

UNIVERSITY OF THE INCARNATE WORD

San Antonio, Texas



Graduate Bulletin 2019-2020 Edition

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About 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.

The University of the Incarnate Word's founding campus 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.

Campuses in Mexico

The University of the Incarnate Word (UIW) has a global reach providing students from all over the world access to a quality education. UIW is the only American university with two campuses in Mexico; Centro Universitario Incarnate Word (CIW), located in Mexico City; and UIW Bajío located in Irapuato, Guanajuato.

CIW Mexico City

Founded in 2003, CIW is a joint effort between UIW's founding congregation, the Sisters of Charity of the Incarnate Word and UIW. Though CIW is a branch campus of UIW, it possesses its own faculty, administration, board, budget and hiring authority. The university provides students the opportunity to earn dual college degrees from an American university fully recognized by each country's respective institutions.

UIW Bajío

UIW's Irapuato Campus is located in the Guanajuato State, heartland of the well-known Bajío region. Guanajuato is an important hub of the automobile industry, and includes companies such as General Motors, Mazda, Honda, Toyota, Pirelli, Volkswagen and Ford. Other important industrial sectors are food, textile and footwear manufacturing, featuring companies such as Conagra, Proctor & Gamble, Nestlé, Nike and Florsheim. The region includes the States of Guanajuato, Querétaro, Michoacán, Aguascalientes and San Luis Potosí.

[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.

Graduate Education

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.

Accreditations

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:

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:

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

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

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

Admissions

University of the Incarnate Word began offering graduate degrees in 1950 with an education master's degree. Today, UIW awards degrees eight doctoral and twenty-four master's programs.

Categories

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.

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.

General Requirements and Procedures

Evidence of an earned Baccalaureate degree 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.

Official transcripts from each college and university previously attended. These transcripts must be mailed directly from the college or university to the Admissions Office.

Please review program descriptions for specific admissions requirements.

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.

A formal application, which may be obtained from the Admissions Office. Application requires a \$20 processing fee.

Official transcripts from each college or university previously attended. These transcripts must be mailed directly to the Admissions Office from the college or university.

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.

For students under the age of 22, an immunization record showing the bacterial meningitis vaccine must be submitted prior to registration.

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.

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.

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.

Conditional Acceptance

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.

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.

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:

Completed and signed International Student Application.

\$20 non-refundable application fee.

Official transcripts from all universities/colleges attended and proof of graduation. All official transcripts must be translated into English before they are submitted.

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.

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.

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.

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.

Immigration and Financial Requirements.

Two letters of recommendation.

For students under the age of 22, an immunization record showing the bacterial meningitis vaccine must be submitted prior to arrival and registration.

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.

Students are encouraged to check with individual programs for specific requirements.

[Accelerated Bachelor to Master's 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's 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.

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. For specific information regarding application materials, deadlines, and managing their formal admittance to graduate studies, contact the program director within the master's program.

Related Forms

[Accelerated Bachelor to Master's Program Status Form](#)

[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 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 apply and 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)

Related Forms

[Undergraduate Student Registering in a Graduate Course- Authorization From](#)

[Readmission](#)

Students who have not been actively enrolled and wish to return, must complete a Readmission Application for review.

[Academic Calendar](#)

[Academic Policies and Procedures](#)

All post-baccalaureate students are subject to the academic regulations of the university. Students are responsible for complying with all university and program requirements.

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.

[Academic Integrity](#)

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:)

Cheating on tests, examinations, or other class or laboratory work.

Involvement in plagiarism (appropriation of another's work and the unacknowledged incorporation of that work in one's own written work offered for credit).

Counterfeit work - including turning in as one's own, work that was created, researched, or produced by someone else.

Falsification of Academic Records - knowingly and improperly changing grades on transcripts, grade sheets, electronic data sheets, class reports, projects, or other academically related documents.

Unauthorized Reuse of Work - the turning in of the same work to more than one class without consent of the instructor involved constitutes academic dishonesty.

Theft - unauthorized use or circulation of tests or answer sheets specifically prepared for a given course and as yet not used or publicly released by the instructor of a course, or theft of completed tests.

Collusion - unauthorized collaboration with another person in preparing course work.

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

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.

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:

give the student an F for the assignment in question, and may

forward the case to the Academic Honor Board of the college/school to consider additional sanctions.

When Guilt Is Not Admitted: If a student accused by a faculty member of academic dishonesty does not admit wrongdoing, his 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.

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:

- securing a written statement describing the nature and circumstances of the alleged offense from the student, faculty, or staff member making the allegation,

- securing a written statement describing the incident from the accused student,

- interviewing separately the accused student, and the faculty/staff member alleging the dishonesty in order to clarify and to expand the written statements,

- interviewing any witnesses or other persons claiming knowledge of the incident,

- 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.

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.

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.

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.

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.

Credits and Course Load

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.

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.

Each credit hour requires at least 15 contact hours, in addition to a minimum of 30 hours of student homework.

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.

Laboratory courses, with little outside work, require a minimum of 45 contact hours. If moderate outside work is required, 30 contact hours are required.

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.

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.

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

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
Optometry Accreditation Council on Optometric Education	1 contact hour = 1 credit	2 contact hours / week = 1 credit	2 contact hours / week = 1 credit
Pharmacy Accreditation Council on Pharmacy Education	1 contact hour = 1 credit	2 contact hours / week = 1 credit	40 contact hours / week = 1 credit
Physical Therapy 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.

Transfer Credits

Master's Program

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.

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.

Enrollment

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 Graduate Studies.

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.

Auditing Courses

Admitted and non-admitted students may register for lecture courses as auditors.

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. 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.

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 6 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.

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.

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.

Notification to Faculty

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).

Illness or other extenuating circumstances. Students should notify the instructor directly of absence due to illness or other extenuating circumstance.

Making up Missed Work

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.

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).

Withdrawing from a Course

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.

Disputes and Appeals

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.

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.

Making up Missed Work

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;

Make-up work must be equivalent to and no more difficult than the original assignments;

It is not appropriate to excuse a student from make-up work and consequently reduce the student's grade;

Students are not required to prove attendance at religious observances in order to complete make-up work and complete a course;

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.

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.

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 Graduate Studies notification in writing that the student will be on leave due to military obligations pending documentation upon return.

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.

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 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 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 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 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 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 Graduate Studies no less than four weeks before the semester begins.

Related Forms

[Leave of Absence Form](#)

[Withdrawal Form](#)

[Readmission](#)

[Grades and Academic Standing](#)
[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" and "B-" indicate satisfactory performance in control of the subject matter and ability to apply principles with intelligence.

“C” indicates less than satisfactory performance, and may disqualify the student for further study. Students who earn the grade of “C” will receive an academic warning letter and may need to repeat the course based on the recommendation of the program director and/or advisor based on program requirements.

“F” indicates failure in the course or withdrawal without following proper procedures. Student who earn the grade of a “F” will be academically dismissed.

“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.

For specific grade requirements and conditions, see the Continuation in the Master’s Program or Continuation in the Doctoral Program, and the regulations of each degree program.

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. Professional programs may have a different grading system based on accrediting standards. See the following programs for their grade policies:

Nursing

Optometry

Osteopathic Medicine

Pharmacy

Physical Therapy

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.

Grades Appeal Process

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.

To appeal a grade, students are to complete the following steps. (For forms, process, and procedures view Student Complaints Related to Faculty Decisions about Student Course Work: Forms and Process Packet)

Informal Meeting with the Instructor to Resolve a Complaint

The student should seek resolution of a complaint by talking to the instructor as soon as an incident of perceived unfair treatment occurs. After this step, the student may decide to initiate a Formal Conference for the record.

Formal Conference with the Instructor to Resolve a Complaint

The student is responsible for initiating a Formal Conference by completing Part I of the Conference Documentation Form obtained from the office of the dean in whose college/school the instructor resides.

- a. The student completes Part 1 of the Documentation Form and then meets with the instructor within 10 school days of the alleged unfair treatment, or in the case of a final grade, before the beginning of the semester following the alleged unfair treatment. The student explains the complaint and attempts to resolve the matter with the instructor.
- b. The instructor will sign the form acknowledging that there was discussion with the student about the complaint and indicate whether she/he is providing comments.
- c. The instructor may provide written comments as an attachment to the complaint form. The comments must be provided to the student within three days of meeting with the student.
- d. After the conference, the student completes Part 2 of the Documentation Form and signs the document.
- e. The student delivers this form, and any written comments provided by the instructor, in a sealed envelope to the dean of the college/school in which the instructor resides.

Appeal to the College/School Dean

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 dean or a person designated by the dean. The student completes the form called the Appeal Form for Student Complaints about Faculty Decisions and delivers it in a sealed envelope to the appropriate dean's office within three school days of meeting with the instructor.

1. To begin the appeal process, the student completes the Appeal Form for Student Complaints about Faculty Decisions and attaches to the form a written statement
 - a) of the complaint, b) the student's perception of the results of the conference with the instructor, and c) reasons why the meeting did not resolve the matter of the alleged unfair treatment.

2. The dean shall meet with the instructor, and others as appropriate, to clarify the relevant facts and perceptions in the matter.
3. The dean shall meet with the student* to clarify the relevant facts and perceptions in the matter as described in the student's written statement.
4. The dean then makes a decision on the matter.

As an alternative, the dean has the option of deciding to convene a review committee.

- 2.a. The dean creates a committee consisting of at least two faculty, and one of these, if possible, from the same department as the faculty being complained about, and a student (the SGA school senator is one possibility), who is not in the same course as the complainant. The dean shall appoint one of the faculty to chair the meeting.
- 3.a. The committee will meet with the student** and the instructor.
- 4.a. The committee shall report its findings and recommendations to the dean who makes a decision on the matter.
5. The dean's decision shall be communicated in writing to the student and the instructor within 10 school days of receipt of the student's completed Appeal Form for Student Complaints about Faculty Decisions.
6. The dean's decision is final and there is no further appeal to another administrator or office.

*The student may choose to bring an observer to the meeting. The role of observers is to provide support but they may not actively participate in the conversation. If an observer is present, the dean may also choose an observer to be present. If the student's observer is also a lawyer, the dean shall postpone the meeting until university counsel can be present.

** The student may choose to bring an observer to the meeting. The role of observers is to provide support but they may not actively participate in the conversation. If the student's observer is also a lawyer, the faculty chair shall notify the dean and postpone the meeting until university counsel can be present and the dean will then chair the meeting.

Academic Standing

To be considered in Good Academic Standing, a student must meet the following:

Maintain a minimum cumulative GPA of a 3.0.

Regularly enrolled in a master's, doctoral, or professional program as per the continuous enrollment policy.

Adhere to the Academic Integrity Policy and the Student Code of Conduct.

Academic Warning

As per policy, to fulfill degree requirements students must maintain a 3.0 cumulative grade point average. Students may be placed on Academic Warning based on the following:

- Students who do not maintain a cumulative grade point average of a 3.0 or better.
- Student earned a "C" grade.

Students that receive an Academic Warning may need to retake courses at the recommendation of the Program Director to raise the GPA. 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.

If a student does not raise the grade point average to a 3.0 within one full academic year, per the program director or the Director of Graduate Studies, the student may be academically dismissed.

Academic Dismissal

A student will be dismissed from the program if any of the following occurs:

Master's Students

A masters student will be dismissed from the program if a grade of "C" is received in more than two courses regardless of the cumulative GPA.

An 'F' in one course. An "F" grade indicates failure in a course or a withdrawal from a course without following proper procedures.

Determination of academic dishonesty, in any of its forms, may be grounds for dismissal from the program. (See Academic Integrity Policy)

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.

Doctoral Students

A doctoral student will be dismissed from the program if a grade of "C" is earned in more than one course.

An 'F' in one course. An "F" grade indicates failure in a course or a withdrawal from a course without following proper procedures.

Determination of academic dishonesty, in any of its forms, may be grounds for dismissal from the program. (See Academic Integrity Policy)

Impact of Dismissal

- **Registration:** If you have registered for a future term, please be advised that your registration has been cancelled. You will receive a refund for any fees you have paid. You are not eligible for future registration unless you are readmitted to the program.
- **Financial Aid:** If you are receiving financial assistance or have applied for financial aid, your eligibility for most financial aid programs may be in jeopardy. Contact the Office of Financial Assistance at (210) 829-6008.
- **Campus Housing:** If you have a residence hall contract, contact Residence Life at (210) 829-6034.
- **Visa Status:** If you are an international student, withdrawal from a degree program can have consequences regarding visa status. Contact the International Student and Scholar Services at (210) 805-5705.

Dismissal Re-entry Process

Students who have been academically dismissed are not allowed to re-enroll at the university for the length of one full 16-week semester or two 8-week semesters. Exceptions to this policy are granted only in special circumstances through your program's appeal process. If you wish to appeal, contact your academic advisor or the program director.

To re-enter the program after the waiting period of one 16-week semester or two 8-week semesters, you must submit the Readmission Application, in which you should be prepared to provide evidence that you are likely to be successful in an academic program if re-admitted.

Related Forms

Student Complaints Related to Faculty Decisions about Student Course Work: Forms and Process Packet

[Readmission](#)

[Student Records and Privacy](#)

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 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.

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.

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:

Student's name

Participation in officially recognized activities and sports

Address

Telephone listing

Weight and height of members of athletic teams

Electronic mail address

Photograph

Degrees, honors, and awards received

Date and place of birth

Major field of study

Dates of attendance

Grade level

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.

[Student Complaints](#)

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.

For complaints on faculty decisions regarding student course work (grades) please see the Grades and Academic Standing section.

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:

Mike Scheid

Acting Title IX and Compliance Coordinator

University of the Incarnate Word Main Campus

Administration Building, Room 444

210-283-6977

schneid@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.

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.

Military Student Policies and Resources

The University of the Incarnate Word is committed to full compliance with the Principles of Excellence for Educational Institutions Serving Servicemembers, Veterans, Spouses, and Other Family Members established by executive order of the President of the United States, the rules and regulations listed in the Department of Defense Voluntary Education Partnership Memorandum of Understanding, and all applicable financial aid regulations established by the U.S. Department of Education.

Definitions:

Military service (or service in the uniformed services) for the purposes of readmission is defined as service, whether voluntary or involuntary, in the Armed Forces, including service by a member of the National Guard or Reserve, on active duty, active duty for training, or full-time National Guard duty under federal authority, for a period of more than 30 consecutive days under a call or order to active duty of more than 30 consecutive days (this does not include National Guard under state authority).

A servicemember is someone who is a member of, applies to be a member of, performs, has performed, applies to perform, or has an obligation to perform, service in the uniformed services on the basis of that membership, application for membership, performance of service, application for service, or obligation to perform service.

An appropriate officer is a warrant, commissioned, or noncommissioned officer authorized to give such notice by the military service concerned.

The University will promptly readmit a servicemember with the same academic status as he or she had when last attending or accepted for admission. The student must notify the appropriate program representative of his or her military service and intention to return to school, as follows:

- The student (or an appropriate officer of the Armed Forces or official of the Department of Defense) must give written notice of such service to the appropriate program representative as far in advance as is reasonable under the circumstances. This notice does not have to indicate whether the student intends to return to UIW. No notice is required if precluded by military necessity such as service in operations that are classified or would be compromised by such notice.
- Any servicemember in a U.S. military reserve unit should provide a copy of all training orders to the appropriate program office as far in advance as possible, at least 30 days, or as far in advance as is possible under the circumstances. If the servicemember will miss a portion of class (either on campus or online) during a semester due to their reserve unit two-week yearly training obligation, the student should make accommodations with the appropriate program representative prior to registering for classes that semester.

Leave and Withdrawal**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 Graduate Studies notification in writing that the student will be on leave due to military obligations pending documentation upon return.

Military Withdrawal

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 be re-enroll must submit the Graduate Application for Readmission/Reactivation through the Office of

Admissions no less than two weeks before the semester begins.

Grades and Withdrawal

Students who are making successful progress in a course may request an Incomplete if they are nearing the end of the course and are unable to complete the course in the allotted time. Granting of an incomplete means that the student will have extra time to complete the course. Reasons for an incomplete can include illness, deployment or activation. Students who are unable to qualify for an Incomplete may ask to be withdrawn from a course when deployment or activation occur and the student cannot continue in the course.

Course Withdrawals and Tuition and Fee Adjustment

Once sufficient documentation is received, the University will work with the student to complete the necessary documents for course withdrawals and a full adjustment of all tuition and fees for the term. All financial aid funds, tuition assistance, and veteran education benefit payments will be returned to the agencies that provided them in accordance with all federal laws and regulations.

Military Service- Readmission/ Intent to Return

Students who withdrew from the University in good academic standing to perform military service (not including Texas National Guard Training exercises) will not have to re-qualify for admission and will be reactivated upon a request made within one year of being released from active military service.

The student must provide written notice through submission of the following form, Military Service Readmission/Reactivation, of his or her intent to return to the school within three years after the completion of the period of service. A student who is hospitalized or convalescing due to an illness or injury incurred or aggravated during the performance of service must notify the appropriate program representative within two years after the end of the period needed for recovery from the illness or injury. A student who fails to apply for readmission within these periods does not automatically forfeit eligibility for readmission, but is subject to the University's general readmission policies.

The student will be admitted to with the same academic status. This status is defined as being admitted to the same program to which the student was last admitted or, if that exact program is no longer offered, the program that is most similar to that program, unless the student chooses a different program. The student will be readmitted at the same enrollment status, unless the student wants to re-enroll at a different enrollment status. The student will be enrolled with the same number of credit hours previously completed, unless the student is readmitted to a different program to which the completed credit hours are not transferable. The student will be readmitted with the same academic standing. The cumulative length of the absence and of all previous absences from the school for military service may not exceed five years. Only the time the student spends actually performing service is counted.

Related Forms

[Leave of Absence Form](#)

[Withdrawal Form](#)

[Readmission](#)

Financial Policies

UIW proudly follows the Higher Education Relief Opportunities for Students (HEROES) Act of 2003 when making financial aid judgments for covered individuals. Affected students should contact the Office of Financial Assistance (finaid@uiwtx.edu) to discuss options.

Tuition and Fees

If the student is readmitted to the same academic program, for the first academic year in which the student returns, the University will assess the tuition and fee charges that the student was or would have been assessed for the academic year during which the student left the University. If the student is readmitted to a different program, the University will assess no more than the tuition and fee charges that other students in that program were assessed for that academic year.

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); and Retired Military (no dependents).

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.

[Veteran 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.

Veteran Affairs

Website: [Center for Veteran Affairs](#)

The Center for Veteran Affairs welcomes and recognizes all service members who are serving and who have served to protect the rights and freedoms of our country. The Center assists student with attending UIW, in all programs, who are using educational benefits under Department of Veteran Affairs Educational Assistance Programs in the pursuit of their educational goals.

Financial Information

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.

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, fees, and other charges vary from year to year. Contact the Office of Graduate Studies for a schedule of costs or visit <http://www.uiw.edu/busoff> and select the Tuition and Fees link.

Tuition Discounts

Military Discount (see Military Student Policies and Resources section)

UIW Employee 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.

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.

Financial Aid

Website: [Office of Financial Aid](#)

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.

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 students 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

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).

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.

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.

Students must pay their financial obligation to UIW to have diplomas and transcripts released.

In addition, if payment is not made in full, students may be prohibited from participating in the graduation ceremony.

The student agrees to assume liability for any debt incurred during his/her attendance at UIW.

In the event of a delinquency or default, the student will pay all reasonable costs of collection including but not limited to attorney fees and necessary court costs.

ALL FEES ARE SUBJECT TO CHANGE WITHOUT NOTICE.

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.

Important Notes about Financial Aid policies & 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:

Change or reduce semester hours;

Drop housing status and/or meal plan;

Receive grants, scholarships, or other aid from any source not on file with the Office of Financial Assistance;

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 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.

Graduate Assistantships

A Graduate Assistant is a graduate student who is hired by the University of the Incarnate Word to assist faculty or administrators with their respective duties.

Graduate assistants are graduate students, first and foremost. Graduate assistantships provide financial assistance and educational and professional developmental opportunities for graduate students.

Graduate Assistants support the university in its teaching, research, administrative, and service missions.

The primary goal of an assistantship is to augment the student’s educational objectives and to assist in the prompt and successful completion of the student's degree program. The student and the school/college share a central responsibility in the student’s education.

Graduate Assistants enhance the university mission:

Students performs services to the university (faculty/department/office/other students);
Work performed enhances student individual education goals;
Work performed contributes to student professional development;
Student gains valuable academic experience.

Eligibility

Open to full-time and part-time graduate students who are enrolled in their programs as defined by enrollment policy, who are in good academic standing, and who satisfy continuous enrollment policies.

Other eligibility conditions may be applied depending on the type and location of work performed. If the student's GPA falls below a 3.0 during any portion of the academic year, the student may be terminated by the department from the assistantship during that academic year.

Students employed by the university in faculty (including adjunct faculty appointments) or staff positions are not eligible for assistantships.

Graduate Assistants may not concurrently work for more than one department/school/ college regardless of funding type.

Eligibility conditions for international students are defined in the Employee Handbook, Appendix 5— Student Employment Handbook, and by these policies for Graduate Assistantships.

Eligibility for student employment ends upon graduation.

Assistantship Categories

Graduate Teaching Assistant- (GTA)

The primary duties of in this category are to support classroom instruction. These duties include such responsibilities as instruction of students in a course setting, grading student assignments, leading lab or discussion groups in a course setting, developing academic instructional materials, proctoring exams, holding office hours, and tutoring students. Other duties may include contribution to departmental collaborative development and revision of curriculum materials. Graduate assistants with instructional responsibilities are eligible for teaching appointments only in their discipline or related discipline areas of study.

Graduate Research Assistant (GRA)

The primary duties of graduate assistants in this category are research-related, but these duties vary depending on the type of research project. Duties include assisting faculty members in research and creative activities or being responsible for carrying out research or creative activities under direct supervision by faculty; performing administrative or editorial activities related to the research or creative activity; and developing, under supervision, curricular or instructional materials. The GRA's time is restricted to research activities, not for routine clerical work or for any other purpose for which the faculty member is responsible.

Graduate Management Assistant (GMA)

Graduate assistants in this category may work in UIW offices or departments, providing valuable support to the office or department mission or purpose. The duties may include, but are not limited to, clerical and office support, advising, academic advising, academic mentoring, programmatic activities, and generally do not involve teaching or research, although there may be components of those activities inherent in the office structure.

Graduate Assistantship policies are stated in length in the [Employee/Student Handbook](#).

To find an assistantship, search student employment in [Cardinal Talent](#).

Master's Program

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.

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.

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.

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.

Thesis

Time Limit for Completion of Master's Programs

After admission, all requirements for the master's degree must be completed within seven (7) years. 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.

Conferral of Degrees and Application for Graduation

All candidates for the master's degree must complete a formal application for the degree, which must be filed in the Registrar's Office. 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. Degrees are conferred in December, May, and August. Commencement ceremonies are held in December and May.

[Accounting \(MS\)](#)

College/School: [HEB School of Business and Administration](#)

Program Accreditation: Association of Collegiate Business Schools and Programs

The master of science in accounting degree is a 30-hour program 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, and 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 plan remains available for students not interested in track specialization.

The Tax track focuses on contemporary aspects of taxation for use in 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.

All students have opportunities to participate in accounting internships.

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.

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 in this table:

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)		

Required to Sit for the CPA Exam (6 hours) See *Note

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:

- A. 30 hours of approved upper division accounting courses, plus
- B. 24 hours of approved upper division business courses, plus
- C. an approved three semester hour course in ethics, plus
- D. approved credits in accounting or tax research and business communications, included within a total of not less than 150 semester hours, plus
- E. 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 \(MAA\)](#)

College/School: [School of Professional Studies](#)

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
Criminal Justice Leadership
Healthcare Administration
Industrial and Organizational Psychology

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

Core courses (15 semester hours)

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

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)

ORGD 63CS Capstone

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.

Applied Administration concentration

The Applied Administration concentration 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)

ADMN 6360 Management Concepts and Issues
ADMN 6375 Strategic Planning and Policy

ORGD 6320 Organizational Behavior and Learning
ORGD 6355 Organizational Change
PMBA 6309 Applied Human Resource Management

Concentration courses (12 semester hours)

Coursework from the Master of Arts in Administration disciplines.

Capstone (3 semester hours)

ORGD 63CS

Communication Arts concentration

The concentration 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 30 hours of graduate coursework.

Core Courses (15 semester hours)

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

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

Criminal Justice Leadership concentration

The Criminal Justice Leadership concentration prepares students to examine the important psychological processes that criminal justice personnel use in interacting with the public and evaluate the various methods of critical decision-making and innovation in day-to-day criminal justice operations in dealing with controversies. They will also be challenged to evaluate the public perception phenomenon concerned with fact-based truth and virtual truth shaped by popular opinion, media coverage, and reputation.

Degree Requirements

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

Core Courses (15 semester hours)

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

Concentration Courses (12 semester hours)

CRIJ 6301 The Psychology of Criminal Justice Leadership
CRIJ 6302 Managing Controversies: The Courage to Lead
CRIJ 6303 Ethical Decision Making: Understanding Biases and Public Perception
CRIJ 6304 Assessing Crime, Criminal Justice, and the Community

Capstone (3 semester hours)

ORGD 63CS

Healthcare Administration concentration

The concentration 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 30 hours of graduate coursework.

Core Courses (15 semester hours)

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

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 concentration

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)

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

Concentration Coursework (12 semester hours)

PSYC	6335 Personnel Psychology
PSYC	6345 Workplace Motivation

PSYC 6360 Diversity in Organizations
PSYC 6373 Assessment and Testing in the Workplace

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)

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

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

[Biomedical Sciences \(MBS\)](#)

College/School: [School of Osteopathic Medicine](#)

Program Handbook: [Biomedical Sciences student handbook](#)

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 pathways. Recommended for students seeking medical school entry)
Human Physiology or Anatomy & Physiology II:	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
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

Business Administration (MBA)

University of the Incarnate Word offers two pathways to the MBA.

The traditional MBA program within the H-E-B School of Business and Administration, accredited by the Association of Collegiate Business Schools and Programs, is primarily face-to-face, offered at UIW’s main campus and offers concentrations in: Finance, International Business, Marketing, and Sport Management.

The Professional MBA program within the School of Professional Studies program is offered online and at three UIW satellite campuses with specializations: Asset Management, Data Analytics, and Human resource Management.

Business and Administration (MBA)

College/School: [HEB School of Business and Administration](#)

Program Accreditation: Association of Collegiate Business Schools and Programs

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 <i>and</i>
	ACCT	2311	Principles of Accounting II or equivalent
Microeconomics:	ECON	2302	Principles of Microeconomics or equivalent
Statistics:	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 <i>and</i>
	ACCT	2311	Principles of Accounting II or equivalent
Microeconomics:	ECON	2302	Principles of Microeconomics or equivalent
Statistics:	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 or must be retaken.
- 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 <i>and</i>
	ACCT	2311	Principles of Accounting II or equivalent
Microeconomics:	ECON	2302	Principles of Microeconomics or equivalent
Statistics:	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 or must be retaken.
- 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), the first four graduate level courses to be taken will be BMGT 6340 Business Research and Analysis, ACCT 6311 Managerial Accounting, ECON 6311 Managerial Economics, and BFIN 6320 Managerial Finance. For the MBA with a concentration in Finance, the first four graduate level courses to be taken will be BFIN 6340 Business Research and Analysis, ACCT 6311 Managerial Accounting, ECON 6311 Managerial Economics, and BFIN 6320 Managerial Finance. For the MBA with a concentration in Marketing, the first four graduate level courses to be taken will be BMKT 6375 Marketing Research, ACCT 6311 Managerial Accounting, ECON 6311 Managerial Economics, and BFIN 6320 Managerial Finance. All course grades must be a “B” or better or must be retaken. 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 (no concentration) degree program, the student must complete 30 hours of graduate coursework:

- A. 21 semester hours of Core coursework:

BMGT	6301	MBA Cornerstone (designed to be taken in the first semester)
ACCT	6311	Managerial Accounting
BFIN	6320	Financial Management

BMGT	6311	Human Resource Management
BMKT	6311	Marketing Management
ECON	6311	Managerial Economics
BMGT	6340	Business Research and Analysis

- B. 6 semester hours of graduate business elective coursework
- C. 3 semester hours
 - BMGT 63CS Capstone: Cases in Management Problems (final semester)

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 30 hours of graduate coursework:

- A. 21 semester hours of Core coursework:

BMGT	6301	MBA Cornerstone (designed to be taken in the first semester)
ACCT	6311	Managerial Accounting
BFIN	6320	Financial Management
BMGT	6311	Human Resource Management
BMKT	6311	Marketing Management
ECON	6311	Managerial Economics
BFIN	6340	Econometrics for Finance
- B. 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
- C. 3 semester hours
 - BMGT 63CS Capstone: Cases in Management Problems (final semester)

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 30 hours of graduate coursework:

A. 21 semester hours of Core coursework.

BMGT	6301	MBA Cornerstone (designed to be taken in the first semester)
ACCT	6311	Managerial Accounting
BMGT	6311	Human Resource Management
ECON	6311	Managerial Economics
BFIN	6320	Financial Management
BMKT	6311	Marketing Management
BMKT	6375	Marketing Research

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. 3 semester hours

BMGT	63CS	Capstone: Cases in Management Problems (final semester)
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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 33 hours of graduate coursework:

A. 24 semester hours of Core coursework.

BMGT	6301	MBA Cornerstone (designed to be taken in the first semester)
SMGT	6380	Sport Management, Administration, and Finance
ACCT	6311	Managerial Accounting
BMKT	6311	Marketing Management
BMGT	6311	Managing People and Processes
ECON	6311	Managerial Economics
BFIN	6320	Financial Management
SMGT	6390	Research and Decision Making in Sport Management

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

SMGT	6382	Human Resources in Sport Management
SMGT	6384	Leadership and Administration in Sport Management
SMGT	6375	Governance and Legal Issues in Sport Management

- C. 3 semester hours
BMGT 63CS Capstone: Cases in Management Problems (final semester)

Professional, Business and Administration (MBA)

College/School: School of Professional Studies

The Professional Master of Business Administration will 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. 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

1. Unconditional Admission to the MBA program (Tier I) will be granted to applicants who satisfy the following requirements:
 - a. Baccalaureate degree with a minimum GPA of 3.0 or above (No GMAT required)
 - b. Official transcripts of all undergraduate and graduate work
 - c. An evaluation by the graduate program advisor
 - d. Evidence of completion of the Common Professional Components (CPCs)
 - e. 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
2. Conditional Admission to the MBA program (Tier II) will be granted to applications who satisfy the following requirements:
 - a. Baccalaureate degree with a minimum GPA of 2.5-2.99 (No GMAT required)
 - b. Official transcripts of all undergraduate and graduate work
 - c. An evaluation by the graduate program advisor
 - d. Evidence of completion of the Common Professional Components (CPCs)
 - e. 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.

[Communication Arts \(MA\)](#)

College/School: [School of Media and Design](#)

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:

- Complete the formal Graduate Application process.
- 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.
- Provide a sample of their academic and/or professional work (written articles, videos, demos, etc.)
- Submit a statement of purpose
- 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:

- 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
- Earned a bachelor's degree with a GPA of 3.5 or higher, AND/OR
- 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 degree requires a minimum of 36 hours of graduate study, which includes 12 hours of Communication Arts core courses, and 18 to 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 no less than six (6) credit hours per semester; anything less than six (6) hours is considered part-time. See the course load policy. 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

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.

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.

Submit a completed formal Graduate Application, available here: www.uiw.edu/admissions/apply.html

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](#).

Meet with your assigned adviser.

Attend ABM orientation.

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.

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 no less than six (6) credit hours per semester; anything less than six (6) 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 no less than six (6) credit hours per semester; anything less than six (6) 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 no less than six (6) credit hours per semester; anything less than six (6) 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.

Education (MA, MEd)

College/School: Dreeben School of Education

Master of Arts in Education and Master of Education

The Master of Arts in Education and the Master of Education degree programs are 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.

Both programs have the same 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 and MEd General Education Concentrations

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)

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)

EDUC 6304 Theories of Learning
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

Elective (3 semester hours)

EDUC 6399 TTESS/AEL

[Health Administration \(MHA\)](#)

College/School: [HEB School of Business and Administration](#)

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

UIW's MHA degree is a 21 month, 48-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:

Baccalaureate degree with a minimum GPA of 3.5.

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.

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.

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.

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:

Baccalaureate degree with a minimum GPA of 3.00 but less than 3.5,

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.

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.

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.

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 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:

Baccalaureate degree with a minimum GPA of 2.5 but less than 3.0,

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).

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.

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.

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
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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)

[Kinesiology \(MS\)](#)

College/School: [Tilla Faye Miller School of Nursing and Health Professions](#)

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.

Multidisciplinary Studies(MA)

College/School: [College of Humanities, Arts, and Social Sciences](#)

Master of Arts in Multidisciplinary Studies

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.

Multidisciplinary Sciences (MA)

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

Degree Requirements

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

[Nursing \(MSN\)](#)

College/School: [Illa Faye Miller School of Nursing and Health Professions](#)

Program Accreditation: Commission on Collegiate Nursing Education

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 Program

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.

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

Nutrition (MS)

College/School: [School of Mathematics, Science and Engineering](#)

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

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.

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.

[Organizational Development and Leadership \(MS\)](#)

College/School: [School of Professional Studies](#)

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

Pastoral Ministry (MA)

College/School: [College of Humanities, Arts, and Social Sciences](#)

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:

Scripture—6 credits

Theology—12 credits

Ministry—12 credits

and

PMIN 6352 Program Planning and Evaluation

PMIN 63CS Pastoral Project

Concentrations

Students may choose from concentrations including Mission Leadership, Parish Leadership, and Catechesis and Formation. 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:

PMIN 6320 Christology

PMIN 6322 Ecclesiology

PMIN 6328 Sacraments and Liturgy

PMIN 6352 Program Planning and Evaluation

PMIN 6373 Mission Leadership and Management

Scripture—6 semester hours

Theology—3 semester hours

Theology/Ethics—6 semester hours; students may choose from two of the following courses:

PMIN 6343 Moral Theology

PMIN 6346 Healthcare Ethics

PMIN 6349 Catholic Social Teaching

and

PMIN 6376 Religious Charisms and Christian Mission

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

and

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

and

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

Sport Management (MS)

College/School: [Illa Faye Miller School of Nursing and Health Professions](#)

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
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Teacher Leadership (MA)

College/School: School of Professional Studies

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

1. 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 the School of Professional Studies
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

2. 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 the 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.
3. GRE may be required. Candidates may be admitted to the program with the understanding that they will satisfy the testing requirement during the first Fall or Spring semester of enrollment, as applicable.

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.

Teaching (MAT)

College/School: [Dreeben School of Education](#)

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

The Master of Arts in Teaching 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.

Admission Requirements

Conditional admission to the MAT program requires the following:

1. Completion of all requirements of the UIW Office of Graduate Studies (transcripts, application, etc.);
2. 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;
3. Admissions interview with the Teacher Education faculty;
4. Passing scores on the Pre-Admission Content Exam (PACT) for the intended certification field; and
5. Application to the Teacher Education Program within the nine hours of coursework. (Note: Students may not enroll in courses identified as professional development courses without acceptance to the Teacher Education Program.)

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

1. 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);
2. Group interview to assess professional oral communication proficiency;
3. Writing samples to assess professional written communication proficiency;
4. Verification of coursework to establish a minimum 2.75 cumulative GPA;
5. Official transcripts from all institutions (if transcripts submitted for MAT application are dated within three months of the time of the Teacher Education Program application, new transcripts are not needed); and
6. Faculty assessment of professional disposition.

Additional requirements for Teacher Education Program acceptance may be required as TEA and UIW Teacher Education Program policies dictate. All requirements will be listed on the Teacher Education

Program 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 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
(*denotes professional development designated course)

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)

Vision Science (MS)

College/School: [Rosenberg School of Optometry](#)

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'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 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

Doctoral Programs

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.

Degree Requirements

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.

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 ten years before the projected date of graduation.

Conferral of Degrees and Application for Graduation

All candidates for a doctoral degree must complete a formal application for the degree, which must be filed in the Registrar's Office. 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. Degrees are conferred in December, May, and August. Commencement ceremonies are held in December and May.

[Business Administration \(DBA\)](#)

College/School: [School of Professional Studies](#)

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.

[Education \(PhD\)](#)

College/School: [Dreeben School of Education](#)

The Doctor of Philosophy in 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.

Admission Requirements

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. 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 Graduate Studies.

Curriculum

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.

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 8390 Advanced Research Methods and Instrumentation

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 semesters (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).

Nursing Practice (DNP)

College/School: Illa Faye Miller School of Nursing and Health Professions

Program Accreditation: Commission on Collegiate Nursing Education

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

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.

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.

Licensure in Texas or one of the compact states is required for clinical on non-Federal property.

Documentation of supervised clinical practicum hours in a MSN program.

Interview with UIW graduate faculty, as indicated.

Acceptance to graduate study by the University of the Incarnate Word (UIW) and the IFMSN DNP program.

Three satisfactory professional references (academic, professional).

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

A baccalaureate degree with a major in nursing from a program accredited by the National League for Nursing or Commission on Collegiate Nursing Education.

A license to practice nursing in the State of Texas or one of the compact states recognized by the State of Texas.

A minimum of one year of relevant experience in professional nursing is preferred, but not required.

A course in basic statistics with a grade of “C” or better and a nursing course in basic physical assessment skills.

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.

Three satisfactory references (academic, professional).

Official transcripts sent from each college/university attended (including hospital school of nursing, if appropriate).

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

[Optometry \(OD\)](#)

College/School: [Rosenberg School of Optometry](#)

Program Accreditation: American Optometric Association, Accreditation Council on Optometric Education

Doctor 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.

Doctor 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.

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:

Complete online  application* for admission: www.optomcas.org

Completed RSO Supplemental Form for Admission

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
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Human Anatomy with lab	1 semester
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General Chemistry with lab	2 semesters
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General Physics with lab	2 semesters
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Calculus	1 semester
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Organic Chemistry with lab	1 semester
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Microbiology with lab	1 semester
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(Or Bacteriology with lab – 1 semester)

Biochemistry or Molecular Biology	1 semester
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Psychology	1 semester
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Statistics	1 semester
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English	2 semesters
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*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
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Behavioral & Social Sciences	2 courses
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Recommended Courses

College Mathematics	Recommended
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Physiology	Recommended
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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.

Year 1

Fall

OPT 111 Basic Optometry

OPT 112 Principles of Optics

OPT 113 Gross Anatomy and Histology

OPT 114 Fundamentals of Vision Science

OPT 115 Clinical Physiology

OPT 119 Developing as an Optometrist

Spring

OPT 121 Intermediate Optometry

OPT 129 Healthcare Systems and Communications

OPT 123 Clinical Ocular Anatomy

OPT 126 Neuroanatomy

OPT 122 Visual and Applied Optics

OPT 128 Ocular Biochemistry and Molecular Genetics

OPT 125 Clinical Immunology and Histopathology

Year 2

Fall

OPT 211 Advanced Optometry

OPT 217 Pharmacological Sciences I

OPT 215 Ocular Physiology

OPT 212 Clinical Ophthalmic Optics

OPT 213 Binocular Vision and Oc. Motility

OPT 218 Organ Pathology

OPT 214 Clinical Internship I

Spring

OPT 221 Clinical Optometry

OPT 229 Integrated Problem-Based Learning I

OPT 226 Anterior Segment Pathology I

OPT 228 Ocular Pharmacology

OPT 227 Pharmacological Sciences II

OPT 223 Posterior Segment Pathology I

OPT 225 Pediatric Optometry

OPT 22 Basic Contact Lens

OPT 224 Clinical Internship II

Year 3

Summer

OPT 309 Clinical Case Analysis

OPT 303 Posterior Segment Pathology II
OPT 301 Patient Care and Physical Diagnosis
OPT 329 Research Methodology
OPT 302 Advanced Contact Lens
OPT 307 Vision Therapy
OPT 306 Glaucoma Diagnosis and Management
OPT 304 Clinical Internship II
OPT Elec Spanish for Optometrists

Fall

OPT 216 Advanced Vision Science with Clinical Application
OPT 318 Optometric Practice Development
OPT 317 Strabismus and Amblyopia Diagnosis and Management
OPT 325 Public Health, Epidemiology, and Geriatrics
OPT 313 Neuro-Ophthalmology Disorders
OPT 319 Legal and Ethical Aspects of Optometry
OPT 314 Clinical Internship IV
OPT 315 Genomic Medicine

Spring

OPT 326 Clinical Medicine and Systemic Disease
OPT 321 Peri-operative Management and Techniques
OPT 328 Optometric Business and Administration
OPT 312 Low Vision Rehabilitation
OPT 323 Advanced Topics Seminars
OPT 324 Clinical Internship V

Year 4

Summer

OPT 401 Clinical Externship

or

OPT 400 Clinical Intern

OPT 409 Comprehensive Clinical Management I

Fall

OPT 411 Clinical Externship

or

OPT 410 Clinical Intern

OPT 419 Comprehensive Clinical Management II

Spring

OPT 421 Clinical Externship

or

OPT 420 Clinical Intern

OPT 429 Comprehensive Clinical Management III

[Osteopathic Medicine \(DO\)](#)

College/School: [School of Osteopathic Medicine](#)

Program Accreditation: American Osteopathic Association Commission on Osteopathic College Accreditation (pre- accreditation effective July 1, 2016)

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

OMED 5910 Essentials and Emergency Medical Technician

OMED 5820 Musculoskeletal Touch and Personhood

OMED 5830 Molecules, Cells, Compassion

OMED 5840 Host Defense and Communication

OMED 5650 Gastrointestinal System, Nutrition, Appetite

Phase II

OMED 6065 Circulation, Respiration, Regulation

OMED 6035 Endocrine, Reproduction, Respect

OMED 6045 Mind, Brain, and Behavior

OMED 5920 Capstone (Spirituality, Mental Health, and Wellness)

OMED 5830 Board Exam Preparation

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.

OMED 7400 Readiness for Clerkship

The six-week core rotations include:

OMED 7660 Family Medicine Core Clerkship

OMED 7600 General Internal Medicine Core Clerkship

OMED 7650 Surgery Core Clerkship

OMED 7620 Pediatrics Core Clerkship

OMED 7690 Hospital Medicine Core Clerkship

OMED 7630 Behavior Medicine Core Clerkship

OMED 7610 Women's Health Core Clerkship

OMED 7680 Medically Underserved (rural or urban) Core Clerkship

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).

[Pharmacy \(PharmD\)](#)

College/School: [Feik School of Pharmacy](#)

Accreditation Disclosure Statement: The University of the Incarnate Word, Feik School of Pharmacy Doctor of Pharmacy program is accredited by the Accreditation Council for Pharmacy Education, 135 S. LaSalle Street – Suite 4100, Chicago, IL 60603-4810, (312) 664-3575; FAX (312) 664-4652, website www.acpe-accredit.org

The Doctor of Pharmacy 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
General Chemistry with lab	8
Microbiology with lab	4
Human Anatomy/Physiology with lab	8
Organic Chemistry with lab	8
Physics with Lab	4
English Composition	6
Calculus	3
History	3
Social/Behavioral Sciences	3
Statistics	3
Literature	3
Fine Arts	3
Philosophy	3
Public Speaking	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.

Curriculum

First Professional Year (P1)

PHAR 3122: Pharmaceutics II – 1 credit

PHAR 3123: Pharmaceutics III – 1 credit

PHAR 3125: Pharmaceutics Lab I – 1 credit

PHAR 3127: Pharmaceutics Lab II – 1 credit

PHAR 3150: Ethics and Life Issues – 1 credit

PHAR 3157: Drug Information – 1 credit

PHAR 3170: Introduction to Pharmacy – 1 credit

PHAR 3221: Pharmaceutics I – 2 credits

PHAR 3224: Pharmaceutics IV – 2 credits

PHAR 3226: Pharmacy Calculations – 2 credits

PHAR 3232: Applied Pharmacy Care (APC) I – 2 credits

PHAR 3237: Applied Pharmacy Care (APC) II – 2 credits

PHAR 3416: Biochemistry – 4 credits

PHAR 3353: Pharmacy and the Health Care System – 3 credits

PHAR 3417: Medical Microbiology and Immunology – 4 credits

PHAR 3410: Physiology I – 4 credits

PHAR 3515: Physiology II – 5 credits

PHAR 5274: FSOP Immunization Training – 2 credits

Second Professional Year (P2)

PHAR 4152: Principles of Public Health for Pharmacists – 1 credit

PHAR 4221: Basic Pharmacokinetics – 2 credits

PHAR 4232: Applied Pharmacy Care (APC) III – 2 credits

PHAR 4237: Applied Pharmacy Care (APC) IV – 2 credits

PHAR 4245: Pharmacotherapeutics IV – Renal Disorders and Electrolytes/Fluids – 2 credits

PHAR 4247: Pharmacotherapeutics VI – Pulmonary Disorders – 2 credits

PHAR 4255: Pharmacy Law – 2 credits

PHAR 4258: Medical Literature Evaluation – 2 credits

PHAR 4340: Introduction to Clinical Reasoning – 3 credits

PHAR 4342: Pharmacotherapeutics I – Introduction to Medicinal Chemistry – 3 credits

PHAR 4344: Pharmacotherapeutics II – Introduction to Pharmacology – 3 credits

PHAR 4346: Pharmacotherapeutics III – DEENT Disorders (Derm., Eye, Ear, Nose & Throat) – 3 credits

PHAR 4351: Pharmacy Management and Leadership – 3 credits

PHAR 4543: Pharmacotherapeutics V – Cardiovascular Disorders – 5 credits

Required Introductory Pharmacy Practice Experiences (IPPEs) – P2 Year

PHAR 4361 – Community Introductory Pharmacy Practice Experience (IPPE) – 3 credits

Third Professional Year (P3)

PHAR 4222: Clinical Pharmacokinetics – 2 credits

PHAR 5154: Introductory Pharmacy Practice Experiences (IPPE) Laboratory – 1 credit

PHAR 5146: Pharmacotherapeutics IX – Skeletal/Muscular Disorders – 1 credit

PHAR 5232: Applied Pharmacy Care (APC) V – 2 credits

PHAR 5237: Applied Pharmacy Care (APC) VI – 2 credits

PHAR 5245: Pharmacotherapeutics XI - Gastrointestinal Disorders – 2 credits

PHAR 5249: Medication Therapy Management

PHAR 5250: Pharmacoeconomics, Quality and Safety – 2 credits

PHAR 5347: Pharmacotherapeutics XII – Neoplastic Disorders – 3 credits

PHAR 5443: Pharmacotherapeutics X – Psychiatric and Neurological Disorders – 4 credits

PHAR 5444: Pharmacotherapeutics VIII – Endocrine Disorders – 4 credits

PHAR 5542: Pharmacotherapeutics VII – Infectious Diseases – 5 credits

Required Introductory Pharmacy Practice Experiences (IPPEs) – P3 Year

PHAR 5361: Institutional Introductory Pharmacy Practice Experience

Elective Courses

Elective availability is subject to change. Additional electives may be available at the time of registration.

PHAR 5170: Applied Biblical Studies: Pentateuch – 1 credit

PHAR 5171: PCCA Compounding – 1 credits

PHAR 5175: Alcohol and Drugs of Addiction – 1 credit

PHAR 5178: Applied Biblical Studies: Gospels – 1 credit

PHAR 5180: Medical Missions – 1 credit

PHAR 5181: Medical Missions Experience – 1 credit

PHAR 5185: Geriatric Pharmacotherapy and Perspectives in Aging – 1 credit

PHAR 5186 | PCCA Veterinary Compounding Laboratory – 1 credit

PHAR 5199, PHAR 5299 or PHAR 5399: Directed Studies in Pharmacy Sciences – 1-3 credits

PHAR 5272: Research Methods in Pharmaceutical Sciences – 2 credits

PHAR 5273: Women's Health Issues – 2 credits

PHAR 5282 — The Yin and Yang of Natural Dietary Supplements – 2 credits

PHAR 5283: Prevention and Management of Drug-Induced Diseases – 2 credits

PHAR 5284: Advanced Compounding – 2 credits

PHAR 5285: Non-FSOP Immunization Training – 2 credits

PHAR 5378: An Interdisciplinary Approach to Palliative Care and End of Life Issues – 3 credits

PHAR 5385: Veterinary Compounding – 3 credits

Fourth Professional Year (P4)

PHAR 6199: Pharmacotherapy Conference – 1 credit

PHAR 6301: Pharmacotherapeutic Seminar – 3 credits

Required Advanced Pharmacy Practice Experiences (APPEs) – P4 Year

PHAR 6650: Community Pharmacy – 6 credits

PHAR 6652: Hospital/Health-System Pharmacy – 6 credits

PHAR 6654: Ambulatory Care – 6 credits

PHAR 6656: Acute Care/General Medicine – 6 credits

Elective Advanced Pharmacy Practice Experiences (APPEs) – P4 Year

PHAR 6660: Patient Care Elective – 6 credits

PHAR 6670: Non-Patient Care Elective – 6 credits

[Physical Therapy \(DPT\)](#)

College/School: [School of Physical Therapy](#)

Program Accreditation: Commission on Accreditation in Physical Therapy Education

The Doctor of Physical Therapy 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's 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.

Curriculum

Year 1

DPT 5511 Physical Therapy Reasoning

DPT 5312 Patient/Client Management I

DPT 5513 Foundational Sciences I

DPT 5514 Professional Topics I

DPT 5521 Physical Therapy Reasoning II

DPT 5322 Patient/ Client Management II

DPT 5524 Professional Topics II

DPT 5115 Professional Critical Self- Reflection I

Year 2

DPT 6311 Physical Therapy Reasoning III

DPT 6212 Patient/Client Management III

DPT 6313 Foundational Sciences III
DPT 6314 Professional Topics III
DPT 6115 Professional Critical Self-Reflection II
DPT 6119 Capstone I
DPT 6318 Professional Practice Education I
DPT 6521 Physical Therapy Reasoning IV
DPT 6322 Patient/Client Management IV
DPT 6523 Foundational Sciences IV
DPT 6524 Professional Topics IV

Year 3

DPT 7511 Physical Therapy Reasoning V
DPT 7312 Patient/Client Management V
DPT 7513 Foundational Science V
DPT 7514 Professional Topics V
DPT 7321 Physical Therapy Reasoning VI
DPT 7222 Patient Client Management VI
DPT 7323 Foundational Sciences VI
DPT 7224 Professional Topics VI
DPT 7428 Professional Practice Education II
DPT 7115 Professional Critical Self-Reflection III
DPT 7119 Capstone II

Year 4

DPT 8115 Professional Critical Self-Reflection IV
DPT 8119 Capstone III
DPT 8728 Professional Practice Education IV
DPT 8818 Professional Practice Education III

Vision Science (PhD)

College/School: Rosenberg School of Optometry

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

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.

[Criminal Justice Leadership](#)

The Certificate track in Criminal Justice Leadership prepares students to examine the important psychological processes that criminal justice personnel use in interacting with the public and evaluate the various methods of critical decision-making and innovation in day-to-day criminal justice operations in dealing with controversies. They will also be challenged to evaluate the public perception phenomenon concerned with fact-based truth and virtual truth shaped by popular opinion, media coverage, and reputation. The certificate track provides excellent preparation for current criminal justice administrators, managers, active duty personnel, and or individuals who have completed their undergraduate degrees. The certificate track will also provide a broader foundation in knowledge of leadership skills, the understanding of human behavior, and critical decision-making abilities that are needed to be an effective leader in the field of criminal justice. The certificate track also provides a transferrable pathway for individuals choosing to pursue UIW's Master of Art in Administration degree.

Criminal Justice Leadership Certificate Courses (12 hours)

CRIJ 6301 The Psychology of Criminal Justice Leadership

CRIJ 6302 Managing Controversies: The Courage to Lead

CRIJ 6303 Ethical Decision Making: Understanding Biases and Public Perception

CRIJ 6304 Assessing Crime, Criminal Justice and the Community.

[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

[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

[Sport Management](#)

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

[Sport Pedagogy](#)

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

Adult Education

This certificate acknowledges that the student has completed (at least) 15 credit hours in the specified field of study. Students interested in this certificate must be admitted to UIW as a non-degree seeking student or admitted into the graduate degree program in the Dreeben School of Education.

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.

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

Early Childhood Education

This certificate acknowledges that the student has completed (at least) 15 credit hours in the specified field of study. Students interested in this certificate must be admitted to UIW as a non-degree seeking student or admitted into the graduate degree program in the Dreeben School of Education.

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.

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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

Online Teaching and Training

This certificate acknowledges that the student has completed (at least) 15 credit hours in the specified field of study. Students interested in this certificate must be admitted to UIW as a non-degree seeking student or admitted into the graduate degree program in the Dreeben School of Education.

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.

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

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

Program Evaluation

This certificate acknowledges that the student has completed (at least) 15 credit hours in the specified field of study. Students interested in this certificate must be admitted to UIW as a non-degree seeking student or admitted into the graduate degree program in the Dreeben School of Education.

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.

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

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

Student Services in Higher Education

This certificate acknowledges that the student has completed (at least) 15 credit hours in the specified field of study. Students interested in this certificate must be admitted to UIW as a non-degree seeking student or admitted into the graduate degree program in the Dreeben School of Education.

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.

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

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

[Pastoral Studies](#)

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.

[Mission Leadership](#)

A non-degree Graduate Certificate may be earned in Mission Leadership, which requires the following 18 semester hours of graduate courses. These courses are designed to form students in the competencies for mission leadership recognized by the Catholic Health Association.

Scripture—3 credits

PMIN 6320	Christology
PMIN 6322	Ecclesiology
PMIN 6346	Healthcare Ethics
PMIN 6376	Religious Charisms and Catholic Mission

Mission Leadership & Management—3 credits

Post-Graduate Nursing Certification

The Graduate Nursing Program offers nurses with a Master's degree in nursing an option to achieve certification in a specialty area through the Post Master's Certification program. Applicants must meet the requirements for admission to the MSN program and show evidence of completing specified prerequisite courses.

Post Graduate Certification Program Goals:

1. Prepare post-graduate nurses for new roles as leaders and advanced clinicians whose practice incorporates the values of the Sisters of Charity of the Incarnate Word.
2. Expand upon previous MSN educational foundation to address the health needs of selected clinical populations.
3. Collaborate with inter-professional teams to improve the health and illness outcomes of clinical populations in complex health care systems.

Final Projects Policies and Procedures

As part of a master's or doctoral degree, the program may require a thesis, dissertation, or doctoral project. The policies and procedures within this section relate to all theses, dissertations, and doctoral projects.

Thesis

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 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 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 on 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.

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.

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. See [Appendix 20 of the Faculty Handbook](#) for the description of the Graduate Faculty Appointment Procedure.

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.

Forms needed for students and faculty to complete the thesis process: [\[Thesis Committee form\]](#) [\[Thesis Proposal Approval form\]](#) [\[Announcement of Thesis Defense form\]](#) [\[Thesis Defense Approval form\]](#)

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, and notifying the Office of 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 August 15 to graduate in December, January 15 to graduate in May, and June 1 to graduate in August. Failure to meet these deadlines may result in delayed graduation.

The Announcement of Defense of Thesis form and the thesis structured abstract should be received in the Office of Graduate Studies at least 10 working days [two weeks] prior to the day of the public defense. The Office of Graduate Studies, in turn, will notify the campus community of the public defense.

SafeAssign

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

Submission and Publication of the Master's Thesis

Theses must be submitted to the Office of Graduate Studies in electronic format after final approval of the work by the relevant faculty committee or supervisor, as indicated by signatures of all committee members or supervisor on the official approval forms.

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 Mabey 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.

Deadlines for Format Review

Theses must be submitted to the Office of Graduate Studies for format review by the established deadline for the student's desired graduation period. Deadlines are:

September 1, for fall graduation;

February 1, for spring graduation;

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.

Thesis Clearance

A clearance form is required for theses; the completed form confirming the completion of all program and university requirements must be received by the Registrar's Office by these dates:

October 1 for December graduation;

March 1 for May graduation;

August 1 for August graduation.

Failure to meet these deadlines may result in delayed graduation. [[Thesis Clearance form](#)]

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 Graduate Studies, students will be given several options regarding access by others to their document. Student options include:

No embargo—Immediate availability. The full text of the thesis will be immediately and freely available and searchable online via The Athenaeum.

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.

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.

Dissertations

Each department requiring a dissertation shall clearly describe its policies to the students, their advisors, committee chairs, committee members, and the Office of 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 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 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 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 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 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 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 dissertation and (b) to ensure that evaluation of the dissertation represents a consensus of professionals in the student's chosen discipline.

The committee is charged with supervising and evaluating the 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 dissertation; (c) provide consultation regarding progress on the dissertation; (d) evaluate the final document; and (e) evaluate the public defense of the 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 dissertation proposal 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. See [Appendix 20 of the Faculty Handbook](#) for the description of the Graduate Faculty Appointment Procedure.

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 all must be in attendance for and approve its public defense. The 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

Candidacy. In those programs where candidacy is a required step, the student applies for candidacy. Candidacy is conferred upon students who have met all of the established required elements of the degree program and the student is then permitted to begin the dissertation process.

Dissertation Committee. The director of the doctoral program shall recommend appointment of the dissertation committee to the Director of Graduate Studies. The director shall approve the appointment of members of the dissertation committee and notify the dissertation committee chairperson of the appointments. [[Announcement of Dissertation Committee form](#)]

Proposal. The candidate shall develop a dissertation proposal in accord with program guidelines.

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. [[Dissertation Proposal Approval form](#)]

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.)

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.

Data Analysis. Data analysis should be completed at least two semesters before graduation.

Dissertation Committee Approval for Public Defense. The candidate's correctly formatted and edited dissertation must be approved by the entire committee before the public defense is scheduled. The candidate shall revise the dissertation draft as requested by the committee. When the dissertation committee has approved the dissertation 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. [[Announcement of Defense of Dissertation form](#)]

Calendar Deadlines for Scheduling the Defense and Applying for Graduation. Upon being granted dissertation committee approval, the candidate should schedule the public defense and apply for graduation on or before the graduation application deadlines. Graduation application deadlines are:

March 15 for graduation in August or December;

October 15 for graduation in May.

Structured Abstract and Announcement of 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 Graduate Studies at least 10 working days [two weeks] prior to the public defense. A formatted template (Word document) is available at this link: [[Structured Abstract Template](#)]

Scheduling and Publicizing the 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 the Office of Graduate Studies, and reserving the room. A block of two hours should be reserved, and defenses scheduled in the same academic unit

should not conflict in time. If the candidate intends to graduate the following semester, the public defense must be completed no later than these dates:

March 15 to graduate in August and December;

October 15 to graduate in May.

Failure to meet these deadlines may result in delayed graduation.

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.

Acceptability. The committee may then determine the acceptability of the dissertation and the public defense if such a determination has not been made beforehand.

Committee Decision. 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. [[Dissertation Defense Approval form](#)]

Document Preparation

Students may not offer a dissertation to the Office of 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.

Deadlines for Format Review

All dissertations must be submitted to the Office of Graduate Studies for format review by the established deadline for the student's desired graduation date.

August 15 for December Graduation;

January 15 for May Graduation;

June 1 for August Graduation.

Students should expect format review to take no less than three weeks.

Failure to meet these deadlines may result in delayed graduation.

SafeAssign

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

Dissertation and Doctoral Project Clearance

A clearance form is required for dissertations; the completed form confirming the completion of all program and university requirements must be received by the Registrar's Office by these dates:

October 1 for December graduation;

March 1 for May graduation;

August 1 for August graduation.

Failure to meet these deadlines may result in delayed graduation. [[Dissertation Clearance form](#)]

[[Doctoral Project Clearance form](#)]

Deposit of Student Work

Dissertations submitted to the university are deposited in The Athenaeum, the University of the Incarnate Word institutional repository of scholarly work, maintained by the Mabey Library. The submission of the dissertation to the university in partial fulfillment of degree requirements grants the university the one-time, non-exclusive right to publish the 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 dissertation submission and publication are outlined below.

University Rights

The University of the Incarnate Word retains non-exclusive distribution, reproduction, and archival rights to 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 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 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 dissertation must be published. As part of the process of submitting their work via The Athenaeum to the Office of Graduate Studies, students are given several options regarding access by others to their document. These options include:

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.

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.

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.

Doctoral Projects

Each department requiring a doctoral project shall clearly describe its policies to the students, their advisors, committee chairs, committee members, and the Office of 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 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 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 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. 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 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, 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; (c) provide consultation regarding progress on the project; (d) evaluate the final document; and (e) evaluate the public defense of the project.

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; (c) call committee meetings at least once each calendar year; (d) evaluate the readiness of the project proposal 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.

Document Preparation

Students may not offer a doctoral project to the Office of 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.

Deadlines for Format Review

All doctoral projects must be submitted to the Office of Graduate Studies for format review by the established deadline for the student's desired graduation date.

August 15 for December Graduation;

January 15 for May Graduation;

June 1 for August Graduation.

Students should expect format review to take no less than three weeks.

Failure to meet these deadlines may result in delayed graduation.

SafeAssign

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

Doctoral Project Clearance

A clearance form is required for doctoral projects; the completed form confirming the completion of all program and university requirements must be received by the Registrar's Office by these dates:

October 1 for December graduation;

March 1 for May graduation;

August 1 for August graduation.

Failure to meet these deadlines may result in delayed graduation.

[Doctoral Project Clearance form]

Deposit of Student Work

Doctoral projects submitted to the university are deposited in The Athenaeum, the University of the Incarnate Word institutional repository of scholarly work, maintained by the Mabey Library. The submission of the doctoral project to the university in partial fulfillment of degree requirements grants the university the one-time, non-exclusive right to publish the doctoral project in The Athenaeum.

University and student rights regarding doctoral projects 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, 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 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 Graduate Studies, students are given several options regarding access by others to their document. These options include:

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.

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.

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.

Academic Resources

The University of the Incarnate Word offers a variety of resources to help students achieve their scholarly, personal, and professional goals.

Research

Website: [Office of Research and Sponsored Projects Operations](#)

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.

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

The ORSPO 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.

[Internal Research Funding for Students](#)

The Office of Research and Sponsored Projects Operations (ORSPO) administers funding opportunities for main campus students to conduct, present, and be involved in research. For detailed information on award guidelines, eligibility, and the application checklist, view the electronic award guides.

Related Research Policies and Procedures

[Institutional Review Board Manual](#)

[Sponsored Projects Handbook](#)

[Financial Conflict of Interest in Research Policy](#)

[Regulatory Requirements and Research Compliance](#)

Libraries

The UIW Libraries support the university's academic programs with materials, instruction, and technology that advance the intellectual development of its students and the scholarship activities of its faculty.

[Research Help](#)

[Graduate Research Process](#)

[Library Resources](#)

UIW Libraries

[J.E. and L.E. Mabee Library](#)

[George W. Brackenridge Library at the Feik School of Pharmacy](#)

[George W. Brackenridge Library at the Rosenberg School of Optometry](#)

[Geneva R. Johnson Library at the School of Physical Therapy](#)

[School of Osteopathic Medicine Library](#)

Student Resources

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.

Mission and Ministry

Website: [University Mission and Ministry](#)

The Purpose of the 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.

Student Peer Ministry interns are an integral part of this ministry and their growth in faith and development of leadership skills is a core aspect of our ministry. Together, the professional staff and student Ministry Interns seek to extend an invitation to all students, faculty, and staff to explore formative issues of faith, values, and purpose.

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.

Interfaith

Website: [Interfaith Literacy and 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 respectful interaction advances the discovery of truth, mutual understanding, self-realization, and the common good. Students and faculty come from over seventy different countries. Members of the UIW community have wonderful opportunities to learn from each other's cultures and traditions.

Civic Engagement

Website: [Ettling Center for Civic Leadership and Sustainability](#)

The Ettling Center for Civic Leadership is a partnership between the University of the Incarnate Word and CHRISTUS Health, with an initiative guided by the principles of Catholic Social Teaching. It is dedicated to promoting the common good by educating enlightened and concerned leaders committed to learning, research, advocacy, and service for those in most need.

It promotes civically-engaged leaders collaborating in partnership with local and global community stakeholders to achieve individual/social transformation while respecting the dignity of each individual and all creation.

Student Disabilities Services

Website: [Office of 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

To qualify for services, the student must provide the Office of Student Disability Services with the appropriate documentation of his or her disability at the time services and/or accommodations are requested.

International Student and Scholar Services

Website: [Office of International Student and Scholar Services](#)

The Office of International Student and Scholar Services helps international students navigate the United States and find their place at University of the Incarnate Word. The office hosts on and off-campus events for international students and scholars, and works with the UIW and San Antonio communities to help students make the most of their time in the U.S. The office is also the primary resource for U.S. federal immigration information as related to students' immigration status.

Health and Wellbeing

Health Services

Website: [Health Services](#)

The 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.

All members of the UIW community are encouraged to take responsibility for their body, mind, and spirit. The community is challenged to examine their own personal wellness plan. Support is given for changes resulting in continued improvement and growth. The smoking cessation program is available to the UIW community.

The University of the Incarnate Word University Police Department is the designated first responder to emergency and medical situations.

[Emergency Response Protocol](#)

[Immunizations](#)

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](#)

Effective October 1, 2013, a change to Texas State law (SB 62) mandates that all entering students under the age of 22 provide a certificate signed by a health care provider or an official immunization record verifying that a student has been vaccinated against bacterial meningitis, or has received a booster during the five years preceding admission to the University.

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.

Behavioral Health

Website: [Counseling Services](#)

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. Counseling Services is here to help you succeed! Our staff of professional counselors are dedicated to helping you reach your goals.

Counseling services are available to students enrolled at the University of the Incarnate Word and its affiliate high schools. Consultation services are available to faculty, staff, and administrators.

Health Insurance

Website: [Health Insurance](#)

All full-time Main Campus students (undergraduate 12 or more hours, graduate 6 or more hours, all professional programs, PhD programs 6 hours or more, 3 hours in dissertation) are automatically billed for health insurance through the university health insurance plan. International Students (full or part-time) are automatically billed for health insurance.

Insurance Waiver

If a student has his/her own private insurance, an Insurance WAIVER FORM must be submitted on-line to the Insurance Carrier prior to the last day to receive a 100% refund for the semester as established by the Academic Calendar.

Wellness Facilities

Website: [Wellness Center](#)

The University of the Incarnate Word Sports and Wellness department consists of the Richard and Janet Cervera Wellness Center, the Ann Barshop Natatorium and the Henrich Center for Fencing and International Sports as well as the intramural sport department and the club sport department. The mission of the UIW Sports and Wellness department is to enrich the lives of the UIW community through fitness, wellness, athletic participation and competition.

Current UIW Students, Faculty and Staff may use the UIW Sports and Wellness Facilities and attend UIW Sports and Wellness programs by presenting their valid UIW ID Card.

[Natatorium](#)

[Center for Fencing and International Sports](#)

Housing and Dining

[Residence Life and Housing Operations](#)

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.

[Dining Services](#) : 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.

Career Services

Website: [Office of Career Services](#)

Career Services is committed to educating UIW students and Alumni in their career exploration development. Services include individual career counseling, personality and career assessment, resume and cover letter review, career-related workshops, and programs to assist with the necessary skills needed for post-graduation success. In addition, we foster relationships with campus departments and external employers to enhance internship job and career opportunities during the student lifecycle and beyond.

Technical Support

Website: [Help Desk](#)

Students and faculty may bring their laptops to the front desk for diagnostic services and minor troubleshooting. The HelpDesk@SEC serves as the initial point of contact for all calls related to desktop and laptop support as well as calls related to audiovisual classroom support.

[Information for Students](#)

[Computer Labs](#)

University Police

Website: [University Police](#)

The UIW Police Department is a multi-service organization. The essence of the Police Mission is to provide effective support, public assistance at every opportunity and a safe environment through safety awareness and law enforcement. The UIW Police Department shall respond to the changing needs and expectations of the campus community with an emphasis on sensitivity and understanding while providing service to the university.

The UIW Police Department is a recognized by the State of Texas as police agency. The Chief of Police, Robert Chavez, oversees a staff combined of both sworn and nonsworn personnel. Police officers are on duty twenty-four hours a day 365 days a year, to insure the safety of the University community, enforce the laws of Texas and the regulations of the University.

[Crime Prevention](#)

[Texas Senate Bill 11/ Campus Carry](#)

[Parking on Campus](#)

Subject Code	Subject Name	Course Name	Number	Course Descriptions	Credits	Cross Listed Course Narrative	Prerequisites	Co-requisites
ACCT	Accounting	Accounting Internshin	5388	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.	3	Cross-listed with ACCT 6388		
ACCT	Accounting	Reporting Accounting Positions	6301	An examination of managerial planning, control, and decision-making methodologies with an emphasis on facilitating the development and implementation of business strategies. The purpose of this course is to prepare students to be more intelligent users of organizational accounting systems. Topics include: financial statement literacy, cost concepts, budgeting, and case study methodology, amount others.	3			
ACCT	Accounting	Accounting Concepts and Issues	6310	This is a survey course that deals with basic issues concerning the nature of managerial accounting, cost system design, cost management, and certain aspects of strategic management. Considered are accounting data necessary for the executive decision-making process. Emphasis placed on the various accounting products, accounting ratios and their meaning for management.	3			
ACCT	Accounting	Managerial Accounting	6311	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.	3	Cross-listed with ACCT 7311	ACCT 2311 or equivalent, and ACCT 2312 or equivalent	
ACCT	Accounting	Ethics for Accounting and Business	6318	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.	3	Cross-listed with ACCT 7318		
ACCT	Accounting	International Accounting	6330	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.	3	Cross-listed with BINT 6330	ACCT 2311 or equivalent, and ACCT 2312 or equivalent	
ACCT	Accounting	Problems in Tax Practice	6333	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.	3	Cross-listed with ACCT 7333		
ACCT	Accounting	Forensic Accounting	6334	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.	3			
ACCT	Accounting	Law for Accountants	6335	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.	3			
ACCT	Accounting	Financial Statement Analysis	6336	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.	3			
ACCT	Accounting	Managing and Accounting for Investments	6337	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.	3			

ACCT	Accounting	Sustainability Performance and Reporting	6338	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.	3	
ACCT	Accounting	Business Communication	6339	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.	3	Cross-listed with BINT 6339, BMGT 6339, HADM 6339
ACCT	Accounting	Advanced Financial Reporting	6340	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.	3	Cross-listed with ACCT 7340
ACCT	Accounting	Advanced Managerial Accounting	6341	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)	3	Cross-listed with ACCT 7341
ACCT	Accounting	Accounting for Non-Profit Organizations	6342	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.	3	
ACCT	Accounting	International Financial Reporting Standards, Accounting	6343	An in-depth review of the International Financial Reporting Standards (IFRS).	3	
ACCT	Accounting	Federal Tax Research	6345	The principles, concepts and methods used to obtain an understanding of federal income taxation of business entities; specifically corporations, partnerships, and tax research.	3	
ACCT	Accounting	Advanced Auditing	6348	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.	3	Cross-listed with ACCT 7348
ACCT	Accounting	Problems in Accounting	6350	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.	3	
ACCT	Accounting	Estate, Trust and Gift Taxation	6355	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.	3	
ACCT	Accounting	Accounting Internship	6388	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.	3	Cross-listed with ACCT 5388

ACCT	Accounting	Selected Topics	6399	Selected topics in Accounting.	3	Cross-listed with ACCT 7399
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ACCT	Accounting	Managerial Accounting	7311	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.	3	Cross-listed with ACCT 6311	ACCT 2311 or equivalent, and ACCT 2312 or equivalent
ACCT	Accounting	Ethics for Accounting and Business	7318	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.	3	Cross-listed with ACCT 6318	
ACCT	Accounting	Problems in Tax Practice	7333	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.	3	Cross-listed with ACCT 6333	
ACCT	Accounting	Advanced Financial Reporting	7340	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.	3	Cross-listed with ACCT 6340	
ACCT	Accounting	Advanced Managerial Accounting	7341	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.	3	Cross-listed with ACCT 6341	
ACCT	Accounting	Advanced Auditing	7348	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.	3	Cross-listed with ACCT 6348	
ACCT	Accounting	Selected Topics	7399	Selected topics in Accounting.	3	Cross-listed with ACCT 6399	
ECON	Economics	Competing in a Global Economy	6305	An examination of trade and monetary theory and policy from an international perspective. The purpose of this course is to prepare students to understand the global economic implications related to employment, working conditions, and equity and select a policy position on emerging international issues. Topics include: classical and neoclassical trade theory, trade policy, international monetary economics, macroeconomic policy, and world monetary arrangements, among others.	3		
ECON	Economics	Managerial Economics	6311	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.	3	Cross-listed with ECON 7311	
ECON	Economics	International Economics	6312	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.	3	Cross-listed with BINT 6312, BINT 7312, and ECON 7312	ECON 2301 and ECON 2302
ECON	Economics	Price and Income Theory	6314	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.	3		
				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-		Cross-listed	ECON 2301 or equivalent, and ECON 2302 or

ECON	Economics	Managerial Economics	7311	making in various market structures, and the role of business in society.	3	with ECON 6311	equivalent, and BMGT 3371 or equivalent
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ECON	Economics	International Economics	7312	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.	3	Cross-listed with BINT 6312, BINT 7312, and ECON 6312	ECON 2301 and ECON 2302
BFIN	Finance	Funding Organizational Performance	6303	An examination of the applied theory and methods of organizational financial decisions-making. The purpose of this course is to prepare students to use financial theory to solve organization dilemmas. Topics include valuation, risk assessment, market efficiency, and financial planning, among others.	3		
BFIN	Finance	Financial Management	6320	This course studies the key decision areas in corporate financial management, as well as their tools to analyze and evaluate a firm's performance. Topics covered include, financial statements analysis, securities valuation, financing sources, cost of capital, capital budgeting and capital structure.	3	Cross-listed with BFIN 7320	
BFIN	Finance	International Finance	6321	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.	3	Cross-listed with BINT 6321, BINT 7321, and BFIN 7321	BFIN 3321 or equivalent, and BINT 3331 or equivalent
BFIN	Finance	Seminar in Personal Financial Planning	6325	This course introduces students to the fundamental principles of personal financial planning. The topics reviewed include the financial planning process, personal financial statements, cash flow management, budgeting and saving strategies. The students will prepare comprehensive financial plans for different types of households. Fee.	3		
BFIN	Finance	Financial Cases and Problems	6330	Analysis of the financial problems of business, case application to debt/equity choices, mergers, capital budgeting, and governmental regulations.	3	Cross-listed with BFIN 7330	BFIN 6320
BFIN	Finance	Econometrics for Finance	6340	Econometrics for Finance is the integration of financial theory and its applications with 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, and it includes topics such as linear regression, time series analysis, multivariate models and volatility modeling.	3		
BFIN	Finance	Investment Seminar	6385	Practical application of financial and investment techniques using computers, software, and sound financial judgment.	3	Cross-listed with BFIN 7385	BFIN 6320
BFIN	Finance	Selected Topics	6399	Selected topics in Finance			
BFIN	Finance	Financial Management	7320	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.	3	Cross-listed with BFIN 6320	BFIN 3321 or equivalent
BFIN	Finance	International Finance	7321	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.	3	Cross-listed with BINT 6321, BINT 7321, and BFIN 6321	BFIN 3321 or equivalent, and BINT 3331 or equivalent
BFIN	Finance	Financial Cases and Problems	7330	Analysis of the financial problems of business, case application to debt/equity choices, mergers, capital budgeting, and governmental regulations.	3	Cross-listed with BFIN 6330	BFIN 6320
BFIN	Finance	Econometrics for Finance	7340	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.		Cross-listed with BFIN 6340	
BFIN	Finance	Investment Seminar	7385	Practical application of financial and investment techniques using computers, software, and sound financial judgment.	3	Cross-listed with BFIN 6385	BFIN 6320

HADM	Healthcare Administration	Health Administration Internship	6088	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.	3	
HADM	Healthcare Administration	Healthcare Organization and Delivery	6301	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.	3	
HADM	Healthcare Administration	Healthcare Economics	6302	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.	3	
HADM	Healthcare Administration	Population Health and Epidemiology	6303	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.	3	
HADM	Healthcare Administration	Healthcare Finance I	6305	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.	3	
HADM	Healthcare Administration	Healthcare Finance II	6306	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.	3	
HADM	Healthcare Administration	Human Resource Management In Healthcare	6311	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.	3	Cross-listed with HADM 7311
HADM	Healthcare Administration	Information Systems Management in Healthcare	6315	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.	3	
HADM	Healthcare Administration	Organizational Behavior and Theory in Health Care	6320	The focus of this course is the application of theory in the organizational healthcare setting. Emphasis is placed on the skills and competencies necessary for effective health care leaders who must motivate and lead others in adapting their organizations in a dynamic and constantly changing environment. This course focuses in-depth analysis of the theories and concepts of organizational behavior and theory as well as the functions performed by, and roles required of, entry and middle level managers. This course will progress from individual, to group, to organizational dynamics in the healthcare setting.	3	

HADM	Healthcare Administration	Legal and Ethical Issues in Healthcare	6330	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.	3	Cross-listed with HADM 7330
HADM	Healthcare Administration	Business Communication	6339	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.	3	
HADM	Healthcare Administration	Quality and Continuous Improvement in Healthcare Organizations	6340	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.	3	Cross-listed with HADM 7340
HADM	Healthcare Administration	Quantitative Analysis for Healthcare Managers	6350	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.	3	
HADM	Healthcare Administration	Managing Healthcare Organizations	6360	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.	3	
HADM	Healthcare Administration	Healthcare Marketing Management	6370	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.	3	Cross-listed with HADM 7370
HADM	Healthcare Administration	Healthcare Strategic Management	6375	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.	3	
HADM	Healthcare Administration	Healthcare Policy	6380	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.	3	HADM 6302 or equivalent, and HADM 6303 or equivalent; or permission of instructor

HADM	Healthcare Administration	Leadership in Healthcare Organizations	6390	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.	3
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HADM	Healthcare Administration	Selected Topics	6399	Selected Topics in Healthcare Administration.			
HADM	Healthcare Administration	Health Administration Capstone	63CS	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.	3		
HADM	Healthcare Administration	Human Resource Management In Healthcare	7311	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.	3	Cross-listed with HADM 6311	
HADM	Healthcare Administration	Health Law	7330	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.	3	Cross-listed with HADM 6330	
HADM	Healthcare Administration	Quality and Continuous Improvement in Healthcare Organizations	7340	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.	3	Cross-listed with HADM 6340	
HADM	Healthcare Administration	Healthcare Marketing Management	7370	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.	3	Cross-listed with HADM 6370	
MIS	Management Information Systems	Information Systems Seminar	6315	Provides an overview of contemporary information systems management while exploring the impact technological change has had on evolving business models and strategy.	3	Cross-listed with MIS 7315	MIS 2321 or equivalent
MIS	Management Information Systems	Information Systems Seminar	7315	Provides an overview of contemporary information systems management while exploring the impact technological change has had on evolving business models and strategy.	3	Cross-listed with MIS 6315	MIS 2321 or equivalent
BINT	International Business	International Business	6311	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.	3	Cross-listed with BINT 7311	BINT 3331 and status as international student
BINT	International Business	International Economics	6312	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.	3	Cross-listed with BINT 7312, ECON 6312 and ECON 7312	ECON 2301 or equivalent, and ECON 2302 or equivalent

BINT	International Business	International Finance	6321	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.	3	Cross-listed with BFIN 6321, BFIN 7321, and BINT 7321	BFIN 3321, BINT 3331, and status as international student
BINT	International Business	European Union Trade and Relations	6325	Analysis of establishing and maintaining trade and relations with the European Union. Emphasis is upon the use of data for analyzing trade opportunities, regulations, legal structures and financial relationships. Discussion of current international situations that promote and interfere with prohibit trade and relations. Significant research and technology skills development.	3		
BINT	International Business	International Accounting	6330	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.	3	Cross-listed with ACCT 6330	ACCT 2311 or equivalent, and ACCT 2312 or equivalent
BINT	International Business	Sustainability Performance and Reporting	6338	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.	3	Cross-listed with ACCT 6338 and BMGT 6338	
BINT	International Business	Business Communication	6339	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.	3	Cross-listed with BMGT 6339	
BINT	International Business	International Relations	6340	Concentration course offered in host country to expose students to international cultural similarities and differences. May include stay with family, side trips from host location, visits to governmental and trade organizations. Class size limited. Permission of instructor required. Fee.	3	Cross-listed with BINT 7340	
BINT	International Business	United States and Mexico Trade Relations	6360	An introduction to the bi-lateral trade issues and patterns, cultural and historical overview, and business opportunities linking the U.S. and Mexico. Emphasis on seminar discussion.	3		
BINT	International Business	International Marketing	6361	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.	3	Cross-listed with BINT 7361 and BMKT 6361	BMKT 3331 or equivalent
BINT	International Business	Strategic International Advertising	6370	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.	3		BINT 6311 or equivalent; or permission of instructor
BINT	International Business	International Business Law	6372	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.	3	Cross-listed with BINT 7372, BLAW 6372, and BLAW 7372	
BINT	International Business	Strategic Importing	6380	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.	3		BINT 6311 or equivalent; or permission of instructor

BINT	International Business	Contemporary Issues in Global Trade	6385	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.	3	BINT 6311 or equivalent
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BINT	International Business	Seminar in International Business	6390	Capstone analysis, research, discussion, presentation of alternative solutions to international problems in business. Prerequisite: Student must be in final semester of enrollment or by permission of instructor. Student must have working command of Internet-based research, traditional print research, computer graphics and text presentation software, and ability to process survey data.	3		
BINT	International Business	Independent Study	6398	Independent study in International Business	3		
BINT	International Business	Special Topics	6399	Special topics in International Business	3		
BINT	International Business	(Capstone) Seminar in International Business	63CS	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.	3	Cross-listed with BMGT 63CS	
BINT	International Business	International Business	7311	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.	3	Cross-listed with BINT 6311	BINT 3331 or equivalent
BINT	International Business	International Economics	7312	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.	3	Cross-listed with BINT 6312, ECON 6312, and ECON 7312	ECON 2301 or equivalent, and ECON 2302 or equivalent
BINT	International Business	International Finance	7321	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.	3	Cross-listed with BFIN 6321, BFIN 7321, and BINT 6321	BFIN 3321 or equivalent, and BINT 3331 or equivalent
BINT	International Business	International Relations	7340	Concentration course offered in host country to expose students to international cultural similarities and differences. May include stay with family, side trips from host location, visits to governmental and trade organizations. Class size limited. Permission of instructor required. Fee.	3	Cross-listed with BINT 6340	
BINT	International Business	International Marketing	7361	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.	3	Cross-listed with BMKT 6361 and BINT 6361	BMKT 3331 or equivalent
BINT	International Business	International Business Law	7372	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.	3	Cross-listed with BINT 6372, BLAW 6372, and BLAW 7372	BLAW 3317 or equivalent
BLAW	Business Law	Strengthen Stakeholder Responsibility	6306	An examination of the legal doctrines that affect the business environment; emphasizes the importance of evaluating organizational decisions to minimize liability and risk; students apply a Corporate Social Responsibility (CSR) model in case studies. The purpose of this course is to prepare the successful completion of the program research project. Topics include: legal foundations, the American judicial system, dispute resolution, contracts, stakeholder responsibility, and case study preparation and evaluation, among others.	3		
BLAW	Business Law	Employment Law	6350	This course provides a comprehensive study of law as it applies to regulation and conditions of employment in both the private and public sector.	3		

BLAW	Business Law	International Business Law	6372	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.	3	Cross-listed with BINT 6372, BINT 7372, and BLAW 7372	BLAW 3317 or equivalent
BLAW	Business Law	Selected Topics	6399	Selected topics in Business Law	3		

BLAW	Business Law	International Business Law	7372	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 tradecases.	3	Cross-listed with BINT 6372, BINT 7372, and BLAW 6372	BLAW 3317 or equivalent
BMGT	Management	MBA Cornerstone	6301	The initial Cornerstone experience during which the student demonstrates his/her competency in the mastery and application of basic business acumen areas deemed to be important for both practitioners and scholars. This course introduces the concepts, theories, and skills that should be learned in many other business disciplines prior to achieving mastery in them. Additionally, students will prepare for the requirements of an intensive graduate program, employment in a professional business environment, and being part of the UIW community.	3		
BMGT	Management	Leveraging the Best in People	6302	An examination of the fundamentals of organizational leadership; an introduction of experiential learning and teaching utilizing the case study method; emphasizes the application of theoretical concepts to actual settings and situations; students examine propositions, perspectives, and theories individually culminating in a personal leadership profile. The purpose of this course is to prepare students to ethically influence individual performance and organizational decisions. Topics include: leadership styles, models, theories, and behaviors, among others.	3		
BMGT	Management	Investigating Business Solutions	6307	An examination of the fundamentals of business research methodology; emphasizes the research designs commonly utilized in business decision making scenarios. The purpose of this course is to prepare students to beneficially apply quantitative methods to organizational decisions. Topics include: experiment design, sampling, measuring, prediction, and causation, among others.	3		
BMGT	Management	Delivering Customer Value	6309	An examination of the integrated supply chain and logistics including their management, operations, design, and administration. Students are provided with knowledge of current methods facilitating the addition of substantial customer value in the delivery process. The purpose of this course is to prepare students to increase organizational levels of efficiency and effectiveness related to the distribution of products. Topics include: supply chains, logistics, accommodation, procurement, manufacturing, integrated operations, inventory, transportation, warehousing, handling, and network design, among others.	3		
BMGT	Management	Sustain Strategic Advantage Capstone	6310	Program capstone examines the theoretical and practical knowledge acquired in the MSBA program; emphasizes the importance of innovation and leadership in leveraging key organizational differentiators for long-term sustainability; successful completion of the program's organizational competitive advantages. Topics include: strategic analysis formulation, implementation, case study mastery, among others.	3		
BMGT	Management	Managing People and Organizations	6311	Managing People and Organizations utilizes and applies theory, principles, and practices associated with management, organizational behavior, and leadership as well as applications of current human resource (HR) practices to make decisions based on complex business scenarios. Students will develop courses of action when analyzing organization interdependencies and their consequences for individuals, dyads, groups, teams, and organizational systems. Focus is on modifying behavior and predicting the effects upon productivity, satisfaction, and development of individuals as members of the business unit. Experiential exercises will be incorporated as well as case studies and textbook readings.	3		
BMGT	Management	Sustainability Performance and Reporting	6338	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.	3	Cross-listed with ACCT 6338 and BINT 6338	
BMGT	Management	Business Communication	6339	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.	3	Cross-listed with BINT 6339	
BMGT	Management	Business Research and Quantitative Analysis	6340	Business Research and Quantitative Analysis is a course that emphasizes the role of business research and statistical analysis in the decision making process. Data collection and statistical analysis of data combined with the communication of the results are stressed. Practical exercises include article reviews and conducting a research project. Emphasis is placed on the applicability and use of statistics and quantitative methods and their role in managerial decision making. Students will also become familiar with the importance of ethical behavior as it relates to research activities.	3	Cross-listed with BMGT 7340	

BMGT	Management	South Canyon Leadership Challenge	6365	An applied leadership course with a vigorous academic component and a strenuous physical component. The course is a comprehensive study of human and organizational behavior with an added emphasis on leadership and team building. The course culminates in a seven day trip to the bottom of the Grand Canyon as a practical, pragmatic laboratory to test the theoretical concepts taught in class. Prerequisite: Permission of instructor.	3		
BMGT	Management	Project Management I	6370	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.	3	Cross-listed with BMGT 7370	
BMGT	Management	Special Topics in Management	6371	Special topics in management	3		
BMGT	Management	Project Management II	6375	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.	3		
BMGT	Management	Quantitative Methods in Business	6380	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.	3	Cross-listed with BMGT 7380	BMDS 3371 and BMGT 6340
BMGT	Management	(Capstone) Cases in Management Problems	6390	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.	3	Cross-listed with BINT 63CS and BMGT 73CS	
BMGT	Management	Selected Topics	6399	Selected Topics in Management	3		
BMGT	Management	MBA Capstone	63CS	This course builds upon the information and skills learned in the graduate MBA core and concentration coursework, and the student's employment experiences. The course trains the student in the application of strategic management theory and research to practical issues and problems found in practical business situations.	3		
BMGT	Management	Integrated Nursing Management Problems	6691	Capstone course for the MSN/MBA program to be taken in the last semester before graduation. Addresses the roles of nurse as practitioner, manager, and educator by integrating the functional disciplines in nursing, adult education, and business administration into a problem-solving case course, actual real-world cases analyzed, discussed, and feasible solutions presented. Prerequisite: Final semester in MSN/MBA program.	6		
BMGT	Management	Human Resource Management	7311	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.	3	Cross-listed with BMGT 6311	BMGT 3340 or equivalent
BMGT	Management	Business Research and Quantitative Analysis	7340	Business Research and Quantitative Analysis is a course that emphasizes the role of business research and statistical analysis in the decision making process. Data collection and statistical analysis of data combined with the communication of the results are stressed. Practical exercises include article reviews and conducting a research project. Emphasis is placed on the applicability and use of statistics and quantitative methods and their role in managerial decision making. Students will also become familiar with the importance of ethical behavior as it relates to research activities.	3	Cross-listed with BMGT 6340	
BMGT	Management	Project Management I	7370	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.	3	Cross-listed with BMGT 6370	

BMGT	Management	Quantitative Methods in Business	7380	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.	3	Cross-listed with BMGT 6380	BMDS 3371 and BMGT 6340
BMGT	Management	Cases in Management Problems	7390	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.	3		
BMGT	Management	(Capstone) Cases in Management Problems	73CS	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.	3	Cross-listed with BINT 63CS and BMGT 63CS	
BMKT	Marketing	Marketing Management	6311	This course examines the systematic design, collection, analysis, and reporting of data relevant to the marketing function within the organization. There is an 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	3	Cross-listed with BMKT 7311	
BMKT	Marketing	Services Marketing	6334	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.	3		BMKT 6311
BMKT	Marketing	Digital Media for Marketing	6355	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.	3		BMKT 6311
BMKT	Marketing	International Marketing	6361	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.	3	Cross-listed with BINT 6361	BMKT 3331 or equivalent
BMKT	Marketing	Brand Management	6365	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.	3		BMKT 6311
BMKT	Marketing	Marketing Research	6375	This course 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.	3		
BMKT	Marketing	Independent Study in Marketing	6398	Independent study in marketing	3		
BMKT	Marketing	Selected Topic in Marketing	6399	Selected topic in marketing	3		
BMKT	Marketing	Marketing Management	7311	Overview course stressing management of the marketing function: competition, pricing, distribution, promotion, and planning. Emphasis on strategic marketing issues.	3	Cross-listed with BMKT 6311	BMKT 3331 or equivalent
ADED	Adult Education	College Teaching	6370	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.	3	Cross-listed with ADED 7370	ADED 6381
ADED	Adult Education	Adult Learning and Development	6381	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.	3	Cross-listed with ADED 7371	
ADED	Adult Education	Adult Literacy Education	6382	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.	3	Cross-listed with ADED 7382	ADED 6381

ADED	Adult Education	Contemporary Issues in Adult Education	6384	Some important contemporary and controversial issues facing adult educators and the search for their appropriate resolution. Will vary in topic as issues develop.	3	Cross-listed with ADED 7384
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ADED	Adult Education	Methods and Strategies in Adult Education	6385	An examination of the various methods and strategies that can be used in the teaching-learning process of adults.	3	Cross-listed with ADED 7385	ADED 6381
ADED	Adult Education	Educational Gerontology (Education of the Older Adult)	6386	Older Adults as a unique group of learners—their specific needs and the consequent implications for current practice and programs.	3	Cross-listed with ADED 7386	ADED 6381
ADED	Adult Education	Program Development in Adult Education	6387	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.	3	Cross-listed with ADED 7387	ADED 6381
ADED	Adult Education	Effective Teams and Groups	6388	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.	3	Cross-listed with ADED 7388	
ADED	Adult Education	Practicum in Adult Learning Environments	6390	Practical experience in planning and evaluating programs and in teaching adults. Seminar discussion of ethical, leadership, and professional issues facing adult education professionals.	3	Cross-listed with ADED 7390	ADED 6381 and; or approval of program advisor
ADED	Adult Education	Independent Study	6398	Independent Study	3		
ADED	Adult Education	Selected Topics	6399	Selected Topics in Adult Education	3		
ADED	Adult Education	Independent Study in Adult Education	7198	Independent Study in Adult Education	1		
ADED	Adult Education	College Teaching	7370	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.	3	Cross-listed with ADED 6370	ADED 6381
ADED	Adult Education	Adult Learning and Development	7381	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.	3	Cross-listed with ADED 6381	
ADED	Adult Education	Adult Literacy Education	7382	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.	3	Cross-listed with ADED 6382	ADED 6381
ADED	Adult Education	Contemporary Issues in Adult Education	7384	Some important contemporary and controversial issues facing adult educators and the search for their appropriate resolution. Will vary in topic as issues develop.	3	Cross-listed with ADED 6384	
ADED	Adult Education	Methods and Strategies in Adult Education	7385	An examination of the various methods and strategies that can be used in the teaching-learning process of adults.	3	Cross-listed with ADED 6385	ADED 6381
ADED	Adult Education	Educational Gerontology (Education of the Older Adult)	7386	Older Adults as a unique group of learners—their specific needs and the consequent implications for current practice and programs.	3	Cross-listed with ADED 6386	ADED 6381
ADED	Adult Education	Program Development in Adult Education	7387	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.	3	Cross-listed with ADED 6387	ADED 6381
ADED	Adult Education	Effective Teams and Groups	7388	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.	3	Cross-listed with ADED 6388	
ADED	Adult Education	Practicum in Adult Learning Environments	7390	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.	3	Cross-listed with ADED 6390	

ADED	Adult Education	Independent Study in Adult Education	7398	Independent Study in Adult Education	3
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ADED	Adult Education	Special Topics in Adult Education	7399	Special Topics in Adult Education	3	
EDEC	Early Childhood Education	The Developing Child	6305	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.	3	
EDEC	Early Childhood Education	Programs and Trends in Early Childhood Education	6310	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.	3	
EDEC	Early Childhood Education	Developmentally Appropriate Curriculum and Environment for the Young Child	6324	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.	3	
EDEC	Early Childhood Education	Balanced Literacy in Early Childhood	6335	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.	3	Cross-listed with EDEC 7335
EDEC	Early Childhood Education	Applied Research in Play	6339	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.	3	
EDEC	Early Childhood Education	Literature for Children and Young Adults	6375	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.	3	
EDEC	Early Childhood Education	Foundations of Literacy	6391	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.	3	Cross-listed with EDRD 6391
EDEC	Early Childhood Education	Balanced Literacy in Early Childhood	7335	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.	3	Cross-listed with EDEC 6335
EDLD	Educational Leadership	Principalship	6347	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.	3	Cross-listed with EDLD 7347
EDLD	Educational Leadership	School Leadership	6348	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.	3	Cross-listed with EDLD 7348
EDLD	Educational Leadership	Instructional Leadership	6349	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.	3	Cross-listed with EDLD 7349
EDLD	Educational Leadership	School Finance, Policy and Law	6350	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.	3	Cross-listed with EDLD 7350
EDLD	Educational Leadership	School/Home/Community Relations	6351	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.	3	Cross-listed with EDLD 7351
EDLD	Educational Leadership	Leadership Practicum I	6388	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.	3	Cross-listed with EDLD 7388
EDLD	Educational Leadership	Leadership Practicum II	6389	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.	3	Cross-listed with EDLD 7389

EDLD	Educational Leadership	Principalship	7347	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.	3	Cross-listed with EDLD 6347
EDLD	Educational Leadership	School Leadership	7348	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.	3	Cross-listed with EDLD 6348
EDLD	Educational Leadership	Instructional Leadership	7349	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.	3	Cross-listed with EDLD 6349
EDLD	Educational Leadership	School Finance, Policy and Law	7350	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.	3	Cross-listed with EDLD 6350
EDLD	Educational Leadership	School/Home/Community Relations	7351	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.	3	Cross-listed with EDLD 6351
EDLD	Educational Leadership	Leadership Practicum I	7388	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.	3	Cross-listed with EDLD 6388
EDLD	Educational Leadership	Leadership Practicum II	7389	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.	3	Cross-listed with EDLD 6389
EDUC	General Education	Introduction to Educational Research	6301	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.	3	
EDUC	General Education	Introduction to Quantitative Research	6302	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.	3	
EDUC	General Education	Counseling Techniques in Higher Education	6303	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.	3	Cross-listed with EDUC 7303
EDUC	General Education	Theories of Learning	6304	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.	3	Cross-listed with EDUC 7304
EDUC	General Education	Multicultural Concepts in Education	6305	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.	3	Cross-listed with EDUC 7305
EDUC	General Education	Philosophical Foundations in Education	6306	An examination of the philosophical and theoretical foundations of learning and education from the classical era to contemporary authors.	3	Cross-listed with EDUC 7306
EDUC	General Education	Critical Theory in Education	6307	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.	3	Cross-listed with EDUC 7307
EDUC	General Education	Leaderships, Ethics, Profession in Education	6308	A capstone course which brings together the several experiences mastered by the graduate student. The course examines contemporary issues of professionalism facing the educators of tomorrow. Prerequisite: Must be taken in the last six hours of graduate program.	3	
EDUC	General Education	Legal Issues in Student Affairs	6309	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.	3	Cross-listed with EDUC 7309

EDUC	General Education	Technology in Education	6310	An introduction to the application and adaptation of technology to classroom teaching. Development of technology skills that enable teachers to develop effective instructional materials.	3	
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EDUC	General Education	Writing for Publication	6312	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.	3	Cross-listed with EDUC 7312
EDUC	General Education	Teaching and Learning in Elementary Settings	6313	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.	3	
EDUC	General Education	Disciplinary Literacy and the English Learner	6314	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.	3	
EDUC	General Education	Assessment in the Classroom	6315	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.	3	EDUC 6304
EDUC	General Education	Models of Teaching	6316	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.	3	
EDUC	General Education	Curriculum Design for Elementary Settings	6317	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.	3	
EDUC	General Education	Disciplinary Literacy and the English Learner	6318	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.	3	
EDUC	General Education	Pedagogy in the Elementary School	6321	A professional preparation course for prospective elementary teachers that encompasses various categories of knowledge related to professional skills, values, and decision making.	3	
EDUC	General Education	Assessment Tools for Teaching	6322	This course is a study of assessment tools and procedures teachers need to effectively evaluate student learning and guide instruction.	3	
EDUC	General Education	Integrative Pedagogy for Elementary	6323	A synthesis of advanced classroom teaching skills, classroom management, and individual differences of the elementary student. This course will provide the participant with a perspective of how the schools, the curriculum and the pedagogy actually work in today's elementary schools.	3	
EDUC	General Education	Developmentally Appropriate Curriculum and Environment for the Young Child	6324	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.	3	
EDUC	General Education	Teaching and Learning in Secondary Settings	6325	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.	3	

EDUC	General Education	Curriculum Design for Secondary Settings	6327	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.	3
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EDUC	General Education	Teacher Apprenticeship	6329	This course is the last course in the Professional Development sequence required for Texas teacher certification. It requires a full commitment by a prospective teacher during the normal school day and takes place ON SITE in a Professional Development School.	3	
EDUC	General Education	Seminar in Online and Blended Technology	6331	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.	3	
EDUC	General Education	Teaching and Learning: Action Research	6333	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.	3	Cross-listed with EDUC 7333
EDUC	General Education	Leadership and Administration in Student Affairs	6334	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.	3	Cross-listed with EDUC 7334
EDUC	General Education	Technology and Today's Learner	6336	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.	3	
EDUC	General Education	Contemporary Issues in Organizational Leadership	6338	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.	3	Cross-listed with EDUC 7338
EDUC	General Education	Developing Effective Training with Technology	6341	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.	3	
EDUC	General Education	Curriculum Leadership	6343	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.	3	
EDUC	General Education	Leadership and Technology	6344	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.	3	Cross-listed with EDUC 7344
EDUC	General Education	Organizational Theory and Development	6346	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.	3	Cross-listed with EDUC 7346
EDUC	General Education	Applied Leadership and Followership	6348	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.	3	Cross-listed with EDUC 7348
EDUC	General Education	Learning Technologies and Organizational Change	6351	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.	3	Cross-listed with EDUC 7351

EDUC	General Education	Supporting Teachers and Teaching	6353	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.	3		
EDUC	General Education	Trends and Issues in Technology	6357	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.	3		
EDUC	General Education	Methods and Materials of Teaching English as a Foreign Language	6360	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.	3		
EDUC	General Education	Clinical Teaching/Internship Seminar	6361	This course is designed to examine the experiences, issues, and challenges that occur during the clinical teaching /internship placement. The various Taxes' 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. 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.	3	Admission to Clinical Teaching Internship or Internship Cohort	EDUC 63CS or EDUC 66CS
EDUC	General Education	Curriculum Design for Elementary Settings	6369	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.	3		
EDUC	General Education	The College Environment	6372	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.	3	Cross-listed with EDUC 7372	
EDUC	General Education	Acquisition of a Second Language	6373	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.	3		
EDUC	General Education	Linguistics for the ESL Classroom	6376	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.	3		
EDUC	General Education	Reading and Writing in the ESL Classroom	6378	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.	3		
EDUC	General Education	Second Language Instruction Through the Content Areas	6379	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.	3		
EDUC	General Education	Practicum in TEFL/TEST	6380	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.	3		
EDUC	General Education	Professional Seminar in Student Affairs	6383	This course emphasizes synthesis, integration of theory, and application of prior coursework within the field of student services in higher education.	3	Cross-listed with EDUC 7383	

EDUC	General Education	Practicum in Student Affairs	6394	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.	3	Cross-listed with EDUC 7394
EDUC	General Education	Independent Study	6398	Independent Study in General Education	3	
EDUC	General Education	Selected Topics	6399	Selected Topics in Education.	3	
EDUC	General Education	Clinical Teaching	63CS	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. 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.	3	Admission to Internship Cohort EDUC 6261
EDUC	General Education	Capstone in Education	63CS1	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. Must be taken in last six hours of graduate program and requires permission of Program Advisor.	3	EDUC 6301 and permission of program advisor
EDUC	General Education	Capstone and Teacher Leadership	63CS2	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.	3	
EDUC	General Education	Internship	66CS	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. 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.	6	Admission to Internship Cohort EDUC 6261
EDUC	General Education	Counseling Techniques in Higher Education	7303	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.	3	Cross-listed with EDUC 6303
EDUC	General Education	Theories of Learning	7304	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.	3	Cross-listed with EDUC 6304

EDUC	General Education	Multicultural Concepts in Education	7305	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.	3	Cross-listed with EDUC 6305
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EDUC	General Education	Philosophical Foundations in Education	7306	An examination of the philosophical and theoretical foundations of learning and education from the classical era to contemporary authors.	3	Cross-listed with EDUC 6306
EDUC	General Education	Critical Theory in Education	7307	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.	3	Cross-listed with EDUC 6307
EDUC	General Education	Legal Issues in Student Affairs	7309	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.	3	Cross-listed with EDUC 6309
EDUC	General Education	Writing for Publication	7312	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.	3	Cross-listed with EDUC 6312
EDUC	General Education	Teaching and Learning: Action Research	7333	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.		Cross-listed with EDUC 6333
EDUC	General Education	Leadership and Administration in Student Affairs	7334	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.	3	Cross-listed with EDUC 6334
EDUC	General Education	Contemporary Issues in Organizational Leadership	7338	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.	3	Cross-listed with EDUC 6338
EDUC	General Education	Leadership and Technology	7344	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.	3	Cross-listed with EDUC 6344
EDUC	General Education	Organizational Theory and Development	7346	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.	3	Cross-listed with EDUC 6346
EDUC	General Education	Learning Technologies and Organizational Change	7351	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.	3	Cross-listed with EDUC 6351
EDUC	General Education	Advanced Research Analytics	7352	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.	3	
EDUC	General Education	The College Environment	7372	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.	3	Cross-listed with EDUC 6372
EDUC	General Education	Professional Seminar in Student Affairs	7383	This course emphasizes synthesis, integration of theory, and application of prior coursework within the field of student services in higher education.	3	Cross-listed with EDUC 6383

EDUC	General Education	Practicum in Student Affairs	7394	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.	3	Cross-listed with EDUC 6394
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EDUC	General Education	Independent Study	7398	Independent Study in General Education	3	
EDUC	General Education	Selected Topics	7399	Selected Topics in Education	3	Cross-listed with EDUC 6399
EDUC	General Education	History and Philosophy of Higher Education	8330	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.	3	
EDUC	General Education	Law in Higher Education	8390	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.	3	
EDUC	General Education	Practicum in Higher Education	8395	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.	3	EDUC 8330 and EDUC 8390
EDUC	General Education	Selected Topic in General Education	8399	Selected Topic in General Education	3	
HIED	Higher Education	Practicum in Higher Education	7390	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.	3	INDR 8310, ADED 7370, HIED 8310 and HIED 8320
HIED	Higher Education	Independent Study in Higher Education	7398	Independent Study in Higher Education	3	
HIED	Higher Education	History and Philosophy of Higher Education	8310	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.	3	
HIED	Higher Education	Law in Higher Education	8320	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.	3	
HIED	Higher Education	Research in Comparative Educational Systems of the World	8325	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.	3	
HIED	Higher Education	Finance in Higher Education	8330	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.	3	
HIED	Higher Education	Strategic and Operational Planning in Higher Education	8340	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.	3	
HIED	Higher Education	Contemporary Issues in Higher Education	8350	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.	3	
HIED	Higher Education	Independent Study in Higher Education	8398	Independent Study in Higher Education	3	
INDR	Interdisciplinary Doctorate	Independent Study in Interdisciplinary Doctorate	6398	Independent study in Interdisciplinary Doctorate	3	

INDR	Interdisciplinary Doctorate	Independent Study in Interdisciplinary Doctorate	Independent study in Interdisciplinary Doctorate	7198	1	Cross-listed with INDR 6398
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INDR	Interdisciplinary Doctorate	Selected Topics Interdisciplinary Doctorate	7199	Selected topics in Interdisciplinary Doctorate	1	Cross-listed with INDR 7171
INDR	Interdisciplinary Doctorate	Independent Study in Interdisciplinary Doctorate	7298	Independent study in Interdisciplinary Doctorate	2	Cross-listed with INDR 7198
INDR	Interdisciplinary Doctorate	Social Science Statistics with SPSS	7351	This course will enable students to use SPSS to interpret and use univariate and bivariate data in the social sciences, including graphical representation, analysis of difference, and correlation.	3	
INDR	Interdisciplinary Doctorate	Selected Topic in Interdisciplinary Doctorate	7371	Selected Topic in Interdisciplinary Doctorate	3	
INDR	Interdisciplinary Doctorate	Independent Study in Interdisciplinary Doctorate	7398	Independent Study in Higher Education	3	
INDR	Interdisciplinary Doctorate	Selected Topics	7399	Selected Topics in Interdisciplinary Doctorate	3	
INDR	Interdisciplinary Doctorate	Selected Topic in Interdisciplinary Doctorate	8099	Selected Topic in Interdisciplinary Doctorate	0	
INDR	Interdisciplinary Doctorate	Preparation for the Qualifying Examination	8191	The course is designed to allow students to study independently in preparation for the qualifying examination.	1	
INDR	Interdisciplinary Doctorate	Independent Study	8199	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.	1	
INDR	Interdisciplinary Doctorate	Concepts of Leadership	8310	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.	3	
INDR	Interdisciplinary Doctorate	Belief Systems: A Cross-Cultural Perspective	8330	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.	3	
INDR	Interdisciplinary Doctorate	Introduction to Inquiry	8350	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.	3	
INDR	Interdisciplinary Doctorate	Quantitative Research Methods and Statistical Analysis	8351	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.	3	
INDR	Interdisciplinary Doctorate	Advanced Quantitative Design and Analysis	8353	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.	3	INDR 8351
INDR	Interdisciplinary Doctorate	Qualitative Research Methods and Analysis	8355	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.	3	

INDR	Interdisciplinary Doctorate	Advanced Qualitative Design and Analysis	8357	<p>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.</p>	3	INDR 8355
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INDR	Interdisciplinary Doctorate	Ethics for the Professions	8370	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.	3		
INDR	Interdisciplinary Doctorate	Trends and Issues in Technology	8375	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.	3		
INDR	Interdisciplinary Doctorate	Advanced Research Methods and Instrumentation	8390	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.	3		INDR 8355 and INDR 8351; or approval of instructor or advisor
INDR	Interdisciplinary Doctorate	Dissertation	9100	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.	1		INDR 9300 must be approved as candidate for Doctor of Philosophy
INDR	Interdisciplinary Doctorate	Final Dissertation Writing	9190	This course is designed to allow students to work under the guidance of a committee in preparation of their dissertations.	1		
INDR	Interdisciplinary Doctorate	Selected Topic in Interdisciplinary Doctorate	9299	Selected Topic in Interdisciplinary Doctorate	2		
INDR	Interdisciplinary Doctorate	Dissertation Writing	9300	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.	3		
INDR	Interdisciplinary Doctorate	Final Dissertation Writing	9390	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.	3	Cross-listed with INDR 9190	INDR 9300 must be approved as candidate for Doctor of Philosophy
INEE	International Education and Entrepreneurship	Selected Topics	7399	Selected Topics in International Education and Entrepreneurship	3		
INEE	International Education and Entrepreneurship	Research in Comparative Educational Systems of the World	8325	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.	3		INDR 8350
INEE	International Education and Entrepreneurship	Analysis of Belief Systems	8335	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.	3		
INEE	International Education and Entrepreneurship	Entrepreneurship	8340	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.	3		
INEE	International Education and Entrepreneurship	International Organizations	8345	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.	3		
INEE	International Education and Entrepreneurship	Economic Development for Entrepreneurship	8347	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.	3		INEE 8340

INEE	International Education and Entrepreneurship	Research in Entrepreneurship	8350	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.	3	INEE 8340 and INEE 8347
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INEE	International Education and Entrepreneurship	Cultural Aspects of Research	8355	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.	3	INDR 8330 and INDR 8350	
INEE	International Education and Entrepreneurship	Contemporary International Issues	8360	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.	3		
INEE	International Education and Entrepreneurship	International Internship	8387	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).	3		
INEE	International Education and Entrepreneurship	International Internship	8687	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).	6		
INEE	International Education and Entrepreneurship	Domestic Internship	8388	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.	3		
INEE	International Education and Entrepreneurship	Domestic Internship	8688	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.	6		
KEHP	Kinesiology	Current Trends and Issues in Sport and Physical Education	6350	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.	3	Cross-listed with KEHP 7350	Graduate Standing
KEHP	Kinesiology	Advanced Tests and Measurements	6360	Advanced principles of traditional and authentic assessment, measurement, statistical concepts and research methodology.	3	Cross-listed with KEHP 7360	
KEHP	Kinesiology	Instructional Development in Physical Education	6377	Development of curriculum design and instructional methods to meet the developmental needs of learners from preschool through high school.	3	Cross-listed with KEHP 7377	Graduate Standing
KEHP	Kinesiology	Biomechanics in Human Performance	6378	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.	3	Cross-listed with KEHP 7378	Graduate Standing
KEHP	Kinesiology	Adapted Physical Activity and Sport	6379	Physical education, motor and fitness development, and athletics for atypical individuals. Particular attention to the home, school, sports center and organized sports and athletics.	3	Cross-listed with KEHP 7379	Graduate Standing
KEHP	Kinesiology	Topics in Exercise Physiology and Fitness	6381	Current issues concerning exercise physiology, fitness and overall wellness. Attention to student assessment, motivation and prescription.	3	Cross-listed with KEHP 7381	Graduate Standing
KEHP	Kinesiology	Capstone in Physical Education	63CS	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.	3	Last 6 hours in graduate program and permission of program advisor	

KEHP	Kinesiology	Current Trends and Issues in Sport and Physical Education	7350	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.	3	Cross-listed with KEHP 6350	Graduate Standing
KEHP	Kinesiology	Advanced Tests and Measurements	7360	Advanced principles of traditional and authentic assessment, measurement, statistical concepts and research methodology.	3	Cross-listed with KEHP 6360	
KEHP	Kinesiology	Instructional Development in Physical Education	7377	Development of curriculum design and instructional methods to meet the developmental needs of learners from preschool through high school.	3	Cross-listed with KEHP 6377	Graduate Standing
KEHP	Kinesiology	Biomechanics in Human Performance	7378	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.	3	Cross-listed with KEHP 6378	Graduate Standing
KEHP	Kinesiology	Adapted Physical Activity and Sport	7379	Physical education, motor and fitness development, and athletics for atypical individuals. Particular attention to the home, school, sports center and organized sports and athletics.	3	Cross-listed with KEHP 6379	Graduate Standing
KEHP	Kinesiology	Topics in Exercise Physiology and Fitness	7381	Current issues concerning exercise physiology, fitness and overall wellness. Attention to student assessment, motivation and prescription.	3	Cross-listed with KEHP 6381	Graduate Standing
EDRD	Literacy Education	Foundations of Literacy	6391	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.	3	Cross-listed with EDEC 6391	
EDRD	Literacy Education	Approaches to Reading Assessment	6393	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.	3	Cross-listed with EDRD 7393	
EDRD	Literacy Education	Approaches to Reading Assessment	7393	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.	3	Cross-listed with EDRD 6393	
ORGL	Organizational Leadership	Principles of Ethical Leadership	6301	This course explores the ethical framework of moral behavior and moral influence within which truly effective leadership is rooted. This course considers the normative theories of leadership, issues of character, the practice of ethical decision making, general ethical perspectives, leading effectively in times of ethical crisis, and creating an ethical organizational climate.	3		
ORGL	Organizational Leadership	Strategic Leadership	6343	This course broadens leadership study in the key issues of management and leadership within an organization. Graduate students will investigate theory and research related to setting an organization's strategic organization's strategic direction, aligning structure to implement strategy, and leading individuals within the organization. Graduate students will also explore the interplay among formal structure, informal networks, and culture in shaping organizational performance.	3		
ORGL	Organizational Leadership	Master of Science in Organizational Development and Leadership Capstone	63CS	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.	3		
ORGL	Organizational Leadership	Contemporary Issues in Organizational Leadership	7338	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.	3		
ORGL	Organizational Leadership	Applied Leadership and Followership	7348	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.	3	Cross-listed with EDUC 6348	

ORGL	Organizational Leadership	Leadership and Technology	7344	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.	3
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ORGL	Organizational Leadership	Learning Technologies and Organizational Change	7351	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.	3	
ORGL	Organizational Leadership	Adult Learning and Development	7381	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.	3	
ORGL	Organizational Leadership	Selected Topics	7399	Selected Topics in Organizational Leadership	3	
ORGL	Organizational Leadership	Organizational Policy Analysis & Design	8340	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.	3	
ORGL	Organizational Leadership	Organizational Theory and Culture	8360	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.	3	
ORGL	Organizational Leadership	Organizational Assessment & Survey Administration	8370	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.	3	INDR 8350
ORGL	Organizational Leadership	Practicum in Organizational Leadership	8371	This course identifies various types of contemporary organizations and the characteristics of effective organizational leadership.	3	INDR 7310 and ORGL 8360
ORGL	Organizational Leadership	Selected Topics	8399	Selected Topics in Organizational Leadership	3	
EVAL	Program Evaluation	Program Evaluation Theory	6310	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.	3	
EVAL	Program Evaluation	Program Evaluation Methods	6320	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.	3	
EVAL	Program Evaluation	Program Evaluation Practicum	6390	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.	3	
EVAL	Program Evaluation	Program Evaluation Theory	8310	This course is designed for students at UIW to provide introduction to and an understanding of the major conceptual constructs and theories of evaluation.	3	
EVAL	Program Evaluation	Program Evaluation Methods	8320	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.	3	
EVAL	Program Evaluation	Program Evaluation Practicum	8390	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.	3	
EDSP	Special Education	Survey of Exceptionalities	6363	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.	3	Cross-listed with EDSP 7363
EDSP	Special Education	Survey of Exceptionalities	7363	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.	3	Cross-listed with EDSP 6363
PMIN	Pastoral Institute	Foundations of Christian Leadership	6155	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.	1	

PMIN	Pastoral Institute	Principles of Youth Ministry	6156	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.	1
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PMIN	Pastoral Institute	Skills for Christian Leadership	6157	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.	1
PMIN	Pastoral Institute	Practices of Youth Ministry Developing Youth Ministry	6158	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.	1
PMIN	Pastoral Institute	Pastoral Care of Youth	6159	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.	1
PMIN	Pastoral Institute	Evangelization and Catechesis of Youth	6160	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.	1
PMIN	Pastoral Institute	Prayer and Worship with Youth	6161	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.	1
PMIN	Pastoral Institute	Justice and Service with Youth	6162	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.	1
PMIN	Pastoral Institute	Selected Topics	6199	1 credit option for Selected Topics courses in Pastoral Ministry.	1
PMIN	Pastoral Institute	Selected Topics	6299	2 credit option for Selected Topics courses in Pastoral Ministry.	2
PMIN	Pastoral Institute	Introduction to Hebrew Scriptures	6310	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.	3
PMIN	Pastoral Institute	Introduction to New Testament	6311	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.	3
PMIN	Pastoral Institute	Pentateuch	6312	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.	3
PMIN	Pastoral Institute	Wisdom Literature	6314	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.	3
PMIN	Pastoral Institute	Synoptic Gospels and Acts	6315	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.	3
PMIN	Pastoral Institute	Johannine Literature	6317	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.	3
PMIN	Pastoral Institute	Pauline Literature	6319	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.	3
PMIN	Pastoral Institute	Christology	6320	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 Christology's, the development of creedal Trinitarian theology, and subsequent developments in Christian teaching.	3
PMIN	Pastoral Institute	Ecclesiology	6322	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.	3

PMIN	Pastoral Institute	Theological Anthropology	6324	<p>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.</p>	3
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PMIN	Pastoral Institute	Eschatology, Mariology, and the Saints	6324	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.	3
PMIN	Pastoral Institute	Sacraments and Liturgy	6328	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.	3
PMIN	Pastoral Institute	Christian Tradition 150-1600	6333	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.	3
PMIN	Pastoral Institute	Christian Tradition—Trent to Vatican II	6336	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.	3
PMIN	Pastoral Institute	Christian Tradition in the Americas 1500—Present	6339	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.	3
PMIN	Pastoral Institute	Moral Theology	6343	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.	3
PMIN	Pastoral Institute	Healthcare Ethics	6346	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.	3
PMIN	Pastoral Institute	Catholic Social Teaching	6349	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.	3
PMIN	Pastoral Institute	Spirituality and Ministry	6332	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.	3
PMIN	Pastoral Institute	Introduction to Pastoral Studies	6350	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.	3
PMIN	Pastoral Institute	Program Planning and Evaluation	6352	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.	3
PMIN	Pastoral Institute	Basic Counseling Concepts for Pastoral Ministers	6354	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.	3

PMIN	Pastoral Institute	Marriage and Family Theory for Pastoral Ministers	6356	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.	3
PMIN	Pastoral Institute	Leadership of Public Prayer	6358	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.	3
PMIN	Pastoral Institute	Leadership in the Christian Community	6360	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.	3
PMIN	Pastoral Institute	Internship in Spiritual Direction	6364	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 directed 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.	3
PMIN	Pastoral Institute	Canon Law for Lay Ecclesial Ministers	6366	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.	3
PMIN	Pastoral Institute	Clinical Pastoral Education	6X68	Clinical Pastoral Education provides effective preparation for varied ministry settings through clinical experience and pastoral supervision. Combined peer group feedback and diverse clinical settings lead students toward personal and professional integration and pastoral functioning for chaplaincy and related ministries. Students who complete a unit of CPE in an accredited program may receive from 0–6 credits from the University of the Incarnate Word. Students wishing to pursue chaplaincy are particularly encouraged to incorporate CPE into their curriculum.	0 to 6
PMIN	Pastoral Institute	Mission Leadership and Management	6373	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.	3
PMIN	Pastoral Institute	Religious Charisms and Christian Mission	6376	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.	3
PMIN	Pastoral Institute	Theory and Methods of Catechesis	6380	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.	3
PMIN	Pastoral Institute	Directing Parish Catechesis	6382	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.	3

PMIN	Pastoral Institute	Culture and Catechesis	6384	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.	3	
PMIN	Pastoral Institute	The Rite of Christian Initiation of Adults	6386	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.	3	
PMIN	Pastoral Institute	Youth and Young Adult Catechesis	6388	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	3	
PMIN	Pastoral Institute	Selected Topics	6399	3 credit option for Selected Topics courses in Pastoral Ministry.	3	
PMIN	Pastoral Institute	Pastoral Project	63CS	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.	3	
COMM	Communication Arts	Directed Studies in Communication Arts	6198	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.	1	
COMM	Communication Arts	Directed Studies in Communication Arts	6298	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.	2	
COMM	Communication Arts	Communication Theory	6301	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.	3	Cross-listed with COMM 7301
COMM	Communication Arts	Media Ethics	6302	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.	3	Cross-listed with COMM 7302
COMM	Communication Arts	Principles of Writing for the Media	6303	Examination of writing principles, approach, and practice for print and broadcast media. Survey of techniques and samples.	3	
COMM	Communication Arts	Aesthetics of Visual Perception	6304	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.	3	
COMM	Communication Arts	Introduction to Graduate Studies in Communication Arts	6307	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.	3	
COMM	Communication Arts	Writing and Research Techniques	6308	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.	3	
COMM	Communication Arts	Communication Research Methods	6309	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.	3	Cross-listed with COMM 7309
COMM	Communication Arts	Seminar in Film Studies	6315	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.	3	

COMM	Communication Arts	Seminar in Media Studies	6322	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.	3	
COMM	Communication Arts	Advanced Media Writing	6323	Advanced writing offers a rotating course topic that gives graduate students exposure to various writing forms both professionally and academically.	3	
COMM	Communication Arts	Seminar in Bilingual Communication	6327	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.	3	
COMM	Communication Arts	Seminar in Convergent Media	6332	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.	3	
COMM	Communication Arts	Seminar in Communication Studies	6337	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 highlights 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.	3	
COMM	Communication Arts	Seminar in Strategic Communications	6342	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.	3	
COMM	Communication Arts	Practicum in Specialized Area of Study	6345	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.	3	18 hours of graduate credit and permission of graduate advisor
COMM	Communication Arts	Directed Studies in Communication Arts	6398	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.	3	
COMM	Communication Arts	Thesis Research	63TR	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.	3	
COMM	Communication Arts	Thesis Research	61TR	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.	1	
COMM	Communication Arts	Communication Capstone	63CS1	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.	3	
COMM	Communication Arts	Communication Capstone	61CS1	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.	1	

COMM	Communication Arts	Communication Theory	7301	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.	3	Cross-listed with COMM 6301
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COMM	Communication Arts	Media Ethics	7302	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.	3	Cross-listed with COMM 6302
COMM	Communication Arts	Communication Research Methods	7309	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.	3	Cross-listed with COMM 6309
BIOL	Biology	Molecular Biology	6370	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.	3	
BIOL	Biology	Tropical Parasitology	6373	Study of the biology and systematics of parasitic organisms with a special emphasis on etiological agents of human diseases prevalent in tropical climates.	3	
BIOL	Biology	Medical Microbiology	6375	Studies of pathogenic bacteria, viruses, protozoa and fungi and their epidemiology. The mechanisms of host defense, pathogenesis and antimicrobial therapy will be presented.	3	
BIOL	Biology	Virology	6380	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.	3	
BIOL	Biology	Immunology	6385	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.	3	
BIOL	Biology	Advanced Human Physiology	6392	Human physiology with major emphasis on the nervous, endocrine, digestive, circulatory, respiratory and excretory systems.	3	
BIOL	Biology	Selected Topics	6399	Selected topics in Biology. Offered as needed. Recent topics: Developmental Biology, Human Genetics, Medical Entomology.	3	
BIOL	Biology	Comprehensive Exam	CE90	A written examination covering 3 questions from graduate faculty who have been selected by the candidate and the Graduate Advisor.	0	
BIOL	Biology	Thesis Proposal	63TP	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.	3	
BIOL	Biology	Thesis Research	63TR	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.	3	
MATH	Mathematics	Introduction to Analysis	6332	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.	3	
MATH	Mathematics	Introduction to Abstract Algebra	6334	This three-hour course covers topics including finite fields, commutative rings, fields, structure of groups, unique factorization and advanced optional.	3	
MATH	Mathematics	Introduction to Number Theory	6336	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.	3	
MATH	Mathematics	Euclidean and Non-Euclidean Geometry	6338	This three-hour course includes a rigorous treatment of the fundamentals of plane geometry, and spherical, elliptical and hyperbolic geometries.	3	
MATH	Mathematics	History of Contemporary Mathematics	6355	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.	3	
MATH	Mathematics	Advanced Probability and Statistics I	6361	Three credit-hour course. Prerequisite: MATH 4331 or equivalent.	3	MATH 4331 or equivalent
MATH	Mathematics	Advanced Probability and Statistics II	6362	Three credit-hour course. Prerequisites: MATH 4378 and MATH 6361 or equivalent.	3	MATH 4378 or equivalent, and MATH 6361 or equivalent

MATH	Mathematics	Research Statistics	6363	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.	3	Cross-listed with MATH 7363
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MATH	Mathematics	Advanced Quantitative Research	6364	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.	3	Cross-listed with MATH 7364	MATH 6363 or equivalent
MATH	Mathematics	Statistical Methods I	6365	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.	3		
MATH	Mathematics	Statistical Methods II	6366	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.	3		MATH 6365
MATH	Mathematics	Categorical Data Analysis	6367	The course covers the analysis of contingency tables for binomial, multinomial and poison 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.	3		MATH 6365 and MATH 6366
MATH	Mathematics	Design and Analysis of Statistical Experiments	6369	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.	3		MATH 6365 and MATH 6366
MATH	Mathematics	Mathematics Content and Pedagogy, K-5	6370	This course covers those mathematical topics considered as essential elements for teachers of elementary school mathematics. Development of the number system beginning with the Piano 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.	3		
MATH	Mathematics	Integration of Mathematics and Science, K-5	6372	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.	3		
MATH	Mathematics	Applied Forecasting	6374	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.	3		
MATH	Mathematics	Mathematics Content and Pedagogy, 6-12	6375	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.	3		
MATH	Mathematics	Integration of Mathematics and Science, 6-8	6376	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.	3		
MATH	Mathematics	Integration of Mathematics and Science, 9-12	6381	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.	3		
MATH	Mathematics	Linear Algebra and Matrix Theory	6382	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.	3		

MATH	Mathematics	Survival Analysis	6383	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.	3
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MATH	Mathematics	Statistical Research	6384	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.	3	
MATH	Mathematics	Instructional Technology in Mathematics and Science	6385	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.	3	
MATH	Mathematics	Statistical Internship	6388	This course includes supervised experience in applying statistical or mathematical methods to real problems in a business, education or government agency	3	
MATH	Mathematics	Practicum I	6391	In this three-hour course, students in the Master of Science in Applied Statistics program will tutor undergraduate students enrolled in statistics courses.	3	
MATH	Mathematics	Practicum II	6392	This three-semester hour course establishes the guidelines for students in the Master of Science in Applied Statistics (MSAS) to complete a consulting project. MSAS students will work with a client from a local business to solve a problem applying statistical methods, project management and problem solving techniques. This practicum will take place during the last two semesters of the MSAS program. Students are expected to write a comprehensive technical report about their consulting project. Students will present their work to the client and other audiences (e.g. the Industry Advisory Board).	3	
MATH	Mathematics	Independent Study	6398	Independent study in Mathematics.	3	
MATH	Mathematics	Selected Topics	6399	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.	3	
MATH	Mathematics	Capstone in Mathematics Teaching	63CSa	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.	3	
MATH	Mathematics	Capstone in Mathematics	63CSb	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.	3	
MATH	Mathematics	Comprehensive Examination	CE90	Comprehensive Examination. Fee.	0	
MATH	Mathematics	Thesis Proposal	63TP	Thesis Proposal.	3	
MATH	Mathematics	Thesis Research	63TR	Thesis Research.	3	
MATH	Mathematics	Research Statistics	7363	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.	3	Cross-listed with MATH 6363
MATH	Mathematics	Advanced Quantitative Research	7364	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.	3	Cross-listed with MATH 6364
BIOL	Multidisciplinary Sciences	Multidisciplinary Sciences Implementation	63CS	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.	3	
BIOL	Multidisciplinary Sciences	Topics in Ecology and Diversity	6305	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.	3	Cross-listed with BIOL 7305
BIOL	Multidisciplinary Sciences	Topics in Cell and Molecular Biology	6310	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.	3	Cross-listed with BIOL 7310

BIOL	Multidisciplinary Sciences	Topics in Ecology and Diversity	7305	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.	3	Cross-listed with BIOL 6305
BIOL	Multidisciplinary Sciences	Topics in Cell and Molecular Biology	7310	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.	3	Cross-listed with BIOL 6310
CHEM	Multidisciplinary Sciences	Matter, Properties and the Periodic Table	6305	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.	3	Cross-listed with CHEM 7305
CHEM	Multidisciplinary Sciences	Topics in Environmental and Bio-Organic Chemistry	6310	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.	3	Cross-listed with CHEM 7310
CHEM	Multidisciplinary Sciences	Matter, Properties and the Periodic Table	7305	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.	3	Cross-listed with CHEM 6305
CHEM	Multidisciplinary Sciences	Topics in Environmental and Bio-Organic Chemistry	7310	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.	3	Cross-listed with CHEM 6310
ENSC	Multidisciplinary Sciences	Environmental Science I	6310	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.	3	Cross-listed with ENSC 7310
ENSC	Multidisciplinary Sciences	Environmental Science II	6315	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.	3	Cross-listed with ENSC 7315
ENSC	Multidisciplinary Sciences	Environmental Science I	7310	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.	3	Cross-listed with ENSC 6310
ENSC	Multidisciplinary Sciences	Environmental Science II	7315	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.	3	Cross-listed with ENSC 6315

GEOL	Multidisciplinary Sciences	Earth Science I	6310	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.	3	Cross-listed with GEOL 7310
GEOL	Multidisciplinary Sciences	Earth Science II	6315	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.	3	Cross-listed with GEOL 7315
GEOL	Multidisciplinary Sciences	Earth Science I	7310	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.	3	Cross-listed with GEOL 6310
GEOL	Multidisciplinary Sciences	Earth Science II	7315	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.	3	Cross-listed with GEOL 6315
PHYS	Multidisciplinary Sciences	Energy, Forces and Motion	6310	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.	3	Cross-listed with PHYS 7310
PHYS	Multidisciplinary Sciences	Electricity and Magnetism	6315	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.	3	Cross-listed with PHYS 7315
PHYS	Multidisciplinary Sciences	Energy, Forces and Motion	7310	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.	3	Cross-listed with PHYS 6310
PHYS	Multidisciplinary Sciences	Electricity and Magnetism	7315	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.	3	Cross-listed with PHYS 6315
NUTR	Nutrition	Human Nutrition and Metabolism	5470	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.	4	
NUTR	Nutrition	Medical Nutrition Therapy II	5477	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.	4	
NUTR	Nutrition	Dietetics	6100	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.	1	
NUTR	Nutrition	Practicum in Nutrition	6190	Supervised work experience in nutrition-related setting.	1	NUTR 4460 and NUTR 4475
NUTR	Nutrition	Community Nutrition Practice	6200	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.	2	
NUTR	Nutrition	Advanced Medical Nutrition Therapy	6266	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.	2	NUTR 6375 or experience in hospital based medical nutrition therapy
NUTR	Nutrition	Applied Food Service Nutrition	6270	Two credit hours. In this course, students will study current trends in applied food service management.	2	
NUTR	Nutrition	Applied Community Nutrition	6273	Two credit hours. In this course, students will study current trends in applied community nutrition.	2	

NUTR	Nutrition	Practicum in Nutrition	6290	Supervised work experience in nutrition-related setting.	2	Cross-listed with NUTR 6190	NUTR 4460 and NUTR 4475
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NUTR	Nutrition	Foodservice Management Practice	6300	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.	3	Admission to the Dietetic Internship Program and Instructor's Signature
NUTR	Nutrition	Advanced Nutrition Services Administration	6314	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.	3	NUTR 4460 and NUTR 4375
NUTR	Nutrition	Advanced Nutrition I	6325	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.	3	BIOL 6392 or concurrent enrollment
NUTR	Nutrition	Advanced Nutrition II	6330	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.	3	
NUTR	Nutrition	Nutrition in the Prevention and Treatment of Chronic Disease	6332	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.	3	NUTR 6325 and BIOL 6392
NUTR	Nutrition	Lifecycle Nutrition	6342	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.	3	
NUTR	Nutrition	Issues in Food and Nutrition	6352	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.	3	
NUTR	Nutrition	Medical Nutrition Therapy	6375	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.	3	NUTR 4375
NUTR	Nutrition	Clinical Dietetics Practice	6400	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.	4	Admission to the Dietetic Internship Program and Instructor's Signature
NUTR	Nutrition	Nutrition and Health Promotion Practice: Program Planning and Evaluation	6434	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.	4	
NUTR	Nutrition	Nutrition and Health Behavior	6464	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.	4	
NUTR	Nutrition	Applied Clinical Nutrition	6570	In this course, students will study current trends in applied clinical nutrition.	5	

NUTR	Nutrition	Master’s Project	61CS	<p>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.</p>	1	<p>Cross-Listed with NUTR 62CS and 63CS</p>	<p>Graduate level research class or MATH 6363 and 9 additional hours of graduate didactic coursework in master's program and permission of instructor</p>
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NUTR	Nutrition	Master’s Project	62CS	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.	2	Cross-Listed with NUTR 61CS and 63CS	Graduate level research class or MATH 6363 and 9 additional hours of graduate didactic coursework in master's program and permission of instructor	
NUTR	Nutrition	Master’s Project	63CS	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.	3	Cross-Listed with NUTR 61CS and 62CS	Graduate level research class or MATH 6363 and 9 additional hours of graduate didactic coursework in master's program and permission of instructor	
NUTR	Nutrition	Thesis Proposal	61TP	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.	1		MATH 6363 and written permission of supervising faculty	MATH 6363 and written permission of supervising faculty
NUTR	Nutrition	Thesis Proposal	62TP	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.	2		MATH 6363 and written permission of supervising faculty	MATH 6363 and written permission of supervising faculty
NUTR	Nutrition	Thesis Proposal	63TP	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.	3		MATH 6363 and written permission of supervising faculty	MATH 6363 and written permission of supervising faculty
NUTR	Nutrition	Thesis Research	61TR	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.	1		NUTR 63TP	
NUTR	Nutrition	Thesis Research	62TR	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.	2		NUTR 63TP	
NUTR	Nutrition	Thesis Research	63TR	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.	2		NUTR 63TP	
NUTR	Nutrition	Comprehensive Examination	CE90	Comprehensive Examination. Fee.	0			
NURS	Nursing	Community Health Nursing Clinical Practicum	4265	RN to MSN bridge course. Focuses on the clinical application of the knowledge and skills of community health nursing.	2		NURS 4365	
NURS	Nursing	Community Health Nursing	4365	RN to MSN bridge course. This course focuses on nursing care for families and communities. Principles of public health, including epidemiology, are introduced.	3			
NURS	Nursing	Bridge to the MSN	4460	RN to MSN bridge course. The purpose of this course is to prepare RN students who are entering the RN-MSN track through the examination of basic concepts of professional nursing, the role of the professional nurse in promoting health for individuals and groups across the lifespan, and current issues that affect nursing.	4			

NURS	Nursing	Resource Management for Nurse Leaders	6315	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.	3		
NURS	Nursing	Nursing Theory for Advanced Practice	6321	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.	3	Cross-listed with NURS 7321	
NURS	Nursing	Advanced Health Assessment	6323	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 skills practice. The use of diagnostic reasoning, differential diagnosis, and problem-formulation approach to patient examination is introduced.	3	Cross-listed with NURS 7323	
NURS	Nursing	Advanced Pathophysiology	6325	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.	3	Cross-listed with NURS 7325	
NURS	Nursing	Population Health Assessment	6331	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.	3		
NURS	Nursing	Nursing Leadership and Theory	6333	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.	3		
NURS	Nursing	Quality Improvement for Nurse Leaders	6337	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.	3		NURS 6331, NURS 6435, NURS 6355 and NURS 6333
NURS	Nursing	Pharmacotherapeutics for Advanced Practice Nursing	6341	This course focuses on the application of pharmacokinetic, pharmacodynamic, pharmacologic, and pharmacotherapeutic principles in drug therapy management as required of nurses in advanced practice.	3	Cross-listed with NURS 7341	
NURS	Nursing	Healthcare Economics and Financial Management	6347	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.	3		
NURS	Nursing	Nursing Research and Theory	6355	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.	3		
NURS	Nursing	Curriculum Development in Nursing	6358	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.	3	Cross-listed with NURS 7358	
NURS	Nursing	Health Policy and Ethics for Nurses	6361	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.	3		
NURS	Nursing	Teaching in Schools of Nursing/Institutions	6368	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.	3	Cross-listed with NURS 7368	NURS 6358
NURS	Nursing	Aggregate Health III	6371	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. Students 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.	3		

NURS	Nursing	Advanced Organizational Leadership	6375	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.	3	NURS 6333, NURS 6315 and NURS 6435.
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NURS	Nursing	Informatics in HealthCare	6390	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.	3	
NURS	Nursing	Clinical Nurse Leader Immersion	6394	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.	3	
NURS	Nursing	Selected Topics	6399	Selected Topics in Nursing.	3	
NURS	Nursing	Capstone	63CS	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.	3	
NURS	Nursing	Program Development and Evaluation	6435	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.	4	
NURS	Nursing	Aggregate Health II	6452	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.	4	
NURS	Nursing	Adult/Gerontology CNS III: Seminar and Preceptorship	6457	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.	4	
NURS	Nursing	Adult Gerontology CNS I: Diagnosis and Management of Acute and Chronic Illness of Adults	6537	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.	5	
NURS	Nursing	Adult/Gerontology CNS II: The Roles of the CNS	6547	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.	5	
NURS	Nursing	Concepts of Evaluation and Dissemination	7225	This course builds on previous DNP content focusing on evaluation and dissemination of findings.	2	NURS 7320

NURS	Nursing	Data Management and Analysis	7240	This course provides students with an overview of strategies for data management to evaluate clinical outcomes. This course covers topics on organization, collection, review, and tracking of data. Coding of data and standardized terminology will be covered.	2
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NURS	Nursing	Psychiatric Clinical Seminar	7287	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	2	
NURS	Nursing	Clinical Skills Seminar	7288	This course focuses on the review and practice of skills and procedures that are commonly performed in primary care.	2	
NURS	Nursing	Informatics in HealthCare	7309	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.	3	
NURS	Nursing	Resource Management for Nurse Leaders	7315	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.	3	
NURS	Nursing	Principles of Evidence-based Practice	7320	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.	3	NURS 7440 and NURS 7345
NURS	Nursing	Nursing Theory for Advanced Practice	7321	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.	3	Cross-listed with NURS 6321
NURS	Nursing	Advanced Health Assessment	7323	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.	3	Cross-listed with NURS 6323
NURS	Nursing	Advanced Pathophysiology	7325	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.	3	Cross-listed with NURS 6325
NURS	Nursing	Neurobiology and Pathogenesis of Psychiatric Disorders	7331	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.	3	
NURS	Nursing	Advanced Psychopharmacology for the Psychiatric-Mental Health Nurse Practitioner	7333	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.	3	
NURS	Nursing	Statistics for Nursing Research and Evidence-based Practice	7337	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 nursingresearch.	3	
NURS	Nursing	Theoretical Issues with Culturally Diverse and Vulnerable Population Groups	7340	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.	3	
NURS	Nursing	Pharmacotherapeutics for Advanced Practice Nursing	7341	This course focuses on the application of pharmacokinetic, pharmacodynamic, pharmacologic, and pharmacotherapeutic principles in drug therapy management as required of nurses in advanced practice.	3	Cross-listed with NURS 6341
NURS	Nursing	Clinical Practicum Bridge for DNP	7342	This course provides a clinical practicum experience designed to augment graduate clinical experiences to meet the required 500 hours for admission into the DNP nursing leadership program. The location of the clinical experience and the required number of required clinical hours for this course will be determined based on an individual gap analysis.	3	

NURS	Nursing	The Foundations for Doctor of Nursing Practice: Scientific Underpinnings of Practice	7345	This course provides an assessment and analysis of organizational health systems with an emphasis on evidence-based practice. Includes 64 mentored clinical hours.	3	NURS 7440	NURS 7440
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NURS	Nursing	Research for Evidence Based Practice	7355	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.	3		MATH 6363 or math based graduate statistics course
NURS	Nursing	Curriculum Development in Nursing	7358	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.	3	Cross-listed with NURS 6358	
NURS	Nursing	Doctor of Nursing Practice—Project I	7359	This course guides the student through the initial design and implementation of the DNP final scholarly project.	3		NURS 7320 and NURS 7345 NURS 7320
NURS	Nursing	Health Policy Analysis	7360	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.	3		
NURS	Nursing	Doctor of Nursing Practice II: The Capstone	7365	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.	3		
NURS	Nursing	Teaching in Schools of Nursing/Institutions	7368	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.	3	Cross-listed with NURS 6368	NURS 7358
NURS	Nursing	Quality and Safety in Healthcare	7370	This course provides opportunities to integrate and apply concepts specific to the competencies for DNP nurse leaders to address quality improvement, and safety issues within the healthcare system.	3		
NURS	Nursing	Project III: Evaluation and Sustainment	7371	This course completes the evidence-based project requirements by applying techniques for evaluation and dissemination.	3		
NURS	Nursing	Healthcare Economics and Finances	7372	This course is designed to enhance the effectiveness of DNP nurse leaders through the development of skills in fiscal management in the highest levels of health care organizations/communities. The planning, control, and management of an organization/community's financial resources are examined. Leadership skills for working with interprofessional teams and policy leaders within complex systems are addressed.	3		
NURS	Nursing	Health Policy Leadership	7373	This course focuses on the analysis of the U.S. health care system and the exploration of major current health policy topics. Students will prepare health policy briefs with analysis and alternative recommendations for bettering the health of citizens. Students will gain an understanding of the essential elements of healthcare policymaking, the impact on individual and population health, values and ethical implications, 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. Emphasis is on integrating policymaking with the major system performance objectives of access to care (equity), quality of care (effectiveness), and cost of care (efficiency).	3		
NURS	Nursing	Clinical Inquiry for DNP	7374	Overview of qualitative and quantitative research processes and principles of evidence-based practice (EBP) to prepare DNP nurse leaders to interpret and synthesize current knowledge with an emphasis on research design, instrumentation, and statistical techniques utilized in research studies.	3		
NURS	Nursing	Foundations for System Leadership	7375	This course synthesizes leadership and organizational theories within the context of complex adaptive systems theory as applied at the highest level of the health care delivery system. This course will provide content for assessing and analyzing organizational health systems.	3		
NURS	Nursing	Doctor of Nursing Practice—Project II	7380	This course guides the student through the development and implementation of the DNP final scholarly project.	3		NURS 7359
NURS	Nursing	Advanced Practice Registered Nurse Professional Roles	7381	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.	3		

NURS	Nursing	Psychiatric Mental Health Nurse Practitioner Residency	7387	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.	3	
NURS	Nursing	Doctor of Nursing Practice—Project III	7393	This course guides the student through the completion and dissemination of the DNP final scholarly project.	3	NURS 7380
NURS	Nursing	Selected Topics	7399	Selected Topics in Nursing	3	
NURS	Nursing	Psychiatric Mental Health Nursing Practice I: Advanced Psychiatric-Mental Health Nursing across the Lifespan (Diagnosis and Management)	7410	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.	4	
NURS	Nursing	Psychiatric Mental Health Nursing Practice II: Advanced Psychiatric-Mental Health Nursing across the Lifespan (Diagnosis and Management)	7414	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.	4	
NURS	Nursing	Psychiatric Mental Health Nursing Practice III: Advanced Psychiatric-Mental Health Nursing across the Lifespan (Diagnosis and Management)	7418	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.	4	
NURS	Nursing	Epidemiology and Vulnerable Populations for Advanced Nursing Practice	7440	This course focuses on epidemiological methods, concepts of health disparities, and vulnerable population research to support advanced nursing practice.	4	
NURS	Nursing	Individual, Family, and Group Psychotherapy	7447	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.	4	
NURS	Nursing	Integrated Behavioral Health and Family Systems	7450	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.	4	
NURS	Nursing	Project I: Translation of Evidence	7460	This course provides a foundation in evidence-based practice methods and skills for the DNP nurse leader	4	
NURS	Nursing	Project II: Implementation of Evidence	7461	This course builds upon the NURS 7460--Translation of Evidence course by providing knowledge of the methods and skills necessary to implement evidence-based practice within a clinical environment.	4	

NURS	Nursing	Family Nurse Practitioner I: Primary Care of Adults (Diagnosis and Management) with Chronic and Acute Conditions	7480	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.	4	NURS 7321, NURS 7325, NURS 7337, NURS 7341 and NURS 7323
NURS	Nursing	Family Nurse Practitioner II: Primary Care of Adults (Diagnosis and Management) with Chronic and Acute Conditions	7482	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.	4	NURS 7480
NURS	Nursing	Family Nurse Practitioner III: Primary Care of Women (Diagnosis and Management) with Chronic and Acute Conditions	7484	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.	4	NURS 7482
NURS	Nursing	Family Nurse Practitioner IV: Primary Care of Children and Adolescents (Diagnosis and Management) with Chronic and Acute Conditions	7486	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.	4	NURS 7484
NURS	Nursing	Psychiatric-Mental Health Nurse Practitioner Residency	7487	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.	4	
NURS	Nursing	Family Nurse Practitioner Residency	7488	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.	4	NURS 7486
NURS	Nursing	Evidence Based Methods and Practice I	7650	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.	6	NURS 7345
NURS	Nursing	Evidence Based Methods and Practice II	7655	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.	6	NURS 7650
SMGT	Sport Management	Research in Sport Management	6360	This course is designed to help students develop an understanding of simple statistics and interpret findings of peer reviewed literature.	3	

SMGT	Sport Management	Leadership in Sport Organizations	6365	This course focuses on leadership and ethics with specific applications to competitive sports organizations.	3
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SMGT	Sport Management	Sport Governance and Legal Issues in a Global Environment	6375	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.	3	
SMGT	Sport Management	Psychosocial Aspects of Sport Activity	6370	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.	3	
SMGT	Sport Management	Sport Management, Administration and Finance	6380	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.	3	Cross-listed with SMGT 7380
SMGT	Sport Management	Human Resources in Sport Management	6382	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.	3	Cross-listed with SMGT 7382
SMGT	Sport Management	Leadership and Organization in Sport Management	6384	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.	3	Cross-listed with SMGT 7384
SMGT	Sport Management	Internship	6386	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.	3	9 hours in sports management and permission of instructor
SMGT	Sport Management	Research and Decision Analysis in Sport Management	6390	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.	3	Cross-listed with SMGT 7390
SMGT	Sport Management	Sport Management, Administration and Finance	7380	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.	3	Cross-listed with SMGT 6380
SMGT	Sport Management	Human Resources in Sport Management	7382	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.	3	Cross-listed with SMGT 6382
SMGT	Sport Management	Leadership and Organization in Sport Management	7384	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.	3	Cross-listed with SMGT 6384
SMGT	Sport Management	Research and Decision Analysis in Sport Management	7390	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.	3	Cross-listed with SMGT 6390
ADMN	Administration	Accounting Concepts and Issues	6310	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.	3	
ADMN	Administration	Management Concepts and Issues	6360	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.	3	

ADMN	Administration	Strategic Planning and Policy	6375	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.	3
CRIJ	Criminal Justice	The Psychology of Criminal Justice Leadership	6301	This course provides an opportunity to examine the important psychological processes that criminal justice personnel use in interacting with the public. This course will expose students to the sensitivity, understanding, and behaviors that are influenced by others. Students will explore this complex and dynamic landscape to better develop expertise in human behavior and a transformational style geared toward success. There will be a strong emphasis on the rapid and ever-changing landscape of the criminal justice profession, and the importance of possessing a versatile blend of skills, competencies, and traits to be successful leaders. Students will also focus on the need to develop healthy relationships, partnerships, and manage conflict while achieving productive goals utilizing emotional intelligence.	3
CRIJ	Criminal Justice	Managing Controversies: The Courage to Lead	6302	This course will provide students with a conceptual foundation for applying leadership skills, communication, organization, and self-examination to encourage challenging their own beliefs and assumptions about what constitutes effective criminal justice leadership. Students will evaluate the critical controversies and concerns of contemporary criminal justice. This course will also evaluate the various methods of critical decision-making and innovation in day-to-day criminal justice operations in dealing with controversies. The principled-based concepts of this course will provide students with precise, clear-cut directions, and the necessary tools to fulfill the day-to-day leadership role. This course will identify how challenges and controversies are met and resolved as a criminal justice administrator or as a first responder, and how challenges and controversies can significantly impact an organization or career.	3
CRIJ	Criminal Justice	Ethical Decision Making: Understanding Biases and Public Perception	6303	This course will provide students with the tools to improve in the decision making processes of criminal justice administrators and managers. In case-studies and challenging scenarios, students will engage in confronting the roles bias and racism occupy in this process, and in doing, explore why biases emerge within the field of criminal justice. Students will be challenged to evaluate the public perception phenomenon concerned with fact-based truth and virtual truth shaped by popular opinion, media coverage and/or reputation. This course will also challenge students to recognize racism, prejudice, and injustice within the field of criminal justice, and identify how to properly manage them in their decision making. Students will explore guidelines and techniques for overcoming limitations and improving the quality of ethical decision making and public perception.	3
CRIJ	Criminal Justice	Assessing Crime, Criminal Justice and the Community	6304	This course will provide students with assessment strategies on how to measure and predict crime patterns, how to view crime activities, and how to generate reports for a given neighborhood, district, or community. Acquiring a deep understanding of crime data and crime trends are essential preparations for criminal justice leaders. This course will allow students gain this understanding and analyze major sources of crime data in their jurisdictions along with their respective strengths and weaknesses. The utilization of real-world case studies and real-world crime data to effectively illustrate the reality of crime in modern America will be explored. Students will assess the effectiveness of different criminal justice agencies as well as consider the role of community-level protection and control efforts.	3
PMBA	Business Administration	Applied Human Resource Management	6309	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.	3
PMBA	Business Administration	Managerial Accounting and Control Systems	6310	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 be 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.	3

PMBA	Business Administration	Managerial Finance	6311	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.	3
PMBA	Business Administration	Quantitative Methods and Research	6312	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.	3
PMBA	Business Administration	Managerial Economics and Decision-Making	6313	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.	3
PMBA	Business Administration	Management of Information Technology	6314	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.	3
PMBA	Business Administration	Leading Organizations and Human Resources	6315	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.	3
PMBA	Business Administration	Strategic Marketing, Communications, and Research	6316	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.	3

PMBA	Business Administration	Global Strategy, Policy, and Regulation	6317	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.	3
PMBA	Business Administration	Investments	6320	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.	3
PMBA	Business Administration	Portfolio Management	6321	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	3
PMBA	Business Administration	Real Estate Investments	6322	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.	3
PMBA	Business Administration	Applied Data Analysis	6330	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.	3
PMBA	Business Administration	Forecasting Methods in Business	6331	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.	3

PMBA	Business Administration	Data Management	6332	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+.	3	
PMBA	Business Administration	Metrics and Measures of Human Resources	6340	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.	3	
PMBA	Business Administration	Strategic Human Resources Management	6341	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.	3	
DBA	Business Administration	Business Ethics	8310	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.	3	Admission to DBA Program
DBA	Business Administration	Qualitative Research	8315	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.	3	Admission to DBA Program
DBA	Business Administration	Corporate Financial Decision-Making and Value Creation	8320	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.	3	Admission to DBA Program
DBA	Business Administration	Quantitative Research and Analysis	8325	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.	3	DBA 8320 and Value Creation
DBA	Business Administration	Survey Design, Development, and Deployment	8330	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.	3	Admission to DBA Program

DBA	Business Administration	Business Operations and Process Improvement	8335	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.	3	Admission to DBA Program
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DBA	Business Administration	Writing for Publication and Presentation	8340	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.	3	Admission to DBA Program
DBA	Business Administration	Marketing Research and Analysis	8345	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.	3	Admission to DBA Program
DBA	Business Administration	Research Design and Analysis	8350	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.	3	DBA 8315 and DBA 8325
DBA	Business Administration	Practical Econometrics and Decision-Making	8355	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.	3	DBA 8325
DBA	Business Administration	Contemporary Global Issues, Trade, and Investment	8360	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.	3	Admission to DBA Program
DBA	Business Administration	Business Strategy, Simulation, and Integration	8365	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.	3	At least 33 credit hours in DBA Program

DBA	Business Administration	Culminating Experience	9300	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.	3		DBA 8350 and DBA 8340
ORGD	Organizational Development	Organizational Behavior and Learning	6320	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.	3	Cross-listed with ORGD 7320	
ORGD	Organizational Development	Foundations of Organizational Research and Assessment	6330	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.	3	Cross-listed with ORGD 7330	
ORGD	Organizational Development	Organizational Consulting	6340	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.	3	Cross-listed with ORGD 7340	
ORGD	Organizational Development	Foundations of Organizational Development	6351	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.	3	Cross-listed with ORGD 7351	ORGD 6320 and ORGD 6330
ORGD	Organizational Development	Organizational Development Interventions and Practices	6352	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.	3	Cross-listed with ORGD 7352	ORGD 6351
ORGD	Organizational Development	Organizational Change	6355	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.	3		
ORGD	Organizational Development	Leading Change	6360	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.	3	Cross-listed with ORGD 7360	
ORGD	Organizational Development	Master of Arts in Administration Capstone: Integrative Analysis of Organizational Development	63CS	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.	3		
ORGD	Organizational Development	Organizational Behavior and Learning	7320	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.	3	Cross-listed with ORGD 6320	
ORGD	Organizational Development	Foundations of Organizational Research and Assessment	7330	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.	3	Cross-listed with ORGD 6330	

ORGD	Organizational Development	Organizational Consulting	7340	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.	3	Cross-listed with ORGD 6340
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ORGD	Organizational Development	Foundations of Organizational Development	7351	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.	3	Cross-listed with ORGD 6351	ORGD 6320 and ORGD 6330
ORGD	Organizational Development	Organizational Development Interventions and Practices	7352	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.	3	Cross-listed with ORGD 6352	ORGD 6351
ORGD	Organizational Development	Leading Change	7360	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.	3	Cross-listed with ORGD 6360	
ORGD	Organizational Development	Human Performance Improvement	7370	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.	3	Cross-listed with ORGD 6370	
PSYC	Psychology	Introduction to Graduate Learning in Psychology	5301	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.	3		
PSYC	Psychology	Advanced Principles of Industrial / Organizational Psychology	5302	This course examines advanced psychological principles as they are applied to the industrial/organizational environment. Emphasis is placed on contemporary issues.	3		
PSYC	Psychology	Organization Theory	5310	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.	3		
PSYC	Psychology	Foundations of Sport Psychology	5311	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.	3		
PSYC	Psychology	Work Motivation	5312	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.	3		
PSYC	Psychology	Testing in the Workplace	5313	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.	3		
PSYC	Psychology	Performance Enhancement	5314	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.	3		
PSYC	Psychology	Human Factors	5315	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.	3		
PSYC	Psychology	Psychology of Learning	5318	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.	3		
PSYC	Psychology	Advanced Educational Psychology	5319	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.	3		
PSYC	Psychology	Advanced Psychological Research Methods	5320	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.	3		
PSYC	Psychology	Behavior Modification and Theory	5321	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.	3		

PSYC	Psychology	Media and Technology in Education	5322	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.	3
PSYC	Psychology	Psychology of Problem Solving and Creativity	5323	This course examines the links between creativity, problem solving, decision making, and the process of change.	3
PSYC	Psychology	Psychology of Injury	5325	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.	3
PSYC	Psychology	Applied Sport Psychology	5350	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.	3
PSYC	Psychology	Advanced Biopsychology	5380	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.	3
PSYC	Psychology	Developmental Issues and Instruction	6320	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.	3
PSYC	Psychology	Behavioral Disorders and Adjustment	6323	This course examines the theories, research, practices, and diagnostic and evidence-based assessment related to child and adolescent behavior disorders.	3
PSYC	Psychology	Standards and Ethics in Psychology	6324	This course investigates the professional standards and issues related to service delivery of psychological services.	3
PSYC	Psychology	Standards and Ethics in Educational Psychology	6325	This course investigates the professional standards and issues related to service delivery of educational psychological services.	3
PSYC	Psychology	Personnel Psychology	6335	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.	3
PSYC	Psychology	Psychometric Theory	6341	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.	3
PSYC	Psychology	Workplace Motivation	6345	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.	3
PSYC	Psychology	Advanced Quantitative Methods	6350	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.	3
PSYC	Psychology	Motivation in Sport and Exercise	6354	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.	3
PSYC	Psychology	Advanced Inferential Statistics	6355	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.	3
PSYC	Psychology	Lifespan Sport and Exercise Psychology	6356	This course is designed to examine psychological and social issues across the lifespan in the context of sport and exercise.	3

PSYC	Psychology	Diversity in Organizations	6360	<p>This course explores the structure and dynamics of diversity in organizations and the organizational behavior implications.</p> <p>Considers the individual, societal and organizational dynamics relevant to the 21 st 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.</p>	3
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PSYC	Psychology	Assessment and Testing in Workplace Psychology	6373	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.	3	
PSYC	Psychology	Cultural Diversity in Psychology	6385	This course examines current theoretical, social and practical issues affecting the psychosocial development and assessment of individuals from minority cultures.	3	
PSYC	Psychology	Comprehensive	63CE	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.	3	
PSYC	Psychology	Master's Thesis Proposal	63TP	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.	3	
PSYC	Psychology	Master's Thesis Research	63TR	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.	3	
VISC	Vision Science	Genomics Medicine	6115	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.	1	Cross-listed with VISC 7115
VISC	Vision Science	Teaching In Vision Science	6125	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.	1	Cross-listed with VISC 7125
VISC	Vision Science	Ocular Physiology	6220	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.	2	Cross-listed with VISC 7220
VISC	Vision Science	Functional Neuroanatomy	6240	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.	2	Cross-listed with VISC 7240
VISC	Vision Science	Research Methodology and Thesis Development	6245	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	2	
VISC	Vision Science	Fundamentals of Vision Science	6305	This course provides a comprehensive understanding of the principles and application of vision science. Topics include light specification, transmission, photometry, & colorimetry; visual sensitivity (duplicity 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.	3	Cross-listed with VISC 7305

VISC	Vision Science	Binocular Vision and Ocular Motility	6310	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; Panama's fusional area; and applications of vision therapy in remediation of binocular vision and extraocular muscle disorders.	3	Cross-listed with VISC 7310
VISC	Vision Science	Clinical Ocular Anatomy	6335	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.	3	Cross-listed with VISC 7335
VISC	Vision Science	MS In Vision Science Research and Thesis 4.0	6450	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.	4	
VISC	Vision Science	Visual and Applied Optics	6530	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.	5	Cross-listed with VISC 7530
VISC	Vision Science	Genomics Medicine	7115	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.	1	Cross-listed with VISC 6115
VISC	Vision Science	Teaching In Vision Science	7125	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.	1	Cross-listed with VISC 6125
VISC	Vision Science	Ocular Physiology	7220	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.	2	Cross-listed with VISC 6220
VISC	Vision Science	Functional Neuroanatomy	7240	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.	2	Cross-listed with VISC 6240
VISC	Vision Science	Research Methodology and Dissertation Development	7245	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.	2	

VISC	Vision Science	Fundamentals of Vision Science	7305	This course provides a comprehensive understanding of the principles and application of vision science. Topics include light specification, transmission, photometry, & colorimetry; visual sensitivity (duplicity 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.	3	Cross-listed with VISC 6305
VISC	Vision Science	Binocular Vision and Ocular Motility	7310	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; Panama's fusional area; and applications of vision therapy in remediation of binocular vision and extraocular muscle disorders.	3	Cross-listed with VISC 6310
VISC	Vision Science	Clinical Ocular Anatomy	7335	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.	3	Cross-listed with VISC 6335
VISC	Vision Science	Visual and Applied Optics	7530	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.	5	Cross-listed with VISC 6530
VISC	Vision Science	Dissertation Research, Analysis and Writing	8550	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.	5	
OPT	Optometry	Basic Optometry	111	Introduction to optometric examination technique, theory and application. Strategies of optometric procedure sequencing. Emphasis on chair skills to include case history, visual acuity, stereopsis, color vision, Amsler grid, extra-ocular muscles, accommodation, convergence, confrontation visual fields, and pupillary reflexes. Medical interviewing techniques, health history content, medical record documentation, introduction to diagnosis of the visual system. Lectures will incorporate the theory of the procedures and proper sequencing. Laboratory will emphasize the performance of the procedures accurately and efficiently.	4.5	
OPT	Optometry	Principles of Optics	112	Fundamentals of geometric optics to include the properties of light, reflecting and refracting surfaces, thick and thin lens optics, the optics of mirrors and refractive systems, and the optics of thick and thin prisms. The study of apertures within optical systems. The optics of telescopes and microscopes. The use of catadioptric images to assess the axes, angles, and anatomical structures of the eye. Spherical ametropia and the optical correction of spherical ametropia. Incidence, distribution, etiology, development, and course of ametropia in humans. An introduction to clinical case analysis will be used to develop critical thinking skills. Case-based approach will be used when possible to integrate theoretical optics with clinical optical applications.	4.5	

OPT	Optometry	Gross Anatomy and Histology	113	Detailed study of general human anatomy and histology. Head, neck, thorax, abdomen and organ anatomy along with their microstructure will be emphasized. The histogenesis and embryological development of human systems. Comparison of normal adult morphology with congenital defects. Identification of gross anatomical structures of the human body with emphasis on the head and neck region. Identification of anatomical structures based on radiographs such as x-ray, CT, and MRI. Laboratory will include dissection and identification along with microscopic anatomy of the ocular structures, orbit, adnexa, visual pathway, brain, cranial nerves, and spinal cord.	5
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OPT	Optometry	Fundamentals of Vision Science	114	Topics include: (1) Light Perception: spectral, spatial, temporal properties of absolute threshold; duplex retina; brightness-difference and chromatic thresholds; spatial and temporal summation; dark and light adaptation; radiometry and photometry; contrast specification (2) Color Perception: specification (hue, saturation, brightness); mixture and appearance; contrast, constancy, adaptation; colorimetry; spectral sensitivity; inheritance and classification of hereditary color deficiency; acquired anomalies; color vision testing (pseudoisochromatic plates, arrangement tests, anomaloscope); vocational aspects of color vision (3) Form Perception: visual acuity and contrast sensitivity specification, test properties and tasks; impact of defocus, intensity and contrast on spatial vision; simultaneous contrast, spatial interactions, illusions, constancies, and figure-ground relations (4) Space Perception: absolute and relative depth discrimination, monocular and binocular cues; stereopsis; binocular summation(5) Temporal Perception: critical flicker fusion frequency; sub fusional flicker; masking; temporal contrast sensitivity function; stabilized imagery; saccadic suppression (6) Motion Perception: real and apparent motion; displacement detection; motion after-effects; dynamic visual acuity, impact of target and observer motion (7) Psychophysical Methods and Theory: measurement of threshold (limits, adjustment, constant stimuli, forced choice, yes/no); suprathreshold matching and scaling; signal detection theory (8) Neurophysiology of Vision: single neuron, parallel pathways, and electrophysiological correlates of visual perception.	4
OPT	Optometry	Clinical Physiology	115	An introduction to general physiological and detailed cellular biological processes. Cellular organelles, active and passive membrane transport, and nerve and muscle function to include synaptic physiology. Integrated study of the physiological processes of the major organ systems to include the circulatory, respiratory, renal, digestive, nervous, endocrine, and reproductive systems.	3
OPT	Optometry	Developing as an Optometrist	119	The course emphasizes general topics related to your development as an optometrist and future health care provider. A general overview of the history of health care and the profession of optometry will be discussed as well as current issues facing the profession. Professional and ethical issues in the practice of optometry are focused on. An overview of organized optometry will be presented. Additionally, a concentration of key concepts & topics related to personal and spiritual development for future healthcare providers will be emphasized by way of the Personal Development Pathway lecture series.	1
OPT	Optometry	Intermediate Optometry	121	Introduction to optometric examination techniques to include the theoretical basis for detection, diagnosis and management of refractive error and related conditions. Emphasis is placed on a consummate understanding of the etiology and functional basis of refractive error and visual anomalies as the basis for accurate and effective diagnosis and management. Monocular and binocular refractive techniques, lensometry, keratometry, retinoscopy, ophthalmoscopy. A case-based approach to the integration of data will be used to develop critical thinking skills and a practical use of data in development of diagnoses and treatment plans.	4.5
OPT	Optometry	Visual and Applied Optics	122	The optics of the human eye will be studied in detail as it relates to human visual function. The eye as a refracting device will be investigated along with the clinical application of lenses to remediate refractive error. The application of prism and ocular deviation will be addressed along with the axes and angles of the eye. A general overview of photometry and physical optics including interference, diffraction, polarization, thin film optics, and lasers. Entopic phenomena and the Stiles-Crawford effect. Magnification and retinal image size with clinical applications of accommodation, presbyopia, aphakia, and pseudophakia. The clinical role of the pupil in depth of field, aberrations, and accommodation. Introduction to contact lenses in the treatment of ametropias. Contemporary optics will be introduced to include the study of aberrations, testing for higher-order aberrations, and the remediation of higher order aberrations within the human visual system.	6
OPT	Optometry	Clinical Ocular Anatomy	123	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 of ocular 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.	4
OPT	Optometry	Clinical Immunology and Histopathology	125	A study of human immunology and its application to normal function and disease processes. Emphasis on ocular immunological processes to include inflammation, allergic disease, immunology, immuno-pathology, and cellular disease. Histopathology of cell and tissue injury. Reversible and irreversible cellular changes. Cell death, tissue apoptosis and necrosis.	2
OPT	Optometry	Neuroanatomy	126	A 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-ray, CT, and MRI. Laboratory will emphasize the identification of the gross central and peripheral nervous systems and their respective microanatomy.	3

OPT	Optometry	Ocular Biochemistry Molecular Genetic	128	Basic principles of biosynthesis and bioenergetics of carbohydrates, lipids, and proteins applied to ocular structures. Biochemical mechanisms of molecular biology, gene regulation and contemporary methodology to include genomics. Emphasis on biochemical principles as they relate to the treatment and management of ocular disease.	1.5	
OPT	Optometry	Healthcare Systems and Communications	129	Feedback from videotaped patient interaction will be used to enhance communications. Discussions involving the ethical practice of optometry. The dynamics of practicing optometry within the healthcare delivery system. HMOs, insurance panels, Medicare, Medicaid, third-party insurance, discount plans, fee-for-service. Effective inter-professional and intra-professional written and oral communications within the context of effective and well-documented patient care delivery. Medical necessity and appropriateness of orders and interpretations/reports of findings. Introduction to co-management relationships and their associated legal aspects.	1.5	
OPT	Optometry	Advanced Optometry	211	A continuation of the optometry series emphasizing optometric examination theory and techniques to include binocular refractive procedures, photometry, and near point testing. Lecture will incorporate a case-based and problem-solving methodology in the synthesis and evaluation of optometric data in the diagnosis and management of refractive and binocular vision problems.	4.5	
OPT	Optometry	Clinical Ophthalmic Optics	212	A survey of the clinical application of ophthalmic lenses in the practice of optometry. Ophthalmic materials, physical characteristics and nomenclature of lenses and frames, prism application, lens characteristics, layout/production, specialty lenses, multifocal lenses, aniseikonic reduction, slab off, aberration theory and lens design, low vision lenses, protective eyewear, ANSI standards and acceptable tolerances. Spectacle magnification. Fabrication of prescription eye wear. Aberrations affecting ophthalmic lens design. Optics of low vision devices. Absorptive and photochromic lenses. Instrumentation used to measure and verify lens parameters to include advanced lensometry, automated lensometry, base curve measurement and center thickness. The management of a dispensary and optical laboratory. Theory and practice of ophthalmic dispensing to include frame selection, fitting considerations, and lens selection guidelines. An emphasis will be placed on problem solving of ophthalmic issues to include induced prism, manufacturing errors, quality control and managing patient expectations. Visual ergonomics. Illumination and lighting standards. Occupational visual issues.	3	
OPT	Optometry	Binocular Vision and Functional Optometry	213	A clinical approach to the psychophysical and physiological bases of binocular vision including principles of stereopsis, retinal correspondence, retinal disparity, rivalry, fusion, the horopter, physiological diplopia and suppression, binocular summation. Sensory adaptation to abnormal binocular conditions to include pathological suppression, binocular confusion and amblyogenesis and the treatment of amblyopia. Retinal to brain neuro-pathways. Panum's fusional area. Innervation and actions of the extraocular muscles. Types of eye movements and their control mechanisms. Accommodation, pupillary reflexes and their control mechanisms. An introduction to the field of vision therapy in remediation of binocular vision and extraocular muscle disorders.	4.5	
OPT	Optometry	Clinical Internship I	214	Introduction to clinical patient care and clinical operations. Observation and assisting doctors and clinical student interns in patient care within the UIWSO clinical system. Participation in school screenings and pre-testing of patients. Practice in refining clinical procedures and examination techniques/sequencing. Emphasis on professional and proper doctor-patient communication and intra-professional communication within a clinical setting.	1.5	Cross-listed with OPT 224
OPT	Optometry	Ocular Physiology	215	Study of the normal physiologic homeostasis and function of the eye to include the orbit, eyelids, lacrimal system, corneal physiology, corneal transparency and eye tissue wound healing. Other topics will include the physiology of the crystalline lens, vitreous, choroid, retina and uveal track. Aqueous humor production, circulation and elimination. Intraocular pressure control and mechanistic pathways for clinical intervention in the treatment of glaucoma. Tear flow dynamics and dry eye. Exophthalmometry and anesthesiometry. Blood flow and vascular dynamics of the tissues of the eye and adnexa. Accommodative and pupillary functions. An introduction to ocular diseases associated with malfunction of normal ocular physiology.	2	
OPT	Optometry	Advanced Vision Science and Clinical Application	216	Advanced vision science and how it is applied to enhance the accuracy and efficacy of detection, diagnosis and management of normal and abnormal visual function. Emphasis is placed on clinical assessment and case analysis. Discrimination between optical, functional and organic bases for visual dysfunction. Electrodiagnosis of the visual system including layer-by-layer analysis of retinal and visual pathway function. Advanced psychophysical approaches for assessing quality-of-vision, color vision and pathway specific function. Effects of development, aging, and disease processes on visual performance and function. Functional imaging techniques. Cognitive aspects of vision including illusory perception and attention. Contemporary vision research methodology. Utility of advanced vision science in contemporary optometry.	1	

OPT	Optometry	Pharmacological Sciences I	217	Basic principles of pharmacology to include drug absorption, distribution, metabolism, excretion, dosage, action and routes of administration. Pharmacokinetic principles. Pharmacodynamic principles. Physiology and pharmacology of the autonomic nervous system and the drugs which affect this system. A survey of medications and their actions, indications and contraindications will be addressed to include systemic, topical, ocular autonomic medications, anti-infective, anesthetic, anti-inflammatory and chemotherapeutic agents. Pharmacological treatment of heart failure, hypertension, angina, arrhythmias, neoplastic disease, AIDS and other immunocompromised associated diseases. Antimicrobial therapy, synergy, antagonism. Antibiotic selection. Administration of ocular pharmaceutical agents.	3	Cross-listed with OPT 227
OPT	Optometry	Organ Pathology	218	A comprehensive study of organ systems and their pathophysiology and co-morbidities. Integration of basic sciences of anatomy, biochemistry and physiology with those of clinical symptoms and signs in disease states. Vascular flow and shock. Genetic disease and disorders of the immune system. Neoplastic disease processes. Pathologic, etiology, clinical correlation and prognosis of systemic pathology of organ systems of the body to include the follow systems: Cardiovascular, respiratory, hematologic, gastrointestinal, urinary, endocrine, integumentary, musculoskeletal, nervous and reproductive. A clinical approach to general and specific disease processes, diagnoses, treatments and prognoses. Ocular manifestations of systemic disease.	3	
OPT	Optometry	Clinical Optometry	221	A continuation of OPT 211, Advanced Optometry. Emphasis on the comprehensive evaluation and testing of the human visual system. Examination and evaluation of the ocular tissues, adnexa, and visual pathways. Overview and introduction of ocular disease as it relates to normal vs. abnormal examination findings. Tonometry, three- and four-mirror gonioscopy, fundoscopy, scleral depression and automated/non-automated visual field testing. Integration of visual pathway anatomy/function as it relates to visual field results and loci of disease. A culmination and integration of all testing and procedures learned in OPT 111, OPT 121 and OPT 211. Emphasis on proper sequencing and efficiency in eye examination procedures. Proper documentation in the medical record. Introduction to glaucoma diagnosis and management to include the classification of the glaucoma's and their respective treatment modalities. Introduction to automated nerve head and nerve fiber layer analysis in the diagnosis and management of glaucoma and other optic neuropathies.	3	
OPT	Optometry	Basic Contact Lenses	222	Anatomical and physiological considerations in the application of contact lens correction. Material and modality considerations in the fitting of contact lenses. Lifestyle and kinesthetic issues affecting candidacy for contact lens wear. Basic design and manufacturing of rigid and hydrogel contact lenses. Parameter determination based on clinical measurements of corneal size, corneal curvature, refraction and residual astigmatism. Effective power changes. Iatrogenic implications and anterior segment disease potential in the application of contact lenses. Appropriate and effective use of contact lenses for the treatment of all ametropias including myopia, hyperopia, astigmatism and presbyopia. Effective management and follow-up of the contact lens patient. A clinical approach to contact lens use will be used. Emphasis on troubleshooting problems related to contact lens wear and determining appropriate strategies for remediating contact lens-related signs and symptoms. Verification of parameters of soft and rigid contact lenses to include base curve, diameter, power, optic zone diameter, edge design and integrity, peripheral curves and quality of the surfaces. Radioscopy, use of reticule, polish and modification of rigid contactlenses.	3	Cross-listed with OPT 302
OPT	Optometr	Posterior Segment Pathology I	223	Diagnosis and treatment of primary diseases, disorders, and injuries of the vitreous, choroid, retina, and optic nerve. Degenerative vitreous disorders. Vitreo-retinal disease. Peripheral retinal disease and retinal detachment. Macular disease to include age-related macular degeneration, metabolic and genetic disease, hereditary macular dystrophies, serous macular detachment, retinopathy and choroidopathy. Retinal-vascular disease to include hypertensive retinopathy and diabetic retinopathy. Toxic retinal disease. Optic nerve head diseases to include an introduction to glaucoma and other optic neuropathies. The treatment and management of posterior segment disease to include surgical intervention, topical and intracameral injections and systemic medications. Nutraceuticals in the management of posterior segment disease. Laboratory will emphasize imaging of the posterior segment with traditional methods such as written documentation and advanced methods including photography, retinal imaging such as Ocular Coherence Tomography (OCT), Heidelberg Retinal Tomography (HRT) and Retinal Thickness Analyzer (RTA). The use of a three mirror retinal lens, 90D and 78D retinal evaluation, Hruby Lens and/or other condensing lenses to be used with slit lamp biomicroscope. 20D/22D or other retinal condensing lens used with binocular indirect ophthalmoscopy. Maculoscope or other functional macular testing devices.	3	Cross-listed with OPT 202

OPT	Optometry	Clinical Internship II	224	Four hours of laboratory/clinic per week. A continuation of OPT 214	1.5	Cross-listed with OPT 214
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OPT	Optometry	Pediatric Optometry	225	Diagnosis and management of refractive, binocular and ocular disorders including ocular disease common to the pediatric population. Normal systemic growth and development juxtaposed with concurrent ocular growth and developmental markers. Management strategies and treatment regimens for the remediation of childhood visual disorders to include an application of spectacles, contact lenses, prisms and vision therapy. Unique strategies for the examination and quantification of children's needs in an optometric setting. Special tests and alternative tests for children. Practice management and office layout strategies for the practice with a pediatric emphasis	3	
OPT	Optometry	Anterior Segment Pathology I	226	Diagnosis and management of diseases, disorders, and injuries of the ocular adnexa and anterior segment of the eye. Ocular microbiology of lids/lashes, conjunctiva and cornea. Appropriate ordering and procedures for cultures in anterior segment disease. Infectious diseases to include blepharitis, conjunctivitis, keratitis, endophthalmitis, dacryoadenitis and dacryocystitis. Fungal, bacterial and viral diseases of the anterior segment and their diagnoses, treatments, follow-up and prognoses. Metabolic, autoimmune, and neuromuscular disease in anterior segment evaluation and management. Non-infectious lid disease. Degenerations and neoplastic changes. Indications for surgery and biopsy. Orbital, lid and ocular injury and their acute and long-term management. Associated radiologic studies germane to ocular trauma/disease. Ocular tissue response to injury and management interventions to decrease infection and vision loss. Neurologic pain pathways and topical and systemic pain management in anterior segment disease and injury. Genetic disorders of the anterior segment and co-morbidities and their management. Associated systemic disease and co-morbidities in the diagnosis, treatment of anterior segment disease. Appropriate use of systemic referrals in anterior segment disease. Inflammation and its effect on tissue and healing. Topical and systemic management of inflammatory response in treatment and management of anterior segment trauma and disease. Indications for hematologic laboratory studies in anterior segment disease. Natural course and types of cataracts and their visual effects. Surgical treatment of cataracts and after-cataracts. Nutraceuticals in the management of anterior segment disease. Laboratory will emphasize clinical procedures related to anterior segment care to include slit lamp biomicroscope, Goldman tonometry, three and four mirror gonioscopy, cultures, punctual occlusion, punctual dilation/irrigation, foreign body removal, rust removal, suture removal, corneal micro puncture, epithelial debridement, patching, bandage contact lenses, lid/conjunctival/ocular injections.	4.5	
OPT	Optometry	Pharmacological Sciences II	227	A continuation of the OPT 217. Medications affecting the endocrine, autonomic nervous, central nervous, cardiovascular, respiratory, gastrointestinal, and genitor-urinary systems. Toxicology and drug interactions. Ocular side effects of systemic medications.	1.5	Cross-listed with OPT 217
OPT	Optometry	Ocular Pharmacology	228	Principles of ocular application of pharmacologic agents to include drug absorption, distribution, metabolism, excretion, dosage, potency, action and routes of administration. Diagnostic topical pharmacology to include autonomic drugs such as cycloplegics and mydriatics. Miotics. The local and systemic side effects of autonomic drugs. Autonomic side effects of non-autonomic topical medications and systemic medications. Topical anesthetics and their mechanism and duration of action. The use of anesthetics in the diagnosis and treatment of eye trauma and disease. Anti-infective drugs in eye care to include antibiotics, antivirals, antifungals, and antiprotazoans. Anti-inflammatory drugs in eye care to include non-steroidal anti-inflammatory and steroidal drugs. Immunosuppressant drugs in dry eye therapy. Hyperosmotic. Intraocular pressure lowering drugs to include aqueous suppression drugs, aqueous outflow drugs, combination suppression and outflow drugs, and miotic. Lubricant and ocular surface hydration medications. A clinical approach to the pharmacology.	1.5	
OPT	Optometry	Integrated Problem-Based Learning I	229	A problem-based learning pedagogy will be employed to develop critical thinking and an integrated approach to patient care. A series of problems will be presented in lecture format and the seminar times will be used for student discovery and research. Student groups will be facilitated by faculty in gathering pertinent information from journals and other sources, including pervious course information. Student presentations and reports will be used in the final assessment of student learning.	1.5	
OPT	Optometry	Patient Care and Physical Diagnosis	301	Clinical applications of physical diagnosis to include a basic neurological evaluation and a basic cardiovascular evaluation. Clinical laboratory indications, tests, and interpretation. Examination of the head and neck for adenopathy, asymmetry, hair quality, psoriatic lesions, and skull deformation. Understanding of dermatomes and their relationship to physical diagnosis. Training in the use of an otoscope for the evaluation of nasal/oral cavities, and auditory canal. An assessment of the cranial nerves. Basic life support (BLS) training and certification. Basic first aid training. Preparation for the appropriate response to medical urgencies and emergencies. Sphygmomanometry and accurate blood pressure testing. Auscultating of the carotid artery and assessment of carotid bruit.	1.5	

OPT	Optometry	Advanced Contact Lens	302	A continuation of OPT 222. The design and fitting of rigid and hydrogel contact lenses in cases of high and/or irregular astigmatism and/or increased corneal higher order aberrations. Application of contact lenses for correction of presbyopia. Design and fitting of contact lenses for patients with keratoconus, corneal ectasia and/or pellucid marginal degeneration. Strategies for the use of contact lenses on infants and the pediatric population. The use of advanced technology such as computerized corneal topography and wave front analysis (Marco 3-D wave, Orbscan) in contact lens fitting. The use of corneal refractive therapy and orthokeratology in myopia treatment. Advanced fitting of contact lenses on the post-refractive surgery and diseased cornea. Fitting of therapeutic bandage or other therapeutic contact lenses for sustained drug release or for corneal surface disease to include superficial corneal disease/trauma to include corneal abrasion, recurrent corneal erosion, or epithelial basement membrane dystrophy. Special considerations for the fitting of contact lenses on the geriatric population. Billing and coding for contact lens services and bundling of services in the contact lens practice. Use of technicians in the fitting of contact lenses.	3.5	Cross-listed with OPT 222
OPT	Optometry	Path Posterior Segment II	303	A continuation of OPT 223 including advanced techniques and recent advances in detection, diagnosis and management of posterior segment disease.	3	Cross-listed with OPT 223
OPT	Optometry	Clinical Internship II	304	Clinical patient care will be within the primary care/contact lens clinic, pediatric clinic, the optical service, and ocular disease clinic. A nursing home component to the clinical experience will be provided. Community based screening may also be assigned as part of OPT 304. Participation with doctors of optometry or other physicians in comprehensive direct patient care within the various services areas. Case conferences and grand round experiences will be assigned. Case presentations, evidence-based research on cases, and ongoing enhancement/proficiency of examination skills and assignments as assigned by faculty are expected by all students.		
OPT	Optometry	Glaucoma Diagnosis and Management	306	A comprehensive review of glaucoma. Etiology, mechanisms, natural history, prevalence of glaucoma. Classifications of glaucoma. Anterior segment and posterior segment relationships to the diagnosis and management of the glaucoma's. Primary and secondary glaucoma's. Exhaustive presentation of the diagnostic tests and their interpretation. The use of gonioscopy, pachymetry, intra-ocular pressure, anterior chamber anatomy, pre-existing ocular disease considerations, previous surgery considerations, previous trauma consideration, and co-morbidities in the diagnosis of glaucoma. The use of advanced technology in the diagnosis and management of glaucoma to include GDx, HRT, OCT, RTA or other optic nerve head imaging. The appropriate use of automated and non-automated visual field testing. The use of 78D/90D slit lamp biomicroscope in the diagnosis and management of glaucoma. The use of photographic techniques in the diagnosis and management of glaucoma. Treating the glaucoma's with medical management. Treating the glaucoma's with surgical and/or laser treatments. The standard of care of glaucoma diagnosis and management along the course of the disease process. The complications of diagnosis and management of the glaucoma with ocular co-morbidities to include neurologic defects, macular degeneration, retinal detachment, or other ocular pathology. The proper coding and billing of the glaucoma patient. Appropriate follow-up schedules in the management of glaucoma. Appropriate written and oral communications among medical professionals as part of the standard of care for glaucoma patients.	2.5	
OPT	Optometry	Vision Therapy	307	Diagnosis of disorders of accommodation, binocular vision and visual perception. Remediation of binocular vision disorders and visual perceptual anomalies. Management by means of motor and sensory therapy. Development of therapy regimens for these visual anomalies and prognoses for their resolution. Treatment and management strategies for the integration of modern visual/visual perceptual therapy into contemporary clinical practice.	3	
OPT	Optometry	Clinical Case Analysis	309	Multi-disciplinary case analysis of patient data introduced in lecture and synthesized/evaluated in the laboratory group settings. Preliminary diagnoses and management plans will be written to include follow-plans, addition test to be ordered and management plans to be implemented. Critical thinking skills will be emphasized along with evidence-based decision making through independent and group evidence gathering supporting their management plans. Cases will be written to incorporate and integrate optical, ocular, systemic, functional, and disease process that require an integrated approach to remediating patients' problems along with evaluating the relative co-morbidity and mortality risks associated with findings.	1.5	

OPT	Optometry	Low Vision Rehabilitation	312	Etiology and epidemiology of vision impairment and associated diseases. Categories of low vision and their associated visual impairments. The process of history taking, examination and evaluation of a low vision patient to determine a low vision remediation plan. Modifications of optometric testing procedures for the low vision patient. Prescription of optical and non-optical devices used in the management of the low vision patient. The use of technology in the diagnosis and management of the low vision patient. Multi-disciplinary integration of low vision rehabilitation. Patient counseling and ancillary community-based services. Orientation and mobility. The optics of low vision devices and their application to low vision patient to include telescopes, tele microscopes, high add and microscopic lenses, magnifiers, electronic magnification, biotic telescopes. The use of filters, typo scopes and lighting. Yoked prisms and vision therapy. Congenital and acquired brain injuries as low vision patients. The practice management aspect of incorporating low vision rehabilitation into a contemporary practice of optometry. Billing and coding of the low vision patient	3
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OPT	Optometry	Neurological Eye Disease	313	The diagnosis and management of neurological disorders that affect the eye, adnexa, and visual pathway. Optic neuropathies, vascular disease, space-occupying lesions within the cranium and orbit. Cranial nerve disease and its affect on sensory and motor function of the eyes and visual system. Radiology studies in neurological eye disease to include CT, MRI, and MRA. Surgical and medical management. Clinical-legal aspects of neurological eye disease.	3
OPT	Optometry	Clinical Internship IV	314	Twelve hours of clinic per week. Clinic patient care will be within the primary care/contact lens clinic, pediatric clinic, the optical service, and ocular disease clinic. A nursing home component to the clinical experience will be provided. Community-based screening may also be assigned as part of OPT 304. Participation with doctors of optometry or other physicians in comprehensive direct patient care within the various services areas. Case conferences and grand round experiences will be assigned. Case presentations, evidence-based research on cases, and ongoing enhancement/proficiency of examination skills and assignments as assigned by faculty are expected by all students.	6
OPT	Optometry	Genomics Medicine	315	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 to the release of patient's genetic information will also be discussed.	1
OPT	Optometry	Strabismus / Amblyopia Diagnosis and Management	317	Diagnosis and management of strabismus and amblyopia. Etiology, classifications, risk factors, and intervention strategies will be emphasized. Prognoses and expected outcomes will be presented as they relate to clinical care. Practice management strategies for integrating the management of strabismus and amblyopia into the contemporary practice of optometry.	2.5
OPT	Optometry	Optometric Practice Development	318	Strategies in the development of an effective and profitable contemporary practice of optometry while providing the highest level of care to patients. Emphasis will be placed on private practice planning and research leading to new practice locations or opening a new practice. Developing business plans. Preparing a loan proposal. Marketing and research for potential practice locations. Marketing plans. Contract negotiations. Budget development and management. Financial control systems. Understanding and using financial statements in developing a practice and managing the financial aspect of a practice. Employment planning and human resource utilization. Job interviewing and labor laws. Compensation and benefit packages. Preparing job descriptions. Employee contracts and employment arrangements. Practice modalities and types of practice arrangements. Earnings potential with various practice modalities.	2
OPT	Optometry	Legal and Ethical Aspects of Optometry	319	Legal requirements in the practice of optometry. Record keeping, documentation, informed consent, malpractice, evaluation of visual disability, and licensure. Criminal and civil systems of justice. Torts. Professional and general liability. Case law relating to the practice of optometry. Ethical theory and its use in decision making. Application of ethical theory in the practice of optometry, biomedical research, and the use of technology. The role of the legislative process in the establishment and continued privilege to practice optometry.	2
OPT	Optometry	Peri-Operative Management and Techniques	321	Pre and post operative considerations for ocular and adnexa ophthalmic and laser surgeries. Indications and candidacy for surgery. Expected outcomes and prognoses. Pre-operative counseling, workup, and documentation. Standard protocols for pre, intra, and post operative care. Cataract surgery, YAG capsulotomy, refractive surgery, laser trabeculoplasty, peripheral iridotomy, trabeculectomy, retinal detachment surgery, retinal laser surgery, penetrating keratoplasty, and endothelial cell transplantation. Proper coding and billing for co-management and peri-operative care.	2.5
OPT	Optometry	Advanced Topics Seminars	323	Selected topics in the contemporary clinical practice of optometry to include updated and new advances in practice methods, testing, technology, surgeries, ophthalmic lenses, contact lenses, vision therapy, legislative initiatives, coding and billing, or other topics.	1
OPT	Optometry	Clinical Internship V	324	Twelve hours of clinic per week. Clinic patient care will be within the primary care/contact lens clinic, pediatric clinic, the optical service, and ocular disease clinic. A nursing home component to the clinical experience will be provided. Community based screening may also be assigned as part of OPT 304. Participation with doctors of optometry or other physicians in comprehensive direct patient care within the various services areas. Case conferences and grand round experiences will be assigned. Case presentations, evidence-based research on cases, and ongoing enhancement/proficiency of examination skills and assignments as assigned by faculty are expected by all students.	6

OPT	Optometry	Public Health / Epidemiology / Geriatrics	325	Two hours of lecture per week. Concepts of public health and epidemiology as they relate to the practice of optometry. Licensing and regulation procedures for health care professions. National and state boards and their role in regulating and controlling the practice of optometry. Concept of standard of care, community standards, and peer review. The use of epidemiology in public health issues and in the practice of optometry. Types of epidemiological studies. Concepts of disease screening. Emphasis on the major epidemiological eye studies. Morbidity, mortality, and the distribution of eye disease and vision problems. Health care delivery and administration in the context of public policy issues. Geriatric issues in the practice of optometry. Theories of aging. Normal ocular aging processes. Cognitive impairments and dementia. Pharmacokinetics and other pharmacological issues as they relate to the elderly. Adjustments to the examination techniques for the geriatric population. Diagnosis and management issues related to systemic and ocular conditions common to the elderly population. Issues related to access of care for the elderly. Psycho-social, psychological, and economic factors association with aging. Driving issues. Elder abuse issues. Social services available for the elderly. Advanced directives and legal issues facing the elderly.	2
OPT	Optometry	Clinical Medicine and Systemic Disease	326	Two hours of lecture per week. An overview of systemic diseases, their presentations, diagnostic consideration, and management strategies. Identification of critical signs and symptoms of systemic disease that warrant urgent or emergent referrals. Integration of systemic disease knowledge in the treatment and management of ocular disease. Ocular presentation of systemic disease. Systemic diseases with ocular co-morbidities. Interdisciplinary management and professional communication and information transfer. The effects of treatment of systemic disease on eye health and vision to include high risk oral medications and their potential ocular side-effects. Emphasis on diabetes, hypertension, autoimmune disease, microbial infections and other diseases germane to optometric practice.	2
OPT	Optometry	Optometric Business and Administration	328	Two hours of lecture per week. A continuation of OPT 318 with an emphasis on the business aspect and day-to-day operations of the business of optometric practice. Information management to include technology needs and their implementation. Database management and electronic medical records. Networks systems and security. Patient privacy. Review of legal aspects of patient care. Evaluation of managed care plans and insurance panels in light of practice business models. Understanding coding, billing, and insurance submission as it relates to HIPPA, patient rights, legal issues, and good business practices. Understanding the Explanation of Benefits (EOB) review process. Insurance audits. Public relations and internal/external marketing strategies. Development of community outreach. Staffing and scheduling. Employee evaluations. Conflict resolution. Compliance with federal and state laws regarding employees to include the Americans with Disabilities Act (ADA). Financial management of a practice to include payroll, disability insurance, health insurance, tax laws, mandatory filings with taxing authorities. Risk management and understanding legal and regulatory requirements. Optometry laws, confidentiality, records release, credentialing and certification/recertification. Patient grievance procedures. Quality assurance programs. HIPPA, OSHA. Medical malpractice. Coding and compliance programs.	2
OPT	Optometry	Research Methodology	329	One hour of lecture per week. Concepts in research study design. Writing a research proposal. Issues related to human subject research and the use of IRB process. Corporate collaboration and research design and implementation. Proper use of statistical analysis. Methods of research result dissemination to the greater body of scientists and clinicians. Scientific research writing for publication adequate for publication in a referred professional journal.	1
OPT	Optometry	Clinical Intern	400	Full-year clinical internship, offered in Summer, Fall and Spring semesters to students in fourth professional year. Supervised direct clinical patient care provided within UIWRSO clinics, including Adult Primary Care, Contact Lens, Pediatrics, Vision Therapy, Advanced Ocular Disease, Neurophysiology Function, and Low Vision & Rehabilitation Clinics. Low Vision services will be offered at the San Antonio Lighthouse for the Blind, and interns may also be assigned to other external clinics—supervised by UIWRSO faculty—as required and directed. Community based screenings and special seminars may also be assigned as part of this course. Participation with doctors of optometry or other physicians in comprehensive direct patient care within the various services areas will also be expected. Case presentations, evidence-based research on cases, and ongoing enhancement/proficiency of examination skills and assignments as assigned by faculty may also be included for all interns.	19
OPT	Optometry	Clinical Externship	401	The Externship Program is designed to broaden and enhance the student’s diagnostic, treatment and management experience of ocular and visual conditions. Clinical experiences in private practice, referral centers, ophthalmology/co-management centers, Veterans Administration hospitals, Department of Defense hospitals and other hospital-based facilities are available. Participation with Doctors of Optometry and other professionals in comprehensive patient care are emphasized. Case conferences and grand round experiences may be assigned. Case presentations, evidence-based research on clinical conditions, and ongoing enhancement of examination skill proficiency as assigned by externship faculty, constitutes an important component of this clinical experience.	20

OPT	Optometry	Advanced Disease and Low Vision Service	403	The low vision clinical experience will provide the intern the needed exposure to the optometric management of the visually impaired patient. The expected outcome is that the intern will be able to manage the basic low vision patient in the primary care setting. More importantly, the intern will be given the experience needed to show that these patients can be helped and that referral is an appropriate management protocol. It is anticipated that a small number of interns will become interested in this aspect of vision care and the clinic rotation will stimulate them to seek additional residency or post graduate training in vision rehabilitation.	6
OPT	Optometry	Comprehensive Clinical Management I	409	Two seminar hours per week for one credit hour. This course will consist of case presentations and discussions. Students will select an interesting clinical case from their personal clinical experience and present it to the class for discussion and consideration. The presentation should begin with demographics and chief complaint and continue through the assessment and plan. Considerations of alternative diagnoses and additional testing that was needed to rule them out should be included. Explanation of the treatment plan, considerations for the individual's care moving forward, and the results of any follow up visits should be incorporated into the presentation. The course allows the clinician the opportunity to step back and review the care they provided to the patient in detail, to analyze their clinical reasoning, and reflect on the course of action selected.	1
OPT	Optometry	Clinical Intern	410	Full-year clinical internship, offered in Summer, Fall and Spring semesters to students in fourth professional year. Supervised direct clinical patient care provided within UIWRSO clinics, including Adult Primary Care, Contact Lens, Pediatrics, Vision Therapy, Advanced Ocular Disease, Neurophysiology Function, and Low Vision & Rehabilitation Clinics. Low Vision services will be offered at the San Antonio Lighthouse for the Blind, and interns may also be assigned to other external clinics—supervised by UIWRSO faculty—as required and directed. Community based screenings and special seminars may also be assigned as part of this course. Participation with doctors of optometry or other physicians in comprehensive direct patient care within the various services areas will also be expected. Case presentations, evidence-based research on cases, and ongoing enhancement/proficiency of examination skills and assignments as assigned by faculty may also be included for all interns.	19
OPT	Optometry	Clinical Externship	411	The Externship Program is designed to broaden and enhance the student's diagnostic, treatment and management experience of ocular and visual conditions. Clinical experiences in private practice, referral centers, ophthalmology/co-management centers, Veterans Administration hospitals, Department of Defense hospitals and other hospital-based facilities are available. Participation with Doctors of Optometry and other professionals in comprehensive patient care are emphasized. Case conferences and grand round experiences may be assigned. Case presentations, evidence-based research on clinical conditions, and ongoing enhancement of examination skill proficiency as assigned by externship faculty, constitutes an important component of this clinical experience.	20
OPT	Optometry	Advanced Disease and Low Vision Service	413	The low vision clinical experience will provide the intern the needed exposure to the optometric management of the visually impaired patient. The expected outcome is that the intern will be able to manage the basic low vision patient in the primary care setting. More importantly, the intern will be given the experience needed to show that these patients can be helped and that referral is an appropriate management protocol. It is anticipated that a small number of interns will become interested in this aspect of vision care and the clinic rotation will stimulate them to seek additional residency or post graduate training in vision rehabilitation.	6
OPT	Optometry	Comprehensive Clinical Management II	419	Two seminar hours per week for one credit hour. This course will consist of case presentations and discussions. Students will select an interesting clinical case from their personal clinical experience and present it to the class for discussion and consideration. The presentation should begin with demographics and chief complaint and continue through the assessment and plan. Considerations of alternative diagnoses and additional testing that was needed to rule them out should be included. Explanation of the treatment plan, considerations for the individual's care moving forward, and the results of any follow up visits should be incorporated into the presentation. The course allows the clinician the opportunity to step back and review the care they provided to the patient in detail, to analyze their clinical reasoning, and reflect on the course of action selected.	1
OPT	Optometry	Clinical Intern	420	Full-year clinical internship, offered in Summer, Fall and Spring semesters to students in fourth professional year. Supervised direct clinical patient care provided within UIWRSO clinics, including Adult Primary Care, Contact Lens, Pediatrics, Vision Therapy, Advanced Ocular Disease, Neurophysiology Function, and Low Vision & Rehabilitation Clinics. Low Vision services will be offered at the San Antonio Lighthouse for the Blind, and interns may also be assigned to other external clinics—supervised by UIWRSO faculty—as required and directed. Community based screenings and special seminars may also be assigned as part of this course. Participation with doctors of optometry or other physicians in comprehensive direct patient care within the various services areas will also be expected. Case presentations, evidence-based research on cases, and ongoing enhancement/proficiency of examination skills and assignments as assigned by faculty may also be included for all interns.	19

OPT	Optometry	Clinical Externship	421	The Externship Program is designed to broaden and enhance the student’s diagnostic, treatment and management experience of ocular and visual conditions. Clinical experiences in private practice, referral centers, ophthalmology/co-management centers, Veterans Administration hospitals, Department of Defense hospitals and other hospital-based facilities are available. Participation with Doctors of Optometry and other professionals in comprehensive patient care are emphasized. Case conferences and grand round experiences may be assigned. Case presentations, evidence-based research on clinical conditions, and ongoing enhancement of examination skill proficiency as assigned by externship faculty, constitutes an important component of this clinical experience.	20	
OPT	Optometry	Advanced Disease and Low Vision Service	423	The low vision clinical experience will provide the intern the needed exposure to the optometric management of the visually impaired patient. The expected outcome is that the intern will be able to manage the basic low vision patient in the primary care setting. More importantly, the intern will be given the experience needed to show that these patients can be helped and that referral is an appropriate management protocol. It is anticipated that a small number of interns will become interested in this aspect of vision care and the clinic rotation will stimulate them to seek additional residency or post graduate training in vision rehabilitation.	6	
OPT	Optometry	Comprehensive Clinical Management III	429	Two seminar hours per week for one credit hour. This course will consist of case presentations and discussions. Students will select an interesting clinical case from their personal clinical experience and present it to the class for discussion and consideration. The presentation should begin with demographics and chief complaint and continue through the assessment and plan. Considerations of alternative diagnoses and additional testing that was needed to rule them out should be included. Explanation of the treatment plan, considerations for the individual’s care moving forward, and the results of any follow up visits should be incorporated into the presentation. The course allows the clinician the opportunity to step back and review the care they provided to the patient in detail, to analyze their clinical reasoning, and reflect on the course of action selected.	1	
BMSC	Biomedical Sciences	Medical Spanish	6130	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.	1	
BMSC	Biomedical Sciences	Professional Development Seminar I	6135	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.	1	
BMSC	Biomedical Sciences	Healthcare Quality Improvement and Performance Measurement	6140	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.	1	
BMSC	Biomedical Sciences	Professional Development Seminar II	6150	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.	1	BMSC 6135
BMSC	Biomedical Sciences	Capstone Project	6175	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.	1	
BMSC	Biomedical Sciences	Health Humanities	6220	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.	2	
BMSC	Biomedical Sciences	Research Methods and Design I	6245	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.	2	

BMSC	Biomedical Sciences	Research Methods and Design II	6250	Learners will engage in data collection and analysis of the developed capstone project proposal completed in Research Methods and Design I.	3
BMSC	Biomedical Sciences	Introduction to Bioethics	6305	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.	3
BMSC	Biomedical Sciences	Success Skills: Strategies for Studying and Lifelong Learning	6310	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.	3
BMSC	Biomedical Sciences	Advanced Cellular Biology and Biochemistry	6315	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	Biomedical Sciences	Biomedical Physiology	6325	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.	3
BMSC	Biomedical Sciences	Foundational Patient Care and Clinical Skills	6330	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.	3
BMSC	Biomedical Sciences	Genetics	6335	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.	3
BMSC	Biomedical Sciences	Epidemiology	6350	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.	3
BMSC	Biomedical Sciences	Human Anatomy I	6420	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 prosecution.	4
BMSC	Biomedical Sciences	Microbial Pathogenesis	6425	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.	4
BMSC	Biomedical Sciences	Human Anatomy II	6430	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 prosecution.	4
BMSC	Biomedical Sciences	Biomedical Human Neuroanatomy	6430	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.	4
OMED	Osteopathic Medicine	Gastrointestinal System, Nutrition, Appetite	5650	The intake of nutrients, water, vitamins and minerals through food and the processing of food for assimilation into the body are essential for sustaining life. This unit explores the osteopathic physician's care of patients with syndromes and diseases that result from abnormal nutritional intake, disruptions in the normal structure and function of the gastrointestinal (GI) system, and abnormal food-associated appetites that are related to behavioral, social, economic and environmental factors. This patient care is examined through participation in case-based group learning and community-engagement activities that are integrated applications of pertinent biomedical, epidemiological, bioethical, and public health principles and osteopathic treatment modalities	12.8

OMED	Osteopathic Medicine	Musculoskeletal Touch and Personhood	5820	<p>This unit challenges learners to explore the care of the peripheral nervous, musculoskeletal (MSK), and integumentary systems through the integration and application of biomedical sciences and osteopathic clinical skills. Development of the learner’s identity as an osteopathic physician continues with this study of structure and function and how alterations of these systems may affect the person’s identity and cause suffering. The unit utilizes the osteopathic, holistic approach of observation and touch to engage students in the art of clinical examination, diagnosis and treatment. Using case-based learning in small groups, students analyze peripheral nervous, MSK, and integumentary diseases and disorders. The cases emphasize underlying cellular and molecular pathophysiologic processes, inflammatory and infectious causes, and the intervention and management of diseases and disorders of the neuromusculoskeletal and integumentary systems while recognizing the psychosocial impact. The analysis of these systems also focuses on health promotion and disease prevention that are important to a high quality of life. In early patient simulations, learners will gather patient history and conduct physical examinations of these systems.</p>	12.8
OMED	Osteopathic Medicine	Molecules, Cells, Compassion	5830	<p>This unit explores structure and function in the context of cellular and human lifespans. Aberrations in cellular function, as exemplified by genetic, hematologic and oncologic diseases, are examined holistically to include epidemiological, biomedical, ethical and osteopathic perspectives. Professional identity formation is fostered, while skills in communicating difficult news, compassion, empathy, resilience and self-care are developed. As learners examine local, state and federal health care systems, in the context of inter- and intra-professional health care teams, they make plans to enable patients and their families to access and receive appropriate care. Finally, trends and ethical issues of biomedical research and integrative medicine are evaluated for application for clinical practice.</p>	17.06
OMED	Osteopathic Medicine	Host Defense and Communication	5840	<p>This unit focuses on an understanding of and responses to infectious and immune-mediated syndromes. The professional identity component continues with an emphasis on communication in physician-patient and physician-community relationships. Using case-based learning in small groups, learners analyze typical inflammatory and infectious syndromes with an emphasis on the immune response, disease pathogenesis, clinical evaluation, management, and public health. Learners gain an appreciation of the dynamic interactions of different molecules, cells, and tissues that contribute to immunity to promote the optimal regulation of the body and immune defenses. It is important for learners to understand how the human body defends itself from pathogens and how the osteopathic physician, as a member of a medical team, can assist in that endeavor to prevent and treat infections.</p>	17.06
OMED	Osteopathic Medicine	Essentials and Emergency Medical Technician	5910	<p>During this unit, learners are introduced to anatomical donors, various adult learning principles used in the curriculum and develop insight into the importance of learning outcomes, formative and summative assessment, and reflection to build a strong foundation for clinically applied osteopathic medicine. This unit introduces the learner to the fundamentals of becoming an osteopathic physician by integrating a robust Emergency Medical Technician- Basic (EMT-B) curriculum with the foundations of biomedical sciences, clinical applications, and professional identity formation. Crisis Intervention Training (CIT) provides learners stress management strategies and coping skills. Using case-based learning, topics including anatomy, physiology, pharmacology, clinical analysis, metabolism, immunology and osteopathic manipulative medicine are explored in the context of acute and emergent health conditions. Learners develop life-long learning habits by engaging in self-exploration and self-assessment activities. The spiritual, psychosocial economic and technical dimensions of patient care, health care teams, and health care delivery are addressed.</p>	23.4

OMED	Osteopathic Medicine	Capstone	5920	<p>This unit encourages learners to reflect upon their medical education and examine the ways that they have been and hope to be integrating, practically and conscientiously, the “spirit” dimension of the mind-body-spirit wholeness in the care of themselves and their patients. Learners will examine and lay claim to their own spirituality, examine how this spirituality has deepened over the past two years, consider how it might be deepened in the years ahead, and reflect upon the ways it contributes to mental health and wellness and human flourishing. To this end, learners will engage in Large Group presentations, panel discussions, and small group activities that explore these topics. They will also participate in breakout sessions that familiarize them with and engage them in activities that promote mental and spiritual health (these may include, for example, art (creation and reception), choral participation, music therapy, drama / improvisational performance, dance, yoga, tai-chi, poetry (writing, reading, recitation), meditation, and methods of contemplative prayer). Learners will also reflect upon the notion of mission as it relates to their professional identity, calling, and professional purpose. They will contemplate their own sense of mission as historically situated in relation to the San Antonio Missions—and the service that these missions represent in promoting the flourishing of the people of South Texas—and in relation to the lived mission of the Sisters of Charity of the Incarnate Word. Thus, learners will have the opportunity to participate in tours of the San Antonio Missions and the Heritage Center of UIW, and engage in reflective discussions upon their place in the historical evolution of service and the mission of compassionate care. In addition, learners will complete a creative expressions project that (1) communicates their understanding of what a patient experiences and feels in the course of illness and treatment; and (2) suggests the ways that the learner’s spirituality shapes his or her compassionate understanding. Creative expression may take the form of fine art (e.g., painting, sculpture, collage), video, dramatic presentation, poem or short story, musical performance, or dance performance). The last Friday of the unit will be devoted to performances and exhibitions of the work. Projects may be undertaken collaboratively (in groups of 4 or less), and time will be allotted, over the course of the unit, for performance-preparation.</p>	4.27
OMED	Osteopathic Medicine	Board Prep	5930	<p>In this unit, learners will continue their preparation to successfully pass COMLEX-USA Level 11 by completing Kaplan® Intensive Live Prep Sessions (ILPS). Each ILPS is designed and facilitated by Kaplan® faculty with content focused on specific biomedical areas such as physiology, pharmacology, pathology, biochemistry, and microbiology/immunology within the context of osteopathic principles and practices.</p>	4.27
OMED	Osteopathic Medicine	Endocrine Reproduction Respect	6035	<p>This unit explores the endocrine and reproductive systems through the integration and application of biomedical sciences and osteopathic clinical skills. This unit utilizes the holistic osteopathic approach and the recognition of the interdependence of structure and function to engage learners in the art and science of clinical examination, diagnosis, and treatment. Using case-based learning in small and large groups, learners examine the underlying normal and abnormal anatomical and physiological processes, and the intervention and management of diseases and disorders associated with the endocrine and reproductive systems. Learners investigate the roles of the endocrine system in regulating anabolic and catabolic processes in health and disease. Moreover, learners explore the impact of emotions and the brain on hormone production and function. The dynamic relationship of the endocrine system and reproductive health is revealed through the study of the life phases of embryonic formation of the reproductive system, puberty, mature sexual function, and age-related decline in sexual function. Infertility issues, normal and complicated pregnancy, and labor and delivery is examined along with ethical decision-making regarding reproduction and sexual health issues. Learners continue to develop their professional identity as compassionate osteopathic physicians through a new focus on exhibiting respect when challenged with difficult and sensitive conversations with patients and their families. Recognition of the social, ethical, and public health impact of endocrine function, sexual concerns, and reproductive health is also integrated into this unit.</p>	12.8

OMED	Osteopathic Medicine	Mind, Brain and Behavior	6045	<p>This unit challenges learners to gain an understanding of neuroanatomy, neurophysiology, and related therapeutics, and to apply this knowledge in the care of the mind, body, and spirit of patients with neurological and psychiatric conditions. Learners study the structure and function of the brain and spinal cord and how alterations of these systems may affect the person’s physical and mental health. Using case-based learning in small and large group sessions, learners analyze central nervous system diseases and disorders and recognize common neurological and mental health issues. Cases include concepts of neurological processes, human development, psychopathology, and substance use. As part of their ongoing professional development as osteopathic physicians, learners examine the physical and behavioral complexities of caring for patients with neurological and psychiatric conditions. Stigma of chronic mental illness, social determinants of health, and relevant bioethical topics are also explored.</p>	17.07
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OMED	Osteopathic Medicine	Circulation, Respiration and Regulation	6065	This unit allows learners to explore how the cardiovascular, pulmonary, and renal systems regulate the body's homeostatic functions and apply this knowledge to the diagnosis, treatment and management of both acute and chronic diseases caused by abnormal functions of these systems. This integration of basic sciences with osteopathic clinical skills occurs through learner participation in case-based learning, simulation activities, and community engagement projects that emphasize pertinent biomedical, bioethical, and public health principles. Each learner's professional identity formation as an osteopathic physician continues in this unit through an emphasis on how health care teams work in the diagnosis, treatment, and management of diseases that impact regulatory functions. Learners are challenged to understand how the practice of self-care, awareness, and lifestyle modifications can regulate wellness in the individual and community.	25.6
OMED	Osteopathic Medicine	Readiness for Clerkship	7400	The purpose of this Unit is to provide learners an opportunity to complete site specific requirements to begin Phase II clerkship rotations. Additionally, the Unit will offer learners who have not met the criteria to take COMLEX-USA Level 1, focused preparations. •In the first three weeks of this 5-week experience, learners requiring additional study time to successfully pass COMLEX-USA Level 1 will do so by completing self-directed preparation. •In the last two weeks of the Unit, all learners will prepare for clinical rotations by completing administrative requirements mandated by clerkship sites prior to the start of clinical rotations. Such requirements may include, but are not limited to, HIPAA training, OSHA training, Basic Life Support course (BLS), Pediatric Advanced Life Support course (PALS), Sartori Alternatives to Managing Aggression (SAMA), as well as completion of forms, drug testing, fingerprinting, and other site-specific requirements. In addition, specialized UIWSOM modules will be presented to help learners prepare for certain environments that require additional	4
OMED	Osteopathic Medicine	General Internal Medicine Core Clerkship	7600	This 6-week experience is designed to provide experiential learning in ambulatory internal medicine, either in a preceptor's office, freestanding clinic, or an affiliated hospital's ambulatory care center. Students gain experience with diverse patient populations manifesting pathologies in the following major organ systems: cardiovascular, gastrointestinal, pulmonary, endocrine, hematology/oncology, infectious diseases, rheumatologic/immune, neurological and renal. Students are also encouraged to integrate and apply osteopathic principles and practices to the management of patients.	6
OMED	Osteopathic Medicine	Obstetrics and Gynecology Clerkship	7610	This 6-week experience is designed to provide experiential learning in the field of obstetrics and gynecology. Through a combination of ambulatory, inpatient, and surgical encounters, learners will gain broad exposure to the spectrum of women's health. Learners will develop skills needed to conduct gynecological exams, manage normal and high-risk pregnancies, participate in labor/delivery procedures, and provide postpartum care. Since women's health is a part of both primary and specialty care, learners should begin to discriminate which elements of care are appropriate for a primary care physician versus an obstetrician/gynecologist or sub-specialist. Learners are encouraged to incorporate osteopathic principles and practices to the diagnosis and treatment of patients during this clerkship	6
OMED	Osteopathic Medicine	Pediatrics Core Clerkship	7620	The 6-week core pediatric clerkship is designed to provide experiential learning in the field of pediatric medicine. Learners will perform comprehensive, age-appropriate routine examination and screenings as well as manage acute and chronic conditions specific to newborns, children, and adolescents. Special emphasis will be placed on anticipatory guidance, vaccinations, and prevention of injury and disease. Integration and application of osteopathic principles and practices to the management of pediatric patients will also be encouraged. Learners should ultimately develop the important clinical skills that are essential to caring for one of the most vulnerable populations of patients- those under 18 years of age, both well and ill	6
OMED	Osteopathic Medicine	Behavioral Medicine Core Clerkship	7630	This 6-week experience is designed to provide experiential learning in psychiatry and behavioral medicine. Students will learn how to care for individuals with mental illness from assessment to treatment with appropriate sensitivity to this vulnerable and often marginalized patient population. Students are also encouraged to integrate and apply osteopathic principles and practices to the management of patients	6
OMED	Osteopathic Medicine	Emergency Medicine Core Clerkship	7640	Students will observe and participate in the daily patient care activities of an emergency physician in a clinical environment. This provides opportunities for students to develop a spectrum of clinical skills from interviewing, examination, documentation and management.	6
OMED	Osteopathic Medicine	General Surgery Core Clerkship	7650	Students will observe and participate in the daily patient care activities of a surgeon in a clinical environment, including outpatient, inpatient, and operating room. This provides opportunities for students to develop a spectrum of clinical skills from interviewing, examination, documentation and management	6

OMED	Osteopathic Medicine	Family Medicine Core Clerkship	7660	This 6-week experience is designed to provide experiential learning in primary care, either in a preceptor's office, freestanding clinic, or an affiliated hospital's ambulatory care center. Students are given the opportunity to screen, diagnose and manage common problems of diverse populations (pediatric, adolescent, adult and geriatric) presented in outpatient settings. Preventive health and promotion of wellness through behavioral and lifestyle changes are incorporated. Emphasis is placed on the acquisition of skills in osteopathic structural evaluation, osteopathic manipulative medicine, medical interviewing, cultural sensitivity, note writing and case presentation. Students will also learn to identify and address the impact of patients' socioeconomic, biopsychosocial issues on their health. Integration and application of osteopathic principles and practice to the management of patients is encouraged	6
OMED	Osteopathic Medicine	Osteopathic Longitudinal Integrated Core Clerkship	7670	The Osteopathic Longitudinal Integrated Clerkship spans all core clerkships (all of Phase III and the Emergency Medicine clerkship in Phase IV). Modules are designed to be reviewed during each core clinical clerkship.	6
OMED	Osteopathic Medicine	Medically Underserved Core Clerkship	7680	This 6-week experience is designed to provide experiential learning in primary care of the medically underserved. The patient care skills, cognitive structures and knowledge necessary for all medical students, regardless of their ultimate career choice will be developed during this rotation. This rotation requirement may also be met by a correctional medicine, Veterans Health Administration, or other military primary care rotation. Students are also encouraged to integrate and apply osteopathic principles and practices to the management of patients	6
OMED	Osteopathic Medicine	Hospital Medicine Core Clerkship	7690	This 6-week rotation is designed to provide students with immersion in critical care and/or hospitalist care. This experience is structured to promote education, professional growth and meaningful responsibility. Medical students are supervised and taught by faculty attending physicians. At some sites, students may also work with interns and residents. Learning in this rotation occurs during sign-in, morning report, bedside teaching and management rounds, didactic lectures, bedside clinical rounds and interactive didactics. Students are also encouraged to integrate and apply osteopathic principles and practices to the management of patients.	6
DPT	Physical Therapy	Professional Critical Self-Reflection 1	5115	Course focused on critical self-reflection related to the development of the student as a health care professional in terms of health beliefs and behaviors, values, contribution to the team, meeting learning objectives, and developmental achievement towards graduate outcomes. The student will explore own strengths and weaknesses, as well as opportunities for and challenges to learning.	1
DPT	Physical Therapy	Selected Topics: Interprofessional Education	5126	Selected Topics in Interprofessional Education	1
DPT	Physical Therapy	Selected Topics	5299	Selected topics in physical therapy. Topics will vary by semester.	2
DPT	Physical Therapy	Patient/Client Management 1	5312	Laboratory course focused on skills acquisition related to the evaluation of and intervention strategies for selected patients/clients with posture and movement dysfunction. Physical therapy evaluation and intervention strategies are coordinated with client cases presented in the Physical Therapy Reasoning I course.	3
DPT	Physical Therapy	Patient/Client Management 2	5322	Laboratory course focused on the acquisition of skills related to the physical therapy assessment of and intervention for selected impairments of body structures and functions, activity limitation and participation restriction. Physical therapy management strategies are coordinated with client cases presented in the Physical Therapy Reasoning 2 course.	3
DPT	Physical Therapy	Physical Therapy Reasoning 1	5511	Problem-based tutorials focused on the foundations of normal movement, the factors enhancing and impeding normal movement, as well as examination of and intervention strategies to prevent, reduce or eliminate movement dysfunction resulting from primary impairments of the musculoskeletal and integumentary systems for a wide variety of patients/clients across the lifespan.	5
DPT	Physical Therapy	Foundational Sciences 1	5513	Course focused on the study of structures and functions of the body in health and impaired states and beginning level of examination and intervention on body structures and functions across the lifespan. This course will emphasize the basic and clinical sciences underlying normal movement and factors creating movement dysfunctions in the musculoskeletal system across the lifespan.	5
DPT	Physical Therapy	Professional Topics I	5514	This course serves as an introduction to professional practice and to documentation in physical therapy, and orientation to the research process.	5

DPT	Physical Therapy	Physical Therapy Reasoning 2	5521	Second in the Physical Therapy Reasoning sequence, problem-based tutorials focused on the factors enhancing and impeding normal movement, as well as examination of and intervention strategies to prevent, reduce or eliminate movement dysfunction, activity limitation, and participation restriction resulting from pulmonary and cardiac diseases, spinal dysfunction, upper motor neuron lesions and neuropathy.	5
DPT	Physical Therapy	Foundational Sciences 2	5523	Laboratory course focused on the acquisition of skills related to the physical therapy assessment of and intervention for selected impairments of body structures and functions, activity limitation and participation restriction. Physical therapy management strategies are coordinated with client cases presented in the Physical Therapy Reasoning 2 course.	5
DPT	Physical Therapy	Professional Topics II	5524	This course serves as an orientation to the education role of the physical therapist with discussion, projects, written and oral presentations on the projects.	5
DPT	Physical Therapy	Selected Topics	5529	Selected topics in physical therapy. Topics will vary by semester.	5
DPT	Physical Therapy	Physical Therapy Reasoning 3	6115	Course focused on critical self-reflection related to cognitive distortions, automatic thoughts, problem-solving and conflict management styles.	1
DPT	Physical Therapy	Capstone I	6119	This course enables School of Physical Therapy students to work with their course faculty member as they successfully begin their scholarly project. Students will continue and complete this project in subsequent courses (DPT 7119 and DPT 8119). Students may make 1 to 3 presentations or complete 1 to 3 work-based projects.	1
DPT	Physical Therapy	Patient/Client Management 3	6212	Laboratory course focused on the acquisition of skills related to the physical therapy assessment of and intervention for selected impairments of body structures and functions, activity limitation and participation restriction. Physical therapy management strategies are coordinated with client cases presented in the Physical Therapy Reasoning 3 course.	2
DPT	Physical Therapy	Physical Therapy Reasoning 3	6311	Third in the Physical Therapy Reasoning sequence, problem-based tutorials focused on the foundations of normal movement, the factors enhancing and impeding normal movement, as well as examination of and intervention strategies to prevent, reduce or eliminate movement dysfunction resulting from primary impairments of the neuromuscular systems for a wide variety of patients/clients across the lifespan.	3
DPT	Physical Therapy	Foundational Sciences 3	6313	Third course in the Foundational Sciences sequence focused on the study structure and functions of the body in healthy and impaired states, the impact of healthcare evaluations and interventions on structures and function in an developmental stages. Topics are integrated closely with client cases in Physical Therapy Reasoning 3 and Patient/Client Management 3.	3
DPT	Physical Therapy	Professional Topics III	6314	This course serves as an orientation to the healthcare system and role of the physical therapist. Learning activities are closely related to the patient/client problem introduced in Physical Therapy Reasoning, Patient/Client Management and Foundational Sciences courses.	3
DPT	Physical Therapy	Professional Practice Education I	6318	Introductory 6-week full-time clinical education experience where students will demonstrate competence in basic assessment skills including communication and application of ethics, comprehensive screening examinations, fundamental physical therapy procedures and simple application of a clinical reasoning model.	3
DPT	Physical Therapy	Patient/Client Management 4	6322	Laboratory course focused on the refinement of skills related to the physical therapy assessment of and intervention for selected impairments of body structures and functions, activity limitation and participation restriction. Physical therapy management strategies are coordinated with client cases presented in the Physical Therapy Reasoning 4 course.	3
DPT	Physical Therapy	Selected Topics	6519	Selected Topics in Physical Therapy	5
DPT	Physical Therapy	Physical Therapy Reasoning IV	6521	Fourth in the Physical Therapy Reasoning sequence, problem-based tutorials include study of client cases illustrating an increasingly complex variety of causes and manifestations of movement dysfunction, including an array of ethical, social, psychological, communication and	5
DPT	Physical Therapy	Foundational Sciences IV	6523	Course focused on the study foundational sciences related to impaired neuromotor development, progressive and nonprogressive disorders of the central nervous system, and nonprogressive disorders of the spinal cord, and the impact of healthcare evaluations and interventions on structures and function in all developmental stages. Topics are integrated closely with client cases in Physical Therapy Reasoning and Patient/Client Management.	5
DPT	Physical Therapy	Professional Topics IV	6524	Emphasis on the profession of physical therapy including discussion, small group projects, formal debates, an exercise in parliamentary procedure, and a mock trial. Learning activities are related closely to client cases presented in Physical Therapy Reasoning 4.	5
DPT	Physical Therapy	Physical Therapy Reasoning 5	7115	Course focused on the continuing critical self-reflection related to cultural competence and interprofessional teamwork. The student will explore own strengths and weaknesses, as well as opportunities for and challenges to learning.	1

DPT	Physical Therapy	Capstone II	7119	This course enables School of Physical Therapy students to work with their course faculty member as they continue what they began in DPT 6119. Students will continue and complete this project in DPT 8119. Students may make 1 to 3 presentations or complete 1 to 3 work-based projects.	1
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DPT	Physical Therapy	Patient Client Management IV	7222	Laboratory course focused on skills related differential diagnosis and physical assessment in primary care practice. Physical therapy management strategies are coordinated with client cases presented in the Physical Therapy Reasoning course.	2
DPT	Physical Therapy	Professional Topics	7224	This is a blended face-to-face and online course that will focus on the development, assimilation, and integration of capstone project required for partial fulfillment of the Doctor of Physical Therapy degree. Learning activities will refine critical appraisal of evidence and further develop professional communication and reflection. This course will emphasize professional writing, advocacy, and global healthcare ethics while addressing the patient/client problem introduced and mirrored in other thread courses. Access to internet, search engines, and Blackboard is required.	2
DPT	Physical Therapy	Patient/Client Management V	7312	Laboratory experiences in evaluation and intervention strategies for selected movement dysfunctions in medically complex patients. Topics are related closely to client cases presented in Physical Therapy Reasoning 5.	3
DPT	Physical Therapy	Physical Therapy Reasoning VI	7321	Sixth in the Physical Therapy Reasoning sequence, problem-based tutorials focused on primary care in physical therapy with an emphasis on differential diagnosis and physical assessment across the lifespan.	3
DPT	Physical Therapy	Foundational Sciences VI	7323	Course focused on the study foundational sciences related to the head, neck and trunk including the cardiovascular and pulmonary systems in health and impaired states, and the impact of healthcare evaluations and interventions on structures and function in all developmental stages. Topics are integrated closely with client cases in Physical Therapy Reasoning and Patient/Client Management.	3
DPT	Physical Therapy	Professional Topics VI	7324	This course will focus on the development of a research project required for partial fulfillment of the Doctor of Physical Therapy degree.	3
DPT	Physical Therapy	Professional Practice Education II	7428	Second in the Professional Practice Education sequence, this 8-week course is a full-time clinical education experience focused on the development of accountability, self-assessment, and an understanding of professional competence.	4
DPT	Physical Therapy	Physical Therapy Reasoning V	7511	Problem-based tutorial includes study of complex client cases with multiple simultaneous and sequential causes and manifestations of movement dysfunction.	5
DPT	Physical Therapy	Foundational Sciences V	7513	Study of structure and functions of the body in healthy and impaired states, the impact of healthcare evaluations and interventions on structures and function in all developmental stages. Topics are integrated closely with client cases in the Physical Therapy Reasoning 5 and Patient/Client Management 5 courses.	5
DPT	Physical Therapy	Professional Topics V	7514	Introductory course to practice management including coordination, promotion, and resources (financial and human) management of practice that follows regulatory and legal guidelines.	5
DPT	Physical Therapy	Professional Critical Self-Reflection IV	8115	Course focused on the continuing critical self-reflection related to cultural competence and interprofessional teamwork. The student will explore own strengths and weaknesses, as well as opportunities for and challenges to learning.	1
DPT	Physical Therapy	Capstone III	8119	This is a blended face-to-face and online course that will focus on the development, assimilation, and integration of a capstone project required for partial fulfillment of the Doctor of Physical Therapy degree. Learning activities will refine critical appraisal of evidence and further develop professional communication and reflection. This course will emphasize professional writing, advocacy, and global healthcare ethics while addressing the patient/client problem introduced and mirrored in other thread courses. Access to internet, search engines, and Blackboard is required.	1
DPT	Physical Therapy	Capstone	8229	This is the capstone course for students returning from two semesters of professional practice experiences. Students are encouraged to reflect upon their progression towards achieving the graduate outcomes and recognize their professional responsibilities and opportunities for developing clinical expertise.	2
DPT	Physical Therapy	Professional Practice Education IV	8728	Transformative individualized 14 weeks of professional practice experience focused on one aspect of physical therapy practice - specialized practice, teaching, administration or research. The emphasis of this course is on self-directed personal and professional exploration and development.	7
DPT	Physical Therapy	Professional Practice Education III	8818	Third in the Professional Practice Education sequence, this 16-week course is a full-time professional practice experience that requires the student to integrate the knowledge and skills from all previous academic and clinical coursework.	8
DPT	Physical Therapy	Capstone	9139	Capstone course in which students will contribute to the physical therapy body of knowledge through dissemination (presentation or publication) locally, regionally, or nationally of one paper written during the course of the post-professional DPT program.	1
DPT	Physical Therapy	Professional Self-Assessment	9231	Development of a professional electronic portfolio to self-assess and evaluate clinical practice, teaching, scholarship, service and leadership, and create a career plan. The portfolios are meant to be dynamic, changing-over-time, and representative of performance-based assessment using a variety of evidence.	2

DPT	Physical Therapy	Business Management and Physical Therapists	9238	This course covers basic business, marketing, and billing principles as they apply to the practicing physical therapist. Access to Internet, search engines, and Blackboard is required.	2
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DPT	Physical Therapy	Professional Assessment and Capstone	9331	Development of a professional electronic portfolio to self-assess and evaluate clinical practice, teaching, scholarship, service and leadership, and create a career plan. The portfolios are meant to be dynamic, changing-over-time, and representative of performance-based assessment using a variety of evidence.	3
DPT	Physical Therapy	Examination and Triage-Primary Care in Rehabilitation	9332	This course focuses on the diagnostic process and clinical reasoning skills used in patient/client management and on the physical examination process in evaluation of the musculoskeletal, neurologic, cardiopulmonary, integumentary, GI/GU/renal and cognitive/behavioral systems in the adult.	3
DPT	Physical Therapy	Evidence-Based Practice	9333	This course focuses on application of evidence based research integrated into clinical practice. The therapist will synthesize knowledge and practice related to critical thinking and clinical reasoning in their own practice setting and related to selected evidence-based publications. Interpretation and analyses of the publications will facilitate improved understanding of the process of investigation and integration of information from various sources that may enhance clinical practice. Seeking answers to clinical-based questions through searching various sources will be encouraged.	3
DPT	Physical Therapy	Ethics and Law in Professional Practice	9334	This course will focus on ethics and ethical theories along with integration of core aspects of legal issues, and aims to help clinicians understand and act from a strong moral foundation first and then look to how the law may apply.	3
DPT	Physical Therapy	Health Education and Wellness	9335	This course focuses on the examination of individual and social factors that influence health and wellness throughout the lifespan, including application of behavioral theories, the review of multiple roles health care professionals have as educator across practice settings, key concepts in teaching and learning essential to patient, family, care giver and community education.	3
DPT	Physical Therapy	Pharmacotherapeutics for Rehabilitation Professionals	9336	This course focuses on the understanding of basic concepts in drug pharmacology, how those concepts apply to physical therapy practice, and the mechanism of action of drugs, pharmacokinetics, side effects and therapeutic use.	3
DPT	Physical Therapy	Radiology and Imaging	9337	This course covers basic principles and interpretation of diagnostic imaging modalities as they apply to the physical therapist. The emphasis is on plain film radiography, including basic physics of the imaging technique, viewing and interpreting films, radiographic anatomy, and clinical correlation with patient cases. Other types of imaging, including contrast films, magnetic resonance imaging, and computed tomography will also be introduced.	3
DPT	Physical Therapy	Neuroimaging	9338	This course covers basic principles and interpretation of diagnostic neuroimaging as they apply to the physical therapist. The emphasis is on the clinical correlations of the anatomy of the central nervous system using computerized tomography (CT-Scan), magnetic resonance imaging (MRI), and functional MRI.	3
DPT	Physical Therapy	Directed Practice	9351	In-depth experience in professional practice focused on proficiency and management of patients in a specialized field of physical therapy, didactic or clinical pedagogy, research, administration and/or health care management, or the investigation of a policy-related or ethical/legal issue.	3
DPT	Physical Therapy	Advances on Wound Care	9352	This course will explore the therapist's role in the management of patients with integumentary conditions. A general foundation in examination, evaluation, diagnosis, prognosis, interventions and outcomes for persons with various types of wounds will be provided.	3
DPT	Physical Therapy	Health Disparities and Cultural Competence	9353	This course focuses on increasing participants' cultural competency and developing leadership for societal and global concerns. This course is designed to prepare participants to provide culturally sensitive care to individuals, families, and communities.	3
DPT	Physical Therapy	Update/Clinical Gate Analysis	9354	The purpose of this course is to enrich the clinicians' understanding of gait pathomechanics, observational skills for identifying gait deviations, and problem solving skills to identify underlying causes of gait deviations. Involvement in this course will further each participant's ability to design interventions strategies for clients with orthopedic and neurologic gait disorders.	3
PHAR	Pharmacy	Pharmaceutics II	3122	This course introduces the professional student to dosage form design and preparation, both from manufacturing and compounding perspectives. The focus of this course is non-sterile liquid dosage forms including solutions, suspensions, and emulsions. The course will include instruction regarding the preparation and evaluation of these dosage forms, including common vehicles and excipients used in these processes.	1
PHAR	Pharmacy	Pharmaceutics III	3123	This course applies fundamental biological and physicochemical principles important for the formulation, preparation, stability, and performance of sterile dosage forms and biopharmaceuticals. Primary topics will include the characterization and formulation of drug products derived from biological molecules, compounding of sterile dosage forms and an introduction to aseptic technique.	1

PHAR	Pharmacy	Pharmaceutics Laboratory I	3125	The student pharmacist will develop basic knowledge and skill in the design and preparation of safe and effective liquid dosage forms for topical and oral routes of administration through relevant examples drawn from basic science and contemporary professional practice.	1	
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PHAR	Pharmacy	Pharmaceutics Laboratory II	3127	This laboratory-based course is designed to develop basic knowledge and skills in the design and preparation of safe and effective dosage forms for various routes of administration through relevant examples from basic science and contemporary professional practice.	1
PHAR	Pharmacy	Introduction to Interprofessional Education	3140	This blended course provides health care students with an introduction to interprofessional practice. Students will learn the core competencies of interprofessional education collaboration within the context of health promotion and disease prevention.	1
PHAR	Pharmacy	Ethics and Life Issues	3150	Ethics and Life Issues is an introductory study of current and relevant topics impacting health care with attention to the development of a framework for ethical decision-making.	1
PHAR	Pharmacy	Drug Information	3157	This course introduces students to medical and drug information sources for consumers and professionals. Individual and group activities will provide students with experience in determining the most appropriate and up-to-date information sources for the education of patients and health care professionals. Emphasis will be placed on writing skills, critical thinking, and problem-solving skills necessary to formulate and answer drug information questions.	1
PHAR	Pharmacy	Drug Information Lab	3157L	Laboratory section of PHAR 3157.	0
PHAR	Pharmacy	Introduction to Pharmacy	3170	The course is designed to introduce the Doctor of Pharmacy Student to the profession of pharmacy. This course introduces the history and development of pharmacy and pharmacy education in the United States, the concept of pharmaceutical care, and the role of the pharmacist. This course further provides the student with the basis of medical terminology and abbreviations.	1
PHAR	Pharmacy	Pharmaceutics I	3221	This course builds on general and organic chemistry to identify and apply physicochemical principles of drug molecules important for the formulation, preparation, stability, and performance of pharmaceutical dosage forms. Primary topics include the application of solubility principles, acid-bas chemistry, and chemical kinetics to drug molecules.	2
PHAR	Pharmacy	Pharmaceutics IV	3224	This course provides an in-depth study of the preparation and evaluation of several types of dosage forms as well as an introduction to some novel and advanced dosage forms. Primary topics will include the application of physiochemical and biopharmaceutical principles to the formulation, manufacture, and stability of solid dosage forms and transdermal dosage forms.	2
PHAR	Pharmacy	Pharmacy Calculations	3226	This course introduces the professional student to the mathematics encountered in the practice of pharmacy to ensure patient safety. Pharmacy math focuses on getting the correct drug dose to each patient in a manner that is documented, clearly organized, and formatted for review. Topics include reading, interpreting, and processing prescription orders, unit systems and conversions, the calculation of doses and other calculations involved in pharmacy practice.	2
PHAR	Pharmacy	Pharmacy Communications	3230	This is the first in a series of courses that will focus on the application of pharmaceutical care principles, pharmaceutical knowledge and professional techniques to solve patient/medication related issues through advancements in communications.	2
PHAR	Pharmacy	Pharmacy Communications Laboratory	3230L	Laboratory section of PHAR 3230.	0
PHAR	Pharmacy	Applied Pharmacy Care I	3232	This is one course in a six-course series that will focus on the application of the pharmacists' patient care process, pharmaceutical knowledge and professional competencies such as patient interviewing, medication histories, medication, reconciliation, SBAR, motivational interviewing, patient counseling and inter-professional communication.	2
PHAR	Pharmacy	Applied Pharmacy Care I Lab	3232L	Laboratory section of PHAR 3232.	0
PHAR	Pharmacy	Introduction to Pharmacy Care	3235	This is the second in a series of courses that will focus on the application of pharmaceutical care principles, pharmaceutical knowledge and professional techniques to solve patient/medication related issues.	2
PHAR	Pharmacy	Introduction to Pharmacy Care Laboratory	3235L	Laboratory section of PHAR 3235.	0
PHAR	Pharmacy	Applied Pharmacy Care II	3237	This is the second course in a six-course laboratory series that will focus on the application of the pharmacists' patient care process. Laboratory activities in this course will include learning to collect a comprehensive medical and medication history, participation in community health screenings, utilization of point-of-care devices, shadowing opportunities in unique pharmacy practice models, advising patients on self-care management, and patient counseling. The student will also participate in Introductory Pharmacy Practice Experience (IPPE) activities and complete APhA immunization certification training.	2
PHAR	Pharmacy	Applied Pharmacy Care II Lab	3237L	Laboratory section of PHAR 3237.	0

PHAR	Pharmacy	Pharmacy and Health Care Systems I	3253	This course describes the U.S. healthcare system and the role of the pharmacist in the social, economic, and political aspects of this dynamic system. This course provides an overview of the issues related to healthcare costs, quality, and access, as well as the appropriate identification and management of risks related to the practice of pharmacy.	2
PHAR	Pharmacy	Pharmacy and Health Care Systems	3353	This course describes the U.S. Health Care system and the role of the pharmacist in the social, economic, and political aspects of this dynamic system. This course provides an overview of issues related to healthcare costs, quality, and access, as well as the appropriate identification and management of risks related to the practice of pharmacy.	3
PHAR	Pharmacy	Physiology I	3410	First semester of a two-semester course designed to emphasize basic physiological principles and regulatory processes involved in maintaining homeostasis within the human body. Content will focus on structure and function from the level of cells to whole body systems. Topics include the physiology and structure of membranes, cells, and tissues, and of the nervous, skeletal, muscular and cardiovascular systems. This course will be taught from an integrative point of view as many concepts will overlap among systems.	4
PHAR	Pharmacy	Physiology I Lab	3410L	Laboratory section of PHAR 3410.	0
PHAR	Pharmacy	Biochemistry	3416	This course in biochemistry encompasses the study of physiological processes at a molecular level. The course will focus on the structure, properties, and functions of bio-macromolecules and their building blocks—amino acids, carbohydrates, nucleotides and fatty acids. Major anabolic and catabolic pathways will be discussed. Enzyme kinetics, inhibition, and regulation will be presented. The course will introduce students to therapeutic agents that act on biochemical targets for treatment of diseases.	4
PHAR	Pharmacy	Medical Microbiology and Immunology	3417	This course will review essential microbiology concepts with focus on essential infectious disease agents relevant to Pharmacy. Topics will include basic microbial nomenclature, microbial structure, virulence factors and mechanisms of tissue damage. The second focus of the course is on fundamentals of immune system, host-pathogen interactions, and immune mechanism to fight infection and implications of the immune system and its application to transplantation. The course will integrate fundamental concepts into Clinical Pharmacy cases.	4
PHAR	Pharmacy	Medical Microbiology and Immunology Lab	3417L	Laboratory section of PHAR 3417.	0
PHAR	Pharmacy	Pharmaceutics I	3420	This course includes fundamental biological and physicochemical principles important for the formulation, preparation, stability, and performance of pharmaceutical dosage forms. A weekly laboratory session enhances the understanding of classroom concepts and develops students' technical skills.	4
PHAR	Pharmacy	Pharmaceutics I Lab	3420L	Laboratory section of PHAR 3420.	0
PHAR	Pharmacy	Pharmaceutics II	3425	This course applies fundamental biological and physicochemical principles important for the formulation, preparation, stability, and performance of pharmaceutical dosage forms. A major component of this course will be an emphasis on institutional pharmacy and sterile techniques. The weekly laboratory session continues to complement classroom topics and to hone students' technical skills.	4
PHAR	Pharmacy	Pharmaceutics II Lab	3425L	Laboratory section of PHAR 3425.	0
PHAR	Pharmacy	Physiology II	3515	Second semester of a two-semester course designed to emphasize basic physiological principles and regulatory processes involved in maintaining homeostasis within the human body. Content will focus on structure and function from the level of cells to whole body systems. Topics include the physiology and structure of the renal, respiratory, acid-base, digestive, endocrine, and reproductive systems. This course will be taught from an integrative point of view as many concepts will overlap among systems.	5
PHAR	Pharmacy	Physiology II Lab	3515L	Laboratory section of PHAR 3515.	0
PHAR	Pharmacy	Dispensing Laboratory	4135	This is the fourth in a series of courses that will focus on the application of pharmaceutical care principles, pharmaceutical knowledge and professional techniques to solve patient/medication related disuses. This course includes use of knowledge, skills and techniques to design and conduct medication order execution and patient education in an outpatient and institutional setting.	1
PHAR	Pharmacy	Principles of Public Health for Pharmacists	4152	This course will prepare students to identify public health issues and to identify populations at risk for a variety of diseases. In addition, this course will enable the student to critically evaluate current trends in the care of patient populations. Focusing on the role of the pharmacist, students will be able to identify the contribution of specific health care providers in the public health policy.	1
PHAR	Pharmacy	Basic Pharmacokinetics	4221	Basic Pharmacokinetics is the study of drug absorption, metabolism, distribution, and excretion subsequent to administration. Basic equations and their underlying assumptions will be examined and applied to enable the student to predict drug concentrations in the body, determine appropriate dosing intervals, and predict the elimination of drugs from the body.	2

PHAR	Pharmacy	Clinical Pharmacokinetics	4222	This course allows students to evaluate patient characteristics and apply pharmacokinetic principles when designing, monitoring, and modifying therapeutic regimens to result in safe and effective pharmacotherapy.	2
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PHAR	Pharmacy	Patient Assessment	4230	This is the fourth in a series of courses that will focus on the application of pharmaceutical care principles, pharmaceutical knowledge and professional techniques to solve patient/medication related disuses. This course includes patient assessment skills using history taking and physical assessment techniques to develop and document an individual assessment.	2
PHAR	Pharmacy	Applied Pharmacy Care III	4232	This is one course in a six-course series that will focus on the application of the pharmacists' patient care process, pharmaceutical knowledge and professional competencies to solve patient/medication-related issues such as sterile preparation and aseptic technique, prescription dispensing and clinical reasoning.	2
PHAR	Pharmacy	Applied Pharmacy Care III Lab	4232L	Laboratory section of PHAR 4232.	0
PHAR	Pharmacy	Applied Pharmacy Care IV	4237	This is one course in a six-course series that will focus on the application of the pharmacists' patient care process, pharmaceutical knowledge, and professional competencies to solve patient/medication- related issues, including patient assessment techniques, case presentations, and objective structured clinical examinations (OSCEs).	2
PHAR	Pharmacy	Applied Pharmacy Care IV Lab	4237L	Laboratory section of PHAR 4237.	0
PHAR	Pharmacy	Pharmacotherapeutics IV – Renal Disorders	4245	This is the fourth of twelve courses that are sequenced to run consecutively for four semesters. Pharmacotherapeutics will cover pathophysiology, medicinal chemistry, pharmacology, and therapy of renal diseases and electrolyte and fluid management in a team-taught, multidisciplinary approach. The course will cover basic scientific principles and disease state management based on organ systems. The students will have the opportunity to learn, apply, and integrate knowledge from the four disciplines.	2
PHAR	Pharmacy	Pharmacotherapeutics VI – Pulmonary Diseases	4247	This is the sixth of twelve courses that are sequenced to run consecutively for four semesters. Pharmacotherapeutics will cover pathophysiology, medicinal chemistry, pharmacology, and therapy of pulmonary diseases in a team-taught, multidisciplinary approach. The course will cover basic scientific principles and disease state management based on organ systems. The students will have the opportunity to learn, apply, and integrate knowledge from the four disciplines.	2
PHAR	Pharmacy	Pharmacy and the Health Care System II	4254	This course is the second in a series of courses that will continue to explore the many facets of pharmacy in the evolving US health care system. The general purpose of this course is to enable students to apply knowledge of the US health care delivery system to the profession of pharmacy and systems for the provision of appropriate pharmaceutical care. During the semester students will also learn and discuss the following topics applicable to pharmacy: quality assurance, counterfeit drugs, internet sites, state boards, bioterrorism, collaborative practice, management/leadership, immigration, pharmacist shortage, residency programs, new technologies, consumers, unresolved issues, drug distribution and the future of pharmacy	2
PHAR	Pharmacy	Pharmacy Law	4255	This course will provide a basis for the legal practice of pharmacy and begin the student's preparation for the Multistate Pharmacy Jurisprudence Licensing Examination (MPJE). The course will explore the details of both federal and state pharmacy law.	2
PHAR	Pharmacy	Medical Literature Evaluation	4258	This course will review basic concepts of clinical biostatistics and epidemiology to provide a framework for effective medical literature evaluation. Common study designs will be examined, and examples from the medical literature will be used to practice interpretation of results from clinical research and communication with patients and clinicians.	2
PHAR	Pharmacy	Introductory Pharmacy Practice Experience I	4261	The Introductory Pharmacy Practice Experience I is the first of a two part series of an introduction to the practice of pharmacy and serves as the basis for the Advanced Pharmacy Experiences. Students will gain additional knowledge and skills for the practice of pharmacy under the direct supervision of a licensed pharmacist. Knowledge and skills obtained in the classroom and laboratory will be practiced in this pharmacy setting.	2
PHAR	Pharmacy	Selected Topics	4299	Selected topics in Pharmacy. Topics will vary by semester.	2
PHAR	Pharmacy	Introduction to Clinical Reasoning	4340	This introductory course will teach clinical reasoning skills that serve as the foundation for the pharmacotherapeutic sequence of courses. This course will use a team-taught approach to develop a process for clinical problem-solving. The course will incorporate faculty from various areas of practice to emphasize the applicability of this clinical thought process throughout pharmacy practice. Students will have the opportunity to analyze information.	3
PHAR	Pharmacy	Pharmacotherapeutics I – Introduction to Medicinal Chemistry	4342	This is the first of twelve courses that are sequenced to run consecutively for four semesters. The introduction to Medicinal Chemistry course will present drugs as organic molecules with emphasis on physicochemical properties and their impact on pharmacokinetic and pharmacodynamic properties.	3

PHAR	Pharmacy	Pharmacotherapeutics II – Introduction to Pharmacology	4344	This is the second of twelve courses that are sequenced to run consecutively for four semesters. The introduction to pharmacology course will present principles of basic pharmacology, toxicology and pharmacogenomics and their application to drug action.	3
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PHAR	Pharmacy	Pharmacotherapeutics III – Dermatology, Eye, Ears, Nose and Throat Disorders	4346	This is the third of twelve courses that are sequenced to run consecutively for four semesters. Pharmacotherapeutics will cover pathophysiology, medicinal chemistry, pharmacology and therapy of diseases of the skin, eyes and ears, cough, cold, flu and allergy in a team-taught, multidisciplinary approach. The course will cover basic scientific principles and disease state management based on organ systems. The students will have the opportunity to learn, apply and integrate. Remembering from the four disciplines.	3	
PHAR	Pharmacy	Pharmacy Management and Leadership	4351	This course is designed to build students' practice management and leadership abilities. This course familiarizes pharmacy students with the basic principles, terms, and functions of pharmacy management and leadership that must be undertaken in every pharmacy practice setting.	3	
PHAR	Pharmacy	Community Introductory Pharmacy Practice Experience	4361	The Community Introductory Pharmacy Practice Experience is the first part of a two-part series of an introduction to the formal internship experience. The course serves as the basis for the Advanced Pharmacy Practice Experiences. Students will apply knowledge and skills obtained in the classroom and laboratory to a pharmacy setting under the supervision of a licensed pharmacist.	3	
PHAR	Pharmacy	Pharmacokinetics	4426	This course combines basic and clinical perspectives in the application of physiology, pharmaceutics, mathematics, and clinical assessment to explain the fate of drugs administered to individual patients. Basic formulas and their underlying assumptions will be examined and applied to enable the student to initiate, monitor and optimize drug regimens to achieve desired therapeutic outcomes.	4	
PHAR	Pharmacy	Pharmacotherapeutics V – Cardiovascular Disorders	4543	This is the fifth of twelve courses that are sequenced to run consecutively for four semesters. Pharmacotherapeutics will cover pathophysiology, medicinal chemistry, pharmacology, and therapy of cardiovascular diseases in a team-taught, multidisciplinary approach. The course will cover basic scientific principles and disease state management based on organ systems. The students will have the opportunity to learn, apply, and integrate knowledge from the four disciplines.	5	
PHAR	Pharmacy	Applied Pharmaceutical Care	5130	This is the fifth in a series of courses that will focus on the application of pharmaceutical care principles, pharmaceutical knowledge and professional techniques to solve patient and medication-related issues. This course includes the use of knowledge and clinical skills to evaluate and assess patient cases in order to design pharmaceutical care plans using basic therapeutic principles and evidence-based medicine.	1	
PHAR	Pharmacy	Advanced Pharmaceutical Care	5135	This is the sixth in a series of courses that will focus on the application of pharmaceutical care principles, pharmaceutical knowledge, and professional techniques to solve patient and medication-related issues. Students will participate in Introductory Pharmacy Practice Experiences and will apply knowledge and skills obtained in the classroom and laboratory to a pharmacy setting under the supervision of a licensed pharmacist. The course includes use of knowledge, skills, and techniques to design medication regimens and understand disease management in outpatient and institutional settings.	1	
PHAR	Pharmacy	Pharmacotherapeutics IX: Skeletal/Muscular Disorders	5146	This is the ninth of twelve courses that are sequenced to run consecutively for four semesters. Pharmacotherapeutics will cover pathophysiology, medicinal chemistry, pharmacology, and therapy of diseases of the skeletal and muscular systems track in a team-taught, multidisciplinary approach. The course will cover basic scientific principles and disease state management based on organ systems. The students will have the opportunity to learn, apply, and integrate knowledge from the four disciplines.	1	
PHAR	Pharmacy	Introductory Pharmacy Practice Experiences Laboratory	5154	The laboratory serves to prepare the student for Advanced Pharmacy Practice Experiences and to apply knowledge and skills obtained in the classroom and laboratory to various pharmacy settings. In the 15 weeks (45 hours) of the laboratory, students will participate in various experiential activities such as medication therapy management (MTM), community service learning (CSL), counseling, drug information responses, and provision of long-term care pharmacy services (GRACE Program). This is a required laboratory and it must be completed before progressing to the P3 Spring Semester.	1	
PHAR	Pharmacy	Pharmacy Residency Preparation	5162	This elective course is designed to enhance students' knowledge and understanding of pharmacy residency programs, as well as facilitate preparation for residency program application and interview processes.	2	
PHAR	Pharmacy	iThink	5166	This course will provide students with the opportunity use various electronic drug information applications in order to make rational decisions concerning drug therapy.	1	
PHAR	Pharmacy	Applied Biblical Studies: Pentateuch	5170	Applied Biblical Studies I (Pentateuch) will examine the first five books of the Bible (Genesis, Exodus, Leviticus, Numbers, Deuteronomy). The student will have the opportunity to learn and apply biblical teachings to the student's personal life and the practice of pharmacy.	1	

PHAR	Pharmacy	Introductory Compounding with Laboratory	5171	This elective course introduces students to the basics of contemporary pharmacy compounding.	1	
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PHAR	Pharmacy	Introduction to General Toxicology	5172	This course will introduce the field of toxicology to pharmacy students. This introduction will include the presentation of the principals of toxicology, discussions of potential toxins and toxicants, an introduction to where information on toxins and toxicants can be found, and the exploration of possible careers in the field.	1	
PHAR	Pharmacy	Review of New Drugs	5173	This course will discuss resources to identify new drugs, recently approved drugs, and drugs in development. Drug indications, adverse effects, dosage, products, comparable drugs, advantages, disadvantages, and place in therapy will be discussed for each new drug.	1	
PHAR	Pharmacy	Introduction to Clinical Toxicology	5174	This course will introduce pharmacy students to the field of clinical toxicology. The symptoms and mechanisms of toxicity, the use and mechanisms of available antidotes, and the outcomes of exposure to toxic levels of therapeutic agents and drugs of abuse and to common toxins and toxicants will be examined. The availability and use of clinical resources for identifying unknown toxicants and treating such exposures will be explored.	1	
PHAR	Pharmacy	Alcohol and Drugs of Addiction	5175	This is an introductory course outlining the physical, economic, social and legal issues associated with alcoholism and drugs of abuse.	1	
PHAR	Pharmacy	Overview of Medication Therapy Management	5176	Designed for students interested in pursuing academic pharmacy, this course introduces course development and assessment concepts for pharmacy education. Activities will include reading assignments on best practices for facilitating learning, selection of a focal teaching pedagogy, designing a syllabus and learning activities, and development and implementation of an assessment plan. Topics of discussion will include investigation of teaching practices, learning-centered course design and classroom assessment techniques. Reflective analysis is an essential component of the course.	1	
PHAR	Pharmacy	Clinical Mycology	5177	This course is designed to provide students with an in-depth understanding of a rapidly growing field in infectious disease pharmacotherapy - clinical mycology. Topics include microbiology of fungi, epidemiology of fungal disease and therapeutic approaches to patients with invasive fungal infections. Prophylactic antifungal drug treatment in special patient populations will also be described.	1	
PHAR	Pharmacy	Applied Biblical Studies: Gospels	5178	Applied Biblical Studies: Gospels will examine the first four books of the New Testament (Matthew, Mark, Luke, John). The student will have the opportunity to learn and apply biblical teachings to the student's personal life and the practice of pharmacy.	1	
PHAR	Pharmacy	Self-Care and Nonprescription Medication	5179	This course will focus on the application of self-care and proper use of over-the counter medication in the outpatient setting. This course will build on the knowledge the students have attained on self-care and nonprescription medication, while teaching them the skills and techniques necessary to provide recommendations for nonprescription medication.	1	
PHAR	Pharmacy	Medical Missions	5180	Medical Missions examines the philosophy, history, opportunities, and best practices of medical missions. The course is designed to prepare the student to participate in a medical missions trip.	1	
PHAR	Pharmacy	Medical Missions Experience	5181	Medical Missions Experience allows the student to apply the foundations of medical missions in a medical mission environment.	1	
PHAR	Pharmacy	Tobacco Cessation	5182	This course will provide information on tobacco cessation. Topics covered will include epidemiology of tobacco use, principles of nicotine addiction, pharmacologic and nonpharmacologic aids for tobacco cessation, and use of patient-centered counseling techniques. The goal of the course is to provide students with the knowledge and skills necessary to provide comprehensive tobacco cessation counseling to patients who use tobacco.	1	
PHAR	Pharmacy	History of Pharmacy	5183	This course introduces the student to the history of the profession of pharmacy, spanning from ancient to modern times. The student will learn about the development and evolution of the pharmacy profession and its profound effects on the advancement of medicine, human civilization, and society. The course will provide discussion of topics including the ancient origins of the practice of pharmacy, the development of the profession and education in Europe and the United States, and discoveries and contributions of pharmacists throughout history.	1	
PHAR	Pharmacy	Professional Compounding Centers of America Advanced Compounding	5184	This elective course will provide advanced training in the art, science and technology of pharmaceutical compounding.	1	
PHAR	Pharmacy	Geriatric Pharmacotherapy and Perspectives in Aging	5185	This course is an overview of common pharmacological, ethical, and health-systems concerns related to aging. The goal is to develop evidence-based clinical skills and decision-making processes relative to geriatric care.	1	
PHAR	Pharmacy	Professional Compounding Centers of America Veterinary Compounding Laboratory	5186	This elective course trains the student in comprehensive veterinary pharmacotherapy and applications to compounding for veterinary patients.	1	

PHAR	Pharmacy	Pharmacist's Role in Weight Management	5187	This course emphasizes the pharmacist's role in the implementation of appropriate weight management practices to improve the outcomes of patients.	1
PHAR	Pharmacy	Veterinary Medicine	5188	Veterinary Medicine is an introductory course that will provide pharmacy students with an overview of veterinary pharmacology and therapeutics. The course will provide instruction on the indications of veterinary and human labeled medications used in the treatment of animal diseases.	1
PHAR	Pharmacy	Prevention and Management of Drug-Induced Disease	5189	This elective course is designed to enhance students' knowledge and skills in providing medication management with a focus on the prevention of drug-induced diseases and adverse drug reactions.	1
PHAR	Pharmacy	Natural Dietary Supplements	5190	This course will provide information on the use of natural dietary supplements and possible dietary supplement-drug interactions. Topics covered will include pattern of dietary supplements use, mechanism of action, possible drug-drug interactions, and adverse drug reactions. The goal of the course is to provide broad knowledge of dietary supplements and possible dietary supplement-drug interactions. The student will learn counseling techniques for patients who use dietary supplement(s).	1
PHAR	Pharmacy	Evidence-Based Communication	5191	This one-credit hour course will focus on the skills required by pharmacists to accurately communicate evidence from the medical literature to patients in a manner that will enhance patient-centered care.	1
PHAR	Pharmacy	Introduction to Course Development and Delivery for Pharmacy Education	5198	Designed for students interested in pursuing academic pharmacy, this course introduces course development and assessment concepts for pharmacy education. Activities will include reading assignments on best practices for facilitating learning, selection of a focal teaching pedagogy, designing a syllabus and learning activities, and development and implementation of an assessment plan. Topics of discussion will include investigation of teaching practices, learning-centered course design and classroom assessment techniques. Reflective analysis is an essential component of the course.	1
PHAR	Pharmacy	Selected Topics: Directed Studies in in Pharma+C41cy Sciences	5199	This course provides an opportunity for qualified pharmacy students to engage in specialized study or investigative work in pharmaceutical, social/administrative, or clinical sciences with specific faculty.	1
PHAR	Pharmacy	Applied Pharmacy Care V	5230	This is one course in a six-course series that will focus on the application of the pharmacists' patient care process, pharmaceutical knowledge and professional competencies to solve patient/medication-related issues such as journal clubs, case presentations, clinical evaluation and documentation.	2
PHAR	Pharmacy	PAC V Lab	5230L	Laboratory section of PHAR 5230	0
PHAR	Pharmacy	Applied Pharmacy Care V	5232	This course will focus on the application of the pharmacists' patient care process, pharmaceutical knowledge, and professional competencies to solve patient/medication-related issues. Activities include journal club presentations, case presentations, therapeutic intervention documentation, patient communication skills, and interprofessional communication.	2
PHAR	Pharmacy	Applied Pharmacy Care V Lab	5232L	Laboratory section of PHAR 5232.	0
PHAR	Pharmacy	Applied Pharmacy Care VI with Lab	5235	This is the sixth in a series of courses that will focus on the application of pharmaceutical care principles, pharmaceutical knowledge and professional techniques to solve patient /medication related issues. The course includes use of knowledge, skills and techniques to design and conduct medication order execution, disease management and disease prevention programs.	2
PHAR	Pharmacy	Applied Pharmacy Care VI Lab	5235L	Laboratory section of PHAR 5235.	0
PHAR	Pharmacy	Applied Pharmacy Care VI	5237	This is one course in a six-course series that will focus on the application of the pharmacists' patient care process, pharmaceutical knowledge and professional competencies to solve patient/medication-related issues such as journal clubs, case presentations, clinical evaluation and documentation.	2
PHAR	Pharmacy	Applied Pharmacy Care VI Lab	5237L	Laboratory section of PHAR 5237.	0
PHAR	Pharmacy	Pharmacotherapeutics VII: Endocrine Diseases	5244	This is the eighth of twelve courses that are sequenced to run consecutively for four semesters. Pharmacotherapeutics will cover pathophysiology, medicinal chemistry, pharmacology and therapy of endocrine diseases including diabetes, dysthroidism and reproductive disorders and hormonal imbalances in a team-taught, multidisciplinary approach. The course will cover basic scientific principles and disease state management based on organ systems. The students will have the opportunity to learn, apply and integrate knowledge from the four disciplines.	2

PHAR	Pharmacy	Pharmacotherapeutics XI - Gastrointestinal Diseases	5245	This is the eleventh of twelve courses that are sequenced to run consecutively for four semesters. Pharmacotherapeutics XI will cover pathophysiology, medicinal chemistry, pharmacology, and therapy of gastrointestinal diseases in a team taught, multidisciplinary approach. The course will cover basic scientific principles and disease state management based on organ systems. The students will have the opportunity to learn, apply, and integrate knowledge from the four disciplines.	2	
PHAR	Pharmacy	Pharmacotherapeutics IX – Skeletal and Muscle Disorders	5246	The ninth of twelve courses are sequenced to run consecutively for four semesters with 3 courses in a semester. Pharmacotherapeutics will cover pathophysiology, medicinal chemistry, pharmacology and therapy in a team-taught, multidisciplinary approach. The course will cover basic scientific principles and disease state management based on organ systems. The students will have the opportunity to learn, apply and integrate knowledge from the four disciplines.	2	
PHAR	Pharmacy	Medication Therapy Management	5249	This course teaches students the basics of implementing Medication Therapy Management (MTM) in the pharmacy setting by following and completing the APhA's MTM certificate training program.	2	
PHAR	Pharmacy	Pharmacoeconomics, Quality, and Safety	5250	Students will apply the principles of Pharmacoeconomics to real-world scenarios. Quality improvement, safety, and decision analysis will be reviewed and evaluated. Emphasis will be placed upon cost-effective use of drugs and improving quality and safety in pharmacy practice.	2	
PHAR	Pharmacy	Medical Literature Evaluation	5258	This course will provide students with the opportunity interpret the various bio-statistical tests used in clinical trials and apply the results of clinical studies to individual patients and subgroups of patients in order to make rational decisions concerning drug therapy.	2	
PHAR	Pharmacy	Introductory Pharmacy Practice Experience II	5261	The Introductory Pharmacy Practice Experience II is the second of a two part series of an introduction to the formal internship experience. This course serves as the basis for the Advanced Pharmacy Practice Experiences. Students will apply knowledge and skills obtained in the classroom and laboratory to a pharmacy setting under the supervision of a licensed pharmacist.	2	
PHAR	Pharmacy	Advanced Diabetes Management	5271	This course will provide students with the necessary skills to develop a special practice focus on caring for patients with diabetes. The course will explore the details of both pharmacological and non-pharmacological treatment and development and progression of long-term complications.	2	
PHAR	Pharmacy	Research Methods in Pharmaceutical Sciences	5272	This course is designed to expose the student to an overview of several scientific research methods. The course will introduce literature search, hypothesis development and testing, experimental design and execution, and data analysis and interpretation.	2	
PHAR	Pharmacy	Women's Health Issues	5273	This course will present an overview of the major health issues involved in providing healthcare to women of all ages.	2	
PHAR	Pharmacy	FSOP Immunization Training	5274	This course will provide students with the necessary skills to identify a patient's need for immunizations as well as provide the immunizations and education. In addition, the student will be able to administer cardiac life support in case of an emergency.	2	
PHAR	Pharmacy	Nutrition Support for Pharmacists	5275	This courses emphasizes the pharmacist's role in the implementation of appropriate and current nutrition support practice to improve the outcomes of patients.	2	
PHAR	Pharmacy	Landmark Studies	5276	This two-hour elective course will focus on important clinical trials that shape the use of pharmacotherapy. The overall objective of the course is to assist students in their ability to provide clinical evidence to support drug therapy recommendations in the treatment of common diseases encountered during their clinical rotations and future practice.	2	
PHAR	Pharmacy	Introduction to Global Health Pharmacists	5277	This course will prepare students in identifying global health issues and populations at risk for a variety of diseases. In addition, this course will enable students to critically evaluate current trends in the care of diverse patient populations. Focusing on the role of pharmacist, students will be able to identify the contribution of specific health care providers in the global public health policy.	2	
PHAR	Pharmacy	Palliative Care and End of Life Issues	5278	In this elective course, students examine palliative care and end of life issues from a variety of perspectives. The provision of physical, psychosocial, and spiritual care will be explored. The course integrates pathophysiology, pharmacology, and principles of advanced physical examination to assess and manage symptoms in persons with progressive life-threatening illnesses according to evidence-based standards of care. Ethics and legal issues will be explored in reference to palliative care and end of life issues. Didactic study will be augmented with experiential experience and clinically focused work using case study, discussion, and simulations.	2	

PHAR	Pharmacy	Translational Research in Infectious Diseases	5279	<p>This course is designed to provide students with an understanding of the practical application of basic laboratory research in the pharmacotherapy of infectious diseases. Topics include the role of the microbiology lab, application of pharmacokinetic and pharmacodynamic principles, identification of resistance mechanisms and the development of novel anti-infectives. After completion of this course, students will understand the dynamic interface of translational research: using laboratory findings to benefit patients (bench to bedside) and investigating clinical observations in the laboratory (bedside to bench).</p>	2
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PHAR	Pharmacy	Overview of Critical Care Disorders and Treatment	5280	This course is designed to facilitate critical thinking of pharmacotherapeutics in acute critical care patients. Students will be exposed to the pathophysiology and intervention of acid-base disorders, infectious disease, and other emergent disorders.	2
PHAR	Pharmacy	Overview of Internal Medicine	5281	This course will prepare students to care for hospitalized internal medicine patients, focusing on the pathophysiology and treatment of disease states common to patients admitted to general medical wards.	2
PHAR	Pharmacy	Yin and Yang of Natural Diet Supplements	5282	This course will provide information on the use of natural dietary supplements and possible dietary supplement-drug interactions. Topics covered will include pattern of dietary supplements use, mechanism of action, possible drug-drug interactions, and adverse drug reactions. The goal of the course is to provide broad knowledge of dietary supplements and possible dietary supplement-drug interactions. The student will learn counseling techniques for patients who use dietary supplement(s).	2
PHAR	Pharmacy	Prevention and Management of Drug-Induced Diseases	5283	This elective course is designed to enhance students' knowledge and skills in providing medication management with a focus on the prevention and management of drug-induced diseases and adverse drug reactions.	2
PHAR	Pharmacy	Advanced Compounding with Laboratory	5284	This elective course will provide advanced training in the art, science, and technology of pharmaceutical compounding.	2
PHAR	Pharmacy	Non-Feik School of Pharmacy Immunization Training	5285	This course will provide students with the necessary skills to identify a patient's need for immunizations as well as provide the immunizations and education. In addition, the student will be able to administer cardiac life support in case of an emergency. This course will be provided by a non-FSOP provider.	2
PHAR	Pharmacy	Advanced Pediatric Health Issues	5286	This course will present an overview of the major issues involved in providing healthcare to infant and pediatric patients.	
PHAR	Pharmacy	Health Leaders	5287	This course requires students to demonstrate an understanding of leadership in both pharmacy advocacy, project management, personal and professional leadership. the course will be taught primarily online, asynchronous, by faculty from UIW and UT pharmacy school.	2
PHAR	Pharmacy	Stress Management: Mindfulness and Wellbeing	5288	This course focuses on the development of the mindfulness techniques including meditation and yoga to help learners in a pharmacy program better manage stress, cultivate better work-life balance, improve their overall wellbeing, and increase focus, clarity, and productivity. Learners will not just be taught about mindfulness and meditation practices, but will actively practice these skills in their daily routine and teach the skills to others in the community. At the conclusion of the course, the learner will utilize their new skills to counsel patients on mindfulness techniques by designing and participating in a joint service project for a specific population within the community to promote health, wellness, and disease prevention and support community healthcare needs with patient-centered education and service.	2
PHAR	Pharmacy	Medical Disaster Preparedness	5289	This course provides an opportunity for students to engage in specialized study in the medical role during natural or human disasters.	2
PHAR	Pharmacy	American Pharmacists Association Diabetes Certificate Training Program The Pharmacist and Patient-Centered Diabetes Care	5290	This course will provide students with the necessary skills to evaluate and adjust drug therapy regimens for patients with type 1 and type 2 diabetes, counsel patients about lifestyle interventions, analyze and interpret self-monitoring of blood glucose results, and assess the overall health status of patients to identify interventions.	2
PHAR	Pharmacy	Antimicrobial Stewardship	5291	This elective course covers the antimicrobial stewardship core elements that build on general infectious diseases knowledge. After course completion, the student will be able assist pharmacists in designing interventions intended to improve and measure appropriate antimicrobial use by promoting optimal antimicrobial drug regimen selection.	2

PHAR	Pharmacy	Introduction to Course Development and Delivery for Pharmacy Education	5298	Designed for students interested in pursuing academic pharmacy, this course introduces course development and assessment concepts for pharmacy education. Activities will include reading assignments on best practices for facilitating learning, selection of a focal teaching pedagogy, designing a syllabus and learning activities, and development and implementation of an assessment plan. Topics of discussion will include investigation of teaching practices, learning-centered course design and classroom assessment techniques. Reflective analysis is an essential component of the course.	2
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PHAR	Pharmacy	Selected Topics: Directed Studies in in Pharmacy Sciences	5299	This course provides an opportunity for qualified pharmacy students to engage in specialized study or investigative work in pharmaceutical, social/administrative, or clinical sciences with specific faculty.	2
PHAR	Pharmacy	Pharmacotherapeutics XII – Neoplastic Disorders	5347	This is the twelfth of twelve courses that are sequenced to run consecutively for four semesters. Pharmacotherapeutics will cover pathophysiology, medicinal chemistry, pharmacology, and therapy of cancers in a team-taught, multidisciplinary approach. The course will cover basic scientific principles and disease state management based on organ systems. The students will have the opportunity to learn, apply, and integrate knowledge from the four disciplines.	3
PHAR	Pharmacy	Pharmacoeconomics and Outcomes	5350	Students will apply the principles of cost-minimization analysis, cost-effectiveness analysis, cost-utility analysis, and cost-benefit analysis to real-world scenarios. Publications of pharma economics studies will be reviewed and critiqued.	3
PHAR	Pharmacy	Biostatistics and Literature Evaluation	5358	This course will teach students how to critically evaluate the biomedical literature. Students will learn the appropriate biostatistical methods used in data analysis for different trial designs. During the course students will use different methods to analyze and present data. At the conclusion of the course, students will critique the biomedical literature and present the clinical relevance of the results.	3
PHAR	Pharmacy	Institutional Introductory Pharmacy Practice Experience III	5361	The Institutional Introductory Pharmacy Practice Experience (IPPE) is the second of a two-part series of an introduction to the formal internship experience. The course serves as the basis for the Advanced Pharmacy Practice Experiences. Students will apply knowledge and skills obtained in the classroom and laboratory to a pharmacy setting under the supervision of a licensed pharmacist.	3
PHAR	Pharmacy	Interprofessional Study Abroad for Healthcare Professionals	5372	This course focuses on the development of the student in the role of a citizen and professional in a global society. This course does have a study abroad component, with travel to a select country to experience the country, its people, its culture, and its healthcare system.	3
PHAR	Pharmacy	Veterinary Compounding	5385	This elective course trains the student in comprehensive veterinary pharmacotherapy and applications to compounding for veterinary patients.	3
PHAR	Pharmacy	Professional Compounding Centers of America Veterinary Compounding with Laboratory	5386	This elective course trains the pharmacy student in comprehensive veterinary pharmacotherapy and compounding applications for the veterinary patients.	3
PHAR	Pharmacy	Introduction to Course Development and Delivery for Pharmacy Education	5398	Designed for students interested in pursuing academic pharmacy, this course introduces course development and assessment concepts for pharmacy education. Activities will include reading assignments on best practices for facilitating learning, selection of a focal teaching pedagogy, designing a syllabus and learning activities, and development and implementation of an assessment plan. Topics of discussion will include investigation of teaching practices, learning-centered course design and classroom assessment techniques. Reflective analysis is an essential component of the course.	3
PHAR	Pharmacy	Selected Topics: Directed Studies in in Pharmacy Sciences	5399	This course provides an opportunity for qualified pharmacy students to engage in specialized study or investigative work in pharmaceutical, social/administrative, or clinical sciences with specific faculty.	3
PHAR	Pharmacy	Pharmacotherapeutics X – Psychiatric and Neurological Disorders	5443	This is the tenth of a required twelve-course pharmacotherapeutics series. Pharmacotherapeutics X is a didactic course that will cover fundamental scientific and therapeutic principles of central nervous system (CNS) and psychiatric disorders. Disciplines reviewed will include pathophysiology, medicinal chemistry, pharmacology and therapeutics of CNS disorders. Students will have the opportunity to learn, apply and integrate knowledge in a team-taught, multidisciplinary environment.	4
PHAR	Pharmacy	Pharmacotherapeutics VIII – Endocrine Disorders	5444	This is the eighth of twelve courses that are sequenced to run consecutively for four semesters. Pharmacotherapeutics will cover pathophysiology, medicinal chemistry, pharmacology, and therapy of endocrine diseases including diabetes, dysthyroid, reproductive disorders and hormonal imbalances in a team-taught, multidisciplinary approach. The course will cover basic scientific principles and disease state management based on organ systems. The students will have the opportunity to learn, apply, and integrate knowledge from the four disciplines.	4
PHAR	Pharmacy	Pharmacotherapeutics VII – Infectious Diseases	5542	This is the seventh of twelve courses that are sequenced to run consecutively for four semesters. Pharmacotherapeutics will cover pathophysiology, medicinal chemistry, pharmacology and therapy of infectious diseases in a team-taught, multidisciplinary approach. The course will cover basic scientific principles and disease state management based on organ systems. Students will have the opportunity to learn, apply and integrate knowledge from the four disciplines.	5

PHAR	Pharmacy	Selected Topics	6099	Selected topics in Pharmacy	0
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PHAR	Pharmacy	Pharmacotherapy Conference	6101	Pharmacotherapy Conference is a longitudinal, capstone course that bridges the students' didactic pharmacotherapy knowledge and clinical practice experiences for preparation as new practitioners. Pharmacotherapy Conference includes the interpretation, assessment, and evaluation of patient cases and written exams for multiple disease states and medications. The students determine and present the Pharmacists' Patient Care Process (PPCP) for individual patient cases in verbal and written formats. The students will write vitae (CV) and participate in mock career interviews.	1
PHAR	Pharmacy	Pharmacotherapy Conference	6199	Pharmacotherapy Conference is a longitudinal, capstone course that bridges the students' didactic pharmacotherapy knowledge and clinical practice experiences. Pharmacotherapy Conference includes the interpretation, assessment, and evaluation of patient cases and written exams for multiple disease states and medications. The students present individualized medication treatment plans for patient cases verbally and in writing.	1
PHAR	Pharmacy	Pharmacotherapeutic Seminar	6301	This case-based capstone course will be used to ensure appropriate and consistent coverage of pharmacotherapy topics after pharmacy students have gained the requisite problem-solving skills during the experiential portion of the program. The course will incorporate multiple faculty to emphasize solving medication-related problems in all areas of pharmacotherapy.	3
PHAR	Pharmacy	Community Care Advanced Pharmacy Practice Experience	6650	The Community Care Advanced Pharmacy Practice Experience is one of seven Advanced Pharmacy Practice Experiences in the fourth professional year. The course is designed to further develop the student's knowledge and understanding of pharmacy practice in a community care pharmacy setting under preceptor supervision.	6
PHAR	Pharmacy	Hospital/Health-System Advanced Pharmacy Practice Experience	6652	The Hospital/Health-System Advanced Pharmacy Practice Experience is one of seven Advanced Pharmacy Practice Experiences in the fourth professional year. This course is designed to further develop the student's knowledge and understanding of pharmacy practice in a hospital or health-system pharmacy under the supervision of a preceptor.	6
PHAR	Pharmacy	Ambulatory Care Advanced Pharmacy Practice Experience	6654	The Ambulatory Care Advanced Pharmacy Practice Experience is one of seven Advanced Pharmacy Practice Experiences in the fourth professional year. The course is designed to further develop the student's knowledge and understanding of pharmacy practice for chronically-ill patients in an ambulatory care pharmacy setting under the supervision of a preceptor.	6
PHAR	Pharmacy	Acute Care – General Medicine Advanced Pharmacy Practice Experience	6656	The Acute Care – General Medicine Advanced Pharmacy Practice Experience is one of seven Advanced Pharmacy Practice Experiences in the fourth professional year. The course is designed to further develop the student's knowledge and understanding of pharmacy practice for general medicine patients in an acute care pharmacy setting under the supervision of a preceptor.	6
PHAR	Pharmacy	Patient Care Elective Advanced Pharmacy Practice Experience	6660	The Patient Care Elective Advanced Pharmacy Practice Experience is an optional Advanced Pharmacy Practice Experiences in the fourth professional year. This elective course is designed to further develop the student's knowledge and understanding of pharmacy practice by providing direct patient care in a specific area under the supervision of a preceptor. Potential opportunities may include but are not limited to Adult Medicine, Cardiology, Compounding, Hematology/Oncology, Independent Pharmacy, Critical Care, Long-term Care, Medical Missions, and Rehabilitation Medicine.	6
PHAR	Pharmacy	Non-Patient Care Elective Advanced Pharmacy Practice Experience	6670	The Non-Patient Care Elective Advanced Pharmacy Practice Experience is an optional Advanced Pharmacy Practice Experience in the fourth professional year. This elective course is designed to further develop the student's knowledge and understanding of pharmacy practice in a non-patient care setting under the supervision of a preceptor. Potential opportunities may include but are not limited to Research, Academia, and Management or Regulatory experiences.	6