-time student is nine (9) credit hours per semester; anything less than nine (9) hours is considered part-time. See course load policy in the current bulletin. Full-time students complete the ABM in one and a half years. Consult with your advisor concerning your individual degree plan.

ELECTIVE Coursework (Choose 15 hours of electives from the following courses.)

- COMM 6302 Media Ethics*
- COMM 6323 Advanced Media Writing
- COMM 6304 Aesthetics of Visual Perception
- COMM 6322 Seminar in Media Studies**
- COMM 6327 Seminar in Bilingual Communication**
- COMM 6332 Seminar in Convergent Media **
- COMM 6337 Seminar in Communication Studies**
- COMM 6315 Seminar in Film Studies**
- COMM 6342 Seminar in Strategic Communications**
- COMM 6345 Practicum in Specialized Area of Study
- COMM 6198/6298/6398 Directed Studies in Communication Arts**

*May be required course for ABM students

**May be repeated for credit. Course topics vary. See course topics at the end of the catalog.

Students must take elective coursework necessary to complete the 30-hour requirement for the Master of Communication Arts. Classes related to Communication Arts concentrations and other programs may be taken as electives with the approval of the Graduate Coordinator.

MASTERY Coursework Requirements

COMM 63TR Thesis Research

COMM 61TR Thesis Research (continuation of COMM 63TR if needed)

*63TR and 61TR are not to be taken concurrently; students will be registered in a course that is supervised by the Graduate Coordinator. All work will be done with students'

individual committee chairperson. Fulfillment of requirements will be verified by committee and signed off by the graduate coordinator.

OR

COMM 63CS1 Communication Capstone

COMM 61CS Communication Capstone (continuation of COMM 63CS1 if needed)

*63CS1 and 61CS1 are not to be taken concurrently; students will be registered in a course that is supervised by the Graduate Director. All work will be done with students' individual committee chairperson. Fulfillment of requirements will be verified by committee and signed off by the graduate coordinator.

Convergent Media Concentration

Requirements for the ABM with a Media Studies concentration requires a minimum of 30 hours of graduate study, which includes 12 hours of Communication Arts core courses and 15 hours of elective coursework.

CORE Requirements (12 semester hours)

COMM 6301 Communication Theory

COMM 6307 Introduction to Graduate Studies in Communication

COMM 6308 Writing and Research Techniques

COMM 6309 Communication Research Methods

Students must take elective coursework necessary to complete the 30-hour requirement for the Master of Communication Arts. The load for a full-time student is nine (9) credit hours per semester; anything less than nine (9) hours is considered part-time. See course load policy in the current bulletin. Full-time students complete the ABM in one and a half years. Consult with your advisor concerning your individual degree plan.

ELECTIVE Coursework (Choose 15 hours of electives from the following courses.)

COMM 6302 Media Ethics*

COMM 6323 Advanced Media Writing

COMM 6304 Aesthetics of Visual Perception

COMM 6322 Seminar in Media Studies**

COMM 6327 Seminar in Bilingual Communication**

COMM 6332 Seminar in Convergent Media **

COMM 6337 Seminar in Communication Studies**

COMM 6315 Seminar in Film Studies**

COMM 6342 Seminar in Strategic Communications**

COMM 6345 Practicum in Specialized Area of Study

COMM 6198/6298/6398 Directed Studies in Communication Arts**

*May be required course for ABM students

**May be repeated for credit. Course topics vary. See course topics at the end of the catalog.

Students must take elective coursework necessary to complete the 30-hour requirement for the Master of Communication Arts. Classes related to Communication Arts concentrations and other programs may be taken as electives with the approval of the Graduate Coordinator.

MASTERY Coursework Requirements

COMM 63TR Thesis Research

COMM 61TR Thesis Research (continuation of COMM 63TR if needed)

*63TR and 61TR are not to be taken concurrently; students will be registered in a course that is supervised by the Graduate Coordinator. All work will be done with students' individual committee chairperson. Fulfillment of requirements will be verified by committee and signed off by the graduate coordinator.

OR

COMM 63CS1 Communication Capstone

COMM 61CS Communication Capstone (continuation of COMM 63CS1 if needed)

*63CS1 and 61CS1 are not to be taken concurrently; students will be registered in a course that is supervised by the Graduate Director. All work will be done with students' individual committee chairperson. Fulfillment of requirements will be verified by committee and signed off by the graduate coordinator.

Media Studies Concentration

Requirements for the ABM with a Media Studies concentration requires a minimum of 30 hours of graduate study, which includes 12 hours of Communication Arts core courses and 15 hours of elective coursework.

CORE Requirements (12 semester hours)

COMM 6301 Communication Theory

COMM 6307 Introduction to Graduate Studies in Communication

COMM 6308 Writing and Research Techniques

COMM 6309 Communication Research Methods

Students must take elective coursework necessary to complete the 30-hour requirement for the Master of Communication Arts. The load for a full-time student is nine (9) credit hours per semester; anything less than nine (9) hours is considered part-time. See course load policy in the current bulletin. Full-time students complete the ABM in one and a half years. Consult with your advisor concerning your individual degree plan.

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COMM 6332 Seminar in Convergent Media **

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COMM 6345 Practicum in Specialized Area of Study

COMM 6198/6298/6398 Directed Studies in Communication Arts**

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OR

COMM 63CS1 Communication Capstone

COMM 61CS1 Communication Capstone (continuation of COMM 63CS1 if needed)

*63CS1 and 61CS1 are not to be taken concurrently; students will be registered in a course that is supervised by the Graduate Director. All work will be done with students' individual committee chairperson. Fulfillment of requirements will be verified by committee and signed off by the graduate coordinator.

School of Mathematics, Science and Engineering

The School of Mathematics, Science and Engineering offers the Master of Arts and the Master of Science degrees:

- Master of Arts in Biology
- Master of Arts in Mathematics
- Master of Arts in Multidisciplinary Sciences

Master of Arts 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.

- Master of Science in Biology
- Master of Science in Applied Statistics
- Master of Science in Nutrition

Master of Science 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.

Admissions criteria and degree requirements are listed according to discipline.

MASTER OF ARTS AND MASTER OF SCIENCE IN BIOLOGY

The Master of Arts and Master of Science degrees provide a broad background in biology, including the study of biological 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 hours may be graduate classes transferred from other universities. For Master of Science candidates, 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 Master of Arts degree requires a Comprehensive Examination.

Admission Requirements

Applicants must submit the following to be considered for admission to the program:

1. Official undergraduate transcripts (graduate work from other institutions may also be submitted)
2. Official GRE scores.

Applicants must have either a 3.0 GPA average in biology or a minimum combined GRE score of 300 on Verbal and Quantitative sections.

In addition to the general requirements listed in the graduate admissions section of the bulletin, the following are prerequisites for the graduate program in biology:

1. 8 semester hours in general chemistry (lecture and laboratory)
2. 6 semester hours of organic chemistry
3. 12 upper-division hours in biology including genetics (with laboratory), ecology, and organismal biology.

Students with deficiencies in these areas will be required to take these courses for undergraduate credit. Courses in general physics, calculus, and statistics are strongly recommended.

Degree requirements for MA and MS in Biology (22 hours)

BIOL 6370	Molecular Biology
BIOL 6373	Tropical Parasitology
BIOL 6375	Medical Microbiology
BIOL 6380	Virology
BIOL 6385	Immunology
BIOL 6392	Advanced Human Physiology
BIOL 6399	Special Topics in Biology
BIOL 6190	Teaching/Laboratory Assistant

Additional Required Courses for MS (6 hours)

MATH 6363	Research Statistics
BIOL 63TP	Thesis Proposal
BIOL 63TR	Thesis Research

Recommended Course for both degrees (3 hours):

ADED 6370	College Teaching
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Master of Arts in Biology Degree Requirements

1. A minimum of 30 semester hours of graduate level courses. At least 24 hours must be in biology.
2. A minimum GPA of 3.0 must be maintained. A master's candidate will be removed from the graduate biology program if a grade of "C" is received in more than two courses or if a grade of F is received in any course.
3. BIOL CE90 Comprehensive Examination is required for MA candidates only.

Master of Science in Biology Degree Requirements

1. A minimum of 30 semester hours of graduate level courses. At least 24 hours must be in biology.
2. A minimum GPA of 3.0 must be maintained. A master's candidate will be removed from the graduate biology program if a grade of "C" is received in more than two courses or if a grade of F is received in any course.
3. 6 semester hours of the 24 hours in biology must be in the thesis courses, BIOL 63 Thesis Proposal (63TP) and BIOL 63 Thesis Research (63TR). As part of the requirements for BIOL 63TR, Master of Science candidates defend a thesis before a committee of 3 faculty members.

MASTER OF ARTS IN MATHEMATICS

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.

Admissions requirements

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

1. 18 hours of undergraduate mathematics.
2. GPA of 3.0 or better in mathematics.
3. GRE minimum combined score of 300 (Verbal and Quantitative sections) is preferred.

4. Writing sample submitted with the application.
5. Teaching experience at the precollege level is preferred but not required.

Degree Requirements (36 hours)**Mathematics (15 hours)**

MATH 6332	Introduction to Analysis
MATH 6334	Introduction to Abstract Algebra
MATH 6336	Introduction to Number Theory
MATH 6338	Euclidean and Non-Euclidean Geometry
MATH 6355	History of Contemporary Mathematics
MATH 6363	Research Statistics

Mathematics Teaching Electives (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)

EDUC 6304	Theories of Learning
EDUC 6305	Multicultural Concepts in Education
MATH 6385	Instructional Technology
MATH 6399	Special Topics

Capstone (3 hours)

MATH 6390	Capstone in Mathematics Teaching
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MASTER OF SCIENCE IN APPLIED STATISTICS

The Master of Science in Applied 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 program 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.

Applicants with an undergraduate GPA of 3.75 or higher do not need to take the general GRE exam to enter the program. Applicants with an undergraduate GPA equal to 3.00 and below 3.75 are required to take the GRE exam within the first semester of the program and obtain a minimum combined score for the verbal reasoning and quantitative reasoning of 300 to remain in the program. Applicants with an undergraduate GPA of less than 3.00 must take the GRE exam and obtain a minimum combined score for the verbal reasoning and quantitative reasoning of 300 before they can be admitted to the program.

The curriculum is designed for those students with backgrounds in mathematics, the sciences, and business administration. Applicants must have a working knowledge (a minimum of C in similar courses taken within the last 3 years) in the following prerequisites:

- Calculus I, II, III, and Real Analysis
- Undergraduate Linear Algebra
- Basic programming skills (Fortran, C, etc.)
- Basic use of statistical packages
- Introduction to Probability and Statistics
- Introduction to Statistical Methods

Consideration may be given to allow students with deficiencies the opportunity to complete the prerequisite courses while enrolled in the Master of Science program.

Degree Requirements

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 Probability & Statistics II
- MATH 6365 Statistical Methods I
- MATH 6366 Statistical Methods II
- MATH 6367 Categorical Data Analysis
- MATH 6369 Design and Analysis of Experiments

Electives (15 semester hours) elected from a list of courses approved by the graduate coordinator, including (but not limited to) the following

- MATH 6374 Applied Forecasting
- MATH 6379 Statistical Multivariate Analysis
- MATH 6383 Survival Analysis
- MATH 6388 Approved Internship*
- MATH 6391 Practicum I
- MATH 6392 Practicum II
- MATH 63CS Capstone Project*

*In cases of Internship or Capstone, a report will be generated and archived at the library.

Capstone (3 semester hours)

A “directed” elective that can be fulfilled by either an internship or a capstone experience.

MASTER OF ARTS IN 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:

- BA or BS degree with Teacher Certification or equivalent professional experience in teaching sciences
- Teaching experience at the pre-college level

Requirements for the Master of Arts in Multidisciplinary Sciences

Required Courses (15 semester hours)

PHYS 6310	Energy Forces and Motion
GEOL 6310	Earth Science I
CHEM 6305	Matter, Properties, and the Periodic Table
BIOL 63CS	Multidisciplinary Science Implementation
BIOL 6305	Topics in Ecology and Diversity
	or
BIOL 6310	Topics in Cell and Molecular Biology
Electives	Math, Science, and Education (15 semester hours as approved by the Graduate Advisor); a minimum of 6 hours must be from a science discipline

Graduate Certificate in Multidisciplinary Sciences

(18 Semester Hours)

Required Courses (12 semester hours)

PHYS 6310	Energy Forces and Motion
GEOL 6310	Earth Science I
CHEM 6305	Matter, Properties, and the Periodic Table
BIOL 6305	Topics in Ecology and Diversity
	or
BIOL 6310	Topics in Cell and Molecular Biology
Electives	Math, Science, and Education (6 semester hours as approved by the Graduate Advisor)

MASTER OF SCIENCE IN NUTRITION

The Master of Science degree in Nutrition is designed to accommodate employed professionals pursuing an advanced degree, persons wishing to complete the Didactic Program in Dietetics needed for entry into a dietetic internship, and those seeking continuing education in nutrition. 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 in Nutrition program will prepare students for a variety of positions in nutrition and dietetics. 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

Applicants must have

- An earned Baccalaureate degree from an accredited institution of higher learning with an overall GPA of 2.5 or better;
- Minimum GRE scores of 143 for Verbal Reasoning, 141 for Quantitative Reasoning, and 3.0 for Analytical Essay, or a previously earned graduate degree.

Students must meet adequate undergraduate background requirements, including:

Chemical Principles I and II with laboratory (8 hours)

Organic Chemistry I (3 hours)

Anatomy and Physiology (4 hours)

Statistics (3 hours)

Biochemistry (3 hours)

Chemical Principles I and II and laboratory must be completed before applying. Any other 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 NUTR 4470 and NUTR 4375 may be completed as part of the Master of Science degree:

NUTR 4460 Community and World Nutrition

NUTR 4470 Human Nutrition and Metabolism

NUTR 4375 Nutrition Therapy

Program Credit Requirements

A minimum of 36 credits are needed for the Master of Science in Nutrition degree.

Program Core Requirements

Core Requirements (18 semester hours)

BIOL 6392 Advanced Human Physiology

MATH 6363 Research Statistics

NUTR 6332 Nutrition in the Prevention and Treatment of Chronic Disease

NUTR 6325 Advanced Nutrition I

NUTR 6330 Advanced Nutrition II

EDUC 6302 Introduction to Quantitative Research

or

NURS 6355 Nursing Research and Theory

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

Research/Synthesis Completion Requirements

Capstone Option:

NUTR 6XCS Capstone Master's Project (4 to 6 semester hours)

Thesis Option:

NUTR 63TP Thesis Proposal (3 semester hours)

NUTR 6XTR Thesis Research (3 to 6 hours)

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 lecture course in nutrition. In addition, students may select the Concentrations in Administration or they may select electives to meet the requirements for the Didactic Program in Dietetics. Students may have other courses to complete in order to meet these didactic requirements.

Comprehensive Understanding Requirement

Completion of a MS in Nutrition degree requires the student to pass a comprehensive examination. The comprehensive examination covers material related to the core and, as appropriate, to 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.

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 Accreditation Council for Education in Nutrition and Dietetics of the Academy of Nutrition and Dietetics (ACEND). The address and phone number of ACEND are: 216 W. Jackson Blvd., Suite 800, Chicago, IL 60606; 312-899-4876.

Ila Faye Miller School of Nursing and Health Professions

The Ila Faye Miller School of Nursing and Health Professions provides excellent student centered education that strives to promote leadership development in a range of health disciplines. The school offers a Master of Science in Kinesiology, a Master of Science in Sport Management, a Master of Science in Nursing, and the professional Doctor of Nursing Practice degree.

Please see the professional programs and schools section for information on the Doctor of Nursing Practice degree.

MASTER OF SCIENCE IN KINESIOLOGY

The Master of Science in Kinesiology is a 36 credit hour program 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 in Kinesiology must meet the general requirements for admission to graduate study. In addition, applicants must meet the following criteria:

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

Requirements for the Master of Science in Kinesiology

Core Courses (21 hours)

KEHP 6350	Current Trends and Issues in Sport and Physical Education
KEHP 6360	Advanced Test & Measurements
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 63CS	Capstone in Physical Education

Supporting Courses (9 hours)

EDUC 6301	Introduction to Educational Research
EDUC 6304	Theories of Learning
SMGT 6380	Sport Management, Administration, and Finance
Electives:	Six (6) graduate credits in any discipline.

MASTER OF SCIENCE IN SPORT MANAGEMENT

The Master of Science in Sport Management is a 36 credit hour program 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, and 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 in physical activities such as intramurals, club sports and student life.

Admission Criteria

Applicants for the Master of Science 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.

Requirements for the Master of Science in Sport Management

Core Courses (18 semester hours)

- SMGT 6370 Psychosocial Aspects of Sport Activity
- SMGT 6375 Sport Governance and Legal Issues in a Global Environment
- SMGT 6380 Sport Management, Administration and Finance
- SMGT 6382 Human Resources in Sport Management
- SMGT 6384 Leadership and Organization in Sport Management
- SMGT 6390 Research and Decision Analysis in Sport Management

Supporting Courses (15 hours)

- ADMN 6310 Accounting Concepts and Issues
- KEHP 6379 Adapted Physical Activity and Sport
- ORGD 6320 Organizational Behavior and Learning
- Electives: Six (6) graduate credit hours

Internship

- SMGT 6386 Internship in Sport Management

Certificate Programs in Sport Management and Sport Pedagogy

The Department of Human Performance in the School of Nursing and Health Professions offers 15-hour certificates in Sport Management and in Sport 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.

Graduate Certificate in Sport Management (15 hours)

Select five courses from the following:

- KEHP 6379 Adapted Physical Activity and Sport
- SMGT 6375 Sport Governance and Legal Issues in a Global Environment
- 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

Graduate Certificate in Sport Pedagogy (15 hours)

Select five courses from the following:

- KEHP 6350 Current Trends and Issues in Sport and Physical Education
- KEHP 6360 Advanced Test & Measurements
- 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

MASTER OF SCIENCE IN NURSING

The MSN Program at the University of the Incarnate Word is designed to prepare nursing leaders, 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 offers courses to prepare graduates for entry-level positions as clinical instructors. These courses are available to Clinical Nurse Leader and Clinical Nurse Specialist students in addition to their established degree plans.

The **Nursing Leadership** track prepares nurses for roles in executive and advanced health care leadership. It provides nurses with administrative and management theory and skills to address organizational issues within complex health care systems and community-based agencies. Coursework focuses on developing competency in program design and evaluation, quality improvement, strategic planning, administrative leadership, and financial and personnel management. These advanced competencies will expand nurses' decision-making ability and maximize their expertise in improving the delivery of care and clinical outcomes.

The **Clinical Nurse Leader (CNL)** is a generalist prepared at the master's degree level. The track requires 42 credit hours for program 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 (CNS)** is a master's prepared clinical expert 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, the CNS graduate is eligible to take the national certification exam in Adult/Gerontology 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 MSN-prepared nurse 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 a minimum of 6 credit hours per semester and part-time study includes less than 6 credit hours per semester.

Post-Master's Certification Programs

Courses leading to eligibility to take the CNL certification exam are available to students with a master's degree in nursing. Generally, the post-master's certification program consists of 13 course credits in the concentration, most of which are clinical courses. Students must apply using the usual application processes.

Accelerated RN to MSN Program

Additionally, the program offers an accelerated RN to MSN program for those with a previous diploma or an associate degree. RN to MSN program applicants must apply to and be accepted into the RN to BSN program (Alternative Pathway). All general core requirements and selected courses in the undergraduate program "bridge courses" must be completed prior to transitioning to the MSN curriculum. Students desiring the RN to MSN option must declare their interest in pursuing the MSN in the third term of the undergraduate program. Students completing the program will receive both the BSN and MSN degrees upon graduation.

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.
4. A license to practice nursing in the State of Texas or one of the compact states recognized by the State of Texas.
5. One year of relevant professional nursing practice is preferred, but not required

Additional Admission Criteria

Upon acceptance into the MSN program, students will be required to submit the following: CPR certification, exposure insurance, criminal background check, OSHA, HIPAA, PPE certification, and current immunizations.

Criteria for Continuation and Graduation

1. Maintenance of an overall GPA of at least 3.0.
2. Maintenance of current clinical clearance requirements.
3. Recommendation for graduation by the graduate nursing faculty.
4. Completion of a minimum of 37 credit hours for the Clinical Nurse Specialist track or 31 credit hours for the Nursing Leadership Track as required by the curriculum plans.

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 academic semester. No more than two courses in the major may be repeated and no course may be repeated more than once. Only two "Cs" (grades of 78-84) are permitted in each program and must be repeated for a higher grade.

Up to twelve (12) hours of credit may be transferred in from another accredited nursing program. These twelve hours must be in nursing and approved by the student's advisor and Chair of the Graduate Nursing Program.

Requirements for the Master of Science in Nursing, Nursing Leadership

The Nursing Leadership Track at UIW is designed to prepare nurses for roles in executive and advanced health care leadership. It provides administrative and management theory and skills in order to address organizational issues within complex health care systems and community-based agencies. Students have the opportunity to complete clinical experiences with nurse leaders, developing expertise in financial management, strategic planning, and navigating a range of issues encountered in health care organizations.

The program is offered in a blended fashion alternating face-to-face classes with online work every other week. Classes are scheduled so that students take no more than two courses at any given point in time.

Core Courses (31 credit hours)

NURS 6355	Nursing Research and Theory
NURS 6361	Health Policy and Ethics for Nurses
NURS 6315	Resource Management for Nurse Leaders
NURS 6390	Informatics in HealthCare
NURS 6331	Population Health Assessment
NURS 6435	Program Development and Evaluation
NURS 6333	Nursing Leadership and Theory
NURS 6337	Quality Improvement for Nurse Leaders
NURS 6347	Healthcare Economics and Financial Management
NURS 6375	Advanced Organizational Leadership

Requirements for the Master of Science in Nursing, Adult Gerontology

Clinical Nurse Specialist

The **Clinical Nurse Specialist (CNS)** is a master's prepared clinical expert 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, the CNS graduate is eligible to take the national certification exam in Adult/Gerontology and is eligible to apply for Advanced Practice recognition and prescriptive privileges under the Texas Board of Nursing.

Core Courses (37 credit hours)

NURS 6355	Nursing Research and Theory
NURS 6361	Health Policy and Ethics for Nurses
NURS 6315	Resource Management for Nurse Leaders
NURS 6390	Informatics in HealthCare
NURS 6331	Population Health Assessment
NURS 6323	Advanced Health Assessment
NURS 6325	Advanced Pathophysiology
NURS 6341	Advanced Pharmacology
NURS 6537	Adult/Gerontology CNS I: Management of Acute and Chronic Disease

NURS 6547 Adult/Gerontology CNS II: The Roles of the CNS
NURS 6357 Adult/Gerontology CNS III: Seminar and Preceptorship

Doctor of Nursing Practice

Please see page 130 in the professional programs and schools section for information on the Doctor of Nursing Practice degree.

Division of Extended Academic Programs

The University of the Incarnate Word recognizes that students require a variety of quality programs and delivery methods to meet their needs. Many search for a program of study that has flexibility and convenience to accommodate their busy lives. With this in mind, the Extended Academic Programs Division offers complete graduate degree programs and certificates through the School of Professional Studies. Students can attend in the evenings and weekends at seven off-campus locations, or entirely online. Students are required to meet all UIW graduate admission requirements, but complete their entire degree program in a flexible format that fits their lifestyle. Learners can access graduate programs through the School of Professional Studies online or at locations in San Antonio, Corpus Christi, and Killeen.

Graduate degree programs at the University of the Incarnate Word are accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACS).

Note: The Master of Arts in Administration is an administration degree and is accredited under the SACS accreditation guidelines for UIW. It is not a business degree as defined by Association of Collegiate Business School Programs (ACBSP) accreditation criteria and therefore does not require ACBSP accreditation.

School of Professional Studies

Programs and the certificate offered through the School of Professional Studies are available in classes held at locations in San Antonio and in Corpus Christi and Killeen. Course offerings are scheduled to accommodate working adults:

- Classes are held in the eight-week accelerated format
- Monday through Thursday evening or all day Saturdays
- Continuous enrollment possible as courses are offered throughout the year
- Students can complete the degree program in as little as 14 months. It typically takes most students two years.

Graduate programs in the School of Professional Studies

- Master of Arts in Administration (MAA), with concentrations in Applied Administration, Communication Arts, Healthcare Administration, Industrial and Organizational Psychology, and Organizational Development
- Master of Arts in Teacher Leadership (MA)
- Master of Business Administration (MBA)
- Master of Science in Organizational Development and Leadership (MSODL)
- Doctor of Business Administration (DBA)

Graduate Certificates

- Healthcare Administration
- Organizational Development

MASTER OF ARTS IN ADMINISTRATION (MAA)

The Master of Arts in Administration 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 the specialty areas listed below. The curriculum is designed to develop ethical and accountable administrators who are able to conceptualize and critically analyze complex organizational issues within their specialty areas and who are able to persuasively communicate toward a course of action that is in the best interests of those they serve.

The Master of Arts in Administration offers concentration in these fields:

- Applied Administration
- Communication Arts
- Healthcare Administration
- Industrial and Organizational Psychology
- Organizational Development

The MAA program generally consists of 30 semester hours of graduate coursework:

Core courses (15 semester hours)

- ORGD 6320 Organizational Behavior and Learning
- ORGD 6355 Organizational Change
- PMBA 6309 Applied Human Resource Management
- ADMN 6360 Management Concepts and Issues
- ADMN 6375 Strategic Planning and Policy

Concentration courses (12 or more semester hours)

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.

Capstone experience (3 semester hours)

The capstone 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

Applied Administration (MAA)

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.

Degree Requirements

To fulfill the requirements for this program concentration, students must complete 30 hours of graduate coursework.

Core courses (15 semester hours)

- ORGD 6320 Organizational Behavior and Learning
- ORGD 6355 Organizational Change

PMBA 6309 Applied Human Resource Management
ADMN 6360 Management Concepts and Issues
ADMN 6375 Strategic Planning and Policy

Concentration courses (12 semester hours)

Coursework from the MAA disciplines.

Capstone (3 semester hours)

ORGD 63CS

Communication Arts (MAA)

The MAA in Communication Arts is designed to help students gain knowledge in their chosen degree field, and to prepare them to serve as ethical and accountable administrators who are able to conceptualize and critically analyze complex organizational issues, and who are able to persuasively communicate a course of action that is in the best interest of those they serve.

Degree Requirements

To fulfill the requirements of this program concentration, students must complete 39 hours of graduate coursework.

Core Courses (15 semester hours)

ORGD 6320 Organizational Behavior and Learning
ORGD 6355 Organizational Change
PMBA 6309 Applied Human Resource Management
ADMN 6360 Management Concepts and Issues
ADMN 6375 Strategic Planning and Policy

Concentration Courses (12 semester hours) from Communication Arts

COMM 6301 Communication Theory
COMM 6302 Media Ethics
COMM 6303 Principles of Writing for the Media
COMM 6304 Aesthetics of Visual Perception

Capstone (3 semester hours)

ORGD 63CS

Healthcare Administration (MAA)

The Master of Arts in Administration (MAA) in Healthcare Administration provides unique expertise in health services management that will prepare students to serve in a variety of healthcare organizations, including those in hospital, group practice, health insurance and other clinical and administrative settings.

Degree Requirements

To fulfill the requirements of this program concentration, students must complete 36 hours of graduate coursework.

Core Courses (15 semester hours)

- ORGD 6320 Organizational Behavior and Learning
- ORGD 6355 Organizational Change
- PMBA 6309 Applied Human Resource Management
- ADMN 6360 Management Concepts and Issues
- ADMN 6375 Strategic Planning and Policy

Concentration Courses (12 semester hours)

- HADM 6305 Healthcare Finance I
- HADM 6330 Legal and Ethical Issues in Healthcare
- HADM 6340 Quality and Continuous Improvement in Healthcare Organizations
- HADM 6360 Managing Healthcare Organizations

Capstone (3 semester hours)

- ORGD 63CS

Industrial and Organizational Psychology (MAA)

Industrial and organizational psychology is the science of human behavior as it relates to the well-being of people in organizations. Graduates will apply psychological principles and research methods to the workplace with the goal of improving productivity, health and the quality of work life. Additionally, they may design new ways to increase productivity, improve personnel selection or enhance job satisfaction. They are prepared for positions as human resource specialists, helping organizations with staffing, training and employee development. They may provide employers with testing and other valid selection methods in their hiring and promotion processes. Some individuals may secure employment as management consultants in areas such as quality management, strategic planning or organizational change.

Degree Requirements

To fulfill the requirements of this program concentration, students must complete 36 hours of graduate coursework.

Core Courses (15 semester hours)

- ORGD 6320 Organizational Behavior and Learning
- ORGD 6355 Organizational Change
- PMBA 6309 Applied Human Resource Management
- ADMN 6360 Management Concepts and Issues
- ADMN 6375 Strategic Planning and Policy

Concentration Coursework (12 semester hours)

- PSYC 6335 Personnel Psychology
- PSYC 6345 Workplace Motivation
- PSYC 6360 Diversity in Organizations
- PSYC 6373 Assessment and Testing in Workplace Psychology

Capstone (3 semester hours)

- ORGD 63CS

Organizational Development (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.

Degree Requirements

To fulfill the requirements of this program concentration, students must complete 36 hours of graduate coursework.

Core Courses (15 semester hours)

- ORGD 6320 Organizational Behavior and Learning
- ORGD 6355 Organizational Change
- PMBA 6309 Applied Human Resource Management
- ADMN 6360 Management Concepts and Issues
- ADMN 6375 Strategic Planning and Policy

Concentration Coursework (12 semester hours)

- 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

Capstone (3 semester hours)

- ORGD 63CS

BUSINESS ADMINISTRATION (MBA)

The Master of Business Administration (MBA) is designed for the professional and is aimed at developing in each student a broad understanding of how the elements and processes of business organizations relate to one another and to the external environment. The MBA will 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, this degree also emphasizes ethical considerations of doing business. The programs are supported by experienced faculty with expertise in all functional areas of business.

The degree can be completed in 10 months. No GMAT or GRE is required. Build your own specialization or choose from Human Resources, Data Analytics or Asset Management.

Admission Requirements

Unconditional Admission to the MBA program (Tier I) will be granted to applicants who satisfy the following requirements:

- Baccalaureate degree with a minimum GPA of 3.0 or above (No GMAT required)
- Official transcripts of all undergraduate and graduate work
- An evaluation by the graduate program advisor
- Evidence of completion of the Common Professional Components (CPCs)

- An adequate foundation in Accounting I & II, Management Information Systems, Economics (Macro and Micro), Statistics and Quantitative Techniques, Global Environment, Marketing, Legal Environment, and Management

Conditional Admission to the MBA program (Tier II) will be granted to applications who satisfy the following requirements:

- Baccalaureate degree with a minimum GPA of 2.5-2.99 (No GMAT required)
- Official transcripts of all undergraduate and graduate work
- An evaluation by the graduate program advisor
- Evidence of completion of the Common Professional Components (CPCs)
- An adequate foundation in Accounting I & II, Management Information Systems, Economics (Macro and Micro), Statistics and Quantitative Techniques, Global Environment, Marketing, Legal Environment, and Management

As a general rule, applicants with an earned baccalaureate degree with an overall GPA less than 2.0 will not be admitted to the MBA program.

Degree Requirements

To fulfill the requirements for the Master of Business Administration degree program, the student must complete 30 hours of graduate coursework:

Core Courses (24 hours)

- PMBA 6310 Managerial Accounting and Control Systems
- PMBA 6311 Managerial Finance
- PMBA 6312 Quantitative Methods and Research
- PMBA 6313 Managerial Economics and Decision-Making
- PMBA 6314 Management of Information Technology
- PMBA 6315 Leading Organizations and Human Resources
- PMBA 6316 Strategic Marketing, Communications, and Research
- PMBA 6317 Global Strategy, Policy, and Regulation

Specialization Area (Choose one)

Asset Management (6 hours)

- PMBA 6320 Investments
- PMBA 6321 Portfolio Management
- PMBA 6322 Real Estate Investments

Data Analytics (6 hours)

- PMBA 6330 Applied Data Analysis
- PMBA 6331 Forecasting Methods in Business
- PMBA 6332 Data Management

Human Resources (6 hours)

- PMBA 6309 Applied Human Resource Management
- PMBA 6340 Metrics and Measures of HR
- PMBA 6341 Strategic Human Resources Management

General (6 hours)

Six hours in transfer credit or 3 hours from two chosen specializations.

BUSINESS ADMINISTRATION (DBA)

The Doctor of Business Administration degree in the School of Professional Studies builds on the knowledge and skills of students who have already completed master's level study in business and business related disciplines. The DBA degree is a 45 hour program including a minimum of nine (9) supervised hours of Qualifying Experience, which includes either the traditional dissertation, or peer-reviewed publication, conference presentation, or work-based project credit hours. To qualify for the business administration doctorate, the student must successfully complete the program of study as specified in the degree plan, including the dissertation, or a total of three peer-reviewed presentations, conference presentation, or work-based project. Students must successfully complete a minimum of three semesters of DBA 9300 and must make at least two unique selections (students may not publish three articles, make three presentations, or complete three work-based projects) if not completing the five chapter dissertation to satisfy program requirements

Admission Requirements

Applicants to the DBA program should hold an earned master's degree in business (typically a MBA) from an accredited university with an overall master's GPA of not less than 3.0. If the earned master's degree is not in a business area, the applicant may be required to successfully complete one or more master's-level graduate business courses to provide an adequate foundation in core areas of business studies. These courses may include accounting, economics, finance, marketing, quantitative methods/statistics, and strategy. If an applicant's overall master's GPA is below 3.0, the results of the Graduate Management Aptitude Test (GMAT) may be submitted for consideration.

In addition, applicants should submit

- all official transcripts from each college and university previously attended;
- at least one professional and one academic letter of recommendation describing potential for successful doctoral studies;
- a current, professional resume; and
- a written statement of purpose detailing the applicant's fit with the university and the program.

International students are required to report their Graduate Management Aptitude Test (GMAT) scores along with the other credentials required by the University and the Office of International Admissions.

Because the DBA curriculum concisely and uniquely combines several traditional subject areas to form each of its 15 courses, all 45 credit hours must be completed through UIW's School of Professional Studies. Although students may have previously completed graduate coursework beyond the master's degree (including some doctoral coursework), transfer credit is not accepted into the 45-credit-hour degree program

Degree Requirements

Students may choose to pursue the DBA degree at a less than full-time pace, although the program's design

enables highly-driven and motivated students to possibly complete their degree in as few as five semesters. To accomplish this, students would successfully complete nine credit hours per 16 week semester for a total of five semesters.

Curriculum

First Semester:

- DBA 8310 Business Ethics
- DBA 8315 Qualitative Research
- DBA 8320 Corporate Financial Decision-Making & Value Creation

Second Semester:

- DBA 8325 Quantitative Research & Analysis
- DBA 8330 Survey Design, Development, & Deployment
- DBA 8335 Business Operations & Process Improvement

Third Semester:

- DBA 8340 Writing for Publication & Presentation
- DBA 8345 Marketing Research & Analysis
- DBA 8350 Research Design & Analysis

Fourth Semester:

- DBA 8355 Practical Econometrics & Decision-Making
- DBA 8360 Contemporary Global Issues, Trade, & Investment
- DBA 9300 Culminating Experience

Fifth Semester:

- DBA 9300 Culminating Experience
- DBA 8365 Business Strategy, Simulation, & Integration
- DBA 9300 Culminating Experience

All coursework, including the dissertation, peer-reviewed publication, conference presentation, or work-based project courses, must be completed within the 10-year limit for completion of doctoral degree requirements.

ORGANIZATIONAL DEVELOPMENT AND LEADERSHIP (MSODL)

The Master of Science in Organizational Development and Leadership is an accelerated graduate organizational development program of instruction designed to enhance each student's understanding of the fundamental practices of organizational development while enabling the acquisition of the analytical skills necessary to lead others. The program provides convenient delivery design and formats for working professionals who seek the opportunity to complete an entire graduate organizational development and leadership graduate degree plan by taking two courses per 8-week session for 6 sessions. The MSODL degree requires students to successfully complete 12 courses (36 credit hours) representing key functional areas of organizational development and leadership, including a capstone course that requires the student to develop a new, comprehensive case study under the supervision of a practicing Organizational Development Leader/Mentor.

Admission Requirements

Unconditional Admission to the MSODL program (Tier 1) will be granted to applicants who satisfy all general graduate studies admission requirements:

1. Baccalaureate degree with a minimum GPA of 3.0
2. Official transcripts of all undergraduate and graduate work

3. A completed application
4. GRE not required for Tier I and II applicants

Conditional Admission to the MSODL program (Tier II) will be granted to applicants who satisfy all general requirements for admission noted above, but who have a GPA between 2.5–3.0. Those granted Conditional Admission 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 (GRE not required).

Probationary Admission to the MSODL program (Tier III) will be granted to applicants who satisfy all general requirements for admission noted above but who have a GPA of at least 2.00 but less than 2.5. Applicants with a GPA above 2.0 but less than 2.5 **MUST** take the Graduate Record Exam (GRE) General Test or the Graduate Management Aptitude Test (GMAT). Applicants must achieve a minimum verbal score of 150 and a minimum quantitative score of 144 or higher and an analytical writing score of at least 3.5 on the Graduate Record Exam (GRE) General Test OR a 450 or higher on the Graduate Management Aptitude Test (GMAT) before they can be admitted into the MSODL program. Those achieving these scores will be granted Probationary Admission and 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.

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

For Tier II and III students, the first four courses to be taken are: Accounting Concepts and Issues (ADMN 6310), Management Concepts and Issues (ADMN 6360), Organizational Behavior and Learning (ORGD 6320), and Foundations of Organizational Research and Assessment (ORGD 6330). 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.

Degree Requirements

To fulfill the requirements for the MSODL degree program, each student must complete 36 hours of graduate coursework as well as a significant research project as follows. A minimum of 24 credit hours of courses for the master’s degree must be taken at the University of the Incarnate Word.

Core Courses (24 hours)

ORGL	6301	Principles of Ethical Leadership
ORGD	6320	Organizational Behavior and Learning
ORGD	6330	Foundations of Organizational Research and Assessment
PMBA	6309	Applied Human Resource Management
ORGL	6343	Strategic Leadership
ORGD	6351	Foundations of Organizational Development
ORGD	6352	Organizational Development Interventions and Practices
ORGD	63CS	MSODL Capstone

Recommended Electives or Transfer Credit (12 hours)

ORGD	6360	Leading Change
ORGD	6340	Organizational Consulting
ORGD	6370	Human Performance Improvement
ADED	6381	Adult Learning and Development

ADED 6388	Effective Teams and Groups
ACE	Organizational Design and Development
ACE	Managerial Leadership
ACE	Executive Communication
ACE	Project Management

Curriculum, Format and Schedule

Although MSODL students may choose to pursue their degree at a less than accelerated pace, the program does enable highly driven and motivated students to complete their degree in six 8-week sessions by following the recommended schedule.*

*The MSODL recognizes the organizational development and leadership education that the U.S. Department of Defense has invested in the development of senior enlisted personnel. Senior enlisted military personnel may be able to satisfy elective degree completion requirements with official transcripts documenting equivalent senior enlisted leadership military education and training.

Program Sequence

Recommended progression of coursework:

First eight week term:

Ethical Leadership

Recommended elective or transfer credit

Second eight week term:

Organizational Behavior and Learning

Recommended elective or transfer credit

Third eight week term:

Foundations of Organizational Research and Assessment

Foundations of Organizational Development

Fourth eight week term:

Human Resource Management

Strategic Leadership

Fifth eight week term:

Recommended elective or transfer credit

Organizational Development Interventions and Practices

Sixth eight week term:

MSODL Capstone

Recommended elective or transfer credit

TEACHER LEADERSHIP (MA)

This program 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.

Admission Requirements

Unconditional admission to the Master of Arts in Teacher Leadership program will be granted to applicants who satisfy all general requirements for admission to graduate studies, including:

1. Completed application for admission to UIW Online
2. Baccalaureate degree with a GPA of 2.5 or better on a 4.0 GPA scale
3. Official transcripts of all undergraduate and graduate work

Conditional admission to the Master of Arts in Teacher Leadership program will be granted to applicants who satisfy all general requirements for admission noted above with the exception of:

1. Baccalaureate degree with a minimum GPA of 2.0
2. Required to complete the first four graduate courses (12 semester hours) attempted in program with a grade of “B” (3.0) or better. Failure to complete the required courses with the grade of “B” (3.0) or better before exhausting applicable retake opportunities will result in dismissal from the program.

Degree Requirements

To fulfill the requirements for the Master of Arts in Teacher Leadership, the student must complete 36 semester hours of graduate coursework in the following:

Core Courses (30 hours)

- ADED 6381 Adult Learning and Development
- ADED 6388 Effective Teams and Groups
- EDUC 6301 Introduction to Research Methods
- EDUC 6305 Multicultural Concepts in Education
- EDUC 6306 Philosophical Foundations in Education
- EDUC 6333 Action Research
- EDUC 6343 Curriculum Leadership
- EDUC 6346 Organizational Theory and Development
- EDUC 6353 Supporting Teachers and Teaching
- EDUC 63CS2 Capstone in Education: Teacher Leadership

Electives (6 hours) may be taken as subject area courses.

GRADUATE CERTIFICATES

Graduate Certificate Admissions Requirements

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 be noted on the student’s 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 graduate admission to the university 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.

Graduate Certificate in Healthcare Administration

The Graduate Certificate in Healthcare Administration is designed to serve as an enhancement to a previously earned undergraduate or graduate degree—especially a BBA or MBA. It is intended to meet the educational needs of individuals currently serving in managerial positions within a variety of health services organizations as well as those who desire to serve in such positions. Eighteen hours in health administration coursework, as detailed below, are required for this certificate. Completion of the certificate will provide individuals with the essential knowledge, skills and abilities required of entry to mid-level health services administrators.

Healthcare Administration Certificate Courses (18 hours)

HADM	6305	Healthcare Finance I
HADM	6306	Healthcare Finance II
HADM	6330	Legal and Ethical Issues in Healthcare
HADM	6360	Managing Healthcare Organizations
HADM	6340	Quality and Continuous Improvement in Healthcare Organizations
HADM	6375	Strategic Planning and Policy in Healthcare or ADMN 6375 Strategic Planning and Policy

Graduate Certificate in Organizational Development

Upon completion of the following courses, a Certificate in Organizational Development will be issued. Please obtain applications and a schedule from the program advisor in the specific discipline.

The certificate 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.

Organizational Development Certificate Courses (18 hours)

ORGD	6320	Organizational Behavior & Learning
ADMN	6375	Strategic Planning & Policy
ORGD	6351	Foundations of Organizational Development
ORGD	6352	Organizational Development Interventions/Practices
ADED	6381	Adult Learning & Development
ADED	6388	Working with Adult Groups

Rosenberg School of Optometry

The Rosenberg School of Optometry's graduate program in Vision Science offers students the choice of completing a Master of Science (MS) degree or a Doctor of Philosophy (PhD) degree. These programs ensure that the successful graduates acquire the knowledge, skills, abilities, and the experience and focused training to conduct independent research in Vision Science. The Vision Science program provides a broad, graduate-level core curriculum in vision science, optics, binocular vision, ocular anatomy, physiology, genetics, statistics, and research methodology. Successful candidates receive in-depth training to conduct basic, applied and/or clinical vision research, achieve proficiency in developing and presenting basic and advanced material as effective lectures in small to large classes, grand rounds, continuing education venues, and as peer-reviewed presentation at major national and international meetings.

MASTER OF SCIENCE IN VISION SCIENCE (MS)

The master of science in vision science is a 16-month program requiring a minimum of 34 credits hours, with a spring and fall enrollment of 13 hours per semester to satisfy the core curriculum. After successful completion of a minimum of 26 hours, the student will then enroll in 4 research and thesis hours during the summer semester followed by another 4 hour block of research and thesis enrollment during the fall semester. The culmination of the program is production of a publication-ready thesis.

Admission Requirements

- Bachelor Degree in a field relevant to vision science from an accredited university.
- Official transcripts from all undergraduate, graduate and/or professional schools.
- Two letters of recommendation from professional colleagues, instructors, or professors.
- Official Score Report of the Graduate Record Examination (GRE) with Verbal.
- The following GRE component scores are highly recommended:
Verbal Reasoning ≥ 142
Quantitative Reasoning ≥ 143
Analytical Writing ≥ 2.7
- International Students: Official score report of English proficiency test.
- Minimum cumulative GPA of 3.00.
- Conditional admission allowed; retention based on performance in core curriculum.

Degree Requirements

Successful completion of the master of science program requires:

- a minimum of 16 months in residency;
- a minimum of 34 credit hours;
- successful completion of all core curriculum with letter grades of "B" or higher, and
- successful completion of a written thesis, all or portions of which are suitable for publication as at least one paper in a peer-reviewed journal.

Core Curriculum (16-month program)

Independent study can be substituted for in-class course attendance if approved by the thesis advisor and course instructor(s), but all courses must be completed with a letter grade of “B” or higher.

Fall Semester—Year 1

- VISC 6305 Fundamentals of Vision Science
- VISC 6310 Binocular Vision & Ocular Motility
- VISC 6115 Genomics Medicine
- VISC 6220 Ocular Physiology
- MATH 6363 Research Statistics
- VISC 6125 Teaching In Vision Science

Spring Semester—Year 1

- VISC 6530 Visual and Applied Optics
- VISC 6335 Clinical Ocular Anatomy
- VISC 6240 Functional Neuroanatomy
- VISC 6245 Research Methodology and Thesis Development
- VISC 6125 Teaching In Vision Science

Matriculation Program Curriculum**Summer Semester—Year 1**

- VISC 6450 MS In Vision Science Research and Thesis 4.0

Fall Semester—Year 2

- VISC 6450 MS In Vision Science Research and Thesis 4.0
- Final Thesis Submission Due No Later Than 15 November

DOCTOR OF PHILOSOPHY IN VISION SCIENCE (PHD)

The Doctor of Philosophy in Vision Science program prepares students through interdisciplinary study for scholarly research and professional contribution. The program emphasizes detailed coursework and an emphasis on conducting research and interacting with students, faculty, patients and fellow professionals in a variety of academic, laboratory and clinical settings.

Admission Requirements

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

- Master’s Degree in a field relevant to vision science from an accredited university.
- Official transcripts from all undergraduate, graduate and/or professional schools.
- Two Letters of recommendation from professional colleagues, instructors or professors.
- Official Score Report of the Graduate Record Examination (GRE) with Verbal
- The following GRE component scores are highly recommended:
 - Verbal Reasoning ≥ 142
 - Quantitative Reasoning ≥ 143
 - Analytical Writing ≥ 2.7
- International Students: Official score report of English proficiency test
- Minimum cumulative GPA of 3.00

- Conditional admission allowed; retention based on performance in core curriculum

Degree Requirements

Successful completion of the doctor of philosophy program requires:

- a minimum of 33 months in residency;
- a minimum of 60 credit hours;
- successful completion of all core curriculum with letter grades of “B” or higher;
- successful completion of a written qualifying exam;
- successful completion of an oral qualifying exam and advancement to candidacy;
- successful completion of a written dissertation, major portions of which are suitable for publication as at least three papers in peer-reviewed journals.

The PhD program in Vision Science consists of 60 credit hours. Core curriculum coursework accounts for 26 hours. After successful completion of the core coursework, students are eligible to take a written qualifying exam, which is an objective, multiple-choice exam reflecting a compilation of topics from the core curriculum. The qualifying exam is scheduled for the summer semester. In the fall of the second year of enrollment, an oral qualifying exam is offered to determine the student's eligibility to continue in dissertation research and writing.

Candidates for the PhD must complete 30 hours of dissertation research and writing, which begin at the end of completion of core coursework.

Department of Defense students may begin coursework in July, to match their Permanent Change of Station move; this option is also available to non-DOD students.

Independent study can be substituted for in-class course attendance if approved by the dissertation advisor and course instructor(s), but all courses must be completed with a letter grade of “B” or higher.

Core Curriculum

Fall Semester—Year 1

VISC 7305 Fundamentals of Vision Science
VISC 7310 Binocular Vision & Ocular Motility
VISC 7115 Genomics Medicine
VISC 7220 Ocular Physiology
MATH 6363 Research Statistics
VISC 7125 Teaching In Vision Science

Spring Semester—Year 1

VISC 7530 Visual and Applied Optics
VISC 7335 Clinical Ocular Anatomy
VISC 7240 Functional Neuroanatomy
VISC 7245 Research Methodology and Dissertation Development
VISC 7125 Teaching In Vision Science

Matriculation Program Curriculum

Summer Semester—Year 1

VISC 7125 Teaching in Vision Science

VISC 8550 Dissertation Research, Analysis and Writing

Written Qualifying Exam

Fall Semester—Year 2

VISC 7125 Teaching in Vision Science

VISC 8550 Dissertation Research, Analysis and Writing

Oral Qualifying Exam: Broad Focus on Area of Dissertation Research

Spring Semester—Year 2 Advancement to Candidacy (contingent on passing the oral exam)

VISC 7125 Teaching in Vision Science

VISC 8550 Dissertation Research, Analysis and Writing

Summer Semester—Year 2

VISC 7125 Teaching in Vision Science

VISC 8550 Dissertation Research, Analysis and Writing

Fall Semester—Year 3

VISC 8550 Dissertation Research, Analysis and Writing

Spring Semester—Year 3

VISC 8550 Dissertation Research, Analysis and Writing

School of Osteopathic Medicine

MASTER OF BIOMEDICAL SCIENCES (MBS)

The Master of Biomedical Sciences is a full-time one-year master's degree program that provides students with the background necessary to pursue a variety of careers in the health professions and biomedical sciences. The multidisciplinary course of study is intended for students wishing to bolster their competitiveness for medical school and other health professions. The degree requires 37 total credit hours over two semesters and one summer term.

The curriculum integrates graduate-level biomedical science coursework, research exposure, and early clinical experiences to provide students with extensive knowledge and enhanced technical and critical thinking skills. The curricular design engages students in interactive small and large group learning and incorporates team-based learning, proseminars, medical simulation lab, community service learning, and critical reflection. These pedagogies will contextualize and reinforce classroom learning and ensure that students are proficient in clinical and laboratory reasoning skills.

Admission Requirements

- Bachelor's degree from an accredited college or university or equivalent verification in the case of international degrees.
- Official transcripts from all undergraduate, graduate and/or professional schools.
- Three letters of recommendation:
 - At least one letter from faculty member and one letter from a health care provider; committee letters are accepted.
- Official Score Reports are required for specific disciplines:
 - GRE (Graduate Record Examination) for Physician Assistant, Physical Therapy, Pharmacy.
 - DAT (Dental Admission Test) for Dental.
 - MCAT (Medical College Admission Test) for PreMed.
- Minimum cumulative GPA of 3.00.

Prerequisites

In addition to the above requirements and the general requirements listed in the graduate admissions section of this bulletin, the following are prerequisites for the Master of Biomedical Sciences program:

Biology with lab:	8 credit hours
General Chemistry with lab:	8 credit hours
Organic Chemistry with lab:	4 credit hours (Organic Chemistry II is also required if seeking entry to medical, dental, or veterinary school)
Biochemistry:	3 credit hours
Physics with lab:	4 credit hours (8 credit hours are required if seeking entry to medical, dental, or veterinary school)
Mathematics (Calculus or Statistics):	3 credit hours
Human Anatomy or Anatomy & Physiology I:	3 to 4 credit hours (Required only for students seeking Physician Assistant, Pharmacy, and Physical Therapy)

Human Physiology or
Anatomy & Physiology II:

pathways. Recommended for students seeking medical school entry)

3 to 4 semester hours (Required only for students seeking Physician Assistant, Pharmacy, and Physical Therapy pathways. Recommended for students seeking medical school entry)

Degree Requirements

Successful completion of the master of biomedical sciences program requires

- a minimum of 37 credit hours, and
- successful completion of all core curriculum with letter grades of “B” or higher.

Curriculum

Fall Semester (15 semester hours)

BMSC 6420	Human Anatomy I
BMSC 6315	Advanced Cell Biology and Biochemistry
BMSC 6220	Health Humanities
BMSC 6245	Research Methods & Design I
BMSC 6350	Epidemiology
BMSC 6135	Professional Development Seminar I

Spring Semester (16 semester hours)

BMSC 6430	Human Anatomy II
BMSC 6325	Medical Physiology
BMSC 6305	Introduction to Bioethics
BMSC 6425	Microbial Pathogenesis
BMSC 6250	Research Methods & Design II
BMSC 6150	Professional Development Seminar II

Summer Semester (6 semester hours)

BMSC 6335	Genetics
BMSC 6375	Capstone Project (non-thesis)

Elective Options

BMSC 6310	Success Skills: Strategies for Studying and Lifelong Learning
BMSC 6130	Medical Spanish
BMSC 6140	Healthcare Quality Improvement and Performance Measurement
BMSC 6330	Foundational Patient Care and Clinical Skills

VII. Professional Programs and Schools

DOCTOR OF PHARMACY

Feik School of Pharmacy



DOCTOR OF OPTOMETRY

Rosenberg School of Optometry



DOCTOR OF PHYSICAL THERAPY

School of Physical Therapy



DOCTOR OF OSTEOPATHIC MEDICINE

School of Osteopathic Medicine



DOCTOR OF NURSING PRACTICE

Ila Faye Miller School of Nursing and Health Professions

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 (PharmD)

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 support the faculty as fine-tuned educators through community and professional service, leadership opportunities, planned development activities, and scholarship. The 4-year 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 (70 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	History.....	3
General Chemistry with lab.....	8	Social/Behavioral Sciences.....	3
Microbiology with lab	4	Statistics	3
Human Anatomy/Physiology with lab	8	Literature.....	3
Organic Chemistry with lab	8	Fine Arts	3
Physics with Lab	4	Philosophy	3
English Composition.....	6	Public Speaking	3
Calculus	3		

In addition to the above prerequisites, UIW undergraduate students must complete 3 credits of Religious Studies, and the Professional (Applied) Development Skills course.

The process for admission to the Fall class opens in August and concludes December 1 of the previous year. **All** students, including UIW Pre-pharmacy students, must apply for admission to the professional program using the [PharmCas®](#) online process. Applicants 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 begins in July and continues as applications are received. Interviews begin December of the year prior to matriculation. Notification of admission occurs on or about March 15 of the matriculation year.

University of the Incarnate Word • Feik School of Pharmacy

Phone: 210-883-1060

Email: rxadmissions@uiwtx.edu

<http://uiw.edu/pharmacy>

Rosenberg School of Optometry

The mission of the University of the Incarnate Word Rosenberg School of Optometry (UIWRSO) is to educate and prepare future leaders in optometry through excellence in education, patient care and vision research. This is achieved in an environment committed to personal growth within a context of faith, human dignity and social justice.

Doctor of Optometry (OD)

Doctors of Optometry (ODs) are the primary health care professionals for the eye. Optometrists examine, diagnose, treat, and manage diseases, injuries, and disorders of the visual system, the eye, and associated structures, as well as identify related systemic conditions affecting the eye.

Doctors of Optometry prescribe medications, provide low vision rehabilitation, vision therapy, spectacle lenses, contact lenses, and perform certain surgical procedures. Optometrists counsel their patients regarding surgical and non-surgical options that meet their visual needs related to their occupations, avocations, and lifestyle.

Curriculum

The curriculum has been developed to provide our students with a stepwise, clinical educational experience throughout the four years of the professional program emphasizing personal & professional development. The didactic & clinical laboratory instruction by our talented faculty begins in the first year and continues through the duration of the program. All courses, including basic science courses, integrate and emphasize clinical applications & scenarios.

Early clinical encounters occur in the second year of study through community based vision & disease screening activities. To emphasize these clinical activities, students undergo instruction in integrated clinical problem-based learning, gaining experience in the diagnosis, treatment and management of patients.

The professional settings for the third and fourth year rotations include the UIW Eye Institute, the UIW Bowden Eye Care & Health Center, the San Antonio Lighthouse for the Blind clinic and various Communicare clinics. The fourth year Externship sites vary in location across the country and internationally. The Externship program is meant to maximize & enhance the student's clinical training within various practice settings including private practice, referral centers, ophthalmology/co-management centers, Veterans Administration hospitals, Department of Defense hospitals and other hospital-based facilities. During the last two years of the program, practice management is also focused on, emphasizing the skills necessary to maintain a successful business or private practice.

Admissions


UIWRSO is committed to educating and preparing students who are caring, compassionate and competent optometrists. UIWRSO actively seeks qualified applicants with a passion for lifelong-learning who are prepared for leadership and service to humankind. Our admissions policy is competitive in order to select those applicants who have the potential for academic success and who will be a credit to the optometric profession as well as the global community.

UIWRSO has a policy of competitive admissions and expectation for academic excellence. In order to apply for admission, applicants must meet the following criteria:

- Successful completion of a minimum of 90 semester hours of college coursework from an accredited institution of higher learning; a grade of C or better must be achieved in all prerequisite courses.
 - Please see the list of Prerequisite Requirements below
- A *recommended* minimum cumulative grade point average of 3.00 on a 4.00 scale
- A *recommended* minimum overall Optometry Admission Test score of 300

Applications are processed as they are received and offers of acceptance are made on a rolling basis, therefore we strongly encourage applicants to apply as early as possible during the application period. This rolling admissions process allows qualified individuals to be admitted on a continual basis until the class is filled.

For an applicant to receive full consideration, the following items must be submitted:

1. Complete online  application* for admission: www.optomcas.org
 2. Completed RSO Supplemental Form for Admission
 3. Official Optometry Admission Test (OAT) scores sent directly to UIWRSO
- *Please note** that official academic transcripts from each college or university attended and letters of recommendation must be sent directly to OptomCAS as part of the central application process.

Members of the Admissions Committee will review all completed applications and will extend invitations for on-campus interviews to those candidates with competitive applications. Please be aware that all prerequisite courses must be completed before a student can enroll at UIWRSO.

Applicants will be considered for admission on the basis of academic performance as well as non-academic qualifications. The following criteria will be used in the admissions selection process, in no particular order of preference or weight:

- Scholastic Aptitude and Academic Performance
 - Overall undergraduate grade point average
 - Prerequisite science and math cumulative grade point average
 - Optometry Admission Test performance
 - Written and oral communication skills
 - Ability to handle a diverse and demanding course load
- Extracurricular Activities; Community Service; Volunteer Work; Leadership Positions; Optometry-Related Experience
- Evaluation of Character, Motivation, Initiative, Interpersonal Skills, and Awareness of the Optometric Profession
- Ability to meet the Functional Standards, as defined by the Association of Schools and Colleges of Optometry.

Final consideration for admission takes into account the above academic and non-academic qualifications along with comments from personal interviews conducted by members of the Admissions Committee.

Prerequisite Requirements

Required Courses

Biology with lab*	2 semesters
Human Anatomy with lab	1 semester

General Chemistry with lab	2 semesters
General Physics with lab	2 semesters
Calculus	1 semester
Organic Chemistry with lab	1 semester
Microbiology with lab	1 semester
(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

College Mathematics	Recommended
Physiology	Recommended
Ethics	Recommended

University of the Incarnate Word • Rosenberg School of Optometry

Additional Information:

Phone: 210-883-1190

Email: optometry@uiwtx.edu

<http://optometry.uiw.edu>

School of Physical Therapy

The mission of the University of the Incarnate Word School of Physical Therapy is to *innovatively educate physical therapists who, through skilled, reflective, patient-centered practice, optimize movement and wellness for the common good of society.*

Entry-Level Doctor of Physical Therapy (DPT) Program

The entry-level curriculum consists of 122 credit hours over 33 months (8 semesters or 4 academic years) including 44 weeks of professional practice education. The entry-level DPT program uses problem-based learning (PBL), a rigorous, highly structured teaching methodology which places the student in a position of active responsibility for learning and mastering content. In small groups, the student learns by exploring clinical patient cases. Students work in groups of 7 or 8 with a tutor who facilitates discussion and asks guiding questions to ascertain that students are acquiring and integrating knowledge to the appropriate breadth and depth required of an entry-level physical therapist. The curriculum includes foundational sciences and patient/client management laboratory experiences as well as professional topic seminars which complement and reinforce content learned in PBL sessions.

Admission Requirements

- Earned Bachelor degree (minimum of 120 credit hours)
- Minimum cumulative GPA of 3.0
- Minimum GRE scores of 300 recommended
- A minimum of 50 hours of observation in different physical therapy settings
- Completed online Physical Therapist Centralized Application Service (PTCAS®) application: www.ptcas.org
- Medical Terminology (*or equivalent; to be completed prior to enrollment*)
- Beginning Spanish for Health Professions (*or equivalent; to be completed prior to enrollment*)

Completion of the following courses with a grade of “C” or above

- Biology—1 semester
- Human Anatomy with lab—1 semester *
- Human Physiology with lab—1 semester *
- Chemistry with Lab—2 semesters
- Physics with Lab—2 semesters
- Statistics—1 semester
- Psychology/Sociology—2 semesters
- Introduction to Psychology or equivalent
- Human Growth and Development or equivalent

** can be substituted by Human Anatomy and Physiology with Lab—2 semesters*

To apply for admission

All students must apply for admission to the entry-level DPT program using the PTCAS® online process between July 1 and December 1 of the previous year. Applicants must have official transcripts from all colleges attended, undergraduate and graduate, 3 letters of recommendation, and documentation of 50 hours of observations of physical therapy practice. After the review of all applications, applicants under consideration for admission will be invited for an on campus

interview at their own expenses. Interviews are conducted during the Fall and Spring semesters prior to matriculation.

University of the Incarnate Word • School of Physical Therapy

Additional Information:

Phone: 210-283-6477

Email: physicaltherapy@uiwtx.edu

<http://www.uiw.edu/physicaltherapy>

School of Osteopathic Medicine

The mission of the School of Osteopathic Medicine is to empower all members of the medical education community to achieve academic, professional and personal success and develop a commitment to lifelong learning through excellence in learner-centered, patient-focused education, justice-based research and meaningful partnerships of osteopathic clinical service across the spectrum of medical education. The development and application of osteopathic principles of medicine across four years of physician training will promote culturally, linguistically, and community responsive care for all patients to enhance patient safety and improve patient outcomes.

Doctor of Osteopathic Medicine (DO)

Osteopathic Medicine

The practice of osteopathic medicine is guided by a holistic philosophy that includes osteopathic manipulative techniques to help achieve balance of the mind, body and spirit. Andrew Taylor Still, MD, DO (1828-1917), founded the American School of Osteopathy, in 1892, having discovered a new form of medical care that he named osteopathy. Today, osteopathy has been broadened to osteopathic medicine in the United States, distinguishing it as one of two systems of medical care whereby osteopathic physicians, or DOs, receive complete medical training and have an unlimited scope of practice. Much of the training for osteopathic physicians occurs in community based hospitals and clinics. This creates the opportunity for DOs to be well equipped for careers in any specialty, but particularly primary care. With a guiding philosophy, medical knowledge, and the ability to perform manipulative techniques, osteopathic physicians are equipped to assist their patients in their journey towards optimal health.

Osteopathic Philosophy

The philosophy of osteopathy is expansive and holistic, focused on the patient, with specific attention to the cause of a disease and use of manipulative techniques as a possible treatment.

The following tenets are guides for providing osteopathic patient care:¹

- A person is the product of dynamic interaction between body, mind, and spirit.
- An inherent property of this dynamic interaction is the capacity of the individual for the maintenance of health and recovery from disease.
- Many forces, both intrinsic and extrinsic to the person, can challenge this inherent capacity and contribute to the onset of illness.
- The musculoskeletal system significantly influences the individual's ability to restore this inherent capacity and therefore to resist disease processes.

¹Rogers, Felix J. "Advancing a traditional view of osteopathic medicine through clinical practice." *Journal of the American Osteopathic Association* 105.5 (2005): 255.

Osteopathic Manipulative Techniques

Osteopathic manipulative techniques are a set of manual procedures performed on the body when muscles, joints, fascia or organs are strained or misaligned. Strain and misalignments can occur from minor injuries or internal diseases. In any case, when strain and misalignment is present, the body

cannot function optimally, resulting in loss of motion, pain, and decreased blood and fluid circulation. Osteopathic manipulative treatment helps remove these stains and restore alignment, thereby improving overall function. There are over 20 technique styles, ranging from thrust (also known as “popping”) to more gentle indirect ones. Some more common techniques that were first described by DOs include: muscle energy, Jones strain-counterstrain, myofascial release, fascial distortion, and cranial osteopathy.

Curriculum

Educational Philosophy

The Doctor of Osteopathic Medicine Program curriculum stresses independent study and self-directed learning. The 4-year program begins by building upon small and large group interactive case-based learning experiences, and focuses on conceptual knowledge acquisition, critical thinking, and clinical reasoning—not rote memorization and recall of facts.

All engagements with faculty facilitators are designed to utilize assessment to guide learning and evaluation to improve outcomes. All UIWSOM educational programs are built upon and is continuously informed by these guiding principles:

- Reflect the UIW and UIWSOM mission, vision, and values
- Support adult learning and educational principles.
- Synthesize the science of medical knowledge for clinical practice.
- Develop critical thinking, clinical reasoning, and reflective practice.
- Integrate osteopathic principles in education and professional practice

As part of their program of research into professional preparedness, the Carnegie Foundation for the Advancement of Teaching sponsored the authorship of *Educating Physicians: A Call for Reform of Medical School and Residency* (2010). *Educating Physicians*, rooted in Flexner’s (1910) seminal work, argued for key educational practices that medical schools would need to adopt in order to produce the next generation of physicians, including an intentional integration of clinically applied biomedical sciences, early exposure to experiential learning, and professional identity formation, with an emphasis on healthcare teams, social accountability, and cultural awareness.

To this end, the Doctor of Osteopathic Medicine Program curriculum was developed from the ground up as an integrated curriculum designed to spiral content throughout all phases of the program and to support osteopathic medical students in their attainment of the knowledge, skills and abilities expected at each level of training, culminating with entry into graduate medical education programs.

Curriculum Overview

The Doctor of Osteopathic Medicine Program curriculum is divided into phases that include weekly longitudinal community engagement and early clinical experience activities.

Phases I and II include eight integrated units with unit nine serving as a capstone. All units are organized around weekly themes that illustrate our curricular components: osteopathic principles and practices, professional identity formation, and applied biomedical sciences. Additionally, six curricular threads are woven throughout the curriculum and include Mental Health and Wellness, Spirituality, Social Accountability, Service and Scholarship, Student Success, Mentoring and

Advising, Board Preparation, and Evidence-based Medicine. Contact hours are limited each week to allow for ample self-directed learning time, review, and reinforcement.

Phase I

- Essentials/EMT
- MSK, Touch, and Personhood
- Molecules, Cells, Compassion
- Host Defense and Communication
- GI System, Nutrition, Appetite

Phase II

- Circulation, Respiration, Regulation
- Endocrine, Reproduction, Respect
- Mind, Brain, and Behavior
- Capstone (Spirituality, Mental Health, and Wellness)

Phase III consists of required 6-week core rotations. A Reflection, Integration and Assessment week is scheduled every 12 weeks between every two rotations. An OPP/OMM longitudinal integrated clerkship (LIC) component is part of Phase III. The six-week core rotations include:

- Family Medicine
- Internal Medicine
- General Surgery
- Pediatrics
- Hospital Medicine
- Psychiatry
- Women's Health
- Medically Underserved (rural or urban)

Phase IV consists of a required 4-week Emergency Medicine core rotation, three selectives, and five elective rotations.

At the end of Phase IV, students participate in COMLEX-USA Level 2-CE and Level 2-PE preparation and travel for the examination. Student engage in a 3-week Ready for Residency unit, during which they are assessed for the entry-level ACGME PGY1 Entrustable Professional Activities (EPAs).

Ila Faye Miller School of Nursing and Health Professions

Doctor of Nursing Practice

The Doctor of Nursing Practice (DNP) degree provides a foundation for leadership development and refinement of clinical management skills for practicing registered nurses. UIW offers two tracks in the DNP program: the Post-MSN to DNP for the nurse who has a master's degree, and the Post-BSN to DNP track for the registered nurse with a baccalaureate degree in nursing who wishes to become a Family Nurse Practitioner or Psychiatric Mental Health Nurse Practitioner.

POST-MSN TO DNP TRACK

The Post-MSN to DNP program prepares currently practicing Advanced Practice Registered Nurses (APRNs) to extend their practice to the system and population level. Students identify a vulnerable population of interest at the beginning of coursework. Each subsequent course allows for exploration of the population from differing perspectives and builds on the students' empirical knowledge base. The population of interest also serves as the focus for clinical skill development. The degree program is offered primarily in an asynchronous online format augmented by synchronous online teaching. The program consists of a 33 credit hour online curriculum consisting of 8 core courses and 1 elective (480 clinical practicum/residency hours) building on the preparation of certified APRNs.

Admission Criteria for the Post-MSN to DNP degree track

Application to the Ila Faye Miller School of Nursing and Health Professions. The application is available here: <http://www.uiw.edu/dnp/msn-dnp/msn-dnp-apply.html>

1. Evidence of an earned Master of Science in Nursing degree from an accredited college or university with a minimum 3.0 GPA in graduate studies.
2. Proof of a current unencumbered license to practice as a Registered Nurse. Additionally, for the MSN to DNP program, an Advanced Practice Registered Nurse (APRN) Certification in an AACN-recognized specialty (NP, CNS, CNM, CRNA) with recognition to practice as an APRN by the Board of Nursing in one's state of residence/practice.
3. Licensure in Texas or one of the compact states is required for clinical on non-Federal property.
4. Documentation of supervised clinical practicum hours in a MSN program.
5. Interview with UIW graduate faculty, as indicated.
6. Acceptance to graduate study by the University of the Incarnate Word (UIW) and the IFMSN DNP program.
7. Three satisfactory professional references (academic, professional).
8. Official transcripts sent from each college/university attended.

*** No GRE or GMAT required**

Prerequisites

- Graduate-level course credit in Advanced Statistics and in Informatics within the last 5 years.
- Completion of "3 Ps" courses (Advanced Pathophysiology, Advanced Pharmacology, and Advanced Health Assessment).

Individual consideration will be given to those applicants who do not entirely meet specific requirements.

Upon acceptance into the MSN-DNP program, students will be required to submit the following: CPR certification, exposure insurance, criminal background check, OSHA, HIPPA, PPE certification, and current immunizations. Throughout the duration of study, students are required to meet all clinical clearance requirements.

For Texas Residents

Licensed to practice as a Registered Nurse and an APRN in Texas.

For Non-Texas Residents

Licensed to practice as a Registered Nurse and an APRN in a compact state in which one resides or practices.

Additional Admission Criteria

Nursing program applicants must meet additional criteria for admissions. These criteria are found at the end of this section.

Course Requirements for the Post-MSN to DNP Degree

To qualify for the DNP degree, a candidate must complete a 33 credit hour online curriculum (plus 480 supervised clinical/practicum hours) building on the preparation of a certified APRN, and successfully complete and present a DNP Project.

Full-time and part-time study options are available for each student enrolled in the Post-MSN to DNP program. Full-time doctoral study includes a minimum of 6 credit hours per semester and part-time doctoral study is less than 6 credit hours per semester.

Individual consideration may be given by the Graduate Nursing Committee to those applicants who do not entirely meet selected admission requirements.

Courses for the Post-MSN to DNP track

NURS 7340	Theoretical Issues with Culturally Diverse and Vulnerable Populations
NURS 7399ST	Research Methods for DNP
NURS 7335	Epidemiology for Advanced Nursing Practice
NURS 7345	Foundations for DNP Practice I: Scientific Underpinnings
NURS 7650	Evidence Based Methods and Practice I
NURS 7655	Evidence Based Methods and Practice II
NURS 7365	DNP II–Capstone
NURS 7360	Health Policy Analysis

One additional elective course is required and is selected with the approval of DNP faculty.

POST-BSN TO DNP WITH FNP or PMHNP CONCENTRATIONS

Students completing the Doctor of Nursing Practice (DNP) program will have attained the knowledge and skills to be eligible for the Family Nurse Practitioner (FNP) or Psychiatric Mental Health Nurse Practitioner (PMHNP) certification exam. Graduates of both concentrations can assume an active role in a variety of settings. Post-BSN to DNP coursework allows the FNP, as an Advanced Practice Registered Nurse (APRN), to address populations in the primary care setting across the lifespan. PMHNP graduates are prepared to work in a variety of mental health settings with individuals of all ages. Nurse practitioners who graduate from the DNP program are skilled in interdisciplinary practice, culturally competent, and have instilled in their practice the core values of

faith, service, innovation, truth and education. The concentration consists of an 80 credit hour curriculum (FNP) or 82 credit hour curriculum (PMHNP), with 1312 supervised clinical/practicum hours.

Admission Criteria for the Post-BSN to DNP degree track

Application to the Ila Faye Miller School of Nursing and Health Professions. The application is available here: http://www.uiw.edu/dnp/bsn_dnp/bsn-dnp-apply.html

1. A baccalaureate degree with a major in nursing from a program accredited by the National League for Nursing or Commission on Collegiate Nursing Education.
2. A license to practice nursing in the State of Texas or one of the compact states recognized by the State of Texas.
3. A minimum of one year of relevant experience in professional nursing is preferred, but not required.
4. A course in basic statistics with a grade of "C" or better and a nursing course in basic physical assessment skills.
5. A grade point average of 2.75 in all undergraduate work and an average of 3.0 in upper-division nursing courses that serve as the foundation for the graduate major.
6. Three satisfactory references (academic, professional).
7. Official transcripts sent from each college/university attended (including hospital school of nursing, if appropriate).
8. An in-person interview will be arranged as needed.

*** No GRE or GMAT required**

Upon admittance into the program, students must submit a [confirmation fee](#), which serves as acceptance of the seat in the UIW DNP program. The \$500 deposit is required within the time frame designated by the acceptance letter in order to hold and confirm the spot in the entering class. The full fee is non-refundable if a student decides not to attend UIW. Upon confirmed entry into the program and two weeks after the first day of class, \$400 will be applied to the student's UIW account.

Upon acceptance into the BSN-DNP program, students will be required to submit the following: CPR certification, exposure insurance, criminal background check, OSHA, HIPPA, PPE certification, and current immunizations.

For Texas Residents

Licensed to practice as a Registered Nurse in the State of Texas.

For Non-Texas Residents

Multi-state compact license to practice as a Registered Nurse.

Requirements for the Post-BSN to DNP Degree

To qualify for the DNP degree, a candidate must complete 80 credit hours (FNP) or 82 credit hours (PMHNP), including 1,312 clinical practicum hours. The candidate must successfully complete and present a Doctoral Project.

The Post-BSN to DNP track is a full-time doctoral program in which students take 6 to 12 credits each semester. It is offered in a blended format with classes using both on-ground and online modalities.

Courses for the Post-BSN to DNP Track with FNP Concentration

YEAR 1 Courses

NURS 7321	Nursing Theory for Advanced Practice
NURS 7325	Advanced Pathophysiology
NURS 7381	Advanced Practice Registered Nurse Professional Roles
NURS 7341	Pharmacotherapeutics for Advanced Practice Nursing
NURS 7355	Research for Evidence Based Practice
NURS 7323	Advanced Health Assessment
NURS 7337	Statistics for Nursing Research and Evidence-based Practice
NURS 7360	Health Policy Analysis

YEAR 2 Courses

NURS 7440	Epidemiology and Vulnerable Populations for Advanced Nursing Practice
NURS 7450	Integrated Behavioral Health and Family Systems
NURS 7345	Foundations of DNP I: Scientific Underpinnings of Practice
NURS 7480	FNP I: Primary Care of Adults (Diagnosis & Management) with Chronic & Acute Conditions
NURS 7320	Principles of Evidence-based Practice
NURS 7359	Doctor of Nursing Practice—Project I
NURS 7482	FNP II: Primary Care of Adults (Diagnosis & Management) with Chronic & Acute Conditions
NURS 7309	Informatics in Health Care

YEAR 3 Courses

NURS 7225	Concepts of Evaluation and Dissemination
NURS 7380	Doctor of Nursing Practice—Project II
NURS 7484	FNP III: Primary Care of Women (Diagnosis & Management) with Chronic & Acute Conditions
NURS 7486	FNP IV: Primary Care of Children & Adolescents (Diagnosis & Management) with Chronic & Acute Conditions
NURS 73XX	Doctor of Nursing Practice—Project III
NURS 7488	Family Nurse Practitioner Residency
NURS 7315	Resource Management for Nurse Leaders
NURS 7288	Clinical Skills Seminar

Course requirements for the Post-BSN to DNP Track with PMHNP Concentration:

YEAR 1 Courses

NURS 7321	Nursing Theory for Advanced Practice
NURS 7325	Advanced Pathophysiology
NURS 7381	Advanced Practice Registered Nurse Professional Roles
NURS 7341	Pharmacotherapeutics for Advanced Practice Nursing
NURS 7355	Research for Evidence Based Practice
NURS 7323	Advanced Health Assessment
NURS 7337	Statistics for Nursing Research and Evidence-based Practice

NURS 7360 Health Policy Analysis

YEAR 2 Courses

NURS 7440 Epidemiology and Vulnerable Populations for Advanced Practice Nursing
NURS 7333 Advanced Pharmacology for the Psychiatric-Mental Health Nurse
Practitioner
NURS 7345 Foundations of DNP I: Scientific Underpinnings of Practice
NURS 7447 Individual, Family, and Group Psychotherapy
NURS 7320 Principles of Evidence-based Practice
NURS 7359 Doctor of Nursing Practice—Project I
NURS 7410 PMHNP Diagnosis & Management I
NURS 7309 Informatics in health Care

YEAR 3 Courses

NURS 7225 Concepts of Evaluation and Dissemination
NURS 7380 Doctor of Nursing Practice—Project II
NURS 7414 PMHNP Diagnosis & Management II
NURS 7418 PMHNP Diagnosis & Management III
NURS 73XX Doctor of Nursing Practice—Project III
NURS 7487 PMHNP Residency
NURS 7315 Resource Management for Nurse Leaders
NURS 7287 Psychiatric Clinical Seminar

University of the Incarnate Word
Ila Faye Miller School of Nursing and Health Professions

Additional Information:

Phone: 210-283-6379

Email: lmunoz@uiwtx.edu

www.uiw.edu/dnp/index.html

VIII. Academic Services

J. E. and L. E. Mabee Library

<http://library.uiwtx.edu>

The UIW Mabee Library provides a wide range of resources to support faculty teaching, research, professional development and all areas of scholarly academic research for students.

The Mabee Library houses approximately 270,000 physical items, a computer research area with Internet access and productivity software, inviting study spaces, meeting rooms, wireless Internet access, photocopy and scanning equipment. The library's electronic collection contains more than 180 databases and a growing number of electronic books and e-journal titles. Seamless remote access to electronic resources is available to all UIW students and faculty through the university's portal (MyWord) or via direct access from the library's homepage. Individuals are authenticated by their UIW username and password. The library is open seven days a week. Hours of operation are listed on the website www.uiw.edu/library.

The Mabee Library offers the following services and resources to graduate students:

Research Support

Reference & Research Support

Reference librarians are on duty to help patrons locate information to support their research needs. Contact them in person, by email at reference@uiwtx.edu or by phone: 210-829-3835. There are also [subject librarians](#) who can assist students with their research in specific subject areas. Visit the library's website: www.uiw.edu/library to obtain contact information for a librarian who specializes in your area of study.

Information Literacy & Library Instruction

The library's information literacy program provides students with transferrable life-long critical thinking and evaluation skills. Information literacy skills can also streamline information-seeking behaviors. Professors frequently schedule in-class time for information literacy sessions for their students. If class time is not an option, the library schedules regular workshops on a variety of topics from research basics to how to use tools such as RefWorks and PrimoSearch. The workshop schedule is published each semester on the library's webpage.

Graduate Research Librarian

The Graduate Research Librarian works specifically with graduate faculty and students to help build their research skills. This librarian is available during evening and weekend hours for one-on-one consultations with students and to teach high-level information literacy classes to graduate students. Contact the Graduate Student Librarian: 210-805-5809.

Course Reserves

Located at the library's Circulation Desk, this service provides controlled access to books, media, articles and readings for a specific class at the request of faculty as well as small equipment (cameras, camcorders, Surface Pro 3 computers).

Online Assistance

The library has a number of online research guides on a variety of topics available for students who cannot come to campus and need some assistance with research topics such as “Avoiding Plagiarism,” “RefWorks,” “Graduate Research Process” and “Interlibrary Loan.” These online guides are located on the library’s webpage – www.uiw.edu/library. Librarians also offer online assistance through the library’s chat and texting service. Additional information about this service can be found on the library’s homepage under [“Ask the Library.”](#)

Borrowing Privileges**Book Borrowing Privileges**

Graduate students may check out a maximum of 100 books for a period of four weeks. These items can be renewed for another four week period if there are no holds placed on the item by another student.

Audiovisual Collection

The library has more than 14,000 audiovisual (AV) items, including DVDs, audio CDs and videotapes. AV circulation is for seven days.

Other Services**Interlibrary Loan (ILLiad)**

If students cannot find an item in the UIW library, they can borrow materials from other libraries through our ILLiad service. Log on to the library’s website www.uiw.edu/library and click on the Interlibrary Loan link to complete a user profile. Resource requests can be made from a computer desktop, the status of the request can be checked, and most items will be sent electronically to your ILLiad environment.

TexShare

The library participates in TexShare, a statewide borrowing program sponsored by the Texas State Library and Archives Commission. The Mabree Library can distribute TexShare library cards to currently enrolled students, which allow them to borrow items from any participating library in Texas. For a list of participating libraries, go to www.TexShare.edu.

Tools**RefWorks**

This is a web-based research management tool designed to help gather, organize, store and share bibliographic resources. Students can easily change the citation format of references using any one of 400 bibliographic citation styles. The link to RefWorks is on the library homepage.

EndNote Web

The library also subscribes to EndNote Web. Access to this bibliographic manager can be obtained through the Web of Science database.

PrimoSearch

PrimoSearch is the one-stop discovery tool that searches the library’s resources including books, AV, e-journals and a vendor-supported knowledge base from a single search box. Primo is a good starting point but it will not contain the functionality of all databases nor does it search the entire collection of databases subscribed to by UIW.

Library Facilities

Group Study Rooms

The library's group study rooms are the perfect location for students to network, share ideas and resources. Keys to study rooms can be checked out at the Circulation Desk for two hours by two or more people. Most rooms have flat screens with laptop connections and whiteboards.

Graduate Computer Rooms

Two computer research rooms (103, 105) are dedicated to graduate study. These are not group study rooms, but rooms set up with individual study carrels. Each room accommodates up to four individuals. The rooms have four computers with MS Office along with qualitative and quantitative software for analyzing data. Keys can be checked out at the Circulation Desk.

Doctoral Study Rooms

Rooms 107 and 233 are study rooms dedicated for doctoral students. Room 233 has four individual carrels, three with computers and Room 107 has space for two students. Keys are available at the Circulation Desk.

Office of Instructional Technology**Information Resources Division**

The Office of Instructional Technology provides technology facilities, software, audiovisual equipment distribution, media production services and technology training in support of instruction.

HelpDesk and Media Center

The Media Center, a computer lab with 50+ computers, is located on the lower level of the Student Engagement Center and is open seven days a week. The lab features a full complement of desktop computers, high resolution scanning, and a color image print center.

Audiovisual Support

The Media Services 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. Cameras (still and video), Surface Pros, digital audio recorders, microphones and other types of equipment may be checked out from the library's Circulation Desk.

Technology Training

Technology training sessions are scheduled throughout the year. A schedule of current sessions appears in The Word Today. You may also request custom training through our Training Request Form. Visit our Instructional Technology website (<http://www.uiw.edu/ird/instructional-technology>) for links to videos and tutorials that will help you become familiar with the technologies used at UIW. For more information about training, the Media Center, and the Office of Instructional Technology visit the [Information Resources Division website: http://www.uiw.edu/ird/index.html](http://www.uiw.edu/ird/index.html).

Office of Research and Sponsored Projects Operations

<http://www.uiw.edu/research/>

The Office of Research and Sponsored Projects Operations promotes, supports, and administers funding for research and scholarly activities throughout the University of the Incarnate Word community.

The office is responsible for university research administration operations, ensuring compliance with sponsor rules and regulations, and managing UIW's research compliance committees and policies. The office also assists the UIW community with internal funding programs, disseminating funding opportunities, grants and research-related training and development, promoting scholarly activities and opportunities, and routing funding proposals for institutional approvals.

Services provided by the Office of Research and Sponsored Projects Operations include:

Research Funding

The office offers opportunities and resources for faculty and students to find and manage funding for their research and research related endeavors, and manages the internal approval process for external funding proposals. Funding categories:

- External Funding
- Internal Funding for Faculty
- Internal Funding for Students

Research Compliance

The office also serves as the hub for UIW's Institutional Review Board, clinical trial registration, responsible conduct of research, financial conflict of interest, and university research policy operations. Office staff conduct on-demand training as needed and review proposals and active projects for continued compliance. Compliance areas:

- Human Subjects Research (IRB)
- Research Compliance Training
- Clinical Trials Registration
- Financial Conflict of Interest

Research Development

Office staff organize research development activities such as the annual Research Week, provide researcher support for the development and analysis of statistical data, and offer grantsmanship training opportunities for the UIW community. Development activities:

- Research Week
- Statistics Support & Resources for Researchers
- Workshops and Grantsmanship Training

Office of Graduate Studies

http://www.uiw.edu/orgs/graduate_studies

The Office of Graduate Studies is responsible for implementing and overseeing effective policies, processes, and practices to support academic achievement and retention of graduate students. The office promotes, supports, and advocates for graduate academics, professional development, and student support.

- The Office of Graduate Studies oversees academic policies, procedures, and processes of the more than 40 graduate and professional programs at University of the Incarnate Word.
- The Office of Graduate Studies facilitates professional development workshops and events focused on developing skills needed by graduate degree holders.

- The Office of Graduate Studies works to ensure that opportunities and resources are available to students and faculty throughout the academic process.

IX. 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. Consequently, all University of the Incarnate Word instructional and operating costs 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 programs.

The University of the Incarnate Word 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. Contact the Office Research and Graduate Studies for a schedule of costs or visit <http://www.uiw.edu/busoff> and select the Tuition and Fees link.

Housing

A one-time housing deposit is required upon submission of the housing application. The deposit will remain on the student's account with the Business Office as long as the student is a resident in a Residence Hall. The deposit will be returned by the Business Office when the student properly checks out of a Residence Hall. Residents are responsible for damages that occur in their residences. A \$500 cancellation fee and loss of deposit will be assessed if a resident breaks the housing contract during the contract period.

Residence Halls and Dining Services

Options for Campus Housing include nine residence halls with triple, double, and single rooms; the Village of Avoca provides two-bedroom, four-person apartment units; the McCombs Center offers single and double room apartment-style housing units.

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 semester to spring if there is a balance, but remaining balances are forfeited after spring semester. Food service is available from various facilities on campus.

Tuition Discounts

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

Students pursuing a doctorate (PhD) are not eligible for tuition 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.

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**. 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 third party payer. 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 UIW Online).

It is the student's responsibility to present valid identification or current military identification along with any Tuition Assistance Forms to the Business Office within the specified dated as published by the

UIW course schedule. Those courses pertaining to ADCaP, UIW Online, 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 (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 and the 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.

Veterans 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 Center for Veterans Affairs for assistance in following established degree programs and the required forms and

information to meet all Department of Veterans Affairs (VA) requirements regarding educational benefits. The Post 9-11 GI Bill and Vocational Rehabilitation Chapter will award eligible tuition and fees to the institution; all other chapters and benefits are paid directly to the student.

Students who obtain VA Educational Benefits are responsible for understanding the policies set by the VA regulations, which are monitored both by the VA and the Texas Veterans Commission, and for notifying the Center for Veterans Affairs of changes to their enrollment status. The Center for Veterans Affairs serves as a liaison between the VA and those students of the University of the Incarnate Word participating in a VA educational program. Because UIW is a private institution, we do not participate in the Hazelwood Act, an Exemptions for Texas Veterans program which may only be used at a Texas public institution

Certification Procedures

Official transcripts of all previous UIW 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 veterans benefits must complete the University of the Incarnate Word Request Form for VA Enrollment Certification each semester. This form may be obtained from the Center for Veterans Affairs or online. Enrollment will be certified following registration for each semester. After initially registering for courses, it is the student's responsibility to notify the Center for Veterans Affairs of any subsequent change in registration.

Standards of Progress for Receipt of Veterans Benefits

VA regulations require that a student receiving veterans 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. Students 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 will be informed and benefits payments will be discontinued. In general, a cumulative 2.0 GPA is required for graduation. Students who earn a cumulative GPA of less than 2.0 will be placed on probation and given one semester to achieve the 2.0 requirement, and the VA will also be informed. 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 who 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 UIW Online).

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. Main Campus undergraduates are considered full-time with a minimum of 12 enrolled hours. Main Campus graduate students are considered full-time with a minimum of 9 enrolled hours and doctoral students are considered full-time when enrolled in a minimum of 6 hours. Full-time doctoral status changes when a doctoral student is in the dissertation/doctoral project writing phase and is enrolled in a minimum of 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 the ADCaP program will be allowed to audit courses within that program. Audit discounts are not applicable to UIW Online courses.

The deadline for changing enrollment in a course from graded to audit status is published in the Academic Calendar.

Payments

Payment Options

In addition to Financial Assistance and Work-Study programs, UIW accepts cash, *check, and credit cards for payment of tuition and fees. Payments sent by 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 Room 190 in Administration Building. Credit cards accepted are: MasterCard, Visa, American Express, and Discover.

Secured Web payments for tuition and fees are accepted with your UIW pin number. UIW offers students the option to pay their student accounts via the UIW ePayment Center, accessible through the MyWord portal. Username for the MyWord portal is the prefix to the student's UIW email; password is the same as the UIW email password. For BannerWeb, if you have already been issued a PIN number you may use this same number to gain access to this screen. Students with no PIN number should contact the Registrar's Office at (210) 829-6006.

The UIW Tuition Payment Plan offers students a way to divide their payments 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 the UIW Tuition Payment Plan may include an application fee. Students may access the UIW ePayment Center to enroll in a payment plan. For additional information, direct your browser to <http://www.uiw.edu/busoff/>, visit the Business Office, or call (210) 826-6043.

Payment Policy

1. Tuition is due on the first day of class or payment plan must be finalized by the 100% drop date (refer to academic calendar for dates).
2. Students who have not met their total financial obligations to UIW will not be permitted to enroll for a subsequent academic term and current registration is subject to cancellation.
3. 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.

4. Students must pay their financial obligation to UIW to have diplomas and transcripts released.
5. 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 UIW.
7. 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.
8. ALL FEES ARE SUBJECT TO CHANGE WITHOUT NOTICE.

Account Statements and Disputes

The University of the Incarnate Word will send each student a statement of the student account on a monthly basis through the ePayment Center (a notification advising that your bill is available will be sent via Cardinal email). 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 for providing UIW with the most current address and telephone number.

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

Returned Items/Insufficient Funds

When the bank for any reason returns a check, a nonrefundable returned check service charge is assessed. The student is given 10 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, UIW reserves the right not to accept any personal checks from the student for future payments. Returned checks not paid will be submitted for collection.

Student Health Insurance

All full-time Domestic students (a minimum of 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 an online waiver is completed at Student Assurance Services, www.sas-mn.com /. (Contact the Business Office regarding additional waiver information). The 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. Student health insurance cost and coverage details are available from the Office of Health Services, the Business Office, or visit www.uiw.edu/health/hinsurance.html /.

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/doctoral project writing phase where full-time enrollment is usually a minimum of 3 hours. Doctoral students with this status are not automatically charged 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 an online waiver is completed within the stated waiver deadline.

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

Students currently enrolled in any university term(s) can purchase UIW student insurance for themselves and/or their dependents at any time from the Business Office during the academic school year. Dependent coverage is available only after individual student insurance is purchased.

Parking

All automobiles and motorcycles parked on campus must be registered. For complete parking and registration information see the **Security and Parking** section.

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. Your aid package will be revised and/or nullified if you:

1. Change or reduce semester hours;
2. Drop housing status and/or meal plan;
3. Receive grants, scholarships, or other aid from any source not on file with the Office of Financial Assistance;
4. Do not maintain satisfactory academic progress as defined by Federal Financial Aid regulations. Stop by the Office of Financial Assistance or visit www.uiw.edu and go to the financial assistance web page for more details.

Please check with the Office of Financial Assistance 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 Office of Financial Assistance 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 or you may submit an authorization for direct deposit (forms are available online at the Business Office webpage).

A student's withdrawal from the university will be considered as occurring the day she or he submits a completed official withdrawal form to the Office of Research and Graduate Studies. Forms for adding or dropping courses are available in the Registrar's Office or online. 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.

Students who withdraw during the 100% refund period of the term will receive a 100% refund of tuition and fees. All aid received will be canceled and returned to its source. After the 100% drop date, there is no refund of tuition and fees, and students who have received Title IV funding may be subject to an additional reduction of aid funds. Please see the Academic Calendar for a schedule of specific refund dates.

Meal Plans

The unused portion of a meal plan purchased in the summer or fall terms may be used in the following spring term, but 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 UIW, the lesser of the unused portion or prorated amount of the meal plan will be credited to the student's account.

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.

Please remember that withdrawals affect your future status of Satisfactory Academic Progress.

For more information about Satisfactory Academic Progress, please see *A Student Guide to Financial Assistance at UIW*, available here,

http://www.uiw.edu/finaid/documents/ofa_assistance_guide4.pdf, or the Satisfactory

Academic Progress Policy available here:

http://uiw.edu/finaid/documents/1516_sap_policy.pdf

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

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

Students who withdraw and have received financial assistance must complete an exit counseling session. This requirement can be fulfilled at <https://studentloans.gov/myDirectLoan/index.action>; students log in to their account and select the “Complete Exit Counseling” link. In addition, students who received an institutional loan such as Perkins, Ralston, Nursing, or Faculty Nursing, and are not planning to attend the forthcoming semester, or are planning to graduate, 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.

X. 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 financial assistance philosophy at UIW 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 UIW, 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 UIW 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 on the bottom floor of the Administration Building (below the Chapel) on main campus.

Non-degree status: Students with non-degree status *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 Direct Unsubsidized Loan

- Borrower is responsible for interest that accrues during deferment periods (including time in school) and during 6-month grace period.
- Must be enrolled at least half-time.
- Fixed interest rate, set by the Department of Education July 1 of each year.
- Repayment begins 6 months after graduation or when student is no longer enrolled at least half-time,

- Borrower is responsible for interest that accrues during deferment periods (including time in school) and during grace period.
- Not need-based, but FAFSA must be filed before application.
- No credit check required.
- Funded directly through the Department of Education.

Federal Direct Graduate PLUS Loan

- Must be enrolled at least half-time.
- Fixed interest rate, set by the Department of Education July 1 of each year.
- Repayment begins 60 days after graduation or when student is no longer enrolled at least half-time.
- Borrower is responsible for interest that accrues during deferment periods (including time in school) and during grace period.
- Not need-based, but FAFSA must be filed before application.
- Modest credit check required, option to add endorser if credit denied.

EMPLOYMENT

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

Satisfactory Academic Progress Policy

The Higher Education Act of 1965, as amended, mandates that institutions of higher education must establish minimum standards of Satisfactory Academic Progress (SAP) for students receiving financial aid. UIW makes its standards 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, 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 (Undergraduates 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 Undergraduate and Graduate Bulletins.

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 required 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:

1. "F" grades for undergraduate students, "D" or "F" grades for graduate students
2. "AU" Audited courses
3. "W," or "IP" grades

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

1. "A" through "D" grades for undergraduate students
2. "A" through "C" grades for graduate students
3. "P" passing with credit
4. 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 coursework. If the number of completed hours drops below 75% of attempted hours, the student will no longer be eligible for financial aid. (See completion definitions above).

Examples:

1. Students attempting (registering for) 30 credit hours in an academic year must complete a minimum of 22 credit hours ($75\% \times 30 = 22.5 = 22$) in order to make SAP for the year.
NOTE: All partial credit hours will be rounded down to the nearest hour.
2. Students attempting (registering for) 36 credit hours must complete a minimum of 27 credit hours ($75\% \times 36 = 27$) to be making SAP.
3. Students who have attempted 60 credit hours by the end of the second year must have completed a minimum of 45 credit hours ($75\% \times 60 = 45$) to be making SAP.

Review Policy

At the end of each Academic Year (the end of the 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:

1. Cumulative GPA of 2.0 or higher (undergraduates) or, cumulative GPA of 3.0 or higher (graduate students).
2. Successful completion of at least 75% of all attempted coursework for all periods of enrollment (cumulative), even those for which the student did not receive financial aid.
3. Total attempted hours not to exceed 125% of the published length of the program of study.

Financial Aid Termination

Students who do not meet the requirements for SAP will be placed on Financial Aid Termination. This means that students will not be eligible for any type of federal, state or institutional aid until they have returned to Satisfactory Academic Progress or submitted an appeal to the Office of Financial Assistance for possible reinstatement.

Conditions for Reinstatement

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

Appeals for the reinstatement of financial aid eligibility must include:

1. The student must complete the Satisfactory Academic Progress Appeal Form available in the Office of Financial Assistance.
2. A letter from the student documenting the extenuating circumstances; for example, personal illness, medical problems, or death in the family. 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 which 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. This information can be included on the Termination Review Form.

Students whose appeals are approved will be required to agree to an academic plan and must meet the SAP requirements or be meeting the requirements of the academic plan by the end of the following semester in order to continue receiving financial assistance. Students who are meeting neither requirement by the end of the next semester will be placed on Financial Aid Termination and will not be eligible for further aid until they are once again meeting the initial SAP requirements.

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:

1. Students may attend UIW without financial assistance until they meet the SAP requirements for both cumulative GPA and cumulative completion requirements.
2. Apply for various alternative loan programs available to help meet the costs of tuition.

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XI. University Services

The commitment made by the University of the Incarnate Word 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 students in the process of development and to enable them to make the best possible use of university experience.

Counseling Services

<http://www.uiw.edu/counseling/index.html>

Phone (210) 832-5656

The ever-challenging demands of growth, change, and the expanding horizons of learning are at times stressful, and often require an adjustment of attitudes and coping skills. We are here to help you succeed! Our staff of professional counselors are dedicated to helping you reach your goals.

The services offered by the Counseling Center include individual/couples/family counseling, referral to needed mental health resources, crisis assessment, learning assessment, and assessments for social-emotional fitness to practice in the health care professions and other fields. The counselors can help with a variety of concerns including adjustment to university life, stress management, treatment of mental health or emotional issues, grief and loss, eating disorders, substance abuse, and many more.

It is the Center's philosophy that each person should be encouraged and given the opportunity to take responsibility for his/her own decision-making process and lifestyle. The Counseling Center staff facilitate this process in an environment of outstanding and confidentiality through personal counseling. Our counselors are also available to provide a variety of psychoeducational workshops, faculty/staff training, and outreach. Consultation services are also available to faculty, staff, and administrators.

Counseling services are available to students enrolled at the University of the Incarnate Word and its affiliate high schools. There is no cost for the first 12 annual counseling services for students beginning September 1, 2018 through the end of August 31, 2019. After the first 12 sessions, students may continue services by using their health insurance and will be required to pay their insurance copay unless they qualify for an exception. The counseling center also provides access to a part time psychiatrist who bills insurance for evaluation and medication services. Psychiatric services are also available to any students enrolled at the University of the Incarnate Word with the exception of students enrolled at the Osteopathic School of Medicine.

Location & Hours

The Counseling Center has offices on three different campuses.

Broadway Campus: Administration Building, Suite 438: **Hours:** Mon–Thurs. 8 a.m. – 6 p.m., Fri. 8 a.m.–5 p.m.

School of Osteopathic Medicine, Room B151: **Hours:** Mon.–Fri. 1:30 p.m.–5 p.m.

School of Physical Therapy: Room 1146: Wed. 1 p.m.–5 p.m.

Dining Services

<https://uiwdining.sodexomyway.com/index.html>

The University of the Incarnate Word offers several locations for food service.

Campus Dining and Coffee Shop

The main dining facilities are located in the Student Engagement Center and provide a variety of food options for one “all you care to eat” price: home-cooked entrees, salad bar and soup, pizza, the grill, and vegetarian entrees.

Hortencia’s Café, located in the Administration Building, features Chick-fil-A, deli sandwiches and prepared salads, fresh baked pastries and convenience items.

Luciano Pizzeria is located inside the Student Engagement Center and serves delicious and authentic Italian pizzas and cuisine.

Finnegan’s Coffee Shop, located in the J. E. and L. E. Mabey Library, offers Starbucks coffee and tea, an assortment of bottled beverages, gourmet sandwiches, salads, pastries and desserts.

Health Services

<http://www.uiw.edu/health>

The Health Services Primary Care Clinic provides health services that focus on primary prevention care, health education and counseling, care for illnesses and injuries, the maintenance of health records, and assistance with the university insurance plan. Cost: Co-payment or appropriate fee is due at time of visit and is based on the insurance carried by the patient.

Health Insurance

<http://www.uiw.edu/health/hinsurance.html>

All students enrolled full time are automatically billed for Health Insurance through the university’s health insurance plan. Students with private insurance must submit an Insurance [WAIVER FORM](#) online to the Insurance Carrier prior to the 10th class day. No refunds for the health insurance plan will be made unless the waiver requirement has been met. International students are not permitted to waive the university’s health insurance plan.

Immunizations

<http://www.uiw.edu/health/immunizations.html>

The university recommends that all full-time students who live in on-campus housing and all F-1 International Students provide a health history and immunization records upon enrollment. Recommended immunizations include a Tetanus-Diphtheria (Td), two Measles Mumps and Rubella (MMR) and a Polio series if less than 18 years of age. International students and those born outside of the United States are also required to have a Tuberculosis skin test (PPD), which is available in Health Services for a nominal fee. The results of the skin test must be within one year of starting at UIW. If the PPD is positive, then a chest X-ray within one year of admission is required.

Meningitis Vaccine Law

<http://www.uiw.edu/health/meningitischange.html>

All entering students **under the age of 22** by the first day of the start of the semester must provide a certificate signed by a health care provider or an official immunization record verifying proof of vaccination, or booster vaccination, against bacterial meningitis during the five years preceding admission to the University of the Incarnate Word. Entering students are defined as

- New or transfer students, and
- Students who attended any institution of higher education and who are enrolling or re-enrolling following a break of at least one fall or spring semester.

Students who will be living in residence halls must provide documentation at least 10 days prior to move-in. If you are a commuter student, you must comply with this law in order to register.

Note: The vaccine must be received at least 10 days before the first day of the semester and is available through UIW Student Health Services, or from primary care physicians, local health departments, convenient care centers and many drugstores. Pricing will vary.

Please visit UIW's [detailed immunization requirements](#) or the [college vaccine requirements](#) from the Texas Department of State Health Services.

Exemptions:

A student, or a parent or a guardian of a student, is not required to submit evidence of receiving the vaccination against bacterial meningitis if the student, or parent or guardian of a student, submits to the institution:

- An affidavit or a certificate signed by a physician duly licensed to practice medicine in the United States, in which it is stated that, in the physician's opinion, the vaccination would be injurious to the health and well-being of the student; or
- An affidavit signed by the student stating that the student declines the vaccination for bacterial meningitis for reasons of conscience, including religious belief. Students use the [form](#), Affidavit Request for Exemption from Immunizations for Reasons of Conscience, from the Texas Department of State Health Services.
- Students enrolled only in online courses or in classes at a distance education site are also exempt.

A detailed description of exemptions is available online at [college vaccine requirements](#).

Additional information about meningitis is available from the [National Meningitis Association](#), including information on

- Symptoms and consequence of the disease;
- How the disease is transmitted;
- Available treatments for the disease;
- Availability, effectiveness, and possible risks/side effects of the vaccine and treatments for the disease;
- Sources of additional information regarding the disease.

Intramural Activities

<http://www.uiw.edu/intramurals>

The University of the Incarnate Word provides a wide range of physical activities through intramural and recreation programs. Many individual, dual and team activities are offered in the intramural, recreational, and club sports programs, although participation in club sports is for students only. Students, faculty and staff can participate in 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.

Ann Barshop Natatorium

<http://www.uiw.edu/natatorium>

Designed to host international and NCAA swimming events, the Ann Barshop Natatorium has an indoor, 25-meter by 25-yard pool, which is temperature-controlled year-round at 80-82°. Lap lanes, water aerobics and swim classes are offered throughout the week. Amenities include locker rooms and sunning decks.

Henrich Center for Fencing and International Sports

The University of the Incarnate Word Henrich Center for Fencing and International Sports is a state-of-the-art fencing center and multi-sport court training facility. The Center has eight competition fencing strips that can host a combination of local, regional and international competitions. The Center provides for activity and diversity, serving Bexar County and University of the Incarnate Word communities. For information, visit <http://www.uiw.edu/fencing/>, or contact the Henrich Center Facility Coordinator at 210-832-5686.

Intramural Sports

<http://www.uiw.edu/intramurals/index.html>

Intramural sports include, among others, flag football, basketball, golf, softball, bowling, racquetball, volleyball and whiffleball. For information and to sign up, visit the intramural activities table at the Activities Fair, held at the beginning of each semester. Participants can also [sign up](#) for intramurals online or visit the Wellness Center or Natatorium. The sign-up periods end one week before the event start date.

Club Sports

<http://uiw.edu/clubsports/index.html>

Club Sports advances common interest in a sport through participation and competition. Participation is strictly voluntary. Activities available include women's and men's basketball, women's volleyball, men's lacrosse, and coed triathlon. These interests can be competitive, recreational or instructional in nature, and clubs may represent the university in intercollegiate competition or conduct intra-club activities such as practice, instruction, social, and tournament play. For eligibility and other information visit the [Club Sports](#) FAQ page.

Career Services & Professional Development

<http://www.uiw.edu/career>

The Office of Career Services offers a variety of programs to help UIW students and alumni to seek professional employment. Program staff guide students and alumni in developing effective job seeking skills, including cover letter writing, resume development, and interviewing. For those uncertain about their career aspirations, assessments are available to help identify appropriate majors. The office also coordinates internship opportunities with the academic programs.

Security and Parking

<http://www.uiw.edu/police>

The UIW Police Department is a professional agency, with commissioned police officers licensed by the State of Texas, which provides services to enhance the safety and security of the UIW community. The Campus Police Department is responsible for the enforcement of state law and university policies including, but not limited to, parking, traffic control, building access, student conduct, and special events.

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

All automobiles parked on campus must display a UIW parking permit as described in the UIW Parking and Traffic Regulations. These regulations are available by visiting <http://www.uiw.edu/busoff/parking.html>. Students can [request a permit](#) online. Failure to appropriately display the parking permit as described in the UIW Parking and Traffic Regulations is cause for the vehicle to receive a ticket.

Click [here](#) to register your vehicle online through the BannerWeb self-service site. Login to secure area and follow instructions to access Cardinal Cars.

1. Enter User ID: (student or employee ID#)
2. Enter PIN: (if you need assistance, contact the Business Office)
First time users: PIN is Date of Birth (MMDDYY)
3. Click Login.
4. Open Vehicle Registration.
5. Open Cardinal Cars.
6. Read the Parking Rules and Regulations and the Vehicle Registration Disclaimer.
7. Click on Parking Permits.
8. Select a permit from the dropdown box and click Continue.
9. Here you will enter your vehicle information; if your vehicle is listed from a prior year, check the check box next to the vehicle.
10. At the bottom of the screen add your vehicle information and click Add Vehicle.
11. When you are asked to verify the vehicle information just entered, click OK.
12. If you have more than one vehicle repeat steps 11 – 12. (Please be aware you will only receive one permit for all vehicles and must transfer permit to vehicle on campus.)
13. After adding all of your vehicles, click the select box next to each vehicle to be assigned to the permit.
14. Click Permit Selection, and verify the permit selected, click OK.
15. The Temporary Permit will be displayed; scroll to the bottom and print a copy. (Printing of temporary permit can only be done at the time of Online Vehicle Registration.)
16. Click Parking Home.
17. At the top of the page click Self-Service Banner to return to the Self-Service Menu.

18. Click Vehicle Registration.
19. Select Cardinal Cars Payroll Deduction Form (to be submitted to the Business Office) or contact the Business Office to make your payment.
20. Once completed, your designated decal will be mailed to your permanent address on file.

All student accounts will continue to be charged for parking based on enrollment status. If you do not order a decal, a credit for the parking charge will occur after the 100% drop date.

Handicap and motorcycle permits must be purchased in the Business Office.

Parking regulations will be strictly enforced. Violators will be ticketed and charged. Repeat violation may result in the towing or immobilization 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.

For more information on parking and parking permits access the Cardinal Cars link through your Banner Web account.

Student Disability Services

Disability Accommodations

The University of the Incarnate Word is committed to providing a supportive, challenging, diverse and integrated environment for all students. In accordance with Section 504 of the Rehabilitation Act–Subpart E, Title III of the Americans with Disabilities Act (ADA), and Title III of the ADA Amendments Act of 2008 (ADAAA), the university ensures accessibility to its programs, services, and activities for qualified students with documented disabilities. To qualify for services, the student must provide Student Disability Services with the appropriate documentation of his or her disability at the time services and/or accommodations are requested.

Pregnancy Accommodations

Under the Department of Education's (DOE) regulations implementing Title IX of the Education Amendments of 1972, the University does not discriminate against any student on the basis of pregnancy or pregnancy related conditions.

To request reasonable accommodations for disability, temporary disability (e.g., injury, surgery) or pregnancy, please contact:

Student Disability Services
4301 Broadway CPO 295
Administration Building – Suite 51
San Antonio, TX 78209
(210) 829-3997 phone
(210) 283-6329 fax
www.uiw.edu/sds

Student Housing

University housing is available for full-time and part-time students on a space-available basis, with priority given to full-time students. Nine residence halls are provided: Clement Hall, Skyview Hall,

Dubuis Hall, St. Joseph Hall, Agnese-Sosa Hall, Hillside Hall, Joeris Hall, McCombs Hall, and Watson Lofts. In addition, the Village of Avoca Apartments provide four-person suites. All halls are air-conditioned and equipped with lounges, laundry facilities, and TV rooms. A room may be reserved by completing the online housing agreement and application, and \$225.00 housing deposit.

All residence hall students will be required to purchase a meal plan each semester. Room assignments are made based upon application and deposit dates without regard to race, creed, or national origin. Although most students have roommates, some single rooms are also available.

Professionally trained staff and graduate and undergraduate student Resident Assistants supervise and oversee the residence halls. The university issues *Guidelines for Community Living in the Residence Halls*, a publication which provides students with information and policies regarding the residence halls.

During some holidays and semester breaks, the residence halls close at 3:00 p.m. on the last day of classes until noon on the day preceding resumption of class breaks. Housing during these periods will be provided for an additional charge. Housing is available during the summer session.

More information on student housing is available by contacting the Director of Residence Life in the Campus Life Office or visiting Residence Life at <http://www.uiw.edu/housing/>.

Student Campus ID

The Cardinal ID is provided to all UIW students. Students must show a current UIW schedule and a photo ID (Driver's license, Passport, or other official ID) to obtain the Cardinal ID Card. This card enables students 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, theatre, athletic, and other UIW 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 \$15.00. 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.

University Events and Student Programs

Inherent in the development of each student is the opportunity to learn leadership skills and to participate in campus activities. The [Student Life office](#), located in the Student Engagement Center, 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.

Graduate students are invited to create student organizations or join currently active clubs, including the Business Club and the Doctoral Student Association. Graduate students are also invited to join any of the existing student organizations, including Greek Letter organizations. Information can be found on our [website](#) or by calling 210-829-6034. There may also be opportunities for Graduate Assistant positions including Student Center Manager, Greek Life Coordinator, or Student Organizations Coordinator

University Mission and Ministry

<http://uiw.edu/ministry/>

Mission Statement

The purpose of University Mission & Ministry is to make visible and tangible the Incarnate Word of God in the university. We do this by engaging university life through prayer, liturgy, outreach, faith development, and pastoral care. While expressing a Catholic identity and the Incarnational spirituality of the founding Sisters, we are enriched by the religious tradition of each individual. Mission & Ministry seeks to empower this community to live the Gospel of Jesus Christ by facilitating initiatives of service, peace, and justice.

Worship

A variety of styles—formal and informal, Catholic and Interdenominational—provide opportunities for students to develop ministry and leadership skills and to participate fully in prayer on campus. You are invited to be a part of our worship ministries—Liturgical Ministries for those who are Catholic (Readers, Altar Servers, Extraordinary Ministers of Communion, and Hospitality); Praise Team for our interdenominational worship services and our Music Ministries which serves both our Catholic and interdenominational worship. There are also opportunities to prepare for the Sacraments of Initiation: Baptism, Confirmation, and the Eucharist.

Personal and Spiritual Growth Opportunities

Our student Ministry Interns plan and lead all our programs—providing for you many opportunities for personal and spiritual growth. Some of those opportunities include: Residence Hall Ministry, Breathe (weekly prayer experience), Bible studies, peace and justice initiatives, community service, SALVE Fall Retreat, Breathe Spring Retreat and much more. Students can become a part of Mission and Ministry by simply attending events or by formally signing up with a team member.

Community Service

Mission and Ministry is a resource for community service opportunities. Mission and Ministry also provides opportunities that broaden a student's educational experience. Meet the Mission and the Alternative Spring Break Program provide experiential learning through service in our local and state communities as well as international sites.

XII. Course Descriptions

H-E-B SCHOOL OF BUSINESS AND ADMINISTRATION

Accounting (ACCT)

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. Prerequisites: 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. (Fall, 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 6333 Problems in Tax Practice

This course is designed to enable students to become proficient in tax research, analysis and development of solutions to common problems found in individual tax practice, to develop skills in analyzing tax law in order to construct alternative solution to tax problems, and to draw and defend conclusions from a prepared tax return. (Spring)

ACCT 6334 Forensic Accounting

This course is designed to provide an understanding of the practical requirements in the practice of forensic accounting as well as exploring research and publications in the field of forensic accounting. It is intended for students who wish to study Forensic accounting dealing with the use of accounting methodologies and techniques in activities related to the court system.

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.

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 6339 Business Communication

This course is a comprehensive study of current practices in business communications. Topics include: Business Writing Principles; Creating and Understanding Technical Communication Related to the Profession; Acquiring the Tools of Technical Communication Techniques for Co-Workers & Clients; Creating Effective Documents & Presentations; Developing and Communicating Evidence-Based Conclusions & Recommendations; Culture and Communication; The Role of Language in Intercultural Communication; and Organizing Messages to Other Cultures. (Fall, Spring)

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. (Spring & 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 and Fall)

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 & Fall)

ACCT 6343 International Financial Reporting Standards, Accounting

An in-depth review of the International Financial Reporting Standards (IFRS).

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. (Spring & 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. The course emphasizes development of the auditor's skill in conducting research through such sources as the AICPA's Statements on Auditing Standards, SEC litigation releases, state and Federal case law, and PCAOB regulations. (Spring & Fall)

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 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 Barron's. The course emphasizes both the practical and ethical issues of the practice of accounting. (Spring & Fall)

ACCT 6388 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. (Spring & Fall)

ACCT 6355 Estate, Trust, and Gift Taxation

This course provides comprehensive coverage of estate, trust, gift, and generation skipping taxation. Other topics may include U.S. estate planning and current events in taxation.

Economics (ECON)**ECON 6311 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. Prerequisites: Principles of Macroeconomics (ECON 2301), Microeconomics (ECON 2302), Quantitative Techniques (BMGT 3371), or comparable courses. Same as ECON 7311. (Fall, Spring)

ECON 6312 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. Same as ECON 7312. (Fall)

ECON 6314 Price & Income Theory

The purpose of this course is to survey the principal models that have been developed by macroeconomists to explain the aggregate behavior of free-market economies and to investigate the implications of those models for policy-making decisions. In particular, it is concerned with how to model the determination of aggregate income, wages rates, exchange rates, inflation rates, interest rates, trade balances and unemployment levels over long and short time horizons. In addition, attention is given to the issue of how key macroeconomic aggregates are measured in practice.

ECON 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. Prerequisites: Principles of Macroeconomics (ECON 2301), Microeconomics (ECON 2302), Quantitative Techniques (BMGT 3371), or comparable courses. Same as ECON 6311. (Fall, Spring)

ECON 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. Same as ECON 6312. (Fall)

Finance (BFIN)**BFIN 6320 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. Same as BFIN 7320. (Fall, Spring, Summer)

BFIN 6321 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.

Prerequisites: Principles of Financial Management (BFIN 3321), International Business Management (BINT 3331), or comparable courses. Cross-referenced with BINT 6321. Same as BFIN 7321. (Spring)

BFIN 6330 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). Same as BFIN 7330.

BFIN 6340 Econometrics for Finance

Econometrics for Finance is the integration of finance and statistical analysis. This course seeks to introduce students to statistical techniques that are appropriate for analysis of financial data. Emphasis is placed on the use of econometric software when analyzing data.

BFIN 6385 Investment Seminar

Practical application of financial and investment techniques using computers, software, and sound financial judgment. Prerequisite: Financial Management (BFIN 6320). Same as BFIN 7385. (Fall)

BFIN 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. Same as BFIN 6320. (Fall, Spring, Summer)

BFIN 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.

Prerequisites: Principles of Financial Management (BFIN 3321), International Business Management (BINT 3331), or comparable courses. Cross-referenced with BINT 6321. Same as BFIN 6321. (Spring)

BFIN 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). Same as BFIN 6330.

BFIN 7385 Investment Seminar

Practical application of financial and investment techniques using computers, software, and sound financial judgment. Prerequisite: Financial Management (BFIN 6320). Same as BFIN 6385. (Fall)

Healthcare Administration (HADM)**HADM 6088 Health Administration Internship**

The formal Graduate Assistantship (GA) experience provides the student an opportunity to apply acquired academic knowledge, enhance skills and continue learning through the supervision of an experienced health care professional. The GA is a structured learning environment that allows the student to experience the roles and responsibilities of the health care administrator/manager while gaining an understanding of the organizational dynamics of a real-world health care organization. At the GA location, students will be expected to effectively integrate their efforts within the existing organizational setting. The GA is a required component of the health administration curriculum; however, no credit is awarded. (Fall and Spring)

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. (As required)

HADM 6302 Healthcare Economics

This course orients students to the economic variables that influence market performance, management decision making, and the formulation, implementation and evaluation of policy within the health services industry. (Spring)

HADM 6303 Population Health and Epidemiology

This course introduces students to the principles of epidemiology as a diagnostic discipline of population health and a framework for evaluating the efficiency and effectiveness of resource allocation related to the triple aim of a) improving population health, b) improving the healthcare experience, and c) decreasing per capita costs. Emphasis is placed on understanding epidemiological information, the concept of risk, and the tools used to evaluate health problems and policies at a population level. The purpose of this course is to familiarize the student with the role of monitoring population health and how epidemiology relates to health needs assessment, health promotion, the measurement of health care effectiveness, and the formulation, implementation and evaluation of public policy. Students will become familiar with existing data systems in the U.S. that allow population health monitoring and different methods for analyzing data. (Fall)

HADM 6305 Healthcare Finance I

The overall focus of this course is to better understand the role of financial management in the delivery of healthcare, to better manage financial information, and to make smarter financial decisions. This course is designed to expose students to the field of financial and managerial accounting and financial management in healthcare organizations. Emphasis is placed on the skills and competencies necessary for effective health services financial management and accounting as well as the functions performed by, and roles required of, middle level managers. The course will cover the basic principles, concepts, and methods used in the generation of accounting data for financial statement preparation and interpretation; asset, liability, and owner's equity valuation and their relationship to income determination; using accounting information in organizations for planning, leading, controlling and decision-making; volume-cost-profit analysis, budgeting and cost/revenue variance analysis and decision-making; cost management, apportioning methods and break even analysis. (Fall)

HADM 6306 Healthcare Finance II

This course introduces concepts and develops skills in financial planning and controlling functions including time value of money, pro forma statements, and financial condition analysis. Additional coverage of contemporary financial management topics includes capital budgeting, capital structure analysis, working capital and revenue cycle management, and financial risk. The course content is designed to give health administration managers the skills and abilities to analyze the financial implications of day to day operational decisions. The financial topics covered in this course provide the necessary foundation for understanding and managing the financial aspects of the modern healthcare organization. This course further builds upon the accounting and financial knowledge gained in HADM 6305 and provides the foundation for subsequent courses in the healthcare management curriculum. (Spring)

HADM 6311 Human Resource Management in Healthcare

This course introduces students to the fundamental principles of human resources management with a focus on issues confronting health care administrators. Emphasis is placed on the competencies necessary for effective recruitment, training, compensation, evaluation, retention, evaluation, and development of human resources within the healthcare industry. Special attention is given to issues related to the clinical workforce. (Spring)

HADM 6315 Information Systems Management in Healthcare

This course introduces students to the fundamental principles of collecting and analyzing data for the production of information that supports management operations, planning, and decision-making within healthcare organizations. (Fall or Spring)

HADM 6330 Health Law

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. (Summer)

HADM 6340 Quality and Continuous Improvement in Healthcare Organizations

The purpose of this course is to guide and facilitate the development of the attitudes, practices and skills necessary for effective continuous improvement within healthcare organizations. After completion of the course students should understand the role and responsibilities of health care managers as they relate to quality, patient safety and continuous improvement and be able to apply the principles and tools of continuous improvement as they pertain to the delivery of healthcare. Specifically, students should be able to analyze and improve organizational processes that impact patient care using the principles and tools of patient-centered continuous improvement. (Spring)

HADM 6350 Quantitative Analysis for Healthcare Managers

This course introduces students to research method techniques and common statistical applications of importance to healthcare managers. Emphasis is placed on the study of statistical techniques for problem-solving and decision-making including the theoretical and applied statistical and quantitative skills required to understand, conduct, and evaluate managerial research. (Summer)

HADM 6360 Managing Healthcare Organizations

The purpose of this course is to provide the student an understanding of management principles for the purpose of achieving health services organizational goals and objectives. Emphasis is placed on the skills and competencies necessary for effective health services management as well as the

functions performed by, and roles required of, middle-level managers. Critical skills, competencies and roles covered in the course include those related to motivation, leadership, conflict management, negotiation, problem solving, power and influence, communication, coordination and support service management. Course topics are discussed and explored within the context of key organizational dimensions including environment, structure, process, human resources, performance and adaptability. (Fall)

HADM 6370 Healthcare Marketing Management

This course presents students with the concepts and practices of marketing management within the health care industry. The course develops a comprehensive approach to translating the strategic plan of the health care organization into a functional marketing plan that can be implemented in an effective manner to increase the market share of the target public. The course content provides the student with an understanding of the components and functions of marketing management within an integrated management framework. The course focuses on the components and functions of marketing management including product development, pricing, promotion, distribution, consumer behavior, budgeting and target market analysis. Students are required to integrate concepts from other courses into their course work. (Spring)

HADM 6375 Healthcare Strategic Management

The objective of this course is to provide students with current knowledge and skills regarding strategic thinking, planning and management within healthcare organizations. Approaches for conducting environmental assessment and internal analysis are discussed. The integration of strategy, structure and administrative systems is stressed. Students apply strategic management concepts through analysis of organizations, applied projects and special classroom assignments. Application is accomplished through a combination of case study, lecture and participation in class discussion. Completion of projects and assignments requires students to integrate techniques and concepts from this and other program courses. (Fall)

HADM 6380 Healthcare Policy

This course presents a comprehensive model of health policy and analysis to include its major objectives and methods and its relationship to the field of health services research. An organizing framework is provided that integrates concepts and methods from the fields of epidemiology, economics, ethics, political science, and related disciplines. Course content covers the essential elements of healthcare policymaking, the impact of health policies on the health of individuals and populations, the political trade-offs and social dimensions of policy making, and how future healthcare policy is likely to be affected by the political marketplace and the economy. Prerequisites: HADM 6302 and HADM 6303 (or equivalent courses) or permission of the instructor. (Fall)

HADM 6390 Leadership in Healthcare Organizations

The purpose of this course is to guide and facilitate the development of the attitudes, practices and skills necessary for effective leadership within the health services industry, with an emphasis on the roles and functions of middle-managers. Competencies and roles covered in the course include those related to critical thinking and analysis, professionalism, motivation, accountability, organizational awareness, conflict resolution, negotiation, innovation, change management, collaboration, influence and communication. (Fall)

HADM 63CS Health Administration Capstone

The purpose of this course is to provide students the ability to synthesize the array of management principles and skills acquired during their MHA course of study. The capstone experience will provide the students the ability to critically analyze and compellingly communicate on a current management issue. The class is conducted as a consulting project in which the student works as part of a project team serving a client with specific needs. All students participate in the team as associate members and the professor serves as the team's senior partner. While the professor will be available to provide guidance and assist the student, this is an opportunity to utilize individual talents and make the decisions necessary to produce a tangible and meaningful product for a client in an existing healthcare organization. Serving in a senior partner role, the professor will help to scope the project(s), ensure adequate breadth and depth of analysis, ask the tough questions, and ensure that the final product adds value to the client and enhances the reputation of the client organization and the University of the Incarnate Word. The professor will also serve as a quality assurance check at different stages of the consulting engagement including the final report and client out-briefs. (Spring)

Management Information Systems (MIS)**MIS 6315 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: Introduction to Information Systems (MIS 2321) or a comparable course. Same as MIS 7315. (Fall, Spring).

MIS 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: Introduction to Information Systems (MIS 2321) or a comparable course. Same as MIS 6315. (Fall, Spring).

International Business (BINT)**BINT 6311 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. Prerequisites: International Business Management (BINT 3331) and status as international student. Same as BINT 7311. (Fall, Spring)

BINT 6312 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), or comparable courses. Cross-referenced with ECON 6312. Same as BINT 7312. (Fall)

BINT 6321 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. Prerequisites: Principles of Financial Management (BFIN 3321), International Business Management

(BINT 3331) and status as international student. Cross-referenced with BFIN 6321. Same as BINT 7321. (Spring)

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. Prerequisites: 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 6339 Business Communication (See ACCT 6339)****BINT 6361 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. Same as BINT 7361. (Spring)

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 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

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)

BINT 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. Same as BINT 6311. (Fall, Spring)

BINT 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), or comparable courses. Cross-referenced with ECON 6312. Same as BINT 6312. (Fall)

BINT 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. Prerequisites: Principles of Financial Management (BFIN 3321), International Business Management (BINT 3331) or comparable courses. Cross-referenced with BFIN 6321. Same as BINT 6321. (Spring)

BINT 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. Same as BINT 6361. (Spring)

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 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. Same as BLAW 7372. (Fall)

BLAW 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. Same as BLAW 6372. (Fall)

Management (BMGT)**BMGT 6311 Human Resource 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. Same as BMGT 7311. (Fall, Spring, Summer)

BMGT 6334 Sustainability Performance and Reporting (See ACCT 6334)**BMGT 6339 Business Communication (See ACCT 6339)****BMGT 6340 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. Same as BMGT 7340. (Fall, Spring, Summer)

BMGT 6370 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. Same as BMGT 7370.

BMGT 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.

BMGT 6380 Quantitative Methods in Business

This course is an introduction to 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. Prerequisites: Analytical Decision Making in Business II (BMDS 3371), and Business Research and Analysis (BMGT 6340). Same as BMGT 7380. (Fall, Spring, Summer)

BMGT 63CS (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. Same as BMGT 73CS. (Fall, Spring, Summer)

BMGT 7311 Human Resource 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. Same as BMGT 6311. (Fall, Spring, Summer)

BMGT 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. Same as BMGT 6340. (Fall, Spring, Summer)

BMGT 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. Same as BMGT 6370.

BMGT 7380 Quantitative Methods in Business

This course is an introduction to 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. Prerequisites: Analytical Decision Making in

Business II (BMDS 3371), and Business Research and Analysis (BMGT 6340). Same as BMGT 6380. (Fall, Spring, Summer)

BMGT 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. Same as BMGT 63CS. (Fall, Spring, Summer)

Marketing (BMKT)**BMKT 6311 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. Same as BMKT 7311. (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)

BMKT 6334 Services Marketing

Examines the application of marketing principles to the marketing of services in both profit and nonprofit organizations. Analysis of how services marketing differs from goods marketing and how services marketers can effectively manage the elements of service delivery to enhance service quality and customer satisfaction. Prerequisite: BMKT 6311.

BMKT 6334 Services Marketing

Examines the application of marketing principles to the marketing of services in both profit and nonprofit organizations. Analysis of how services marketing differs from goods marketing and how services marketers can effectively manage the elements of service delivery to enhance service quality and customer satisfaction. Prerequisite: BMKT 6311.

BMKT 6355 Digital Media for Marketing

Examines the digital media applications and tools employed in Marketing to identify and solve strategic customer-centered challenges. Explores the wide range of emerging technology-driven skill sets of critical importance for strategic marketing success. Personal laptops will be employed in each class session. Prerequisite: BMKT 6311.

BMKT 6365 Brand Management

Examines the strategies employed and decisions made by organizations to build and cultivate brands, and measure and manage brand equity over time. Explores the role played by brands in influencing consumers' choices and fostering brand loyalty, and investigates how to more effectively manage such brands. Prerequisite: BMKT 6311.

BMKT 6375 Marketing Research

Examines the systematic design, collection, analysis, and reporting of data relevant to the marketing function within the organization. Emphasis on survey methodology, questionnaire design, sample selection, fieldwork, tabulation, statistical analysis of data and report writing. All phases, from problem definition to presentation, are examined. Prerequisite: BMKT 6311.

BMKT 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. Same as BMKT 6311. (Fall, Spring)

DREEBEN SCHOOL OF EDUCATION**Adult Education (ADED)****ADED 6370 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 on the process of applying for and managing employment, full or part-time, in academic context. Prerequisite: ADED 6381. Same as ADED 7370.

ADED 6381 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. Same as ADED 7381.

ADED 6382 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. Prerequisite: ADED 6381 Same as ADED 7382.

ADED 6384 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. Same as ADED 7384.

ADED 6385 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. Same as ADED 7385.

ADED 6386 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. Same as ADED 7386.

ADED 6387 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. Same as ADED 7387.

ADED 6388 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. Same as ADED 7388.

ADED 6390 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 Adult Learning and Development, approval of program advisor. Same as ADED 7390.

ADED 6398 Independent Study**ADED 6399 Selected Topics in Adult Education****ADED 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 on the process of applying for and managing employment, full or part-time, in academic context. Prerequisite: ADED 6381. Same as ADED 6370.

ADED 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. Same as ADED 6381.

ADED 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. Prerequisite: ADED 6381. Same as ADED 6382.

ADED 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. Same as ADED 6384.

ADED 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. Same as ADED 6385.

ADED 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. Same as ADED 6386.

ADED 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. Same as ADED 6387.

ADED 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. Same as ADED 6388.

ADED 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. Prerequisites: ADED 6381 Adult Learning and Development and approval of program advisor. Same as ADED 6390.

Early Childhood Education (EDEC)**EDEC 6305 The Developing Child**

The course is designed to prepare students to understand the normal development sequence of children in the early childhood years including the normal sequence of physical, cognitive (including language), motor and social and emotional development during the early childhood years.

EDEC 6310 Programs and Trends in Early Childhood Education

This course explores the philosophy, content, environment, instructional materials and activities appropriate for children ages 3 to 8 years. It also focuses on the current research and issues and trends in early childhood education.

EDEC 6324 Developmentally Appropriate Curriculum & Environment for the Young Child

This course examines the curriculum of the early childhood classroom (ages 3-6) including best practices application in the teaching of literacy, the understanding and integration of child development and play into the early childhood curriculum, and the design of developmentally appropriate classroom environments. Both practical and theoretical knowledge applications are developed.

EDEC 6335 Balanced Literacy in Early Childhood

This course examines literacy approaches in early childhood settings with a primary focus on best practices in the balanced literacy approach. Applied research techniques appropriate to literacy will be emphasized throughout the course. Same as EDEC 7335.

EDEC 6339 Applied Research in Play

This course includes the history of children's play, theories and major theorists of play, and current issues in play. The student will use applied research techniques to investigate past and present issues in play.

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.

EDEC 7335 Balanced Literacy in Early Childhood

This course examines literacy approaches in early childhood settings with a primary focus on best practices in the balanced literacy approach. Applied research techniques appropriate to literacy will be emphasized throughout the course. Same as EDEC 6335.

Educational Leadership (EDLD)**EDLD 6347 Principalship**

This course focuses on the K-12 school leader's personal characteristics and attributes. Areas of study include effective communication, formulating vision and mission, time management, problem analysis, valuing diversity and interview/presentation skills. Same as EDLD 7347.

EDLD 6348 School Leadership

This course prepares K-12 school leaders to effectively lead school wide programs, mandates and initiatives. Areas of study include particular state and federal education programs, leadership of professional development, academic master scheduling, ensuring effective counseling, school ethics leadership and organizational management. Same as EDLD 7348.

EDLD 6349 Instructional Leadership

This course provides contemporary instructional leadership elements necessary for K-12 school leaders to facilitate effective use of educational technologies, lead efforts in personalizing instruction for all learners in the school, foster learning community renewal, reflection, continuous improvement and encourage a collaborative school environment. Same as EDLD 7349.

EDLD 6350 School Finance, Policy and Law

This course provides the K-12 school leader with necessary knowledge and expertise in school law, the nature of legislation affecting schools, federal programs, budgeting fundamentals, human resources and mandated state programs. Same as EDLD 7350.

EDLD 6351 School/Home/Community Relations

This course provides the K-12 school leader with skills necessary to maximize effective relations with parents and guardians of students, and the community at large. Techniques to connect students' homes and the community with the school, including applications of relevant technologies, volunteerism, partnerships, fund-raising and media relations, are reviewed and analyzed. Same as EDLD 7351.

EDLD 6388 Leadership Practicum I

This course is the first of two practicum experiences in the school leadership doctoral specialization. Participants engage in school leadership activities at a school site, in order to practice at leading a learning community. Same as EDLD 7388.

EDLD 6389 Leadership Practicum II

This course is the second of two practicum experiences in the school leadership doctoral specialization. Participants engage in school leadership activities at a school site, in order to practice at leading a learning community. Same as EDLD 7389.

EDLD 7347 Principalship

This course focuses on the K-12 school leader's personal characteristics and attributes. Areas of study include effective communication, formulating vision and mission, time management, problem analysis, valuing diversity and interview/presentation skills. Same as EDLD 6347.

EDLD 7348 School Leadership

This course prepares K-12 school leaders to effectively lead school wide programs, mandates and initiatives. Areas of study include particular state and federal education programs, leadership of professional development, academic master scheduling, ensuring effective counseling, school ethics leadership and organizational management. Same as EDLD 6348.

EDLD 7349 Instructional Leadership

This course provides contemporary instructional leadership elements necessary for K-12 school leaders to facilitate effective use of educational technologies, lead efforts in personalizing instruction for all learners in the school, foster learning community renewal, reflection, continuous improvement and encourage a collaborative school environment. Same as EDLD 6349.

EDLD 7350 School Finance, Policy and Law

This course provides the K-12 school leader with necessary knowledge and expertise in school law, the nature of legislation affecting schools, federal programs, budgeting fundamentals, human resources and mandated state programs. Same as EDLD 6350.

EDLD 7351 School/Home/Community Relations

This course provides the K-12 school leader with skills necessary to maximize effective relations with parents and guardians of students, and the community at large. Techniques to connect students' homes and the community with the school, including applications of relevant technologies, volunteerism, partnerships, fund-raising and media relations, are reviewed and analyzed. Same as EDLD 6351.

EDLD 7388 Leadership Practicum I

This course is the first of two practicum experiences in the school leadership doctoral specialization. Participants engage in school leadership activities at a school site, in order to practice at leading a learning community. Same as EDLD 6388.

EDLD 7389 Leadership Practicum II

This course is the second of two practicum experiences in the school leadership doctoral specialization. Participants engage in school leadership activities at a school site, in order to practice at leading a learning community. Same as EDLD 6389.

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 6302 Introduction to Quantitative Research

This course will provide a basic introduction to quantitative research and statistical analysis across disciplines. This course will also help students learn the foundations of data management and displaying and describing data in quantitative research.

EDUC 6303 Counseling Techniques in Higher Education

This course provides an introduction to methods and strategies for counseling individual college students. It begins with the examination of major theories of counseling and psychotherapy. Same as EDUC 7303.

EDUC 6304 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. Same as EDUC 7304.

EDUC 6305 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. Same as EDUC 7305.

EDUC 6306 Philosophical Foundations in Education

An examination of the philosophical and theoretical foundations of learning and education from the classical era to contemporary authors. Same as EDUC 7306.

EDUC 6307 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. Same as EDUC 7307.

EDUC 6309 Legal Issues in Student Affairs

This course is designed to introduce students to the scope of administrative problems in higher education and their potential legal implications. The focus of this course is to assist students in understanding the legal parameters that frame institutional decision-making concerning students. Same as EDUC 7309.

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.

EDUC 6312 Writing for Publication

This course will enable students to critique and write scholarly papers using the APA Publication Manual. Students will be introduced to the submission and publication process and the expectations of prospective publishers. Same as EDUC 7312.

EDUC 6313 Teaching and Learning in Elementary Settings

Teaching and Learning in Elementary Settings is a professional development course in the elementary certification sequence. This course is an introduction and synthesis of learning theory, instructional strategies for teaching elementary school students, and classroom community-building and management. All content encompasses knowledge related to professional skills, values, and decision-making. In addition to the coursework, candidates must complete a field-based experience in partnership schools. Dates and details will be provided by the instructor. A district background check is required.

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 6316 Models of Teaching

This course explores how a variety of teaching methods are applied in the instructional settings. It provides a theoretical and practical examination of models of teaching based on student learning outcomes.

EDUC 6318 Disciplinary Literacy and the English Learner

This course explores disciplinary literacy concepts and instructional strategies with a special emphasis on supporting English Language Learners in the classroom. The cultural, linguistic and social factors of the individual student will be examined as a foundation for teaching. Special emphasis will be placed on literacy instruction.

EDUC 6317 Curriculum Design for Elementary Settings

Curriculum Design for Elementary Settings is a professional development course in the elementary certification sequence. This course is an introduction to discipline-specific curriculum and instructional strategies, student engagement and behavior management strategies, and designing sustained instruction. Students will also deepen their instructional design and teaching techniques to include scaffolding and differentiation. Exploring the history of curriculum and reviewing recent research on curriculum in the disciplines will also be an element of the course. In addition to the coursework, candidates must complete a field-based experience in partnership schools. Dates and details will be provided by the instructor. A district background check is required.

EDUC 6322 Assessment Tools for Teaching

This course is a study of assessment tools and procedures teachers need to effectively evaluate student learning and guide instruction.

EDUC 6325 Teaching and Learning in Secondary Settings

Teaching and Learning in Secondary Settings is a professional development course in the secondary (7-12) and all-level (EC-12) certification sequence. This course is an introduction and synthesis of learning theory, instructional strategies for teaching middle and high school students, and classroom

community-building and management. All content encompasses knowledge related to professional skills, values, and decision-making. In addition to the coursework, candidates must complete a field-based experience in partnership schools. Dates and details will be provided by the instructor. A district background check is required.

EDUC 6327 Curriculum Design for Secondary Settings

Curriculum Design for Secondary Settings is a professional development course in the secondary (7-12) and all-level (EC-12) certification sequence. This course is an introduction to discipline-specific curriculum and instructional strategies, student engagement and behavior management strategies, and designing sustained instruction. Students will also deepen their instructional design and teaching techniques to include scaffolding and differentiation. Exploring the history of curriculum and reviewing recent research on curriculum in the disciplines will also be an element of the course. In addition to the coursework, candidates must complete a field-based experience in partnership schools. Dates and details will be provided by the instructor. A district background check is required.

EDUC 6331 Seminar in Online and Blended Technology

This course is designed to advance the quality and effectiveness of teaching by expanding the teacher's knowledge of technology from each of three related perspectives: as a tool, medium, and setting for learning.

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 6334 Leadership and Administration in Student Affairs

This theory based course offers an overview of the field of student affairs with an emphasis on organizational leadership, supervision, and the mentoring of students in leadership positions. The emphasis is on applying theory to practice in the wide range of student services provided in higher education. Same as EDUC 7334.

EDUC 6336 Technology and Today's Learner

This course examines web-based, mobile, and multimedia elements including the utilization, creation, and editing of materials in the classroom. Students will be introduced to the construction of web-based activities and experience the use of digital media in learning and teaching environments. Course discussion will focus on instructional applications, ethical issues, and technological limitations in the context of serving learners with a wide range of abilities and skill levels.

EDUC 6338 Contemporary Issues in Organizational Leadership

This course examines current and emerging issues in leadership and trends impacting organizations. Students will be encouraged to analyze a variety of perspectives that an organizational leader in the 21st Century should be aware of, serving as guidelines for the ethically and socially conscious leader. Topics will vary as issues become relevant and may include content such as demographic shifts,

globalization, technology, decision making, communication, non-profit organizations, and other related areas. Same as EDUC 7338.

EDUC 6341 Developing Effective Training with Technology

This course will give educators and leaders valuable skills in making effective use of technology in developing, delivering, and evaluating training. In our rapidly changing environment the ability to present training that uses technology to inform, motivate, and prepare learners is crucial. The goal of this course is the understanding, planning and production of highly effective technology-rich training that meet institutional and organizational needs.

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 6344 Leadership and Technology

This course focuses on concepts and strategies necessary to step into a leadership role in the integration and application of technology and learning. This course is an overview of the role of leadership in enhancing organizations through the effective use of technology. In addition to providing an overview of how and why technology impacts organizations, emerging technological roles and expectations will be discussed.

EDUC 6346 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. (Same as EDUC 7346)

EDUC 6348 Applied Leadership and Followership

This course addresses current research of followership, its conceptual underpinnings, and the ongoing discourse on its contributions to organizational leadership. Dialogue and critical reflections on current and complex issues of field based leadership and followership are involved to elucidate the process by which followers or team members participate in natural leadership situations to reach organizational effectiveness and goal accomplishment. The course will also examine both personal and professional behaviors that constitute effective or exemplary followership.

EDUC 6351 Learning Technologies and Organizational Change

In this course, students design learning settings for the near future, incorporating cutting edge and emergent technologies into a plan for implementation. This course advances technical and procedural knowledge beyond that required in other courses in the program. Students explore the

internal and external workplace support systems and collaborators. Students are expected to incorporate work and ideas from the companion course, EDUC 6344 Leadership and Technology.

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 6357 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.

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 6372 The College Environment

This course examines theories of college student development and the contexts which foster that development. Emphasis is placed on creating learning environments for diverse student populations. Same as EDUC 7372.

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.

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 6383 Professional Seminar in Student Affairs

This course emphasizes synthesis, integration of theory, and application of prior coursework within the field of student services in higher education. Same as EDUC 7383.

EDUC 6394 Practicum in Student Affairs

This course provides practical experience in planning and delivering services to college students within the context of departments of student affairs. Seminar discussion topics include ethics, leadership, budgeting, and professional issues facing student affairs professionals. Same as EDUC 7394.

EDUC 6361 Clinical Teaching/Internship Seminar

This course is designed to examine the experiences, issues, and challenges that occur during the clinical teaching /internship placement. The various TExES Pedagogy and Professional Responsibilities (PPR) competencies will be examined and discussed in view of their applicability to the knowledge and skills required of the beginning teacher. Students enroll in this course concurrently with either (a) a semester-long clinical teaching placement under the supervision of a certified teacher and a university supervisor or (b) a year-long internship placement under the supervision of a mentor teacher and a university supervisor. As the culmination of a student's preparation, this course must be taken in the last semester (clinical teaching) or the last year (internship) of the student's program. Prerequisite: Admission to the Clinical Teaching/Internship cohort or the Internship cohort. Co-requisite: EDUC 63CS: Clinical Teaching or EDUC 66CS: Internship. This course is required for MAT certification students completing the program with a clinical teaching or internship placement. This course is pass/fail. All requirements must be satisfactorily completed in order to pass the course. May not be repeated for credit.

EDUC 6398 Independent Study**EDUC 6399 Selected Topics in Education.****EDUC 63CS Clinical Teaching**

This course is the last course in the professional development sequence required for Texas teacher certification. Students assume the role of clinical teachers and complete a full semester's placement under the supervision of a cooperating teacher and a university supervisor. Clinical teachers assume responsibilities of the professional educator and, therefore, will follow the campus' reporting expectations for all teachers, to include: professional development, faculty meetings, department planning, parent-teacher conferences, as well as all other required meetings and/or extracurricular events required by the cooperating teacher and/or the school administration. Placements are assigned by the UIW Field Placement Coordinator and the Director of Teacher Education. Candidates will be notified of reporting dates which align with the placement district's calendar (dates may vary from the UIW calendar). This class serves as the capstone course in the MAT degree and must be taken in conjunction with the Clinical Teaching/Internship Seminar in the final

semester of the professional development sequence required for Texas teacher certification. Throughout the placement, students will engage in an examination and analysis of teaching practices and professional expectations. The student must demonstrate proficiency in effective instructional design and delivery, classroom management, professional communication, and ongoing professional development.

EDUC 66CS Internship

This course is the last course in the professional development sequence required for Texas teacher certification. Students complete a teaching internship of one school year in which the intern is employed as a teacher of record and is jointly supervised by the University of the Incarnate Word and the school/district. Interns assume responsibilities of the professional educator and therefore will follow the campus' reporting expectations for all teachers, to include: professional development, faculty meetings, department planning, parent-teacher conferences, as well as all other required meetings and/or extracurricular events required by the school administration. This class serves as the capstone course in the MAT degree and must be taken in the last year of the student's program.

This course is completed in conjunction with the Clinical Teaching/Internship Seminar in the fall semester of the internship year. Throughout the placement, students will engage in an examination and analysis of teaching practices and professional expectations. The student must demonstrate proficiency in effective instructional design and delivery, classroom management, professional communication, and ongoing professional development. Prerequisites: Admission to the internship cohort. Co-requisite: EDUC 62XX: Clinical Teaching/Internship Seminar. This course is required for MAT certification candidates completing the program with an internship placement. Must earn a minimum grade of "B-" for credit toward the MAT degree. May not be repeated for credit.

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.

EDUC 7303 Counseling Techniques in Higher Education

This course provides an introduction to methods and strategies for counseling individual college students. It begins with the examination of major theories of counseling and psychotherapy. Same as EDUC 6303.

EDUC 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. Same as EDUC 6304.

EDUC 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. Same as EDUC 6305.

EDUC 7306 Philosophical Foundations in Education

An examination of the philosophical and theoretical foundations of learning and education from the classical era to contemporary authors. Same as EDUC 6306.

EDUC 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. Same as EDUC 6307.

EDUC 7309 Legal Issues in Student Affairs

This course is designed to introduce students to the scope of administrative problems in higher education and their potential legal implications. The focus of this course is to assist students in understanding the legal parameters that frame institutional decision-making concerning students. Same as EDUC 6309.

EDUC 7312 Writing for Publication

This course will enable students to critique and write scholarly papers using the APA Publication Manual. Students will be introduced to the submission and publication process and the expectations of prospective publishers. Same as EDUC 6312.

EDUC 7334 Leadership and Administration in Student Affairs

This theory based course offers an overview of the field of student affairs with an emphasis on organizational leadership, supervision, and the mentoring of students in leadership positions. The emphasis is on applying theory to practice in the wide range of student services provided in higher education. Same as EDUC 6334.

EDUC 7338 Contemporary Issues in Organizational Leadership

This course examines current and emerging issues in leadership and trends impacting organizations. Students will be encouraged to analyze a variety of perspectives that an organizational leader in the 21st Century should be aware of, serving as guidelines for the ethically and socially conscious leader. Topics will vary as issues become relevant and may include content such as demographic shifts, globalization, technology, decision making, communication, non-profit organizations, and other related areas. Same as EDUC 6338.

EDUC 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. (Same as EDUC 6346)

EDUC 7352 Advanced Research Analytics

This course will introduce students to the epistemology and interpretation of correlation analytics to guide decision making about relationship including the correlation of continuous and discrete data and multivariate regression analysis of linear and non-linear data in applied settings.

EDUC 7372 The College Environment

This course examines theories of college student development and the contexts which foster that development. Emphasis is placed on creating learning environments for diverse student populations. Same as EDUC 6372.

EDUC 7383 Professional Seminar in Student Affairs

This course emphasizes synthesis, integration of theory, and application of prior coursework within the field of student services in higher education. Same as EDUC 6383.

EDUC 7394 Practicum in Student Affairs

This course provides practical experience in planning and delivering services to college students within the context of departments of student affairs. Seminar discussion topics include ethics, leadership, budgeting, and professional issues facing student affairs professionals. Same as EDUC 6394.

EDUC 7399 Selected Topics in Education Same as EDUC 6399.**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 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. Prerequisites: EDUC 8330 History and Philosophy of Higher Education and EDUC 8390 Law in Higher Education.

Higher Education (HIED)**HIED 7390 Practicum in Higher Education**

Practical experience in planning and evaluating programs and in teaching in higher education. Seminar discussion of ethical, leadership, and professional issues facing higher education professionals. Prerequisites: INDR 8310, ADED 7370, HIED 8310, and HIED 8320.

HIED 8310 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.

HIED 8320 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.

HIED 8325 Research in Comparative Educational Systems of the World

This course will require an in-depth examination of the philosophy and structure of the educational systems of two or more countries which are directly related to the student's individual degree plan. The course will make use of case studies and anecdotal material researched by the student.

HIED 8330 Finance in Higher Education

Higher Education is in the midst of great change, resource contraction, resource reallocation and increased competition. Higher Education administrators must possess knowledge of finance. Course topics include resource management, resource allocation, financial management, financially related human resources, and state and federal policy.

HIED 8340 Strategic and Operational Planning in Higher Education

This course applies strategic and operational approaches to planning in institutions of higher education. It includes the development of a working knowledge of strategic planning, skills and tools required for its implementation in colleges and universities. A major part of the course content will be dedicated to reviewing existing literature and models for promoting strategic changes and new directions of higher education. Best practices in operational planning will be analyzed.

HIED 8350 Contemporary Issues in Higher Education

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 in higher education. 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. Topics will vary as issues become relevant.

Interdisciplinary Doctorate (INDR)**INDR 7399 Selected Topics****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 8350 Introduction to Inquiry

This course provides an introduction and overview of the common methodological procedures underlying research across disciplines; this course is interdisciplinary in scope. Content includes the research paradigm (methodology, epistemology and ontology) of research decisions, research questions, knowledge of sources, research design and methodologies, methods of collecting data, data analysis, writing for research, presenting research, evaluating research studies, and ethical considerations when conducting research.

INDR 8351 Quantitative Research Methods and Statistical Analysis

This course explores quantitative research methods and introductory statistical analysis techniques. Various methods, such as Surveys and tests, will be studied in conjunction with hypothesis based, correlational, and basic non-parametric analysis techniques. Statistical software (SPSS) will be the vehicle of analysis for this course.

INDR 8353 Advanced Quantitative Design and Analysis

This course explores quantitative research designs and advanced statistical analyses techniques. Experimental, quasi-experimental, and correlational designs will be addressed in conjunction with Multivariate, Multiple Regression, and Non-parametric analysis techniques. Statistical software (SPSS) will be the vehicle of analysis for this course. Prerequisite: INDR 8351.

INDR 8355 Qualitative Research Methods and Analysis

This course focuses on how qualitative research methods engage diverse people's knowledge in different ways in different settings. Because all methods may enable and constrain people's knowledge, the course pays specific attention to the role of the researcher as the primary instrument in qualitative research. It asks: "How might researchers develop situational awareness and hone their own capacities for adaptive methodological design and empathetic engagement in the generation and gathering of meaningful data in qualitative research?" The course also focuses on analyzing and presenting data and evaluating how different methods engage knowledge differently.

INDR 8357 Advanced Qualitative Design and Analysis

This course focuses on how to design and implement qualitative research that generates meaningful knowledge to specific audiences. Specifically, the course explores how different qualitative research approaches and methods can be designed to address unique research goals in different contexts. Its focus is squarely on design—How might we design, present and justify a qualitative study? This includes analysis of how data analysis strategies are framed within qualitative research designs. Prerequisite: INDR 8355.

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 8390 Advanced Research Methods and Instrumentation

The content of the course is focused multiple modes of inquiry including qualitative, quantitative, evaluative and mixed methodology from the perspective of instrumentation focusing on characteristics and indicators of validity, reliability, trustworthiness, utility and credibility.

Prerequisites: INDR 8355, INDR 8351; or approval of instructor/advisor.

INDR 8191 Preparation for the Qualifying Examination

The course is designed to allow students to study independently in preparation for the qualifying examination.

INDR 8199 Selected Topics

The course is appropriate for a doctoral student wishing to prepare for or complete an extended project such as a project that does not easily fit in the parameters of other coursework and which may require extensive guidance by an advisor.

INDR 9300 Dissertation Writing

This course is designed to allow students to work under the guidance of a committee in preparation of their dissertations. Pre-requisites: The student must be approved as a Candidate for the Doctor of Philosophy degree. Additional pre-requisites include: completion of all coursework prior to the dissertation writing must be completed, a residency requirement of 45 hours of PhD

coursework at UIW, and attendance at a minimum of two sessions of the Doctoral Student Research Symposium, and submission of a proposal for at least one presentation at the symposium.

Note. INDR Dissertation Writing courses:

Passing these courses does not constitute passing approval of the dissertation, but rather indicates acceptable progress on the dissertation. These courses are subject to the standard UIW grading schema. Insufficient progress toward established goals will result in a C; while no progress will result in an F in the course, with all the repercussions involved.

INDR 9100 Dissertation

This course is designed to allow students to work under the guidance of a committee in preparation of their dissertations. Prerequisites: The student must be approved as a Candidate for the Doctor of Philosophy degree and must have completed 12 hours of INDR 9300.

INDR 9390 Final Dissertation Writing

This course is designed to allow students to work under the guidance of a committee in preparation of their dissertations. This course cannot be repeated for credit. It will signal the final dissertation

writing course within the first 9-12 hours of dissertation writing coursework and indicates that a candidate is ready for a pre and public defense. Pre-requisites: The student must be approved as a Candidate for the Doctor of Philosophy degree and complete their dissertation within 9-12 hours of dissertation writing. Students will have enrolled in dissertation writing courses, INDR 9300, prior to this final course.

INDR 9190 Final Dissertation Writing

This course is designed to allow students to work under the guidance of a committee in preparation of their dissertations. This course cannot be repeated for credit. It will signal the final dissertation writing course after a candidate has surpassed 12 hours of dissertation writing coursework and will indicate that a candidate is ready for a pre and public defense. Pre-requisites: The student must be approved as a Candidate for the Doctor of Philosophy degree and have completed a minimum of 12 hours of dissertation writing (INDR 9300 and/or INDR 9100).

International Education and Entrepreneurship (INEE)**INEE 7399 Selected Topics****INEE 8325 Research in Comparative Educational Systems of the World**

This course will require in-depth examination of the philosophy and structure of educational systems of two or more countries which are related to the student's individual degree plan. The course will make use of case studies and anecdotal material researched by the student. Prerequisite: INDR 8350

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 8347 Economic Development for Entrepreneurship

This course will address economic development issues and the challenges of generating equitable and sustained growth faced by low and middle-income countries and regions from an entrepreneurial perspective. Prerequisite: INEE 8340

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. Prerequisites: INEE 8340, INEE 8347

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. Prerequisites: INDR 8330, INDR 8350

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

Students spend 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.

Kinesiology (EDKE)**EDKE 6377 Instructional Development in Physical Education**

Development of curriculum design and instructional methods to meet the developmental needs of learners from preschool through high school. Same as EDKE 7377.

EDKE 6378 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. Same as EDKE 7378.

EDKE 6379 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. Same as EDKE 7379.

EDKE 6381 Topics in Exercise Physiology and Fitness

Current issues concerning exercise physiology, fitness, and overall wellness. Attention to student assessment, motivation, and prescription. Same as EDKE 7381.

EDKE 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. Same as EDKE 6377.

EDKE 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. Same as EDKE 6378.

EDKE 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. Same as EDKE 6379.

EDKE 7381 Topics in Exercise Physiology and Fitness

Current issues concerning exercise physiology, fitness, and overall wellness. Attention to student assessment, motivation, and prescription. Same as EDKE 6381.

Literacy Education (EDRD)**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 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. Same as EDRD 7393.

EDRD 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. Same as EDRD 6393.

Organizational Leadership (ORGL)**ORGL 7338 Contemporary Issues in Organizational Leadership**

This course examines current and emerging issues in leadership and trends impacting organizations. Students will be encouraged to analyze a variety of perspectives that an organizational leader in the 21st Century should be aware of, serving as guidelines for the ethically and socially conscious leader. Topics will vary as issues become relevant and may include content such as demographic shifts,

globalization, technology, decision making, communication, non-profit organizations, and other related areas.

ORGL 7348 Applied Leadership and Followership

This course addresses current research of followership, its conceptual underpinnings, and the ongoing discourse on its contributions to organizational leadership. Dialogue and critical reflections on current and complex issues of field based leadership and followership are involved to elucidate the process by which followers or team members participate in natural leadership situations to reach organizational effectiveness and goal accomplishment. The course will also examine both personal and professional behaviors that constitute effective or exemplary followership.

ORGL 7344 Leadership and Technology

This course focuses on concepts and strategies necessary to step into a leadership role in the integration and application of technology and learning. This course is an overview of the role of leadership in enhancing organizations through the effective use of technology. In addition to providing an overview of how and why technology impacts organizations, emerging technological roles and expectations will be discussed.

ORGL 7351 Learning Technologies and Organizational Change

In this course, students design learning settings for the near future, incorporating cutting edge and emergent technologies into a plan for implementation. This course advances technical and procedural knowledge beyond that required in other courses in the program. Students explore the internal and external workplace support systems and collaborators. Students are expected to incorporate work and ideas from the companion course, Leadership and Technology.

ORGL 7381 Adult Learning and Development

This course is a study of topics related to the learning that adults do across a number of institutional settings and in learning at their own initiative. It deals with the social, political and ethical concerns of making learning available to all adults who seek it. Theories of learning, development and participation are highlighted.

ORGL 7399 Selected Topics in Organizational Leadership**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 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. Prerequisite: INDR 8350 Research Methods & Tools

ORGL 8371 Practicum in Organizational Leadership

This course identifies various types of contemporary organizations and the characteristics of effective organizational leadership. Prerequisites: INDR 7310 Concepts of Leadership and ORGL 8360 Organizational Theory and Culture.

ORGL 8399 Selected Topics in Organizational Leadership**Program Evaluation (EVAL)****EVAL 6310 Program Evaluation Theory**

This course is designed to provide an introduction to and an understanding of the major conceptual constructs and theories of evaluation. This course will further provide students with various program evaluation tools and the basics of logic model.

EVAL 6320 Program Evaluation Methods

This course is designed to provide students with an overview of program evaluation methods including the reasons for program evaluations, types of program evaluations, relevant research in program evaluation, measurement systems and methods, and data collection, analysis, and utilization.

EVAL 6390 Program Evaluation Practicum

This course is designed for students to apply the stages of program evaluation with an emphasis on conducting needs assessments of the populations to be served and the relevant context in which programs will be implemented.

EVAL 8310 Program Evaluation Theory

This course is designed for students at UIW to provide introduction to and an understanding of the major conceptual constructs and theories of evaluation.

EVAL 8320 Program Evaluation Methods

This course is designed to provide students with an overview of program evaluation methods including the reasons for program evaluations, types of program evaluations, relevant research in program evaluation, measurement systems and methods, and data collection, analysis, and utilization.

EVAL 8390 Program Evaluation Practicum

This course is designed for students to apply the stages of program evaluation with an emphasis on conducting needs assessments of the populations to be served and the relevant context in which programs will be implemented.

Special Education (EDSP)**EDSP 6363 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. Same as EDSP 7363.

EDSP 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. Same as EDSP 6363.

COLLEGE OF HUMANITIES, ARTS AND SOCIAL SCIENCES**Pastoral Institute (PMIN)****SCRIPTURE COURSES****PMIN 6310 Introduction to Hebrew Scriptures**

This course provides a general introduction of the history, literature, and theology of the Hebrew Scriptures, with special emphasis on reading strategies appropriate to pastoral work and academic study.

PMIN 6311 Introduction to New Testament

This course provides a general introduction to the history, literature, and theology of the New Testament with special emphasis on reading strategies appropriate to pastoral work and academic study. Particular attention paid to the Gospels and the Pauline Letters.

PMIN 6312 Pentateuch

This course acquaints students with the books of Genesis, Exodus, Leviticus, Numbers and Deuteronomy in the Hebrew Bible, introducing the student to their content, the traditions of interpretation and the methods employed in their exegesis.

PMIN 6314 Wisdom Literature

This course is an introduction to the wisdom literature and theology of the Old Testament, as well as wisdom influence in the New Testament. The course will also bring insights from biblical wisdom to dialogue with folk wisdom in contemporary cultures and relevant pastoral associations and applications for the present.

PMIN 6315 Synoptic Gospels and Acts

This course is a study of Matthew, Mark, Luke, and Acts—their history, literary style, and theological vision. The emphasis is on hermeneutical questions, text formation, and the interrelation of the books in forming a unified Gospel tradition.

PMIN 6317 Johannine Literature

This course is a study of the Johannine corpus, including the Gospel of John, the Letters of John, and the Book of Revelation. The course emphasizes hermeneutical questions, textual history, and the theological emphases of these books.

PMIN 6319 Pauline Literature

This course provides a theological, historical, and literary analysis of the Pauline letters. Topics may include the conversion and mission of Paul, the historical situation of the Pauline communities, the literary and rhetorical quality of the letters and major theological themes.

THEOLOGY COURSES**PMIN 6320 Christology**

This course offers an examination of the person, presence, and mission of Christ in scripture, in doctrine and dogma, and in contemporary theology, including New Testament Christologies, the development of creedal Trinitarian theology, and subsequent developments in Christian teaching.

PMIN 6322 Ecclesiology

This course examines the nature and structure of the Roman Catholic Church from its apostolic origins to the present. Various models used in understanding the Church will be studied (the Church as communion, the Church as sacrament, etc.) The local and universal nature of the Church, and issues related to magisterium, authority, evangelization, ministry, and missiology will be discussed.

PMIN 6324 Theological Anthropology

This course undertakes a Christian exploration of the question: What does it mean to be human? As a theological discipline, Christian theological anthropology draws from a wide range of sources. These sources include the doctrine of creation, the doctrine of sin and grace, the doctrine of the Trinity, Christology, ecclesiology, and eschatology. This course examines these sources and underscores the historical evolution of Christian theological anthropology.

PMIN 6324 Eschatology, Mariology, and the Saints

This course examines Christian theological reflection on the last things. Included are theological engagement with questions of sin, grace, and redemption; judgment, heaven, and hell; and the saints and Mary, all with reference to the saving action of the one mediator between God and humanity: Jesus Christ.

PMIN 6328 Sacraments and Liturgy

Beginning with the roots of Christian worship in symbol, language, and social dynamics, this course leads to theological reflection on the sacramental life in the Church. Contemporary approaches to a theology of sacrament are engaged, along with principles for planning and leading Christian worship.

THEOLOGY—HISTORY COURSES**PMIN 6333 Christian Tradition 150-1600**

This course introduces students to the outlines of the Christian tradition from the Early Church to the Reformation, with emphasis on the Western Tradition. Important figures and movements are studied with attention to their context, illuminating the growth, change and development of Christian belief and practice.

PMIN 6336 Christian Tradition—Trent to Vatican II or Christian History After the Reformation or Christian Tradition After the Reformation ???

This course introduces students to the outlines of the Christian tradition from the close of the Council of Trent to the Contemporary Church. Important figures and movements are studied with attention to their context, illuminating the growth, change and development of Christian belief and practice.

PMIN 6339 Christian Tradition in the Americas 1500—Present

This course attends to the development of Christian traditions in the Americas from early missionaries to the present. The dynamic nature of initial encounters between European Christianity

and the religiosity of the indigenous peoples will be emphasized, as will ongoing theological developments in light of seismic cultural and historical change.

THEOLOGY—ETHICS COURSES

PMIN 6343 Moral Theology

This course covers the foundations of the Christian moral life and of Christian moral decision making. The fundamental themes to be covered include, but are not limited to: freedom, conscience formation and moral agency, moral normativity, what constitutes moral reasoning, the use of scripture, tradition and natural law in moral decisions, the interplay between sin and grace, virtue ethics, and the ecclesial aspect of moral decisions.

PMIN 6346 Healthcare Ethics

This course will examine how the application of fundamental moral themes informs Christian healthcare ethics (Bioethics). Using themes such as human dignity, theological anthropology, suffering, and virtue, this course will explore the ethics of various topics. Particular cases are examined to sharpen students' skills in ethical analysis and to develop a framework in which to consider new issues as they develop.

PMIN 6349 Catholic Social Teaching

This course offers an analysis of the developing history of Catholic reflection on social issues, including the papal tradition developing from *Rerum Novarum*. Emphasized are theological reflection on questions of church authority, inculturation and its implications, the meaning of "preferential option for the poor," theological foundations, national issues, and social priorities. The development of the Catholic social conscience will be a main concern of this course.

MINISTRY COURSES

PMIN 6350 Introduction to Pastoral Studies

Within a study of the historical and theological development of ministry in the Christian church, this course addresses methods and resources for research in the field of pastoral studies, theological reflection in ministry, the nature and spirituality of ordained and lay ministries, collaboration as an essential approach to ministry, and practical applications of theory to ministry situations.

PMIN 6352 Program Planning and Evaluation

The purpose of this course is to prepare students to conduct a Pastoral Project, and ultimately to plan and implement programs independently in a pastoral setting. Students examine the pastoral knowledge, skills, and attitudes for creative and successful program planning, management, and evaluation, in addition to the personal and professional qualities which enhance the witness value of the minister's work.

PMIN 6354 Basic Counseling Concepts for Pastoral Ministers

This course surveys basic counseling concepts designed to enhance the pastoral minister's interpersonal effectiveness, assistance of others, crisis identification, and knowledge of referral procedures. Students are encouraged to develop skills necessary for effective listening, to learn to identify qualities necessary for a listening ministerial presence, to apply appropriate referral procedures and mental health issues and appropriate intervention procedures, and to develop an awareness of personal issues that may interfere with effective listening.

PMIN 6356 Marriage and Family Theory for Pastoral Ministers

This course is an introductory study of healthy marriage and healthy family theory, family life-cycle development, basic marriage and family problems, and basic counseling skills for problem identification and referral. The course will present a comprehensive understanding of marriage as a living sacrament and the role of the family in Church and society. This course will outline the scriptural, theological, and historical development of the sacrament of marriage; the Church's teaching on human sexuality and family; social and psychological issues that impact marriage and family, and biomedical developments that impact marriage and family life.

PMIN 6358 Leadership of Public Prayer

In this course, students focus on theological foundations for the language and design of prayer, skills of oral communication and an introduction to homiletics, and presiding at Sunday Celebrations in the Absence of a Priest and other services. This course focuses on the art and skill of designing and leading prayer services and giving homilies. The class includes some of the theological foundations of the words, actions, and symbols of Christian prayer. Students lead services in standard church forms and also develop prayer services for particular needs or occasions, including the Liturgy of the Hours and Sunday Celebrations in the Absence of a Priest. Students learn to use church ritual books, as well as various resources for common prayer.

PMIN 6360 Leadership in the Christian Community

Leadership in the Christian Community is designed to develop participants' capacity to sustain the demands of pastoral leadership in changing environments. Through examining the role, function, principles, and theories of leadership, program development and evaluation, and leadership and development, students will develop a practical, working understanding of leadership processes and skills and the experiential ability to use these skills.

PMIN 6362 Spirituality and Ministry

Offering a study of Christian spirituality, spiritual growth and its integration with ministry; conversion, asceticism, prayer and mysticism, spirituality, and social justice, this course begins with a consideration of spirituality as holistic and with an historical overview of the body-spirit split in traditional western Christianity. The role of inner freedom is explored as one trait of a healthy spirituality. Ministry is examined as one way to live out one's spirituality, with special emphasis on the call to compassion and justice. Discernment of spirits will be considered as a valuable element in spirituality, especially in the area of decision making. The spirituality of work and how we live out faith values in the workplace will also be addressed.

PMIN 6364 Internship in Spiritual Direction

This course is an off-campus internship program incorporating both content and supervised experience in the art of spiritual direction. Students will see at least three directees each month, write verbatims and receive individual monthly supervision from their director. Students will be expected to demonstrate growth in self-awareness and in willingness to reflect on the experience of direction. In particular, students will be invited to grow in openness to the guidance they receive from supervisors and from peers in the monthly seminar. On-going discernment of the call to be a spiritual director will be furthered by supervisors' evaluations as well as self-evaluation. With approval of the director, this internship may be repeated for an additional 3 credits.

PMIN 6366 Canon Law for Pastoral Ministers

This course emphasizes the study of the theology, history and general principles of Church law and building student's capacity to effectively analyze canonical cases. Students are prepared use the Code of Canon Law as a resource for responding to canonical issues and questions that arise in pastoral ministry. Students develop a theology of church law, study the norms governing the interpretation of law, explore the rights and obligations of all members of the Church, and examine the legal provisions regarding the teaching, sanctifying, and governing ministries of the Church.

MINISTRY—MISSION LEADERSHIP COURSES**PMIN 6373 Mission Leadership and Management**

The purpose of this course is to help students develop competency in leadership and organizational management as mission leaders who will be able to foster the mission and values of Catholic institutions as a credible driving force for the common good. Included is study of what these missions are, their roots in the Catholic Social Teaching tradition, and strategies for helping contemporary institutions live them out more fully.

PMIN 6376 Religious Charisms and Christian Mission

In this course we will examine engagement with the charisms of religious communities, with particular attention to how these missions have led to particular commitments to mission. Depending on student needs, this course may attend more specifically to one religious congregation's charism, or it may provide an overview of major families of religious that have been active in the U.S.

MINISTRY—CATECHESIS & FORMATION COURSES**PMIN 6380 Theory and Methods of Catechesis**

This course examines the theological and historical principles and methods necessary for effective catechesis and catechetical leadership today. The course includes catechetical documents of the church, national and diocesan standards and guidelines, plus age appropriate methods and program design.

PMIN 6382 Directing Parish Catechesis

This course examines the theological and historical principles and methods necessary for effective catechetical leadership today. It prepares students for leadership of catechesis at the parish level by examining different models of parish catechesis, choosing curriculum appropriate to particular groups, overseeing ongoing formation for parish catechists, and prepares students for research in catechesis.

PMIN 6384 Culture and Catechesis

Cultural factors influence the catechetical process. Through examination of how cross-cultural engagement and catechesis are effectively pursued, and how the development and expression of belief are fostered, students will gain an understanding of the cultural diversity of the Catholic Church and its communities, especially in relationship to evangelization and catechesis in multiple settings.

PMIN 6386 The Rite of Christian Initiation of Adults (RCIA)

This course is a study of the Christian initiation, including the rites of the catechumenate, baptism, anointing, and the first Eucharist. Contemporary reforms in the churches are also studied, with

special emphasis on planning, leading, and accompanying people as they progress through the Rite of Christian Initiation of Adults.

PMIN 6388 Youth and Young Adult Catechesis

This course looks at the special needs and challenges for catechizing youth and young adults, especially Hispanics, who are now the majority of Catholics under the age of 18. Rooted in the Church's framework for a comprehensive ministry to youth ("Renewing the Vision"), this course introduces models and methods of catechesis, leadership formation, and pastoral care, with attention to developmental process and age- and culturally-appropriate catechetical models

FINAL PROJECT COURSE**PMIN 63CS Pastoral Project**

The Pastoral Project is an individually designed capstone project that provides students the opportunity to engage in a supervised experience in ministry. Focus elements include spiritual formation, theological reflection, professional ethics and identity and Catholic Social Teaching. The student designs, implements, and evaluates a project under the instructor's supervision and in collaboration with the onsite staff. The final paper encompasses a summary of the project work and the student's theology of church and ministry.

Special Topics Courses**PMIN 6199/6299/6399 Special Topics**

One, two, or three credit selected topics courses.

YOUTH MINISTRY SEQUENCE

PMIN 6155 Foundations of Christian Leadership

This course examines the principles and priorities that guide students' lives as Christian leaders. The intent is to understand principle-centered leadership and Christian spirituality that addresses one's personal mission, ministerial roles, and priorities.

PMIN 6156 Principles of Youth Ministry

This course presents foundational understandings and principles for developing an effective and comprehensive ministry with adolescents. Also addressed are the dynamics of promoting healthy adolescent development and faith growth, developmentally appropriate youth programming, strengthening of family life, involving youth as members of the faith community, and collaborating with civic organizations to promote youth development.

PMIN 6157 Skills for Christian Leadership

This course addresses the theories and skills ministers need to work with and through people and emphasizes the application of leadership skills to various ministry settings, problems, and issues.

PMIN 6158 Practices of Youth Ministry Developing Youth Ministry

This course explores processes and skills for effective leadership in youth ministry and prepares leaders to empower the parish community for ministry with youth through collaboration and leadership development.

PMIN 6159 Pastoral Care of Youth

This course explores the principles and methods of caring for young people from various cultures and their families. The intent of the course is to promote healthy adolescent development from a pastoral care perspective and to develop interventions for families and adolescents.

PMIN 6160 Evangelization and Catechesis of Youth

This course 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. The course presents the unique contribution of evangelization and catechesis to adolescent faith formation by exploring how to nurture faith growth and Catholic identity in adolescents today; the nature, aims, and scope of Catholic youth evangelization and catechesis; and the skills, strategies, and methods for effective evangelization and catechesis with adolescents.

PMIN 6161 Prayer and Worship With Youth

This course examines the foundational role of Christian worship and sacraments in fostering the spiritual growth of youth. Students are taught how to develop a realistic and integrated approach to worship within a comprehensive ministry to youth and practical application in the pastoral setting.

PMIN 6162 Justice and Service With Youth

This course explores the foundations for fostering a justice and service consciousness and spirituality in youth. The course helps students develop skills for creating integrated, action-learning models for the justice and service component of a comprehensive youth ministry.

SCHOOL OF MEDIA AND DESIGN**Communication Arts (COMM)****COMM 6301 Communication Theory**

This course introduces the major theories in mass communications utilizing both social sciences and cultural studies approaches, which explore media content and its effects as well as audience reaction to media. This course should be taken in the first semester offered. Same as COMM 7301.

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, e.g. family, government, community, women, and minorities will be examined. Same as COMM 7302.

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. Psychological exploration of uses of aesthetic principle dynamics.

COMM 6307 Introduction to Graduate Studies in Communication Arts

Offering students a foundation for beginning graduate studies in the Department of Communication Arts, this course is designed to help students plot their course from matriculation to degree completion. Students will learn about the history of and current trends related to the communication discipline, examine academic and professional approaches that shape our discipline, and develop and deliver a project proposal suitable for graduate study, which, ideally, fits their academic and/or professional interests.

COMM 6308 Writing and Research 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. This course should be taken in the first semester offered.

COMM 6309 Communication Research Methods

This course focuses on the techniques and principles of communication research in both qualitative and quantitative aspects. It surveys different sorts of research methods in communication studies, including content analysis, survey research, longitudinal research and experimental research.

COMM 6315 Seminar in Film Studies

Various topics examining film construction and theory. Curriculum will cover numerous subjects concerning film theory and film methodologies, which may include any of the following: classical film theory, critical film theory, auteurism, semiotics, film spectatorship theories, identity and film, cultural studies and film, and emerging film theories in the digital age. Students will conduct in-class presentations on selected topics with the goal of developing the ability to articulate a theoretical argument. This course may be repeated for credit as course topics vary.

COMM 6322 Seminar in Media Studies

This seminar course examines current issues concerning the mass media through a plethora of topics and perspectives. The course covers different aspects of media industries such as production, text and audience. It facilitates students to critically explore how the mass media shape and influence contemporary cultures and societies. This course may be repeated for credit as course topics vary.

COMM 6323 Advanced Media Writing

Advanced writing offers a rotating course topic that gives graduate students exposure to various writing forms both professionally and academically.

COMM 6327 Seminar in Bilingual Communication

This seminar explores some of the most significant implications for the understanding of cross-cultural narratives and trends in bilingual communication. Emphasis is placed on discussing language and culture in terms of values, thought patterns and styles of communication. The approach is interdisciplinary with particular attention paid to importance of cultural awareness in a bicultural and bilingual setting. This course may be repeated for credit as course topics vary.

COMM 6332 Seminar in Convergent Media

This course will cover convergent media theory, practice and studies. Through readings, in-class group workshops, individual projects and research papers, students will develop a skill set needed to

succeed both professionally and academically in the convergent media field. This course may be repeated for credit as course topics vary.

COMM 6337 Seminar in Communication Studies

A graduate course in communication studies emphasizes the study of human communication as the process by which people create and share messages and meanings in order to pursue relational, organizational or mediated social goals, purposes and outcomes. Communication Studies is at the core of the liberal arts, promoting our understanding of the vital and formative role of social interaction in a variety of contexts. Our course will highlight the unique ability of humans to create, sustain, change and influence their social worlds through human symbolic activity as primary to all we do and who we are; indeed, our social world is constituted in and through human communication. This course may be repeated for credit as course topics vary.

COMM 6342 Seminar in Strategic Communications

This course teaches you the ways in which people communicate in order to accomplish a goal. Topics in this seminar may include the examination of communication through public relations, advertising, persuasion, public relations, technology and culture, media and society, international communications and creative media strategy. This class is an elective. May be repeated for credit as topics vary.

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 number of hours of on-the-job experience per week and a comprehensive report evaluating the practicum experience at the end of the semester. Prerequisites: 18 hours of graduate credit and permission of graduate advisor.

COMM 6198/6298/6398 Directed Studies in Communication Arts

Opportunity for advanced graduate students to engage in specialized tutorial study with specific faculty. Prerequisite: permission of graduate coordinator and specified faculty. This course may be repeated for credit as course topics vary.

COMM 63TR Thesis Research

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 that includes this course, COMM 63TR (Thesis Research) and, potentially, subsequent courses titled COMM 61TR. Both COMM 63TR and 61TR emphasize the doing and completion of your actual thesis.

COMM 61TR Thesis Research

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 enrolled in COMM 61TR have already taken 63TR and chosen to extend their thesis research work into a subsequent semester(s). COMM 63TR (Thesis Research) and this course, COMM 61TR, emphasize the doing and completion of your actual thesis.

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 enrolled in COMM 63CS1 have already taken 61CS1 and have chosen to extend their thesis research work into a subsequent semester(s). COMM 61CS1 (Communication Capstone) and this course, COMM 63CS1, emphasize the doing and completion of your actual thesis.

COMM 61CS1 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 that includes this course, COMM 61CS1 (Communication Capstone) and potentially subsequent courses titled COMM 63CS1. Both COMM 61CS1 and 63CS1 emphasize the doing and completion of your actual thesis.

COMM 7302 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, e.g. family, government, community, women, and minorities will be examined. Same as COMM 6302.

COMM 7301 Communication Theory

This course introduces the major theories in mass communications utilizing both social sciences and cultural studies approaches, which explore media content and its effects as well as audience reaction to media. This course should be taken in the first semester offered. Same as COMM 6301.

COMM 7309 Communication Research Methods

This course focuses on the techniques and principles of communication research in both qualitative and quantitative aspects. It surveys different sorts of research methods in communication studies, including content analysis, survey research, longitudinal research and experimental research. Same as COMM 6309.

SCHOOL OF MATHEMATICS, SCIENCE AND ENGINEERING

Biology (BIOL)

BIOL 6370 Molecular Biology

Study of the structure, expression, replication and recombination of DNA. Discussion of current technology in molecular biology and its applications in medicine, agriculture and industry.

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

Studies of pathogenic bacteria, viruses, protozoa and fungi and their epidemiology. The mechanisms of host defense, pathogenesis and antimicrobial therapy will be presented.

BIOL 6380 Virology

The structure, replication and properties of viruses including the molecular organization of viral genomes and the interactions of viruses with the immune system. 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 Advanced Human Physiology

Human physiology with major emphasis on the nervous, endocrine, digestive, circulatory, respiratory and excretory systems. Same as BIOL 7392.

BIOL 6399 Selected Topics in Biology

Offered as needed. Recent topics: Developmental Biology, Human Genetics, Medical Entomology. Same as BIOL 6399.

BIOL CE90 Comprehensive Exam

A written examination covering 3 questions from graduate faculty who have been selected by the candidate and the Graduate Advisor.

BIOL 63TP Thesis Proposal

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 on a Thesis Proposal, which must be successfully defended before a committee of three faculty members before the student enrolls in BIOL 63TR.

BIOL 63TR Thesis Research

Completion of a master's thesis based on research carried out during Thesis Proposal and which has been successfully defended before a committee of three faculty members before the student enrolls in BIOL 63TR.

Mathematics (MATH)**MATH 6332 Introduction to Analysis**

This three-hour course 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 Introduction to Abstract Algebra

This three-hour course covers topics including finite fields, commutative rings, fields, structure of groups, unique factorization and advanced optional.

MATH 6336 Introduction to Number Theory

This three-hour course includes the study of the division algorithm, the Euclidean algorithm, elementary properties of primes, congruencies, including Fermat's and Euler's theorem, the Prime Number Theorem, and the generation of Fibonacci numbers or Pythagorean triples.

MATH 6338 Euclidean and Non-Euclidean Geometry

This three-hour course includes a rigorous treatment of the fundamentals of plane geometry, and spherical, elliptical and hyperbolic geometries.

MATH 6355 History of Contemporary Mathematics

Covers the 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

Three credit hour course. Prerequisite: MATH 4331 or equivalent.

MATH 6362 Advanced Probability and Statistics II

Three credit hour course. Prerequisites: MATH 4378 and MATH 6361 or equivalent.

MATH 6363 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. Same as MATH 7363.

MATH 6364 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. Same as MATH 7364.

MATH 6365 Statistical Methods I

The principle objective of this course is to teach students the application of regression analysis. The methods of least-squares and maximum likelihood will be reviewed in detail using matrix algebra. Diagnostic methods to assess the fit of the model, as well as strategies to correct inadequacies, will be presented. Also, regression with indicator variables, polynomial regression, semi-parametric and parametric regression, nonlinear regression and generalized linear models will be reviewed. Analysis will be performed using multiple software packages.

MATH 6366 Statistical Methods II

This course focuses on the analysis of variance, covariance, and multiple comparisons. Students will learn to establish means and effects models for different data structures and perform the analysis using the appropriate types of sums of squares. Similarly, students will learn to establish models for random factors, obtain estimates of and make inferences about variance components. Finally, students will learn analysis of mixed models using different methods. Analysis will be performed using multiple software packages. Prerequisite: MATH 6365

MATH 6367 Categorical Data Analysis

The course covers the analysis of contingency tables for binomial, multinomial and poisson outcomes, measures of association, generalized linear models, logistic regression for binary responses and polytomous nominal and ordinal responses, and Poisson regression. Data will be analyzed using multiple software packages. Prerequisites: MATH 6365 and MATH 6366.

MATH 6369 Design and Analysis of Statistical Experiments

In this course students will learn to plan, design, perform and analyze experimental designs. Topics include designs to study variances, complete and incomplete block designs, general factorial designs, two-level full and fractional designs, response surface methodology, split-plot design, repeated measures designs and crossover designs. JMP and Minitab are used to design experiments.

Prerequisites: MATH 6365 and MATH 6366.

MATH 6370 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 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 6374 Applied Forecasting

This three-hour course covers topics of advanced demographics and statistical methods. It will include applications of demographic techniques in marketing, management and impact analysis in business and government.

MATH 6375 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 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.

MATH 6381 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 three-hour course 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 6383 Survival Analysis

This three-hour course covers theory and applications in survival and reliability analysis. The course covers topics such as survival curves, hazards functions, Kaplan-Meier estimators, Nelson-Aalan estimators, Cox models, censoring and covariates. Data will be analyzed using statistical software packages such as R, SAS, and/or SPSS.

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 projects will be approved and evaluated by the Research Committee.

MATH 6385 Instructional Technology in Mathematics and Science

This course is designed to promote the uses of hand-held and computer technology in 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 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 6391 Practicum I

In this three-hour course, students in the Master of Science in Applied Statistics program will tutor undergraduate students enrolled in statistics courses.

MATH 6391 Practicum II

In this three-hour course, students in the Master of Science in Applied Statistics program will work with a client to complete a statistical consulting project.

MATH 6399 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 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 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. Same as MATH 6363.

MATH 7364 Advanced Quantitative Research

Prerequisite: MATH 7363 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. Same as MATH 6364.

Multidisciplinary Sciences Program**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.

BIOL 6305 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. Same as BIOL 7305.

BIOL 6310 Topics in Cell and Molecular Biology

This course extends in-depth content in the topic areas of cell and molecular biology. 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. Same as BIOL 7310.

BIOL 7305 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. Same as BIOL 6305.

BIOL 7310 Topics in Cell and Molecular Biology

This course extends in-depth content in the topic areas of cell and molecular biology. 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. Same as BIOL 6310.

CHEM 6305 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 of 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. Same as CHEM 7305.

CHEM 6310 Topics in Environmental and Bio-Organic Chemistry

This course examines properties of solutions and chemical reactions that directly affect the environment and human processes. The structure of atoms, ions and the chemical bond are discussed. Chemical reactions will be examined and described using balanced chemical equations. Basic organic nomenclature and biochemical reactions are discussed in-depth. Investigations include analysis of environmental quality, extraction and synthesis of organic compounds. Same as CHEM 7310.

CHEM 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 of 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. Same as CHEM 6305.

CHEM 7310 Topics in Environmental and Bio-Organic Chemistry

This course examines properties of solutions and chemical reactions that directly affect the environment and human processes. The structure of atoms, ions and the chemical bond are discussed. Chemical reactions will be examined and described using balanced chemical equations. Basic organic nomenclature and biochemical reactions are discussed in-depth. Investigations include analysis of environmental quality, extraction and synthesis of organic compounds. Same as CHEM 6310.

ENSC 7310 Environmental Science I

Essential concepts in ecology, surface water, groundwater and climate are examined through inquiry-based activities. Topics and hands-on activities include biotic and abiotic components of ecological levels, map interpretation of ecoregions of Texas, chemical cycles of ecosystems, carbon and water footprints in ecology, environmental conditions including variations in temperature, light, and wind speed on plant transpiration, stream discharge and flooding, nature of groundwater and groundwater movement, San Antonio climate and groundwater availability, and data analysis in ecology, hydrology, and climate. Same as ENSC 6310.

ENSC 7315 Environmental Science II

Essential concepts in biodiversity, Texas tree studies, ecological succession and restoration, water pollution, urban heat islands and population dynamics are examined through inquiry-based activities. Topics and hands-on activities include mathematics and modeling of biodiversity, Texas tree survey, evaluation of ecological succession within the San Antonio Headwaters area, identification of invasive and non-invasive species in San Antonio landscapes, microhabitats, nature of urban heat islands, climate, air quality, aerial photograph interpretation, soil resources, identification of point and non-point sources of water pollution, and modeling population growth. Same as ENSC 7315.

GEOL 6310 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. Same as GEOL 7310.

GEOL 6315 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, meteors, spectroscopy, planets, solar systems, galaxies, weather, atmospheric phenomena, hurricanes and tornadoes. Same as GEOL 7315.

GEOL 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. Same as GEOL 6310.

GEOL 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, meteors, spectroscopy, planets, solar systems, galaxies, weather, atmospheric phenomena, hurricanes and tornadoes. Same as GEOL 6315.

PHYS 6310 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. Same as PHYS 7310.

PHYS 6315 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. Same as PHYS 7315.

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Nutrition (NUTR)**NUTR 5470 Human Nutrition and Metabolism**

This class includes physiological function, metabolic fate, interactions of nutrients, and factors influencing the utilization of nutrients in humans. Students analyze and interpret nutrition literature utilizing library research.

NUTR 5477 Medical Nutrition Therapy II

This course focuses on the development of skills in nutrition assessment and medical nutrition therapy interventions for neurological conditions, gastrointestinal conditions, renal diseases, hypermetabolic conditions, pulmonary conditions, cancer, and AIDS. Emphasis will be placed on the use of therapeutic diets and nutrition support in patient care and the documentation of nutrition care in health care delivery systems.

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 6190 Practicum in Nutrition

Supervised work experience in nutrition-related setting. Prerequisites: NUTR 4460 and 4475.

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 6266 Advanced Medical Nutrition Therapy

This seminar course focuses on current topics related to medical nutrition therapy which may include innovations in assessment and dietary interventions in the treatment of unique or complex medical diseases and disorders. Prerequisite: NUTR 6375 or experience in hospital-based medical nutrition therapy.

NUTR 6270 Applied Food Service Nutrition

Two credit hours. In this course, students will study current trends in applied food service management.

NUTR 6273 Applied Community Nutrition

Two credit hours. In this course, students will study current trends in applied community nutrition.

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.

NUTR 6314 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. Prerequisites: NUTR 4460, 4375.

NUTR 6325 Advanced Nutrition I

Current status of nutrition theory and diet assessment and its interpretation are considered in 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

This course includes a focus on vitamin and mineral requirements and interactions. Bioactive food compounds effects on health and disease will be considered. Human genetic variation in the metabolism of vitamins, minerals, and other bioactive food compounds will be considered.

NUTR 6332 Nutrition in the Prevention and Treatment of Chronic Disease

Current status of nutrition theory and its interpretation are considered in nutrient interrelationships and metabolism in maintaining health and the prevention and development of obesity, cardiovascular diseases, diabetes, and cancer. Nutrition assessment, diagnosis, intervention, monitoring, and intervention will be applied to both prevention and intervention of chronic disease. US Health Care System. Prerequisites: NUTR 6325 and BIOL 6392.

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 6375 Medical Nutrition Therapy

This course focuses on the development of basic skills in the provision of medical nutrition therapy to treat complex medical diseases and disorders occurring in individual patients. Emphasis will be placed on the use of therapeutic diets and nutrition support in patient care. The documentation of nutrition care in health care delivery systems will be examined, with inclusion of use of coding systems applicable to nutrition services. This course is a requirement for receipt of the Verification Statement for the Didactic Program in Dietetics. Prerequisite: NUTR 4375.

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 6434 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 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 6570 Applied Clinical Nutrition

In this course, students will study current trends in applied clinical nutrition.

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 to 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 Thesis Proposal

This course engages students in a structured process designed to assist them clarify and develop their master's thesis research project. Students develop a formal research proposal as part of preparation for execution of the thesis project. Prerequisite/Co-requisite: MATH 6363, and written permission of supervising faculty.

NUTR 6XTR Thesis Research

This course engages students in a structured research process leading to the completion of a master's thesis. The research is based upon a Thesis Proposal, which must be successfully defended before a committee of three faculty members before the student enrolls in NUTR 6XTR. Prerequisite: 63TP.

NUTR CE90 Comprehensive Examination. Fee.**ILA FAYE MILLER 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 6360 Advanced Tests and Measurements

Advanced principles of traditional and authentic assessment, measurement, statistical concepts and research methodology.

KEHP 6377 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. Same as KEHP 7377.

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 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. Same as KEHP 7379.

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.

KEHP 7350 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 assessments, program assessment, technology, role conflict, national and state standards and laws. Prerequisite: graduate standing.

KEHP 7360 Advanced Tests and Measurements

Advanced principles of traditional and authentic assessment, measurement, statistical concepts and research methodology.

KEHP 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. Same as KEHP 6377.

KEHP 7378 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 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. Same as KEHP 6379.

KEHP 7381 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.

Nursing (NURS)**NURS 6315 Resource Management for Nurse Leaders**

This course is designed to enhance the effectiveness of nursing leaders through the development of skills in personnel and fiscal management in health care organizations. The planning, control, and management of a broad range of resources are examined. Leadership skills for working with interdisciplinary teams within complex systems are addressed..

NURS 6321 Nursing Theory for Advanced Practice

This course is an introduction to nursing theories and includes 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 are discussed within the contexts of the research process, the development of nursing knowledge and the advancement of scientific practice, with a focus on theories that have specific application to health disparities. Same as NURS 7321.

NURS 6323 Advanced Health Assessment

This course provides the student with knowledge and skills for comprehensive health assessment across the lifespan. Students will apply didactic information accessed in an online or lecture format to acquisition of skills through a clinical laboratory experience. Simulation and human models will be

used for skill practice. The use of diagnostic reasoning, differential diagnosis, and problem-formulation approach to patient examination is introduced. Same as NURS 7323

NURS 6325 Advanced Pathophysiology

This course focuses on advanced study of pathophysiologic problems of the major body systems. Examples of alterations in physiological function are related to commonly encountered clinical situations. It includes study of the major organ systems with particular emphasis on the physical, biological, and integrating mechanisms. Same as NURS 7325.

NURS 6331 Population Health Assessment

This course focuses on the development of population health assessment principles and skills for advanced nursing practice with aggregates of all ages. Includes study of epidemiology and nursing science with an emphasis on cross-cultural perspectives and health disparities.

NURS 6333 Nursing Leadership and Theory

This course examines approaches to nursing leadership and relevant theories that support advanced nursing leadership in health care organizations. Theories and models of advanced leadership derived from nursing, administration and behavioral management will be applied to develop the nurse's role as a leader in healthcare organizations.

NURS 6337 Quality Improvement for Nurse Leaders

This course provides opportunities to integrate and apply concepts specific to the role of the master's-prepared nurse leader in addressing quality improvement issues within the healthcare system. Includes a 64 hour clinical practicum. Prerequisites: NURS 6331, NURS 6435, NURS 6355, NURS 6333.

NURS 6341 Pharmacotherapeutics for Advanced Practice Nursing

This course focuses on the application of pharmacokinetic, pharmacodynamic, pharmacologic, and pharmacotherapeutic principles in drug therapy management as required of nurses in advanced practice. Same as NURS 7341.

NURS 6347 Healthcare Economics and Financial Management

This course provides a healthcare economics and finance foundation for graduate nursing students. It is designed to enable nurse leaders to build a foundation of knowledge in healthcare economics and financial management skills. Students will critically analyze financial management strategies and regulatory requirements.

NURS 6355 Nursing Research and Theory

Overview of research processes and theory to develop an understanding of research design, implementation, and evidence-based practice for professionals in health care settings. Prepares nurses and other professionals to read, interpret, and synthesize current knowledge into a research proposal.

NURS 6358 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 where 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. Same as

NURS 6361 Health Policy and Ethics for Nurses

This course provides a foundation for nurse leaders in policy analysis with an emphasis on ethical issues and policies impacting healthcare. Course content and experiences prepare nurses to read, interpret, synthesize, and lead others in the evaluation of ethical issues and policies impacting healthcare.

NURS 6368 Teaching in Schools of Nursing/Institutions

This course builds on NURS 6358 Curriculum Development in Nursing. 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 128 hour practicum. Prerequisite: NURS 6358. Same as NURS 7368.

NURS 6371 Aggregate Health III

This is the final in a series of three clinical 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 Aggregates I & II.

NURS 6375 Advanced Organizational Leadership

This course provides the opportunity to apply advanced nursing leadership concepts and skills in an intensive 128 hour clinical practicum accompanied by a seminar addressing topical issues in organizational leadership. Prerequisites: NURS 6333, NURS 6315, NURS 6435.

NURS 6390 Informatics in HealthCare

This course focuses on the management of information in the modern healthcare system. Students will be introduced to the breadth of informatics, information management, the history and future of informatics in healthcare, connected health, social media and healthcare, metadata management, and analysis and interpretation of large sets of clinical data.

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 precepted experience consisting of a minimum of 300 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 nursing professional. This course is a prerequisite for the Clinical Nurse Leader certification exam.

NURS 6399 Selected Topics in Nursing**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. This course requires 64 clinical hours.

NURS 6435 Program Development and Evaluation

This course is designed to provide opportunities for students to apply planning and evaluation frameworks to address health disparities among vulnerable populations. Through clinical experiences with a population of the student's choice, students diagnose and prioritize health care needs, design culturally and linguistically appropriate programs and services to meet those needs, implement, and evaluate the outcomes of those interventions. Includes a 128 hour clinical practicum.

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 6457 Adult/Gerontology CNS III: Seminar and Preceptorship

This course is a synthesizing experience in the development and implementation of the CNS 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 precepted 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. This course requires 128 clinical hours in selected sites.

NURS 6537 Adult Gerontology CNS I: Diagnosis and Management of Acute and Chronic Illness of Adults

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 a specialty focus in 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 non-pharmacological 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 and includes a minimum of 192 clinical hours in selected clinical sites.

NURS 6547 Adult/Gerontology CNS II: The Roles of the CNS

This course continues the transition of the graduate nursing student to the role of a CNS by focusing on the nurse and system spheres of influence. Students will have clinical experiences that will focus on the CNS competencies (NACNS) as they relate to consultation, systems leadership, intro and inter-professional collaboration, coaching, research, and ethical decision making as well as continued refinement of the direct caregiver role in secondary prevention, health promotion, and coordination of care across community systems of care. Theories and current evidence-based

interventions are explored for application to special and culturally diverse populations. Developing a customized patient-based framework for Clinical Nurse Specialist practice in the contemporary health care system is emphasized. This course requires 192 clinical hours.

Doctor of Nursing Practice

NURS 7225 Concepts of Evaluation and Dissemination

This course builds on previous DNP content focusing on evaluation, and dissemination of findings.

Prerequisite: NURS 7320

NURS 7287 Psychiatric Clinical Seminar

This course focuses on the refinement of skills used by Psychiatric-Mental Health Nurse Practitioners in the treatment of children, adolescents, and adults with mental health problems.

NURS 7288 Clinical Skills Seminar

This course focuses on the review and practice of skills and procedures that are commonly performed in primary care.

NURS 7309 Informatics in HealthCare

This course focuses on the management of information in the modern healthcare system. Students will be introduced to the breadth of informatics, information management, the history and future of informatics in healthcare, connected health, social media and healthcare, metadata management, and analysis and interpretation of large sets of clinical data.

NURS 7315 Resource Management for Nurse Leaders

This course emphasizes the management of human 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.

NURS 7320 Principles of Evidence-based Practice

This course focuses on evidence-based practice methods and skills for the clinical role of the DNP prepared nurse. The course will emphasize needs assessment, project planning, and evaluation.

Prerequisites: NURS 7440; NURS 7345.

NURS 7321 Nursing Theory for Advanced Practice

This course is an introduction to nursing theories and includes 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 are discussed within the contexts of the research process, the development of nursing knowledge and the advancement of scientific practice, with a focus on theories that have specific application to health disparities. Same as NURS 6321.

NURS 7323 Advanced Health Assessment

This course provides the student with knowledge and skills for comprehensive health assessment across the lifespan. Students will apply didactic information accessed in an online or lecture format to acquisition of skills through a clinical laboratory experience. Simulation and human models will be used for skill practice. The use of diagnostic reasoning, differential diagnosis, and problem-formulation approach to patient examination is introduced. Same as NURS 6323

NURS 7325 Advanced Pathophysiology

This course focuses on advanced study of pathophysiologic problems of the major body systems. Examples of alterations in physiological function are related to commonly encountered clinical situations. It includes study of the major organ systems with particular emphasis on the physical, biological, and integrating mechanisms. Same as NURS 6325.

NURS 7331 Neurobiology and Pathogenesis of Psychiatric Disorders

This course focuses on the neurobiological connections between the brain and psychiatric disorders, including neuroanatomical structures, neurochemical pathways, specific behaviors, symptomatology, and their respective diagnostic technologies.

NURS 7333 Advanced Psychopharmacology for the Psychiatric-Mental Health Nurse Practitioner

This course introduces psychotropic medications, including their neurochemical basis, mode of action and clinical application; principles of pharmacological medication selection and use based on clinical indicators. It is designed to assist the Psychiatric- Mental Health Nurse Practitioner to develop competence in prescribing and monitoring psychopharmacological agents used in the treatment of common psychiatric mental health disorders across the lifespan. This course builds on the conceptual principles developed in NURS 7341-Pharmacotherapeutics for Advanced Nursing Practice.

NURS 7337 Statistics for Nursing Research and Evidence-based Practice

This course provides the foundation for the graduate nursing student to utilize and analyze statistics in research and evidence-based practice. The course focuses on the selection, application, calculation, computerization, and evaluation of statistical procedures in relation to the level of data, type and size of sample, and study design in nursing research.

NURS 7340 Theoretical Issues with Culturally Diverse and Vulnerable Population Groups

The goal of this course is to examine health and well-being as a population phenomenon through study of the role of environment, the concept of the gradient effect in health, and an examination of interdisciplinary science to support developmental health of populations. The variables influencing health outcomes (race/ethnicity discrimination; socioeconomic diversity; age; religion; gender; migration; medical bureaucracies) and models for changing health outcomes (social capital; learning societies) will be analyzed and synthesized.

NURS 7341 Pharmacotherapeutics for Advanced Practice Nursing

This course focuses on the application of pharmacokinetic, pharmacodynamic, pharmacologic, and pharmacotherapeutic principles in drug therapy management as required of nurses in advanced practice. Same as NURS 6341.

NURS 7345 The Foundations for Doctor of Nursing Practice: Scientific Underpinnings of Practice

This course provides an assessment and analysis of organizational health systems with an emphasis on evidence-based practice. Includes 64 mentored clinical hours. Prerequisite/co-requisite: NURS 7440.

NURS 7355 Research for Evidence Based Practice

This course provides an overview of qualitative and quantitative research processes and designs. Prepares nurses to read, interpret, and synthesize current knowledge into a proposal for evidence-based nursing practice, to include outcomes evaluation. Prerequisite: MATH 6363 or other math based graduate statistics course.

NURS 7358 Curriculum Development in Nursing

This course is designed for graduate nursing students who plan to teach in nursing education programs, whether in schools of nursing or institutions where 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. Same as NURS 6358.

NURS 7359 Doctor of Nursing Practice—Project I

This course guides the student through the initial design and implementation of the DNP final scholarly project. Prerequisite: NURS 7345; Prerequisite/co-requisite: NURS 7320.

NURS 7360 Health Policy Analysis

This course is designed to prepare the DNP student to critically analyze health policy proposals, health policies, and related issues from the perspective of consumers, nursing, other health professions, and stakeholders in policy and public forums; demonstrate leadership in the development and implementation of institutional, local, state, federal, and/or international health policy and knowledge of methods to influence and educate others regarding policy; advocate for social justice, equity, ethics, and the nursing profession within the policy that shapes health care financing, regulation, and delivery.

NURS 7365 DNP II: The Capstone

In this final course of the DNP program, the student will lead an inter-professional team in the implementation and evaluation of an evidence-based scholarly project specific to a population of interest within a health care organization. Findings will be disseminated through an oral presentation and a manuscript suitable for a peer-reviewed publication. An online weekly seminar will provide opportunities for group discussion, mentoring by faculty, and problem-solving of the implementation, evaluation, and dissemination process.

NURS 7368 Teaching in Schools of Nursing/Institutions

This course builds on NURS 7358 Curriculum Development in Nursing. 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 128 hour practicum. Prerequisite: NURS 7358. Same as NURS 6368.

NURS 7380 Doctor of Nursing Practice—Project II

This course guides the student through the development and implementation of the DNP final scholarly project. Prerequisite: NURS 7359.

NURS 73XX Doctor of Nursing Practice—Project III

This course guides the student through the completion and dissemination of the DNP final scholarly project. Prerequisite: NURS 7380.

NURS 7381 Advanced Practice Registered Nurse Professional Roles

This course focuses on the role development of the advanced practice nurse prepared at the Doctor of Nursing Practice degree level. Key aspects of the role to be examined include historical, legal, ethical, social, and public policy. Areas addressed include core competencies, professional behaviors, economic implications with health systems, and interprofessional relationships.

NURS 7387 Psychiatric Mental Health Nurse Practitioner (PMHNP) Residency

This residency prepares students for independent, entry level PMHNP practice with a focus on the synthesis of previously gained knowledge and skills in the provision of advanced nursing care to individuals, families, and groups. Students will demonstrate integration and application of DNP program competencies. Emphasis is placed on health promotion, disease prevention and clinical management of clients with common acute and chronic illness and demonstration of progression of clinical knowledge with increasingly complex client situations. This course includes 192 supervised clinical hours.

NURS 7399 Selected Topics in Nursing**NURS 7410 PMHNP I: Advanced Psychiatric-Mental Health Nursing across the Lifespan (Diagnosis and Management)**

This course is the first of a three course series in learning and practicing advanced practice nursing diagnosis and pharmacological and nonpharmacological management of patients with psychiatric disorders across the lifespan.

NURS 7414 PMHNP II: Advanced Psychiatric-Mental Health Nursing across the Lifespan (Diagnosis and Management)

This second course focuses on more complex mental health issues. It is designed to refine evaluation, diagnosis, and psychopharmacological and nonpharmacological management of individuals with increasingly complex chronic and acute co-morbid medical and behavioral diagnoses across the lifespan.

NURS 7418 PMHNP III: Advanced Psychiatric- Mental Health Nursing across the Lifespan (Diagnosis and Management)

This is the third course in a series of three practicum courses designed to refine evaluation, differential diagnoses, and pharmacological and nonpharmacological management of individuals with multiple chronic and acute, co-occurring medical and behavioral diagnoses across the lifespan. Primary prevention, care of diverse populations, and leadership will be emphasized.

NURS 7440 Epidemiology and Vulnerable Populations for Advanced Nursing Practice

This course focuses on epidemiological methods, concepts of health disparities, and vulnerable population research to support advanced nursing practice.

NURS 7447 Individual, Family, and Group Psychotherapy

This course provides the advanced practice psychiatric- mental health nurse prepared at the Doctor of Nursing Practice level with knowledge and clinical skills to use in conducting individual, family, and group psychotherapy for clients across the lifespan who are experiencing dysfunctional interpersonal patterns. Course includes 128 hours clinical practicum hours.

NURS 7450 Integrated Behavioral Health and Family Systems

The focus of this course is the integration of behavioral health management into the primary care of patients across the lifespan. Emphasis is on the role of the family nurse practitioner student in the integration of theory, evidence-based diagnosis and management of patients with behavioral health problems upon which to base collaborative clinical practice in primary care and behavioral health care settings.

NURS 7480 FNP I: Primary Care of Adults (Diagnosis & Management) with Chronic & Acute Conditions

This course focuses on advanced practice nursing in the diagnosis and management of adults and older adults in diverse populations. Course content includes developmental, physiological, pathological, and psychosocial changes relative to health maintenance, acute and chronic illnesses, and life transitions. Course includes 128 supervised clinical hours. Prerequisites: NURS 7321, NURS 7325, NURS 7337, NURS 7341, NURS 7323.

NURS 7482 FNP II: Primary Care of Adults (Diagnosis & Management) with Chronic & Acute Conditions

This is the second of two courses with a continued and more advanced focus on chronic and acute conditions of adults. This course emphasizes the integration of assessment and applied theory in primary care management of the adult and older adult with chronic and acute conditions. Further development of skills in health promotion, health maintenance, risk reduction strategies, management of common acute and chronic conditions and understanding the basic health care needs across the adult lifespan are promoted. This course includes 128 supervised clinical hours. Prerequisite: NURS 7480.

NURS 7484 FNP III: Primary Care of Women (Diagnosis & Management) with Chronic & Acute Conditions

This course addresses female clients and their gender-specific care needs. Beginning with the well-woman and preventive care practice, the course incorporates further assessment, diagnosis, and management of common gynecological conditions and reproductive needs. This course includes 64 supervised clinical hours. Prerequisite: NURS 7482.

NURS 7486 FNP IV: Primary Care of Children & Adolescents (Diagnosis & Management) with Chronic & Acute Conditions

This course addresses acute and chronic conditions of the child and adolescent. Beginning with growth, development, and anticipatory guidance for the well children and adolescent, the course incorporates further assessment, diagnosis, and management of acute and chronic conditions including the developmental transitions within the family context. This course includes 128 supervised clinical hours. Prerequisite: NURS 7484.

NURS 7487 Psychiatric-Mental Health Nurse Practitioner Residency

This residency prepares students for independent, entry level PMHNP practice with a focus on the synthesis of previously gained knowledge and skills in the provision of advanced practice psychiatric nursing care to individuals, families, and groups. Students will demonstrate integration and application of DNP program competencies. Emphasis is placed on health promotion, disease prevention, and clinical management of clients with common acute and chronic mental illness and demonstration of progression of clinical knowledge with increasingly complex client situations. Course includes 256 supervised clinical hours.

NURS 7488 Family Nurse Practitioner Residency

This residency prepares students for independent, entry level FNP practice with a focus on the synthesis of previously gained knowledge and skills in the provision of advanced nursing care to individuals, families, and groups. Course includes 256 supervised clinical hours. Prerequisite: NURS 7486.

NURS 7650 Evidence Based Methods and Practice I

This course is designed to enhance the clinical expertise of advanced practice nurses with specific reference to a vulnerable population as a member of a team under the guidance of a preceptor. Course content builds on previously developed EBP methods and skills to critically appraise and synthesize research findings and other evidence using a systematic methodology and interdisciplinary models to inform practice and policy for optimal patient outcomes. The assessed needs of the vulnerable population will serve as the foundation for a micro and macro system analysis and intervention. This course includes 128 supervised clinical hours. Prerequisite: NURS 7345.

NURS 7655 Evidence Based Methods and Practice II

This course serves as the clinical residency course, builds on previously developed EBP methods and skills and further develops the clinical leadership role as a member of an interdisciplinary team in a complex health care setting. The student will integrate systems theory and clinical evidence to develop a proposal for a practical clinically-focused quality improvement project. Prerequisite: NURS 7650.

Sport Management (SMGT)**SMGT 6360 Research in Sport Management**

This course is designed to help students develop an understanding of simple statistics and interpret findings of peer reviewed literature.

SMGT 6365 Leadership in Sport Organizations

This course focuses on leadership and ethics with specific applications to competitive sports organizations.

SMGT 6375 Sport Governance and Legal Issues in a Global Environment

This course examines how governance issues and laws in local, national and international/global environments impact the development, structures and functions of sport related 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 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 and 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. Same as SMGT 7380.

SMGT 6382 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. Same as SMGT 7382.

SMGT 6384 Leadership and Organization in Sport 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. Same as SMGT 7384.

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.

SMGT 6390 Research and Decision Analysis in Sport Management

This course is an introduction to qualitative and quantitative research for Sport 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. Same as SMGT 7390.

SMGT 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 and 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. Same as SMGT 6380.

SMGT 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. Same as SMGT 6382.

SMGT 7384 Leadership and Organization in Sport 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. Same as SMGT 6384.

SMGT 7390 Research and Decision Analysis in Sport Management

This course is an introduction to qualitative and quantitative research for Sport 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. Same as SMGT 6390.

SCHOOL OF PROFESSIONAL STUDIES**Administration (ADMN)****ADMN 6310 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 Management Concepts and Issues

This 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.

ADMN 6375 Strategic Planning and Policy

This 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. MBA and PhD students require permission of advisor.

Business Administration (MBA)**PMBA 6309 Applied Human Resource Management**

Applied human resource management explores the role of human resource management in organizations. Special emphasis is placed on the workforce, jobs, recruiting high-quality talent, and organization relations and retention. Students will also learn how to develop talent through training, professional development, performance management, and appraisal. Compensation, rewards, and the management of employee benefits will also be covered. Finally, topics in employee relations will be discussed including risk management, worker protection, and employee rights and responsibilities.

PMBA 6310 Managerial Accounting and Control Systems

This course starts by introducing non-accountant managers to the accounting framework, classifications of assets, liabilities, and equities, and the interconnectedness of the financial statements. Special emphasis is placed on ratio analysis, managing working capital, the cash conversion cycle, and recognizing the importance of accounting concepts such as matching,

recognition, accrual, and the accounting period to managerial decision-making. The fundamentals of cost analysis including job-order costing, cost-volume-profit analysis, activity-based costing, and standard costs and variance analysis will be given in depth coverage. Finally, students will examine the role of incentives created by the regulatory environment as well as a firm's governance structure, compensation policy, and code of ethics on a firm's internal control systems.

PMBA 6311 Managerial Finance

In managerial finance, students will be introduced to tools used to measure and evaluate the financial health of a firm for the purpose of improved managerial decision-making. Financial statements are used to conduct ratio analysis, to perform sustainable growth analysis, and to construct percent-of-sales forecasts and cash flow proformas. Students will also explore the merits of using debt versus equity to take advantage of market opportunities. Students will expand upon their knowledge of the time value of money and risk analysis to value investment opportunities in stocks, bonds, and capital budgeting projects including mergers and acquisitions. In depth coverage will be given to valuation tools including discounted cash flow analysis, the weighted average cost of capital, leveraged beta, and market multiples. The assumptions underlying base case analyses will be evaluated using logic, sensitivity analysis, and scenario analysis. Finally, the role of effective corporate governance and ethical decision-making will be covered.

PMBA 6312 Quantitative Methods and Research

Quantitative methods and research applies quantitative methods including decision theory, linear programming, regression analysis, simulation, etc. to real-world business problems in the areas of marketing, finance, and operations. Operations applications will be extended to include concepts related to business process improvement, supply chain management, and job, facility, and office design. Students will also learn techniques to collect, organize, and structure data for analysis including sampling, measurement, and the evaluation of survey worth. This course will culminate in research that applies knowledge to a real-world business problem. Key steps include defining a problem, assessing current knowledge, determining the value of additional information, measuring where information value is high, and using the results to prepare a detailed action plan.

PMBA 6313 Managerial Economics and Decision-Making

Managerial economics and decision-making applies economics, strategy, and critical thinking processes to solve real-world problems in business. The course begins by introducing students to utility-maximization theory, production, cost, and institutional economic theory to explain how individuals and organizations make decisions in different types of market structures. Special emphasis is placed on the effect that the competitive environment and the role of incentives have on policies regarding price, output, and strategy. Strategic decision-making is further broken down using game theory, Porter's five forces analysis, and Porter's four corners analysis. Strategies to get employees and business units to work in the firm's best interests will also be reviewed. Finally, traditional economics is elaborated upon to review problem-solving models that reduce the negative effects of cognitive biases and decision-making traps.

PMBA 6314 Management of Information Technology

This course introduces students to concepts related to managing the design, development, and implementation of new technologies including computer hardware, software, networks, and telecommunications. Additional topics include e-business systems, enterprise business systems, e-commerce applications, and security and ethical challenges faced by managers of information technology. Emphasis will be placed on developing skills for managing technological transitions,

managing industrial research and development, and integrating creativity and organizational learning. Emphasis will also be placed on concepts related to strategic change management including leveraging alliances, networks, relationships, and high-technology ventures to obtain a competitive advantage. Finally, students will be introduced to information technology, security, and intellectual property law to obtain a better understanding of how incentives for technological change are created.

PMBA 6315 Leading Organizations and Human Resources

Managing organizations and human resources explores the values and psychological underpinnings that explain why people behave the way they do. Special emphasis is placed on how managers can use this information to enhance communication to construct effective teams and to lead others by building relationships based on trust and mutual respect. Emphasis is also placed on understanding the relationship between beliefs, emotions, motivation and behavior with implications for situational leaders in the areas of discipline, managing performance, and employee training, development, and empowerment. Students will build upon their understanding of leading human resources by examining policies related to employee selection, training, retention, promotion, compensation, and labor relations. Finally, students will cross-examine the relationships between law and ethics, ethics and leadership, and leadership and cultivating relationships with employees, customers, and the community.

PMBA 6316 Strategic Marketing, Communications, and Research

Students will learn the 5-C framework to support choices related to market segmentation, target market identification, and product positioning. Tactical decision-making related to pricing, product characteristics, promotional activities, distribution channels, brand recognition, communication, and other aspects of the marketing mix will be covered. Special emphasis is placed on techniques used to increase market share including expanding internationally, defining boundaries for a firm's product portfolio, and the strategic utilization of data. Emphasis will also be placed on formulating, implementing, and evaluating a firm's integrated marketing communications strategy. Finally, students will do research to solve marketing problems. Key steps include defining the problem, generating hypotheses, selecting methods, analyzing data, and providing recommendations.

PMBA 6317 Global Strategy, Policy, and Regulation

This course starts by providing students an overview of the gains from trade, exchange rates, international trade policy, and business policy as applied to the nation state. Special emphasis is placed on monetary, fiscal, social, and industrial policies as they relate to global strategic decision-making. Students will also be introduced to antitrust law for the purpose of managing the risks associated with pricing decisions, vertical agreements, and horizontal acquisition. The importance of instilling a vision, adhering to a well-articulated value system, and aligning human resources, intangible assets, and boundaries for multiple lines of business to obtain a global competitive advantage will be covered. Students will also explore the benefits to stakeholders of using a balanced scorecard to assess organizational performance. Finally, the strategic implications of cross-national models of corporate governance, market structures, and industry characteristics will be studied.

PMBA 6320 Investments

This course begins by introducing students to the investment environment, financial instruments, and how securities are traded. Emphasis will be placed on securities market mechanics including the role of financial intermediaries, ordering processes, trading securities on margin, and short selling. Students will also be exposed to modern portfolio theory, arbitrage pricing theory, the efficient

market hypothesis, and the basics of behavioral finance and the psychology of investing. The capital asset pricing model, bond valuation models, equity valuation models, and valuing venture capital and the IPO process will also be covered. Financial statement analysis, macroeconomic analysis, industry analysis, and technical analysis will be used to further assess investment opportunities. Finally, students will be introduced to the markets for derivative securities including swaps, options, futures, warrants, and convertible bonds.

PMBA 6321 Portfolio Management

This course focuses on how to make decisions regarding investment mix and policy, how to match investments to objectives given risk preferences, and how to allocate funds among different asset classes. The portfolio management process, portfolio management theories, and capital market theory will be examined. Special emphasis will be placed on how to distribute capital between risky assets and the risk-free asset in order to construct an optimal risky portfolio. Hedging portfolio risk using derivative securities such as options, futures, and swap contracts will be covered. Students will also be introduced to techniques used to evaluate an investment portfolio's performance including measuring investment returns, the M2 measure of performance, the information ratio, Sharpe's ratio, the Treynor ratio, and Jensen's measure of portfolio performance. Finally, an introduction to the theory of active portfolio management will be provided.

PMBA 6322 Real Estate Investments

This course introduces students to real estate as an asset class. Students will also be introduced to present value mathematics for real estate, measuring real estate investment returns, and the basics of real estate valuation using discounted cash flow analysis, multiples-based analysis, and the use of leverage. Micro-level issues including real estate market analysis, real estate market efficiency, income tax considerations, and metrics to assess real estate performance such as the gross rent multiplier, depreciation, land measurements, profitability measures, and vacancy and credit loss will be emphasized. Students will also examine the basics of mortgages, the refinancing decision, and commercial mortgage-backed securities. Finally, students will survey macro-level topics including securitization, real estate investment trusts, and real estate portfolio theory.

PMBA 6330 Applied Data Analysis

Data analytics introduces students to methods of data collection, storage, organization, and analysis. The course begins with an overview of descriptive statistics, graphical methods, probability, hypothesis testing, and modeling using linear regression analysis. Exploratory and confirmatory data analysis will be used to examine model specification issues such as dealing with measurement error, handling omitted variable bias, and determining the correct functional form. Students will then learn how to solve problems associated with the violation of the assumptions of linear regression including heteroskedasticity, multicollinearity, and autocorrelation. Finally, an introduction to maximum likelihood estimation for nonlinear, categorical, and limited dependent variable models will be provided. A portion of every class will be dedicated to learning how to use SAS in a lab-like setting to write programs to structure, estimate, and interpret statistical models.

PMBA 6331 Forecasting Methods in Business

Forecasting methods in business introduces students to quantitative techniques that use historical data to make predictions. The course begins with an overview of basic statistical concepts, time series regression analysis, and model building and residual analysis. Emphasis is placed on obtaining point forecasts, prediction intervals for mean values, prediction intervals for individual values, detecting autocorrelation, and assessing forecast error. Students will also learn how to model trend,

cyclical, and seasonal variation using polynomial, trigonometric, and growth curve regression models. Forecasting using additive decomposition, multiplicative decomposition, simple exponential smoothing, trend-corrected exponential smoothing, and Holt-Winters methods will also be covered. Finally, students will use Box-Jenkins analysis to identify, estimate, and forecast time series models.

PMBA 6332 Data Management

Data management introduces students to techniques used to systematically collect, organize, store, and manage data. Students will build upon their statistical software programming skills to learn how to more efficiently manage data for analysis. Students will also learn how to implement smart data coding procedures so that their organizations can more intelligently store, organize, access, and analyze information to obtain competitive advantage. Emphasis will be placed on database design, management, and information extraction, particularly mining the internet and exporting and importing data to and from SQL and MS Excel. Finally, students will be introduced to computational procedures used for data mining social media including Facebook, Twitter, LinkedIn, and Google+.

PMBA 6340 Metrics and Measures of HR

This course seeks to introduce students in the field of HR to critical HR metrics generated through data that impacts the organization's bottom line. This course will include analytics: The systematic collection, analysis, and interpretation of data designed to improve decisions about talent and the organization as a whole. Students will be able to take a strategic view of their organization's use of HR data to align with the strategic goals, mission, and vision of an organization.

PMBA 6341 Strategic Human Resources Management

This course seeks to introduce students in the field of HR to the demands and responsibilities that include organizational leadership and strategic thinking. Students will examine the relationship between how organizational structure relates to implementing strategy, and how an organization's strategic direction requires developing and assessing the organization's human capital and creating the capabilities required to support the strategic direction. This course will prepare students to become strategic contributors using both business knowledge and HR skills.

Business Administration (DBA)**DBA 8310 Business Ethics**

An analysis of issues, problems, and potential solutions surrounding ethics and diversity patterns in the global business environment. Students will explore a variety of individual and organizational scenarios from a multidisciplinary and multi-stakeholders perspective. Prerequisite: Admission to the DBA Program.

DBA 8315 Qualitative Research

The aim of this course is to develop an understanding of the concepts and methods of qualitative analysis and to explore 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. Prerequisite: Admission to the DBA Program.

DBA 8320 Corporate Financial Decision-Making and Value Creation

In this course, students will build upon their knowledge of managerial finance to measure and manage the risk and value of investment opportunities including venture capital investments, initial public offerings, equity investments, fixed income investments, leveraged buyouts, and mergers and acquisitions. Valuation tools including comparable company analysis, precedent transaction analysis, LBO analysis, relative analysis, and discounted cash flow analysis will be covered. Finally, special emphasis will be placed on using real-world data to estimate and evaluate all of the key components of a valuation opportunity including but not limited to forecasted cash flows, market returns, the risk-free interest rate, and measures of systematic risk in consideration of an organization's business units and current and future capital structure. Prerequisite: Admission to the DBA Program.

DBA 8325 Quantitative Research and Analysis

In this course, students will be introduced to quantitative techniques that will allow them to develop the acumen and instincts necessary to make data-informed decisions and to become a more effective business leader. The course begins with an overview of graphical methods, numerical descriptive methods, and the fundamentals of probability theory including discrete and continuous probability distributions. Inferential methods including hypothesis testing, confidence interval estimation, one sample tests, two sample tests, ANOVA, MANOVA, and Chi-square and nonparametric tests will also be covered. Special emphasis will be placed on sampling, measurement scales, and the evaluation of survey worth. Finally, students will learn how use technology to apply decision theory, regression techniques, time series analysis, and forecasting to real-world problems in business. Prerequisite: DBA 8320 Corporate Financial Decision-Making and Value Creation.

DBA 8330 Survey Design, Development, and Deployment

In this course, students are introduced to the fundamentals of designing, developing and deploying survey instruments and tools for action research. Methods of survey deployment and analysis, including the use of statistical software packages, are covered. Students will develop and deploy instruments that incorporate a minimum of three different types of measurement questions designed to acquire cognitive, attitudinal, and behavioral data. Prerequisite: Admission to the DBA Program.

DBA 8335 Business Operations and Process Improvement

Business Operations and Process Improvement teaches students how to identify opportunities to add value along the supply chain, to improve organizational processes to better utilize resources, and to align operations, supply chain, and quality initiatives to obtain competitive advantage. Special emphasis will be placed on process design, mapping, and analysis using performance metrics including efficiency, throughput, and capacity utilization. Students will also be exposed to supply chain management including working with suppliers with different lead times, incorporating flexibility to prevent stock-outs, and estimating demand. Further, job, office, and facility design, inventory management, and resource planning and management will be examined. Finally, continuous process improvement frameworks including Lean Six Sigma, Six Sigma, and the Theory of Constraints will be used to improve operations and quality. Prerequisite: Admission to the DBA Program.

DBA 8340 Writing for Publication and Presentation

Writing for Publication and Presentation is an advanced writing course in which students master the skills to determine the appropriate venue to disseminate research and practice. This course will enable students to critique and write (a) scholarly papers, (b) formal business documents, and (c) technical reports used in business using the appropriate style guide (APA, MLA, Chicago Manual

Style). Students will also learn about the various forums for presenting to academic and practitioner audiences and how to distinguish the appropriate presentation medium based on audience and context. Prerequisite: Admission to the DBA Program.

DBA 8345 Marketing Research and Analysis

Marketing Research and Analysis applies qualitative and quantitative methods to better understand consumer behavior, to tap into the needs and preferences of an evolving marketplace, and to align firm activities to strategic initiatives using measurable results. Practical considerations in the areas of sampling, qualitative research design, survey construction and analysis, and data analysis and results interpretation will be demonstrated. Special emphasis is placed on modeling customer acquisition, customer retention, customer satisfaction, and the linkage between the attributes of a good or service and the needs and preferences of consumers. Students will learn how to define marketing research questions, how to formulate testable hypotheses, how to test hypotheses using the appropriate research methods, and how to use results to affect positive change in their organizations. Prerequisite: Admission to the DBA Program.

DBA 8350 Research Design and Analysis

This course integrates concepts learned in Qualitative Research and Quantitative Research and Analysis. Special emphasis is placed on developing lines of inquiry, constructing the components of a research plan, and applying the research process to real-world problems in business. Students will also explore the merits of different design types including ex post facto, quasi-experimental, experimental, longitudinal, and simple pre- and post-test designs in light of threats to validity including history, contamination, and bias. The relationship between external validity and different sampling strategies including simple random sampling, stratified, systematic, cluster, and multi-stage cluster sampling will also be covered. For all designs discussed in class, students will learn how to use technology to perform measurements, structure data, conduct analysis, and interpret results. Prerequisites: DBA 8315 Qualitative Research and DBA 8325 Quantitative Research and Analysis.

DBA 8355 Practical Econometrics and Decision-Making

In Practical Econometrics and Decision-Making, students build upon their understanding of important micro and macroeconomic concepts using data and empirical analysis. Simple regression is elaborated upon to handle issues related to include multiple variables, model specification, functional form, measurement error, and violations of the assumptions of regression analysis. A step-by-step approach is used to examine modeling techniques including time series analysis, panel data models, limited dependent variable models, and instrumental variables regression. Special emphasis will be placed on using technology to collect, manage, and analyze data to better understand real-world problems in the areas of applied microeconomics, applied macroeconomics, investment analysis, sports analytics, international trade, and the economics of public policies and social issues. Prerequisite: DBA 8325 Quantitative Research and Analysis.

DBA 8360 Contemporary Global Issues, Trade, and Investment

Contemporary Global Issues, Trade, and Investment covers what organizational decision-makers need to know about trade, industry structure, and investing in the global economy. This course begins with an overview of the drivers of international trade, foreign direct investment, and investments in foreign securities. Special emphasis is placed on hedging the risks associated with doing international business using forward-looking financial instruments including forward contracts, currency futures, currency options, and currency swaps. Topics in international finance

including the balance of payments, exchange rate systems, parity relationships, and global money and banking are also covered. Finally, contemporary economic issues surrounding economic development, the role of the government in the global economy, and dealing with financial crises will be studied from the perspective of decision-makers doing business in a complex global environment. Prerequisite: Admission to the DBA Program.

DBA 8365 Business Strategy, Simulation, and Integration

Business Strategy, Simulation, and Integration focuses on further developing the ability of students to define, synthesize, and evaluate business decisions in a complex global environment. Special emphasis will be placed on executing a simulated organization's strategy in light of its vision, values, and mission in a constantly changing marketplace. Special emphasis will also be placed on the integration of all of the functional areas of business including marketing, leadership, operations, finance, and human resource management in the presence of constraints imposed by the external environment such as the level of competition, product life cycle, industry life cycle, government regulation, and trade policy and politics. Finally, students will assess organizational performance using a balanced scorecard that measures return on equity, asset management, financial risk, human resource management, and accumulated wealth. Prerequisite: The successful completion of at least 33 credit hours in the DBA Program.

DBA 9300 Culminating Experience

This course is designed to allow the student to either work under the guidance of their dissertation committee in preparation for their dissertation or to work on their peer-reviewed publication, conference presentation, or work-based project. Students may re-enroll in 9300 if their dissertation, peer-reviewed publication, presentation, or work-based project requires additional time. Students must successfully complete a minimum of three semesters of 9300 and, if not writing a dissertation, must make at least two unique selections (students may not publish three articles, make three presentations, or complete three work-based projects) to satisfy Program requirements.

Prerequisites: DBA 8350 Research Design and Analysis and DBA 8340 Writing for Publication and Presentation.

Organizational Development (ORGD)

ORGD 6320 Organizational Behavior and Learning

Emphasis is placed on the contributions of the behavioral sciences toward understanding human behavior in organizations along several dimensions. Using a participative framework, students examine individual, group, and organizational issues relevant to today's changing workplace. Same as ORGD 7320. (Fall, Spring, Summer)

ORGD 6330 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. Same as ORGD 7330. (Fall, Spring).

ORGD 6340 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. Same as ORGD 7340. (Summer)

ORGD 6351 Foundations of Organizational Development

Course will provide an overview of the discipline of Organizational Development (OD), the phases of OD practice, and in-depth exploration of organizational entry/contracting, diagnosis of problems, and feedback of diagnostic results and action-planning. The ethics and values of the OD professional and self-assessment will be an integrative theme and experience during the semester.

Prerequisites: ORGD 6320 and ORGD 6330. Same as ORGD 7351. (Fall, Spring)

ORGD 6352 Organizational Development Interventions and Practices

This course builds on the Foundations of OD, with emphasis on developing and implementing OD interventions, as well as evaluating and sustaining the interventions. Interventions such as human resource development, teambuilding, process improvement and restructuring are explored.

Prerequisite: ORGD 6351. Same as ORGD 7352. (Fall, Spring)

ORGD 6355 Organizational Change

This course examines planned organizational change, defined as a set of activities and processes designed to change individuals, groups, and organizational processes, systems and structures.

Intended for individual contributors or managers in positions to anticipate, influence, and generate change.

ORGD 6370 Human Performance Improvement

This course presents the fundamentals of Human Performance Improvement (HPI). There are multiple reasons for performance problems. HPI 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. Same as ORGD 7370.

ORGD 6360 Leading Change

This course presents different frameworks for understanding, implementing and leading organizational change efforts. Key challenges and common mistakes in the change process are highlighted, with best practices introduced to provide the student with the tools to lead small and large change initiatives. Same as ORGD 7360. (Fall, Spring)

ORGD 63CS 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)

ORGD 7320 Organizational Behavior and Learning

Emphasis is placed on the contributions of the behavioral sciences toward understanding human behavior in organizations along several dimensions. Using a participative framework, students

examine individual, group, and organizational issues relevant to today's changing workplace. Same as ORGD 6320. (Fall, Spring, Summer)

ORGD 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. Same as ORGD 6330. (Fall, Spring)

ORGD 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. Same as ORGD 6340. (Summer)

ORGD 7351 Foundations of Organizational Development

Course will provide an overview of the discipline of Organizational Development (OD), the phases of OD practice, and in-depth exploration of organizational entry/contracting, diagnosis of problems, and feedback of diagnostic results and action-planning. The ethics and values of the OD professional and self-assessment will be an integrative theme and experience during the semester. Prerequisites: ORGD 6320 and ORGD 6330. Same as ORGD 6351. (Fall, Spring)

ORGD 7352 Organizational Development Interventions and Practices

This course builds on the Foundations of OD, with emphasis on developing and implementing OD interventions, as well as evaluating and sustaining the interventions. Interventions such as human resource development, teambuilding, process improvement and restructuring are explored. Prerequisite: ORGD 6351. Same as ORGD 6352. (Fall, Spring)

ORGD 7360 Leading Change

This course presents different frameworks for understanding, implementing and leading organizational change efforts. Key challenges and common mistakes in the change process are highlighted, with best practices introduced to provide the student with the tools to lead small and large change initiatives. Same as ORGD 6360. (Fall, Spring)

ORGD 7370 Human Performance Improvement

This course presents the fundamentals of Human Performance Improvement (HPI). There are multiple reasons for performance problems. HPI 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. Same as ORGD 6370.

Psychology (PSYC)**PSYC 5301 Introduction to Graduate Learning in Psychology**

This course serves as an orientation to graduate learning in the Master of Science in Psychology curriculum. Students will gain familiarity the higher academic standards expected of a graduate

student and learn how to cope with life as a graduate student. Learners will examine professional roles, organizations, specialization requirements, and code of ethics in psychology. Additionally, they will become familiar with the resources available to all students such as the library and writing center at the University of the Incarnate Word.

PSYC 5302 Advanced Principles of Industrial/Organizational Psychology

This course examines advanced psychological principles as they are applied to the industrial/organizational environment. Emphasis is placed on contemporary issues.

PSYC 5310 Organization Theory

This course examines historical themes and current directions in organizational climate and culture. The fundamental concepts, contributions and limits of the main paradigms of organizational theories are highlighted.

PSYC 5311 Foundations of Sport Psychology

This course is designed to examine human behavior in a sport context; it is intended to serve as an overview of the field of sport psychology. A broad range of topics will be introduced to gain a comprehensive understanding of the discipline.

PSYC 5312 Work Motivation

This course is designed to provide a foundation for understanding work motivation, job satisfaction and morale. The general theories and primary dimensions of the field of work motivation are introduced.

PSYC 5313 Testing in the Workplace

This course examines psychological assessment and testing as it is commonly utilized in the work environment. Tests of ability, interest, personality, vocational aptitude, and their ethical and legal uses will be presented.

PSYC 5314 Performance Enhancement

This course is designed to investigate theoretical and research findings supporting numerous psychological skills utilized to elicit peak performance in sport and exercise. Students will acquire knowledge applicable to improving athletic performance and recognize the ethical implications of providing such services.

PSYC 5315 Human Factors

This course is designed to consider the tools/equipment, tasks, jobs and work/living environments from the perspective of the person who will use them. Human perception, cognition, memory, attention, biomechanics and learning as they apply to solving ergonomic problems are investigated.

PSYC 5318 Psychology of Learning

This course is designed to examine the latest developments in the research and laboratory techniques in the field of learning psychology, and deepen knowledge of acquiring, storing and using

knowledge. Learning from an evolutionary perspective is highlighted in order to clarify exactly how humans adapt to their environments.

PSYC 5319 Advanced Educational Psychology

This course is designed to provide in depth analysis of modern learning theories and practices as they impact education. Topics include the nature of intelligence and creativity, cultural and ethnic differences in learning, the relationship between teaching and learning, and assessment and accountability.

PSYC 5320 Advanced Psychological Research Methods

This course addresses the advanced issues of research design and the tools needed to understand, quantify, analyze, and interpret research. Students examine the principles of research design and methodological deliberation. Relationships between hypothesis testing, sampling, data collection and data analysis are highlighted. The final project for this course may be applicable to a master's thesis proposal.

PSYC 5321 Behavior Modification and Theory

This course is designed to examine the application of behavior modification theory and principles, and evidence based techniques to promote positive change, learning, psychosocial development in school age youth and adolescents.

PSYC 5322 Media and Technology in Education

This course is designed to investigate the fundamentals of planning, development, and production of instructional media. Attention is given to computer hardware and software often used in computer based media production.

PSYC 5323 Psychology of Problem Solving and Creativity

This course examines the links between creativity, problem solving, decision making, and the process of change.

PSYC 5325 Psychology of Injury

Numerous theoretical and applied considerations are presented to provide a unified perspective on sport related injury. This course enables students to comprehend , prevent and ultimately design intervention protocol to treat the complex psychological and physical trauma that may result from athletic injury.

PSYC 5350 Applied Sport Psychology

This course is designed to enable learners to identify and analyze a number of psychological theories and methods applicable to sport to enhance overall performance and quality of life in diverse populations by accurately assessing their needs through the use of sound psychological principles supported by research.

PSYC 5380 Advanced Biopsychology

This course focuses on how activity in the brain elicits behavior. Students examine brain structure and function and how it influences sensory systems, learning and memory, attention, emotion and motivation. Attention is given to the genetic factors in psychopathology and the influence of emotional and physical trauma on brain function.

PSYC 6305 Principles of Industrial and Organizational Psychology

This course provides an overview of psychological principles as they are applied to the industrial/organizational environment. Application of theory related to personnel selection, work environment, personality, motivation, and legal issues related to the work milieu are investigated. Special emphasis given to contemporary issues.

PSYC 6320 Developmental Issues and Instruction

This course examines developmental issues in instruction from early childhood through adulthood. The impact of specific developmental stages on the acquisition and retention of cognitive, affective and psychomotor skills in various contexts and their application to instruction are highlighted.

PSYC 6323 Behavioral Disorders and Adjustment

This course examines the theories, research, practices, and diagnostic and evidence based assessment related to child and adolescent behavior disorders.

PSYC 6324 Standards and Ethics in Psychology

This course investigates the professional standards and issues related to service delivery of psychological services.

PSYC 6325 Standards and Ethics in Educational Psychology

This course investigates the professional standards and issues related to service delivery of educational psychological services.

PSYC 6335 Personnel Psychology

This course examines the research, theories and practices of personnel psychology, including testing reliability and validity, job analysis, selection, performance appraisal training, and legal and ethical issues in employment decision making. Includes an overview of what personnel psychology is as a science and applied discipline, and what personnel psychologists do for the organizations that employ them.

PSYC 6341 Psychometric Theory

This course is designed to introduce psychometric theory and provide the skills necessary to critically evaluate the merits of psychological tests and the inferences drawn from them. Both historical and modern approaches to test theory are examined.

PSYC 6345 Workplace Motivation

This course is designed to provide a foundation for understanding work motivation, job satisfaction, and morale. The general theories and primary dimensions of the field of work motivation are introduced. Topics include individual dispositions, expectancies and efficacy, fairness, self-regulation; mechanisms through which the processes are addressed in organizations, specifically goals, incentives, job design and social-interpersonal relationships; and emotions closely linked to motivation.

PSYC 6350 Advanced Quantitative Methods

This course is designed to deepen the understanding of the use of statistics in the behavioral sciences. Topics covered include basic statistical concepts and procedures; ethics, testing and diversity; measurement; populations, samples, sampling procedures, bias; measures of central

tendency; validity and reliability; standard scores and the normal curve; sampling distribution of the mean; probability, Null hypothesis testing; *t* tests.

PSYC 6354 Motivation in Sport and Exercise

This course is designed to examine a broad range of theoretical and applied questions. Students will investigate major theories and paradigms, identify motivational antecedents and consequences, examine important measurement issues, and compare the effectiveness of current intervention strategies for enhancing motivation.

PSYC 6355 Advanced Inferential Statistics

This course is designed to broaden and deepen the understanding of the use of statistics in the behavioral sciences. Topics covered include: advanced application of statistical concepts; communication of statistical analysis; correlation; ANOVA; regression; ANCOVA; Chi-square: goodness of fit; Chi-square: test for association.

PSYC 6356 Lifespan Sport and Exercise Psychology

This course is designed to examine psychological and social issues across the lifespan in the context of sport and exercise.

PSYC 6360 Diversity in Organizations

This course explores the structure and dynamics of diversity in organizations and the organizational behavior implications. Considers the individual, societal and organizational dynamics relevant to the 21st century workplace including ethnicity, race, gender, and other diversity in organizations using social science and other perspectives and uses multiple levels of analysis to investigate theory, research and application regarding the nature of differences and the creation of an inclusive workplace.

PSYC 6373 Assessment and Testing in Workplace Psychology

This course examines psychological assessment and testing as it is commonly utilized in the work environment. It includes principles of assessment interviewing, test selection, application, evaluation and report writing, as well as test construction and standardization. Topics include individual, group, organizational assessment and multicultural concerns.

PSYC 6385 Cultural Diversity in Psychology

This course examines current theoretical, social and practical issues affecting the psychosocial development and assessment of individuals from minority cultures.

PSYC 63CE Comprehensive (non-thesis option)

This course is a summative evaluation; it is designed to be an integrative, independent endpoint assessment of a student's cumulative knowledge of graduate coursework in the field of psychology.

PSYC 63TP Master's Thesis Proposal

This course is designed to provide an exploration of the procedures of planning, design, scheduling organization and management of a master's level research project in psychology.

PSYC 63TR Master's Thesis Research

This course is designed to serve as a guide to the implementation of procedures of approved planning, design, scheduling organization, data collection, data analysis, and management of a master's level research project in psychology leading up to the thesis defense.

ROSENBERG SCHOOL OF OPTOMETRY**Vision Science (VISC)****VISC 6305 Fundamentals of Vision Science**

This course provides a comprehensive understanding of the principles and application of vision science. Topics include light specification, transmission, photometry, & colorimetry; visual sensitivity (duplexity theory, light & dark adaptation, spectral, spatial, temporal aspects of threshold, brightness-difference & chromatic thresholds), color vision (spectral sensitivity, contrast, constancy, adaptation; color deficiency & testing) form perception (linear systems analysis, visual acuity & contrast sensitivity, resolution, hyperacuity, luminance & defocus, illusions, constancies), temporal aspects of vision & motion perception (dynamic acuity, real & apparent motion, after-effects); neurophysiology of vision (single cell, parallel pathways, higher processes), electrophysiological correlates of vision; psychophysical methodology, normal & abnormal visual development contrast sensitivity, temporal sensitivity, and motion sensitivity. A clinical approach will be applied to the study of vision science & perception. Same as VISC 7305.

VISC 6310 Binocular Vision & Ocular Motility

Advanced studies in clinical and experimental approaches to the psychophysical and physiological bases of binocular vision. Topics will include: innervation and actions of the extraocular muscles; types of eye movements and their control mechanisms; accommodation, pupillary reflexes, and their control mechanisms; sensory adaptations to abnormal binocular conditions to include pathological suppression, binocular confusion, and amblyopia genesis; retinal to brain neuro-pathways; Panum's fusional area; and applications of vision therapy in remediation of binocular vision and extraocular muscle disorders. Same as VISC 7310.

VISC 6115 Genomics Medicine

This course will review the mechanisms governing gene expression and how those may be altered during disease. The most current advances in translational research, including the genetic tests that are used for the diagnosis of disease, disease management or risk assessment, gene and stem cell-based novel therapies will be emphasized with focus on ocular disease. The ethical, legal, and social implications (ELSI) associated with the release of patient's genetic information will also be discussed. Same as VISC 7115.

VISC 6220 Ocular Physiology

Study of the normal physiologic homeostasis and function of the eye to include the eyebrows, eyelids, tear film, lacrimal system, corneal physiology, corneal transparency, and eye tissue wound healing. Tear flow dynamics and dry eye. Blood flow and vascular dynamics of the tissues of the eye. Aqueous humor production, circulation, and elimination including their contribution to intraocular pressure. Mechanistic pathways for clinical intervention in the treatment of glaucoma. Accommodative and pupillary functions. Other topics will include the physiology of the crystalline lens, vitreous, choroid, retina, and optic nerve. An introduction to ocular diseases associated with malfunction of normal ocular physiology will be addressed. Same as VISC 7220.

VISC 6125 Teaching In Vision Science

Experience in teaching at the laboratory, seminar, and course levels. Students will contribute to development of poster, laboratory and lecture material, deliver presentations to small and large audiences in didactic courses, continuing education formats, as well as at national and international vision science, optometry and ophthalmology meetings and conferences. Same as VISC 7125.

VISC 6530 Visual and Applied Optics

The optics of the human eye is studied in detail as it relates to human visual function. The eye as a refracting device is investigated along with the clinical application of lenses to remediate refractive error. Ocular deviations and the application of prism is also addressed. Incidence, distribution, etiology, development, and course of ametropia in humans are discussed. A general overview of photometry and physical optics including interference, diffraction, polarization, thin film optics, and lasers is included. Specification of visual acuity, entopic phenomena and the Stiles-Crawford effect are also included. Magnification and retinal image size with clinical applications of accommodation, presbyopia, aphakia, and pseudophakia is explored. The optics of telescopes and microscopes and their use as low vision aids is discussed. The clinical role of the pupil in depth of field and focus, aberrations, and accommodation is studied. Introduction to contact lenses in the treatment of ametropias is included. Contemporary optics is introduced including the study of aberrations, testing for higher order aberrations, and the remediation of higher order aberrations within the human visual system. Same as VISC 7530.

VISC 6335 Clinical Ocular Anatomy

A detailed study of the gross ocular anatomy of the human eye, adnexa, and surrounding tissues supporting the structure and function of the visual system. Histology and clinical micro-structure. Embryological integration to the normal and abnormal development of ocular anatomy. Introduction to a clinical approach to the assessment and management of ocular anatomical disorders. Same as VISC 7335.

VISC 6240 Functional Neuroanatomy

Detailed gross and microscopic study of the human central and peripheral nervous systems. Emphasis on the functional neuroanatomy of sensory and motor systems. An integrative approach to clinical patient care will be emphasized through the use of radiology studies of the neuroanatomy to include X-rays, CT, and MRI. Identification of components of the central and peripheral nervous systems. Same as VISC 7240.

VISC 6245 Research Methodology and Thesis Development

Overview of research methodology applicable to vision science. Topics include concepts in research study design, formulation and writing a research protocol, in addition to human subject research and utilization of the Institutional Review Board. Between-group and within-subject designs are included as well as clinical trials, case-control studies, cohort designs, crossover studies, and meta-analysis. Research questions and ideas are developed as well as detailed planning and proposals essential for thesis or dissertation research. The student will complete all IRB and/or laboratory training necessary to conduct laboratory, human subject and/or animal research. The student will conduct directed and independent literature reviews, develop protocol(s) for submission to the IRB and begin to train on and prepare testing equipment for conducting independent research.

VISC 6450 MS In Vision Science Research and Thesis 4.0

Data collection, analysis and thesis preparation for the Master of Science in Vision Science. Credit hours can be applied to summer and/or fall semesters and repeated for partial or full credit. Candidate will complete all necessary research data collection, analysis and writing required to complete the master's thesis.

VISC 7305 Fundamentals of Vision Science

This course provides a comprehensive understanding of the principles and application of vision science. Topics include light specification, transmission, photometry, & colorimetry; visual sensitivity (duplexity theory, light & dark adaptation, spectral, spatial, temporal aspects of threshold, brightness-difference & chromatic thresholds), color vision (spectral sensitivity, contrast, constancy, adaptation; color deficiency & testing) form perception (linear systems analysis, visual acuity & contrast sensitivity, resolution, hyperacuity, luminance & defocus, illusions, constancies), temporal aspects of vision & motion perception (dynamic acuity, real & apparent motion, after-effects); neurophysiology of vision (single cell, parallel pathways, higher processes), electrophysiological correlates of vision; psychophysical methodology, normal & abnormal visual development contrast sensitivity, temporal sensitivity, and motion sensitivity. A clinical approach will be applied to the study of vision science & perception. Same as VISC 6305.

VISC 7310 Binocular Vision & Ocular Motility

Advanced studies in clinical and experimental approaches to the psychophysical and physiological bases of binocular vision. Topics will include: innervation and actions of the extraocular muscles; types of eye movements and their control mechanisms; accommodation, pupillary reflexes, and their control mechanisms; sensory adaptations to abnormal binocular conditions to include pathological suppression, binocular confusion, and amblyopia genesis; retinal to brain neuro-pathways; Panum's fusional area; and applications of vision therapy in remediation of binocular vision and extraocular muscle disorders. Same as VISC 6310.

VISC 7115 Genomics Medicine

This course will review the mechanisms governing gene expression and how those may be altered during disease. The most current advances in translational research, including the genetic tests that are used for the diagnosis of disease, disease management or risk assessment, gene and stem cell-based novel therapies will be emphasized with focus on ocular disease. The ethical, legal, and social implications (ELSI) associated with the release of patient's genetic information will also be discussed. Same as VISC 6115.

VISC 7220 Ocular Physiology

Study of the normal physiologic homeostasis and function of the eye to include the eyebrows, eyelids, tear film, lacrimal system, corneal physiology, corneal transparency, and eye tissue wound healing. Tear flow dynamics and dry eye. Blood flow and vascular dynamics of the tissues of the eye. Aqueous humor production, circulation, and elimination including their contribution to intraocular pressure. Mechanistic pathways for clinical intervention in the treatment of glaucoma. Accommodative and pupillary functions. Other topics will include the physiology of the crystalline lens, vitreous, choroid, retina, and optic nerve. An introduction to ocular diseases associated with malfunction of normal ocular physiology will be addressed. Same as VISC 6220.

VISC 7125 Teaching In Vision Science

Experience in teaching at the laboratory, seminar, and course levels. Students will contribute to development of poster, laboratory and lecture material, deliver presentations to small and large audiences in didactic courses, continuing education formats, as well as at national and international vision science, optometry and ophthalmology meetings and conferences. Same as VISC 6125.

VISC 7530 Visual and Applied Optics

The optics of the human eye is studied in detail as it relates to human visual function. The eye as a refracting device is investigated along with the clinical application of lenses to remediate refractive error. Ocular deviations and the application of prism is also addressed. Incidence, distribution, etiology, development, and course of ametropia in humans are discussed. A general overview of photometry and physical optics including interference, diffraction, polarization, thin film optics, and lasers is included. Specification of visual acuity, entopic phenomena and the Stiles-Crawford effect are also included. Magnification and retinal image size with clinical applications of accommodation, presbyopia, aphakia, and pseudophakia is explored. The optics of telescopes and microscopes and their use as low vision aids is discussed. The clinical role of the pupil in depth of field and focus, aberrations, and accommodation is studied. Introduction to contact lenses in the treatment of ametropias is included. Contemporary optics is introduced including the study of aberrations, testing for higher order aberrations, and the remediation of higher order aberrations within the human visual system. Same as VISC 6530.

VISC 7335 Clinical Ocular Anatomy

A detailed study of the gross ocular anatomy of the human eye, adnexa, and surrounding tissues supporting the structure and function of the visual system. Histology and clinical micro-structure. Embryological integration to the normal and abnormal development of ocular anatomy. Introduction to a clinical approach to the assessment and management of ocular anatomical disorders. Same as VISC 6335.

VISC 7240 Functional Neuroanatomy

Detailed gross and microscopic study of the human central and peripheral nervous systems. Emphasis on the functional neuroanatomy of sensory and motor systems. An integrative approach to clinical patient care will be emphasized through the use of radiology studies of the neuroanatomy to include X-rays, CT, and MRI. Identification of components of the central and peripheral nervous systems. Same as VISC 6240.

VISC 7245 Research Methodology and Dissertation Development

Independent research essential for the Doctor of Philosophy in Vision Science. The student will conduct data collection, interpretation and analysis as well as preliminary and advanced writing suitable for publication in peer-reviewed vision science journals.

VISC 8550 Dissertation Research, Analysis and Writing

Completion of the PhD in Vision Science research and dissertation. The components of the dissertation should be suitable for publication as at least two original papers suitable for publication in peer-reviewed journals.

SCHOOL OF OSTEOPATHIC MEDICINE**Biomedical Sciences (BMSC)****BMSC 6130 Medical Spanish**

This elective course is designed to help students develop Spanish language skills needed to effectively communicate with Spanish speaking individuals. The basic concepts of the Spanish language including vocabulary and correct pronunciation will be discussed and presented with a focus on the health care environment. Students will also learn to evaluate and understand the importance of linguistic and cultural appropriateness to minimize communication barriers in the medical setting. As conversational engagement skills and a deeper understanding of the Spanish language are acquired, students will be able to discuss patient concerns and conduct health assessments. The course will include online self-paced study, videos, readings, and small and large group discussions.

BMSC 6135 Professional Development Seminar I

This course emphasizes practical application and synthesis of skills required to define professional goals, enhance written and oral communication, demonstrate emotional intelligence and develop professional networks. Learners will create an academic portfolio that provides evidence of developing competencies related to a health professional education.

BMSC 6140 Healthcare Quality Improvement and Performance Measurement

This course is designed to provide students an overview of quality improvement methods and principles utilized in the health care industry to help mitigate errors, waste, inefficiency and delay. Students will learn to develop and coordinate various approaches to improvement and critically analyze performance measurement values to determine if improvement has occurred.

BMSC 6150 Professional Development Seminar II

This course emphasizes integration of theory with knowledge, skills, professional values and ethics to guide personal and professional success in the disciplines of biomedical science, population health, or a health profession. Learners will continue to develop an academic portfolio that provides evidence of developing competencies. Prerequisite: BMSC 6135

BMSC 6175 Capstone Project

This course builds upon the knowledge and skills previously learned in the Master of Biomedical Science program as a direct application to populations with a primary goal to improve outcomes. Additionally, this course enhances learners' understanding and confidence in clinical underpinnings by informing their continued applied biomedical science education.

BMSC 6220 Health Humanities

This course serves as an introduction to Health Humanities. As a multidisciplinary and interdisciplinary field of study, Health Humanities examines issues in health care and the formative process by which one becomes a fulfilled health professional. In this course, learners will study methods of inquiry and develop skills and habits promoted by the Health Humanities: reflection for personal development, critical thinking informed by interdisciplinary synthesis, responsible interpretation of others' stories/representations, ethical listening/receptivity, compassionate communication, and demonstrated respect for cultural difference.

BMSC 6245 Research Methods and Design I

This course prepares learners to read, interpret, and synthesize qualitative and quantitative research processes as the basis for effective and responsible graduate level research in population health.

BMSC 6250 Research Methods and Design II

Learners will engage in data collection and analysis of the developed capstone project proposal completed in Research Methods and Design I.

BMSC 6305 Introduction to Bioethics

This course serves as an introduction to Bioethics. This course explores the critical interplay between medicine, biotechnology, politics, law, philosophy, life sciences and Catholic Social Teaching and the Catholic intellectual tradition in the context of experiences such as events informing life and death decision-making, informed consent, distributive justice, futile care, chronic health care and disease.

BMSC 6310 Success Skills: Strategies for Studying and Lifelong Learning

This course is intended to prescribe a program of study for specific pre-professional or graduate level-entry examinations. A comprehensive preparatory experience will include test-taking strategies and instruction to help students retain material and acquire a deeper level of understanding and mastery of the examination content.

BMSC 6XXX Cellular Biochemistry

This course is designed to provide learners with a comprehensive understanding of cellular structure and function, and the manner by which cellular processes are normally integrated and regulated. This course will explore the basic mechanisms of normal cellular function to enhance critical thinking and application relative to disease states.

BMSC 6325 Biomedical Physiology

This course is designed to provide students with an understanding of the physiologic principles related to the integration and regulation of the human body's functional mechanisms. The course will explore each of the body's systems and enhance critical thinking and application relative to medicine and clinical practice.

BMSC 6330 Foundational Patient Care and Clinical Skills

This course provides students with fundamental basic clinical skills and introduces the concept of lifelong learning in clinical practice. The purpose is to help students associate classroom learning with the multifaceted health and psychosocial problems incurred by patients in authentic clinical settings. Students will learn to think and function within a clinical context by understanding the purpose, clinical relevance, and techniques of basic skills. The course further maximizes relational and clinical opportunities to transform early learner thinking into new ways of relating to the health care team and the formation of professional identity.

BMSC 6335 Genetics

This course strives to give learners the opportunities to apply their knowledge of principles of human genetics to a variety of clinical scenarios. Concepts in molecular genetics, population genetics and clinical genetics will be discussed.

BMSC 6350 Epidemiology

Epidemiology is the study of the frequency, distribution, and determinants of disease in human populations. Learners are provided a structured method for organizing and analyzing raw data and the skills to communicate the results to health professionals and the public.

BMSC 6420 Human Anatomy I

This course provides foundational content of human anatomy with an emphasis on normal anatomy with clinical correlates. Learners will learn gross and histological anatomy through active learning strategies and cadaver dissection and prosection.

BMSC 6425 Microbial Pathogenesis

This course is designed to provide students a comprehensive study of both principles of microbial pathogenesis and the immune response to infection. Active learning experiences will promote students critical thinking and decision-making skills for application to human disease.

BMSC 6430 Human Anatomy II

This course reinforces the basic principles of human anatomy studied in Human Anatomy I course and provides learners an opportunity to gain a basic understanding of the structure of the human brain and spinal cord. Learners will learn neuroanatomy through active learning strategies and cadaver prosection.

BMSC 6430 Biomedical Human Neuroanatomy

This course provides students with an understanding of nervous system disorders in terms of neuroanatomical and physiological mechanisms. Topics covered include organization, function and dysfunction of the spinal cord, brainstem, cerebral cortex, and subcortical regions; other topics include the cranial nerve, mental status, motor, and neuro-ophthalmological exams. Teaching modalities include lecture, interactive digital technologies, brain models, clinical-pathological correlations, and small group interactive table sessions.

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