

Bulletin 2008-2010

Our Lady of the Lake University
of San Antonio

Graduate Studies



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A recycled paper.

This Bulletin supersedes all previous issues. Any student whose program is interrupted by an absence of one year or more may incur the obligation of meeting changed requirements as printed in the current Bulletin.

Our Lady of the Lake University of San Antonio reserves the right to withdraw courses at any time, and to change fees, rules, calendar, curricula, degree programs, degree requirements, graduation procedures and any other requirement affecting students. Changes will become effective whenever the appropriate authorities so determine. The provisions of this Bulletin do not constitute a contract, expressed or implied, between an applicant, student or faculty member and Our Lady of the Lake University of San Antonio.

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

An Equal Opportunity Educational Institution

Our Lady of the Lake University believes in equal access to education and does not discriminate against members of any group because of their race, color, religion, sex, national origin or disability. The University follows Department of Education guidelines; Executive Order 11246 of October 1, 1972; Title IX of the Educational Amendments of 1972; and subsequently issued federal guidelines and regulations.

The University	6
History	6
Accreditation.....	6
Mission Statement	7
OLLU Statement of Purpose	7
University Goals	9
Vision Statement	9
Sources of University Support	9
The University Community.....	10
Location.....	11
Campus and Buildings.....	12
Student Development.....	13
Student Organizations	17
Records and Transcripts	17
Tuition and Other Expenses	19
Student Business Office	19
Financial Aid	19
Financial Obligations and Refunds.....	24
University Bookstore.....	26
Housing	26
Residence Facilities	27
Accommodations for Students with Disabilities	28
Cooperative Arrangements	28
Memberships	29
Educational Commitment	29
Academic Regulations	30
General Policy	30
Academic Advising Procedures	30
Registration Procedures.....	30
Inter-institutional Registration	31
Class Attendance	31
Withdrawal Procedure.....	31
Repeating Courses.....	31
Assessments and Examinations.....	32
Grading System	32
Grade Point Average	34
Weekend College Programs.....	34
Other Learning Alternatives	34
Application for Degree	35
Commencement Exercises	35
Procedure for Student Complaints.....	35
Graduate Information	36
Degrees Offered	36
Purpose of Graduate Work.....	38
Student Responsibility	38
Credentials for Admission.....	38
Admission Requirements for Master’s Degree	38
Admission Requirements for International Students.....	39
Conditional Admission	39
Admission Requirements for Specific Programs	39
Admission Requirements Doctorate in Philosophy	40

Table of Contents

Admission Requirements Doctorate of Psychology Program.....	41
Readmission	42
Restatement of Purpose.....	42
Residence Requirements and Transfer Credit.....	42
Academic Load.....	43
Combined Undergraduate/Graduate Courses	43
Time Limit	44
Computer Literacy Requirement.....	44
Academic Discipline.....	44
Enforced Scholastic Withdrawal Appeal Process	45
Thesis (Master’s Degrees)	45
Dissertation	45
Comprehensive Examination.....	45
A Second Master’s Degree	45
Military Science.....	46
Discipline Designations	47
Course Numbers	47
College of Arts and Sciences	48
Degree Plans for Master of Arts:	
English and Communications Arts.....	48
College of Arts and Sciences Courses	51
School of Business and Leadership	66
Degree Plans for Master of Business Administration:	
Accounting/Finance	68
Healthcare Management.....	69
Management.....	69
Degree Plans for Master of Science:	
Information Systems and Security	70
Degree Plans for Doctor of Philosophy:	
Leadership Studies	71
Degree Plans for Doctor of Philosophy and	
Master of Business Administration:	
Leadership Studies and Business Administration	75
Degree Plans for Master of Science:	
Organizational Leadership	75
Degree Plans for Master of Business Administration and Master	
of Science:	
Business Administration and Organizational Leadership ..	77
Degree Plans for Master of Science and Master of Business	
Administration:	
Organizational Leadership and Business Administration ..	77
Degree Plans for Master of Science:	
Nonprofit Management	78
School of Business and Leadership Courses.....	80
School of Professional Studies	102
Sociology.....	102
Human Sciences	104
Degree Plans for Master of Arts:	
Communication and Learning Disorders.....	108
Supplemental Certificates:	

Special Education.....	111
Degree Plans for Master of Education:	
Bilingual	113
Early Childhood	114
English as a Second Language	114
Integrated Math Teaching	115
Integrated Science Teaching.....	115
Master Reading Teacher	115
Master Technology Teacher	116
Reading Specialist	116
Early Elementary Education (Generic Special Education) ..	117
Early Elementary Education (Early Childhood Education)...	117
Early Elementary Education (Bilingual Education).....	118
Early Elementary Education (Professional Studies).....	118
Intermediate Education (Math/Science Education)	119
Intermediate Education (Professional Studies).....	119
Secondary Education (Math/Science Education).....	119
Secondary Education (Professional Studies)	120
Learning Resources Specialist	120
Principal	121
School Counseling	121
Degree Plans for Master of Arts:	
Special Education.....	123
Special Education (Early Childhood Education)	124
Special Education (Generic Special Education)	124
Special Education (Educational Diagnostician).....	125
Special Education (Severely Emotionally Disturbed and Autistic).....	125
Special Education (Severe to Profound Handicapped)	126
Degree Plans for Doctor of Psychology (with a master's degree):	
Counseling Psychology	129
Degree Plans for Doctor of Psychology (with a bachelor's degree):	
Counseling Psychology	131
Degree Plans for Master of Science:	
Counseling Psychology	135
Marriage and Family Therapy.....	135
School Psychology	136
Certificates/Endorsements	
Psychological Services for Spanish-Speaking Populations....	137
Violence Prevention and Intervention.....	137
Community Counseling Services	137
School of Professional Studies Courses	138
Worden School of Social Service	174
Degree Plans for Master of Social Work:	
Social Work (54 hour Regular Program)	176
Social Work (31 hour Advanced Program).....	177
Worden School of Social Service Courses	179
University Personnel.....	186
Index	214
Campus Map.....	218

**For information on the Academic Calendar go to
www.ollusa.edu/registrar**

The University

History

Our Lady of the Lake University (OLLU) of San Antonio was founded by the Congregation of Divine Providence, a religious order begun in 18th century Lorraine, France. Members of the Congregation first arrived in the United States from France in 1866, and the initial establishments of the Congregation in America were in Austin, Texas, in 1866 and in Castroville, Texas, in 1868. In 1883, the Congregation became incorporated by the State of Texas for the purpose of granting diplomas and degrees; the first post-secondary program instituted by the Congregation consisted of normal courses offered for sisters preparing to enter the teaching profession.

In 1895, construction was started at the current site, and by 1896, the general administration of the Congregation of Divine Providence was transferred from Castroville to San Antonio, where the campus of what became Our Lady of the Lake University was developed. The first college program began in 1911 as a two-year curriculum for women. In 1919, the curriculum was expanded to four years and the institution was admitted to membership in the Texas Association of Colleges. Graduate work, begun in 1942, was coeducational from its inception; all programs became fully coeducational in 1969.

In 1923, the University became the first San Antonio institution of higher education to receive regional accreditation. In 1927, it became the third Texas school to be approved by the American Association of Universities.

In 1975, the name of the institution was changed from Our Lady of the Lake College to Our Lady of the Lake University of San Antonio, in recognition of the expanded mission and the complex structure that had developed.

Living up to its mission of providing education to those with limited access, the University introduced the Weekend College concept at the San Antonio campus in 1978. OLLU began offering weekend degree programs in Houston in 1986.

Our Lady of the Lake University currently offers 56 bachelor's degree programs, 48 master's degree programs and two doctoral degree programs. Academic degree programs are offered in the arts, sciences, business, education, professional studies and social work. OLLU also offers a dual-language (English and Spanish) certification option with all undergraduate degree programs. Classes are offered in daytime, evening, weekend and online formats.

Accreditation

Our Lady of the Lake University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools [1866 Southern Lane, Decatur, Georgia, 30033-4097; Telephone number 404-679-4501] to award bachelor's, master's and doctoral degrees.

The University has also received appropriate accreditation or approval for various programs from the American Speech-Language-

Hearing Association, the Council on Social Work Education, the Association of Collegiate Business Schools and Programs, the American Psychological Association, the Texas Education Agency State Board for Educator Certification and the Commission on Applied and Clinical Sociology. In addition, OLLU is a National Center of Academic Excellence in Information Assurance Education (CAEIAE), a designation of the National Security Agency (NSA) and the Department of Homeland Security (DHS) in support of the President's 2003 National Strategy to Secure Cyberspace. Documents pertaining to the University's accreditation may be viewed in the office of the Executive Vice President during normal business hours.

The mission of Our Lady of the Lake University, an independent, Catholic institution sponsored by the Congregation of Divine Providence, is to provide excellent teaching through traditional and innovative educational programs; to develop its diverse, intercultural student bodies in Christian, person-centered learning communities; and to graduate individuals who are competent and committed to service.

Mission Statement

Our Lady of the Lake University exists for the purpose of providing undergraduate and graduate programs that are rooted in the tradition of Catholic higher education and inspired by the Congregation of Divine Providence in San Antonio. OLLU realizes this purpose through the development of every student who enrolls, through the assurance of quality in every academic program, through unwavering service to the communities of which it is a part, and through the continuing strong spirituality, charism and sponsorship of the Sisters of Divine Providence.

OLLU Statement of Purpose

Students

OLLU is a person-centered learning community. It offers opportunities for students to grow in all the dimensions of their being. Those who can benefit from its programs and services are welcomed, regardless of age, gender, background, ethnicity or belief. OLLU takes particular pride in the continuance of its heritage of providing access for women, Hispanic and non-traditional students, and seeks to be attentive to them in its programs and services. In that spirit, in addition to the ordinary academic predictors of success, OLLU may consider in its admission process such elements as leadership, high motivation, intellectual curiosity, educational creativity and humanitarian involvement. OLLU assists its students in persisting through graduation to find meaningful careers and to develop competencies for success in life.

Programs

Excellent teaching has the highest priority. OLLU educates the whole person in a Christian academic atmosphere that embraces intellectual, moral, social and spiritual values. It seeks to cultivate the skills essential for individual development and critical consciousness, for lifelong learning, for exploration of ultimate philosophical and religious questions, for ethical conduct, for success in chosen professions and for service to society.

OLLU's programs incorporate interfaith values and the rich intercultural heritage of Texas and the Southwest, and are designed to foster intellectual growth, to be responsive to individual needs and creative alternatives, and to be relevant to today's world. Community service, civic engagement, service learning, volunteerism and research, especially as supportive of instruction, are emphasized. State-of-the-art technology is broadly used to enhance the learning environment.

Undergraduate students complete a general education program that embodies the mission and values of the University as these are derived from the values of its sponsor, the Congregation of Divine Providence. At all of its campuses and from traditional to weekend, evening and online programs, students prepare to participate in service to their civic, national and global communities and to take responsibility for their continuing intellectual, ethical and aesthetic growth and development. Through its distribution requirements and seven values and skills areas throughout the curriculum, the general education program models critical thinking and reasoning in the disciplines covered, requires students to engage actively in the learning process, infuses the values and skills of the disciplines, and focuses on skills and knowledge students will need as citizens of a 21st century democracy.

Graduate programs prepare professionals to provide leadership and make scholarly contributions to the advancement of knowledge in their fields, apply the most current information and technology to decision making and problem solving, work collaboratively, productively and ethically in culturally diverse settings and contribute to the mission of the University by serving the needs of their communities.

Community

OLLU is a faith-based community, promoting ecumenism, inter-religious dialogue and just communities of faith. It provides a caring, family-like environment and is committed to collegiality, inclusiveness, involvement, mutual respect and diversity. OLLU maintains an ongoing connection with its alumni as a key component of their continuing lifelong development. It seeks to be a significant contributor to progress in San Antonio and Houston, and all the communities it serves, and takes a leadership role in development of San Antonio's West Side, the home of its main campus.

Proud of its past accomplishments and traditions, Our Lady of the Lake University is creating its future. It is inspired by trust in Providence, the promise of continuing and unwavering service, and, through its many stakeholders, the betterment of humankind, the environment and the world.

Approved by the Board of Trustees July 30, 2003

The University's strategic plan, approved by the Board of Trustees in July 2005, contains these five strategic goals:

- Strengthen the University as a Community in the Spirit of its Catholic Roots and CDP Heritage
- Enhance and Promote Academic Excellence
- Build the University's Enrollment Through Strategic Recruitment and Retention
- Significantly Enhance the Fiscal Strength of the University
- Expand and Improve the University's Facilities and Infrastructure

Inspired by Catholic values and the heritage of the founding Congregation of Divine Providence, Our Lady of the Lake University is a community called to transform individuals as they discover their purpose in life.

We aspire to be nationally recognized for our distinctive programs, our expertise in Mexican American culture, and our diverse graduates who lead and serve with faith and wisdom to improve the world.

Generous gifts to OLLU from alumni, individuals, companies, organizations, private foundations and federal agencies provide significant financial support for an extensive array of educational needs. Those needs include, but are not restricted to, scholarships, library holdings, technological needs, equipment, capital projects, the retention and recruitment of quality faculty and the enrichment of the University's endowment.

OLLU is proud of the more than 2,500 alumni who give each year to their alma mater during Phonathon, through direct mail or because of a personal visit. OLLU is also grateful to the companies and private foundations that give, including: AT&T Foundation, Valero Energy Corporation, Baptist Health Foundation, H-E-B, Coates Foundation, Bengal Energy, Flohr Enterprises, Inc., Lilly Endowment, Inc., Pizza Hut of San Antonio, San Antonio Livestock Exposition, San Antonio Area Foundation, USAA Federal Savings Bank, The Charitable Foundation of Frost National Bank, Broadway National Bank, The Zachry Foundation, The Halff Foundation and many more.

Other benefactors provide financial support through deferred gifts such as bequests in wills, trust funds, life insurance policies, annuities

University Goals

Vision Statement

Sources of University Support

and other planned giving vehicles. The University's 21st Century Circle honors those who make their planned gift intentions known to the Office of Development.

Many University-sponsored educational programs and projects have been funded through federal granting agencies, including: the National Science Foundation, U.S. Department of Defense, U.S. Department of the Navy, U.S. Department of Education, U.S. Department of Health and Human Services and the National Aeronautics and Space Administration

Contributions to OLLU, a nonprofit educational institution, are tax deductible to the extent of the law. Information regarding contributions is available from the Office of Development.

The University Community

The community which is Our Lady of the Lake University of San Antonio consists of some 105 full-time and 159 part-time faculty, 279 full-time and 36 part-time staff members and 2,608 students, including resident students, commuter students, inter-institutional cross-registrants and Weekend College students in San Antonio and Houston. Graduate students represent over one-third of the University's total enrollment.

Campus governance begins with the Board of Trustees, a lay board widely representative of the various ethnic groups, religious and professional interests of the external civic community. Faculty and students share in decision-making through a system of faculty-student policy-making and advisory committees. In addition, students control their own campus business through the Student Government Association with its general council.

The academic programs of the University are organized into the College of Arts and Sciences and three professional schools: the School of Business and Leadership, the School of Professional Studies and the Worden School of Social Service. Various support services are provided by the divisions of Academic Affairs, Enrollment Management, Finance and Facilities, Information Services, Institutional Advancement, Marketing and Communications, Mission and Ministry and Student Life.

Of special interest to undergraduate students are the following offices: the Center for Service-Learning and Volunteerism, the Academic Support Center (advising and Weekend College operations), the Kliesen International Center (international admissions and services) the Mission and Ministry Division (Campus Ministry and La Llamada vocational exploration program) and the Student Services Division (admissions, assessment center, career/placement, entertainment, food service, health services, housing, intramurals, National Association of Intercollegiate Athletics sports teams, organizations, personal counseling, recognized student organizations, recreation, registrar's office and wellness center).

As part of its community service and research functions, the

University also maintains the Harry Jersig Center, providing diagnosis and therapy for communication and learning disorders (associated with OLLU's Communications and Learning Disorders Department); the St. Martin Hall Child Development Center, an on-campus facility for children ages two to five, providing a pre-school program for the community (the pre-school program is associated with OLLU's Education Department and its "Early Childhood through 4th Grade Generalist Teacher Certification Program"); an off-campus Community Counseling Service (CCS) providing individual, couple/marital or family counseling (associated with OLLU's Psychology Department); the Old Spanish Missions Historical Research Library; the Center for Women in Church and Society; the Center for Mexican American Studies and Research; the Center for Science and Math Education; and the International Folk Culture Center.

Our Lady of the Lake University is located in historic San Antonio, a vibrant and diverse city with a population of over one million. San Antonio is the seventh largest city in the nation and is the gateway to Mexico and Latin America. Founded by Spanish missionaries in 1718, San Antonio has combined the colorful traditions of many cultures. Enjoyed by visitors are the famed Alamo, the "Shrine of Texas Liberty"; the chain of Spanish missions (including Mission San José, the best-preserved mission in the United States); La Villita, a restored 18th century Spanish settlement; the Spanish Governor's Palace; San Fernando Cathedral; and King William Street, a restored section of 19th century German homes. Along the banks of the San Antonio River, which meanders between the skyscrapers of the downtown area, is the colorful Paseo del Rio, a major tourist attraction replete with sidewalk cafes, art galleries, antique shops and night clubs. The river also leads into HemisFair Plaza, site of the 1968 World's Fair, and now the convention center for the city.

The city has long been established as a major medical and military center and now is quickly becoming known for its telecommunications, security, energy, finance, manufacturing and tourism industries. Corporations such as Toyota, the fourth-largest automaker in North America; Valero Energy Corp., the nation's largest oil refinery; Clear Channel Communications, the country's largest radio station owner; and the National Security Agency, have also made San Antonio home. With a growing corporate and medical presence, OLLU students have a variety of internship opportunities and career choices upon graduation.

San Antonio offers outstanding music and event venues such as the Alamodome, Majestic Theatre and the Aztec Theatre; several fine museums including the San Antonio Museum of Art, the McNay Art Museum, the Institute of Texan Cultures, the Witte Museum and the recently opened Museo Alameda, a Smithsonian-affiliated museum that tells the unique story of the Latino experience in America; Market

Location

Square, the largest Mexican marketplace outside of Mexico; Six Flags Fiesta Texas; and three of the top 10 tourist attractions in Texas – the Alamo, the River Walk and SeaWorld San Antonio. The city also is home to the minor league baseball team, the San Antonio Missions, the WNBA’s San Antonio Silver Stars and the NBA’s four-time World Champion San Antonio Spurs.

An important military center, San Antonio is the site of Fort Sam Houston, Lackland and Randolph Air Force Bases and Brooks City Base. It is served by the Amtrak rail system and by numerous airlines. The city is on several major highways, including IH 35 (the Pan American Highway), IH 10 (a transcontinental highway) and IH 37 (roadway to the Texas coast).

Located at the edge of the Texas Hill Country, San Antonio is less than three hours by car from the Gulf of Mexico and Padre Island, a national park, and from Mexico. The state capital, Austin, is 70 miles away. San Antonio is situated at an average elevation of 700 feet above sea level. Its climate, with an average temperature of 68.5 degrees, has given it the title “The City Where the Sunshine Spends the Winter.”

Campus and Buildings

Located three miles west of downtown San Antonio, the main campus of Our Lady of the Lake University provides a commanding view of the city’s skyline (dominated by the 750-foot Tower of the Americas), of the tree-covered hills of northwest San Antonio and of Lake Elmendorf, which arcs its way around the northeast edge of the campus.

The large, lakeside campus itself presents intriguing contrasts: historic four-story Gothic structures stand alongside newer buildings of simple design; paved driveways and parking lots intersect green lawns and flower beds; malls and groves of stately live oak and pecan trees provide a quiet retreat from the activities of recreational courts and playing fields.

Towering high above all other structures and clearly visible from many points in the city is the majestic chapel spire of the Sacred Heart Conventual Chapel, whose bells sound out the hour and quarter hours. The chapel is admired for its Gothic design, its white marble altars and its stained glass windows from Munich, Germany.

The Main Building, first opened in 1896, is a multipurpose building containing administrative offices, classrooms, computer labs, student areas and residence facilities. The 51,690 square foot Sr. Elizabeth Anne Sueltenfuss Library integrates traditional library resources with the latest multi-media and information technology resources. The Florence Walter Student Service Center houses the Assessment Center, Student Employment Office, Registrar’s Office, Financial Aid Office, Student Accounts Office, Cashier, Academic Affairs Office, Campus Ministry and the University Police.

Academic buildings include Thiry Auditorium, Fine Arts and

Humanities Building, Worden Building, Metz Hall, International Folk Culture Center, St. Martin Hall Child Development Center, Harry Jersig Center and Moye Hall. Other facilities are Providence Hall, St. Ann's Hall, Casa Caritas, Elliott House and the University Wellness and Activities Center.

Academic

Our Lady of the Lake University subscribes to the philosophy that human potential is enhanced through a program that focuses on individual needs within the educational system. A variety of student services, programs and facilities are available to help students adjust successfully to their environment and receive maximum benefit from the total University experience.

The Academic Counseling Center, located on the second floor of the Florence Walter Student Service Center, advises all incoming freshmen, transfer students with less than 30 semester hours and undecided majors. Students in all other San Antonio programs are advised by faculty from their major departments and can be assisted with other University-related questions by the appropriate offices during regular business hours.

The Balint Assessment Center, located on the ground floor of the Florence Walter Student Service Center, administers a variety of tests, including the Miller Analogies Test, the College-Level Examination Program Tests (CLEP), the Nelson-Denny Reading Test, the College Assessment Package, departmental tests for advanced placement, subject examinations at faculty request and assessment of life/work experience. All student, faculty and staff IDs are issued here as well.

The Center for Academic Achievement, located in the Worden School of Social Service, assists students with academic needs, including reading, writing, math, research assignments and tips on study skills. Supplemental Instruction (SI) offers peer-assisted learning for historically difficult classes. Laptop loan program allows currently enrolled students to borrow a laptop for up to three days. Americans with Disabilities Act (ADA) provides academic assistance to qualified students. The Center staff provides a variety of academic-based workshops to students at the request of faculty

Biliterate Programs coordinates the development of dual-language (English/Spanish) programs designed to give students professional-level Spanish proficiency. The program offers students the opportunity to earn a degree through the dual-language certification option. Students take classes taught in English and Spanish, and they will be prepared to work with English- and Spanish-speaking individuals in their chosen field of study.

The Center for Mexican American Studies and Research, located on the second floor of the Elliott House, serves to further the University

Student Development

mission of serving a culturally diverse population through traditional and innovative educational programs by advancing understanding and development of Mexican Americans. The Center does this through the coordination and development of the Mexican American Studies major/minor curriculum. The Center also houses the Old Spanish Missions Collection, which offers a wealth of information on Spanish Colonial missions and presidios and shipwrecks off the Texas coast, and the Mexican American Collection, which was donated by Maria Antonietta Berriozabal and documents the 10 years she served as San Antonio's first Hispanic City Councilwoman.

The Center for Service-Learning and Volunteerism, located in the Worden School of Social Service, coordinates volunteer placements and service-learning activities for students, faculty and staff, as requested. Outreach to community and neighborhood organizations is maintained through this office in order to design viable community service projects. Services include promotion of volunteer opportunities, event registration, individual placement, development and coordination of service projects, training and recognition events. This office manages work-study job placement for students allowed off-campus employment as well as volunteer mentor training and placement.

The Center for Science and Mathematics Education, created in 2001, is located on the fourth floor of the science building, Metz Hall. The Center coordinates a variety of initiatives designed to improve science and mathematics teaching in area school districts and houses the South Texas Regional Collaborative for Excellence in Science Teaching, one of 18 programs in the Texas Regional Collaboratives. With the goal of encouraging teachers to continue their education and stay in the teaching field, the Center coordinates graduate study opportunities, professional development, mentoring, teacher recognition and a resource/library center.

The St. Martin Hall Child Development Center (CDC) is licensed by the Texas Department of Protective and Regulatory Services. The primary goals of the CDC are to empower and enrich the mental health of the children and families it serves; provide a model training site for OLLU students in early childhood education, communication disorders, psychology and social work; and develop research, training and evaluation models focused on improving instructional practices for early childhood education.

The Kliesen International Center, located on the third floor of the International Folk Culture Center Building, serves as the focal point for the international/global/intercultural activities and initiatives on campus. The purpose of the center is to develop, stimulate and provide opportunities for learning how to function more effectively in a global society. The Study Abroad Office is part of the Kliesen International Center; it promotes and coordinates study abroad opportunities to OLLU students. The Center sponsors the

International Club for the University's international students.

The SURE (Student-University Relations Enhancement) Center, located on the second floor of the Florence Walter Student Service Center, assists students in resolving problems that perhaps cross administrative lines. Usually within 24 hours after a written report has been taken, students are provided with resolutions, referred to someone who will assist, or given an explanation of the procedure/process. The SURE Center serves as an advocate for students.

Office of Weekend College, located on the ground floor of Providence Hall, serves as an advising center for all San Antonio Weekend College undergraduate degree program students, as well as Master of Arts and Master of Business Administration program students. Houston students are advised in the Weekend College Program office at that location.

Non-academic

The Athletic Department, located in the University Wellness and Activities Center (UWAC), provides an equal playing field at OLLU, offering competitive athletics, as well as intramural and club sports. The University competes in the National Association of Intercollegiate Athletics (NAIA) with a men's and women's soccer, tennis and golf teams and a women's volleyball team. Additional sports will be added in future years. A schedule for each team is posted on the athletics / recreation page on the University's Web site. Students, faculty and staff are encouraged to attend home games at no cost.

The Campus Activities Office, located in the UWAC, strives to strengthen learning experiences through co-curricular opportunities that focus on developing leadership, multicultural awareness and programming activities that advance self-understanding and growth for the University community. The office empowers student leaders to target their leadership potential through organization engagement and participation. Leadership programs are a major focus of the Campus Activities Office. The office serves as a resource for the University's Recognized Student Organization (RSOs) as well as an advisor to the following leadership development organizations: the Lake Ambassadors, the Leadership Institute for Freshman Excellence (LIFE), the Student Government Association (SGA), Student Orientation Leaders (SOLs) and the University Programming Council (UPC). All students are encouraged to get involved in these initiatives and programs.

The Campus Ministry Office, located in the Florence Walter Student Service Center, seeks to empower students for life in light of the Gospel of Jesus Christ. Its mission is to foster an environment that provides for spiritual development and faith formation among faculty, staff and students. Campus Ministry provides an opportunity for all faculty, students, staff and administration to build unity within the campus from the religious perspective. Prayer and study groups,

lectures and discussions, liturgical and paraliturgical services, retreats and social action groups are planned throughout the year. Pastoral counseling services and the Sacrament of Reconciliation are available by appointment, as are opportunities to learn more about the Catholic faith. Campus Ministry makes every effort to promote church vocations and create Christian unity among all who come into contact with the University.

Campus Recreation, located in the UWAC, offers a variety of activities for students, faculty and staff in both competitive (intramural and club sport teams) and noncompetitive (recreational) activities. The office sponsors activities that promote participation at all levels of skill development. Facilities include softball, soccer and flag football fields; tennis courts; indoor and outdoor temperature-controlled swimming pools; a gymnasium equipped for volleyball, badminton, basketball and other indoor sports; weightlifting room; aerobic exercise room; a “cardio theater” exercise area with multimedia equipment; an indoor jogging track; and racquetball courts. Other recreational equipment is available such as table tennis, billiards and similar games.

The Career Services Center, located in the UWAC, provides comprehensive career counseling and guidance for all members of the OLLU community as well as graduates. Career services offered are vocational assessment for choosing or changing majors (interests, abilities and personality testing), résumé writing assistance, interviewing practice, online Web site résumé registrations, access to Internet job opportunity Web sites, on-campus recruiters, full-time and part-time job referrals, internship opportunities, development of credentials portfolio (résumé, references, transcript, letters of recommendation, faculty/employer appraisals) and graduate school information.

The Center for Women in Church and Society, located in the Elliott House, is an outgrowth of the historical commitment to the education of women demonstrated by the Congregation of Divine Providence and Our Lady of the Lake University. The Center seeks to expand the participation of women in both church and society. The Center promotes the interchange and sharing of available resources on women’s concerns through networking with academic, civic and church groups; and provides a place to read, discuss and research topics related to women. Center materials and activities focus on the needs, contributions and talents of minority women, especially the Hispanic women of the Southwest. All programs, film discussions, workshops and presentations are open to the campus and larger community. Resource materials are available to students, faculty and other interested persons.

The Counseling Services Office, located in Providence Hall, offers a variety of services ranging from crisis intervention to personal development. Services include short-term individual, couple, family

and group counseling. Consultation and referral services are also provided.

The Health Services Office, located in the UWAC, offers treatment of minor acute and stable chronic illnesses for students, faculty and staff. The Director of Health Services also offers health guidance, consultation and referrals to local health clinics. Health promotion events are held once monthly addressing a variety of health issues and health promotion topics.

University Police, located on the ground floor of the Florence Walter Student Service Center, coordinates campus safety and security. University Police Officers work 24 hours a day to ensure protection of the University community. The Campus Security Report is published annually and is available from the University Police office.

Additional information about any of the services offered by OLLU can be found in the Student Handbook.

Participation in student organizations is an integral part of the University's commitment to educating the total person. The University's student organizations offer participants the opportunity to meet new people, explore special interests, develop leadership skills, translate classroom knowledge and theories to practical application and positively enhance the University community.

Chartered Student Organizations are groups sponsored under the umbrella of a University department and are directly funded by University funds.

Recognized Student Organizations (RSOs) are groups operating on a voluntary and self-governing basis. These groups are funded through membership dues, fundraising projects and budget allocations from the Campus Activities Office. The University's RSOs offer students the opportunity to develop and explore special interests while working collaboratively with others. The University recognizes academic groups, honor societies and special interest groups, including cultural, recreational, religious and service organizations. Through participation in the Student Government Association and initiatives such as the "RSO Handbook," the RSO Officer-Advisor Orientation Workshop, Club Rush (both fall and spring semesters) and the various speakers on leadership, the Campus Activities Office works to increase the leadership development of RSO officers and members. For a complete listing of RSOs, contact the Campus Activities Office.

Student Organizations

Privacy (FERPA) Information

Student records at Our Lady of the Lake University of San Antonio are subject to provisions of the Family Educational Rights and Privacy Act of 1974 (PL 93-380) (FERPA), as amended, and to regulations interpreting the Act.

Records and Transcripts

This act provides that students shall have access to their official “education record” and shall have the opportunity to challenge such records if they deem them inaccurate, misleading or otherwise in violation of their privacy or other rights. Except for directory information, the University may not release personally identifiable data from student records to other than a specified list of exceptions without the written consent of the student. Even a release of information to parents or spouse requires the student’s written consent.

Available upon request from the Registrar’s Office are copies of the Act, a list of types of records maintained, names and titles of responsible officials and of personnel having access, procedures for reviewing or challenging records, and forms for requesting copies, releasing restricted information or prohibiting release of directory information. Policies and procedures governing student records are also published in the Student Handbook.

Our Lady of the Lake University hereby designates the following as public or directory information:

- Name, address (local and permanent), telephone listing
- E-mail address
- Major field of study
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Dates of attendance (“from” and “to” dates of enrollment)
- Degrees and awards received
- The most recent previous educational agency or institution attended.
- Photograph

Such information may be disclosed by the institution for any purpose, at its discretion.

Currently enrolled students may withhold disclosure of directory information under the Family Educational Rights and Privacy Act of 1974, as amended. To withhold disclosure of directory information, written notification must be received in the Office of the Registrar, 411 S.W. 24th Street, San Antonio, TX 78207-4689, within the first 12 days of the fall or spring semester, the first four days of a summer session or the first weekend of class (Weekend College Programs). Forms requesting the withholding of directory information are available in the Office of the Registrar, Office of Weekend College Programs (San Antonio or Houston) or Registrar’s Office Web site. Our Lady of the Lake University assumes that failure on the part of any student to specifically request the withholding of directory information indicates individual approval for disclosure.

Transcripts

Request for an official transcript of academic credits should be addressed to:

Our Lady of the Lake University
Registrar's Office
411 S.W. 24th Street
San Antonio, TX 78207-4689

For security purposes, transcript requests are not accepted by telephone or e-mail. All obligations to the University must be met before transcripts are released. Transcripts from other institutions are not reproduced.

A brochure detailing current charges for tuition, fees, room and board is available by request from the Admissions Office or the Student Accounts Office. This information is also available on the University's Web site.

After course selection is completed and before classes begin, all students are responsible for making payment arrangements in the Student Accounts Office. Accounts may be paid in full by cash, VISA or MasterCard, or payments may be made on a regular schedule approved by the Student Accounts Office.

The Student Business Office provides Cashier and Student Account Services for all students. Registration is completed only after receiving Final Confirmation of Registration. The office assists all students with registration invoices, monthly payments and application of financial aid. With a current University ID, students may cash personal checks up to \$25 per day. Penalty fees are assessed on all returned checks. An ATM is available on campus.
Final Confirmation of Registration

All students must enroll in a payment agreement either electronically through WebAdvisor's e-commerce or in person. Further information is available on the Student Business Office web page at www.ollusa.edu, including employer reimbursed procedures. Students can make payments and view account information through WebAdvisor's e-commerce. Various payment options are available:

- Payment in full Agreement. Available for all students who are paying in full or paying the difference between official financial aid and the term charges. (This is the only payment plan available to International students.)
- Financial Aid Plan: Available for all terms for students fully covered by financial aid.
- Three Payment Plan: Available for all trimesters. A deferred fee is charged, first payment is due at time of enrollment, and

Tuition and Other Expenses

Student Business Office

subsequent payments are due no later than 30 and 60 days after the first day of class.

- **Four Payment Plan:** Available for fall, spring and extended trimester. A deferred fee is charged, first payment is due at time of enrollment, and subsequent payments are due no later than 30, 60 and 90 days after the first day of class.

Once enrolled online, and a final review is conducted by the Student Business Office, a Final Confirmation of Registration e-mail will be sent to the OLLU email account or an email indicating the action to be taken. Payments may be made online, in person or mailed. Checks payable to Our Lady of the Lake University, MasterCard, Visa or Discover are accepted. Eligible veterans should contact the Veterans Coordinator in the Office of Financial Aid for assistance in completing necessary paperwork. A book voucher may be available at the University Bookstore if expected financial aid is in excess of tuition, fees and other charges for the session.

Financial Aid

The Office of Financial Aid at OLLU understands the pressures that students and their families face in financing a college education. Sometimes students mistakenly assume they cannot afford the quality education offered by a private university.

Qualified students who desire the excellent educational opportunities OLLU offers should not have to settle for less because of cost. This is why the University makes available a broad range of financial aid programs based on students' needs and qualifications. The Office of Financial Aid makes every effort to provide the difference between what students and their families can contribute and the actual cost of attending the University.

Financial Aid Programs Available

Grants and loans from federal and state financial aid programs are available. Grants do not need to be repaid. Loans are repaid at low-interest variable rates after the student is no longer enrolled on at least a half-time basis.

Outside Scholarships

For additional information on scholarship opportunities, visit the financial aid Web site at www.ollusa.edu.

Applying for Financial Aid

To be considered for financial aid, the student must complete the Free Application for Federal Student Aid (FAFSA) online at www.fafsa.ed.gov. Filing online will expedite the process. On the FAFSA, the student must include Our Lady of the Lake University's federal school code number, **003598**. This will assure that OLLU receives the information electronically.

The FAFSA process begins on Jan. 1. To be considered for priority awarding, it is recommended that the FAFSA be completed by Feb. 28. The most important thing to remember is to apply early. Students must also reapply for financial aid each year.

Eligibility Requirements for Financial Aid

The student:

- must be enrolled or accepted for enrollment in an eligible program of study
- must be a U.S. citizen or an eligible non-citizen
- must meet satisfactory academic process
- must have a valid Social Security number
- must certify that he or she will use federal student aid only for educational purposes.
- must also certify that he or she is not in default on a federal student loan and does not owe money on a federal student grant
- must comply with Selective Service registration

Verification

The Department of Education randomly selects students for a process called verification. Verification means that OLLU will be comparing information from the student's FAFSA with signed copies of the student's and/or the parent(s)' Income Tax Return. Additional documentation may be required to resolve discrepancies found in the verification process. If there are differences between the FAFSA and financial documents, corrections will be made electronically by the Office of Financial Aid.

All students who have been selected for verification will be offered an "estimated" financial aid award until the verification process is completed. OLLU encourages students and families to submit the requested documentation as soon as possible to avoid any delays.

All documents submitted to the Office of Financial Aid become the property of OLLU.

Special Circumstances

The student's eligibility for aid is based on the information that the student reported on the FAFSA. OLLU is aware that some families have situations which are not covered in the information that is provided on the FAFSA. There must be compelling reasons for the Office of Financial Aid to take into account special circumstances the student might have. These circumstances could include the family's unusual medical expenses, tuition expenses or unemployment. Adequate documentation to support any request must be provided.

Satisfactory Academic Progress Policy

Federal Financial Aid regulations require that Our Lady of the Lake University apply reasonable standards for measuring students' satisfactory academic progress toward their educational programs.

Included in these standards are a qualitative measure, a quantitative measure and a maximum timeframe requirement. The qualitative and quantitative standards used to monitor academic progress must be cumulative and must include all periods of the student's enrollment including periods for which the student did not receive financial aid.

Grade Point Average (GPA)

All master's and doctoral students:

- Must maintain an OLLU cumulative GPA of 3.0 to remain in good standing
- Will be placed on Financial Aid Probation if OLLU cumulative GPA falls below 3.0.

Students on Financial Aid Probation are eligible to receive financial aid, but are cautioned to strive to improve their academic standing.

Completion Rate

In addition to maintaining the overall GPA requirement, students must make reasonable progress toward their degree.

All students:

- must successfully complete at least 75% of all OLLU hours attempted. Grades of F, NC, Q, W, WI are not considered as satisfactory completion.
- will be placed on Financial Aid Probation if the OLLU overall percentage of completion rate falls below 75%.

Time Limits

A master's student in a 36-hour program will be eligible for financial aid for a maximum of 54 attempted credit hours. Transfer hours are included in the total number of credit hours attempted.

A doctoral student will be eligible for financial aid for a maximum of 137 attempted credit hours. Transfer hours are included in the total number of credit hours attempted.

Students who have exceeded these time limits will be considered for financial aid on a case-by-case basis.

Financial Aid Suspension

A student will be placed on Financial Aid Suspension if GPA and /or completion rate requirements are not met in two consecutive semesters.

Appeal of Financial Aid Suspension

If a student is placed on Financial Aid Suspension for failure to meet the minimum academic standards, the student can appeal in writing to the Office of Financial Aid. The letter must state: (1) why the student did not meet the minimum academic requirements, (2) reasons why the financial aid should not be terminated, and (3) the steps that the

student will take to improve his/her academic standing.

A student whose appeal is granted will be reinstated on Financial Aid Probation for one review period.

Dropping Classes

In certain situations, a student may find it necessary to reduce the course load due to personal, financial or academic reasons. Students contemplating such a reduction in hours must notify the Office of Financial Aid to determine what implications such action will have on their financial aid.

Some financial aid programs require specific minimum hours of enrollment to be eligible for and to continue receiving those funds. Students who fail to notify the Office of Financial Aid prior to dropping a course(s) may incur an unexpected financial obligation to the University.

If a professor withdraws a student from a class due to non-attendance, there may be financial aid implications. To check, contact the Office of Financial Aid.

Return of Title IV Funds

This policy applies to students who complete 60% or less of the enrollment period (i.e., Fall, Spring or Summer session) for which they received Federal Title IV aid. A student who drops a class but still completes one or more classes does not qualify for the Return of Title IV Funds policy. The term “Title IV aid” refers to the following Federal financial aid programs: Unsubsidized Federal Stafford loans, Subsidized Federal Stafford loans, Federal Perkins loans, Federal PLUS (Parent) loans, Federal Pell Grants and Federal SEOG (Supplemental Educational Opportunity Grant).

To conform with the policy, Our Lady of the Lake University must determine the student’s withdrawal date. The withdrawal date is defined as:

- the date the student began the withdrawal process or officially notified Our Lady of the Lake University of his or her intent to withdraw; or
- the last date of attendance at an academically related activity by a student who does not notify Our Lady of the Lake University of the intent to withdraw.

The calculation required determines a student’s earned and unearned Title IV aid based on the percentage of the enrollment period completed by the student. The percentage of the period that the student remained enrolled is derived by dividing the number of days the student attended by the number of days in the period. Calendar days (including weekends) are used, but breaks of at least five days are excluded from both the numerator and denominator.

Until a student has passed the 60% point of an enrollment period, only a portion of the student’s aid has been earned. A student who

remains enrolled beyond the 60% point is considered to have earned all awarded aid for the enrollment period.

Earned aid is not related in any way to institutional charges. In addition, the University's refund policy and Return of Title IV Funds procedures are independent of one another. A student who withdraws from a course may be required to return unearned aid and still owe the University for the course. For more information on Our Lady of the Lake University's withdrawal and institutional charges policies, consult the Web site.

The responsibility to repay unearned Title IV aid is shared by Our Lady of the Lake University and the student. For example, the calculation may require Our Lady of the Lake University to return a portion of Federal funds to the Federal Title IV programs. In addition, the student may also be required to return funds based on the calculation. A student returns funds to the Federal Stafford loan programs based on the terms and conditions of the promissory note of the loan. A student who receives a Federal Pell Grant may be required to repay 50% of the funds received. The return of Federal aid is in the following order: Unsubsidized Federal Stafford loans, Subsidized Federal Stafford loans, Federal Perkins loans, Federal PLUS (Parent) loans, Federal Pell Grants, Federal SEOG (Supplemental Educational Opportunity Grant), Federal Academic Competitiveness Grant (ACG), Federal National Science and Mathematics Access to Retain Talent (SMART) Grant.

How to Handle an Overpayment

Students who owe funds to a grant program are required to make payment of those funds within 45 days of being notified that they owe this overpayment. During the 45-day period students will remain eligible for Title IV funds. If no positive action is taken by the student within 45 days of being notified, Our Lady of the Lake University will notify the U.S. Department of Education of the student's overpayment situation. The student will no longer be eligible for Title IV funds until he/she enters into a satisfactory repayment agreement with the U.S. Department of Education.

During the 45-day period, the student can make full payment to Our Lady of the Lake University of the overpayment. The college will forward the payment to the U.S. Department of Education and the student will remain eligible for Title IV funds. Checks should be made payable to Our Lady of the Lake University, Attn: Student Business Office. Attach a remittance coupon to assure proper credit.

If a student is unable to pay the overpayment in full, he/she can set up a repayment plan with the U.S. Department of Education. Before doing this, the student should contact the Our Lady of the Lake University Office of Financial Aid. The student must be sure OLLU has referred the situation to the U.S. Department of Education before any repayment plan can be set up.

The address for the U.S. Department of Education is
U.S. Department of Education
Student Financial Assistance Programs
P.O. Box 4222
Iowa City, IA 52245
Phone: 800-621-3115
E-Mail: DCS_HELP@ed.gov

For examples of the Return of Title IV Funds calculations or questions regarding the overpayment policy, contact the Office of Financial Aid.

Students who are thinking about withdrawing from all classes should contact the Office of Financial Aid to find out how the proposed withdrawal will affect financial aid.

Family Education Right and Privacy Act (FERPA)

To protect privacy, all records and conversations between the student and Office of Financial Aid are confidential. No public announcement shall be made of need-based amounts awarded to students. No information concerning the student's financial aid records will be released to anyone outside the Office of Financial Aid without the student's permission in accordance with FERPA. If a student wants information released, a consent form must be completed.

Contact Information

Students have the right to understand the financial aid process, so questions are always welcome. Contact the Financial Aid Staff at 210-434-6711, ext. 2299 or visit the Office of Financial Aid in the Walter Student Service Center, Room 105.

Students are encouraged to visit the financial aid Web site at www.ollusa.edu.

A student who is delinquent or in default of payment(s) and/or returned check(s) due the University, may be withdrawn from the University in the term the delinquency or default occurs and cannot be readmitted for that term. A student who has been withdrawn from the University may be readmitted the following term if all payments due the University are paid and the student is otherwise eligible for readmission. Transcripts are not issued to students who have not met all obligations to the University.

Refunds for tuition and fees in all cases are calculated from the date the properly completed withdrawal form is received in the Registrar's Office. Consideration cannot be given to the date the student ceased attending classes unless proper withdrawal procedures have been followed:

- Obtain proper form(s) from Registrar's Office
- Obtain signature of adviser
- Submit completed form(s) to Registrar for final processing (Houston Weekend College office for Houston students)

Application fees and advance tuition deposits for new students are

Financial Obligations and Refunds

not refundable. After the 100 percent refund period, all other fees are forfeited.

If proper withdrawal procedures have been followed, tuition is adjusted according to the following schedule:

Percent Refund Fall / Spring	Date official withdrawal received
100	1st week
75	2nd week
50	3rd week
25	4th week
0	After 4th week

Percent Refund Summer	Date official withdrawal received
100	1 st -2 nd day
75	3 rd -4 th day
50	5 th -6 th day
25	7 th -8 th day
0	After 8 th day

Assistantships are rescinded at the time a student withdraws from the University.

The refund policy for each Trimester, Extended Term and Fast Track term is:

- Withdrawals completed through the Friday following the first weekend of classes receive a 100 percent refund.
- Withdrawals completed after the Friday following the first weekend of classes are not eligible for any refund and do not cancel the student's financial obligation to the University.
- Withdrawals will not be processed after the fourth weekend of class.

University Bookstore

The University Bookstore is a one-stop shop for books, supplies and electronics. Additionally, the bookstore is the place to find official OLLU gear, including insignia clothing, accessories, diploma frames and much more.

Textbooks

The University Bookstore provides used textbooks to save students money. Students can order both new and used textbooks at www.ollusabookstore.com. The Bookstore staff will order other books or materials, as well.

Refunds

The Bookstore allows returns for a 1-2 week period per semester for full refunds and exchanges. Students should check with the Bookstore for the exact dates.

Refund Guidelines

- Receipt and registration sheet required (refunds are not given without a receipt)
- Books must remain in original condition and shrink wrapped books must remain sealed
- Refunds are issued in the same form of original payment. Five business days are required to issue cash back for checks

Textbook Buyback

The University Bookstore will buy used textbooks every day at a standard wholesale price. During finals week, the Bookstore offers special event prices of up to 50 percent of the retail price. Contact the Bookstore for specific dates and times.

The Bookstore offers a 100 percent textbook buyback guarantee. Proceeds from this program benefit the University Bookstore and the Arbor Day Foundation's "Build A Forest" campaign.

Graduation

The University Bookstore offers graduating students a variety of services:

- Academic regalia
- Class rings
- Announcements
- Diploma frames – most styles are available in stock

A student must be enrolled in the University in each academic semester in order to live in the residence halls. A \$125 residence hall room deposit is required at the time a student applies for on-campus housing and remains in effect for the duration of the student's residence on campus. The residence hall room deposit:

- Activates the student's file in the Office of Residence Life;
- Stands as a deposit to cover any intentional or careless damage which may occur during the period of occupancy (if damage exceeds the deposit, the resident will be billed the additional amount); and
- Will be forfeited if the resident terminates occupancy or refuses a room assignment.

The full deposit will be refunded if the cancellation is made in writing to the Office of Residence Life prior to July 1 for the fall semester, Dec. 15 for the spring semester and May 15 for the summer sessions. If residence hall space is not available, the housing deposit will be refunded.

Rooms are contracted for the entire academic year (fall and spring semesters); there is no refund in the event of withdrawal. Room rent does not cover residence during vacations or periods between semesters, including Christmas. Room rent is due and payable according to the established payment schedule for all University charges.

Refund on board is based on the unused balance of the meal plan at the time of withdrawal.

Housing

Residence Facilities

The Residence Life program is designed to provide an atmosphere conducive to the development of each resident's personality and abilities. Emphasizing community life and personal growth, the Residence Life program helps students develop their interpersonal skills and enrich their educational and social experiences.

The Residence Life staff includes the Director of Residence Life, Assistant Director of Residence Life, Residence Life Coordinators and a Resident Assistant staff of student leaders. The residence hall section of the Student Handbook, distributed to each resident student, contains detailed information on housing applications, room assignments, deposits, refunds, holiday closings, insurance options, rules and regulations and other pertinent information.

The University provides food service for on-campus resident students as well as faculty, staff and commuter students. All students living in the residence halls are required to participate in one of the board plan options provided for food service. Students may purchase meals and snacks on an à la carte basis in the Main Building dining hall and other items in the snack bar in the University Wellness and Activities Center every day of the week when classes are in session and the residence halls are open.

Residence halls provide on-campus housing for students of Our Lady of the Lake University. Designed to meet students' needs for privacy as well as community life, the residence halls offer students the choice of private or shared rooms with common lounges for recreation and study.

Accommodations for Students with Disabilities

Our Lady of the Lake University does not discriminate on the basis of disability in its programs and activities. The University will ensure equal opportunity with respect to participation in and benefit from all postsecondary education programs and activities offered at the University. The University is in compliance with the Americans with Disabilities Act (ADA) and has established the ADA Compliance Council to ensure the University's continued compliance.

To inquire about services or to request accommodations or modifications, contact the Academic Success Center.

Documentation must be provided to the respective offices before accommodations can be arranged. Some accommodations require several weeks to arrange (for example, taped texts and relocation of classes); therefore, students needing disability accommodations must make requests in a timely manner, as early as possible after registration.

Cooperative Arrangements

In the interests of total service to the San Antonio region, the Board of Trustees of Our Lady of the Lake University in 1970 joined with the governing boards of the Oblate School of Theology, St. Mary's University and the University of the Incarnate Word to create a multipurpose consortium, the United Colleges of San Antonio (UCSA).

Through cross registration, faculty exchange and other cooperative initiatives, this enterprise permits students at these institutions to have the advantage of a much wider range of programs, course offerings, faculty, library resources and educational services than any single institution could provide. The UCSA institutions have closely coordinated calendars and staggered course schedules to facilitate student cross-registration. In addition to effecting student exchange, the consortium helps the member institutions in the development of academic and administrative cooperation and jointly sponsored proposals, programs and projects. The UCSA Graduate Program in English and Communication Arts is an example of this institutional cooperation.

In the interest of enhancing the international and intercultural educational experiences of its students, Our Lady of the Lake University provides its students with study abroad opportunities. The University has entered into student exchange agreements with a number of institutions of higher learning. Students can learn more about these opportunities by contacting the Study Abroad Office.

The University also participates in several other cooperative endeavors, including the Council of Research and Academic Libraries (CORAL), a cooperative arrangement facilitating interlibrary use, cooperative purchasing and union lists of the major area research libraries and special libraries, and the Higher Education Council of San Antonio (HECSA), a consortium of all local colleges and universities.

The University memberships include the American Council on Education, the Association of Texas Colleges and Universities, the Hispanic Association of Colleges and Universities, the Independent Colleges and Universities of Texas, the Texas Independent College Fund, the Higher Education Council of San Antonio, the United Colleges of San Antonio, the National Association of Independent Colleges and Universities, the Association of Catholic Colleges, and Universities and the Council on Independent Colleges.

Our Lady of the Lake University expresses its commitment to the complete educational development of the individual: intellectual, moral, social and spiritual. It attempts, moreover, to create a person-centered learning environment in which both academic and co-curricular programs and services provide creative alternatives responsive to the needs of individual students. Flowing from its purpose as well as its commitment to comply with the Drug-Free Schools and Communities Act of 1989 (Public Law 101-226), Our Lady of the Lake University promotes an environment to prevent the use of illicit drugs and the abuse of alcohol by students and employees. Our Lady of the Lake University's student and personnel policies clearly prohibit the unlawful possession, use or distribution of illicit drugs and alcohol by employees and students on University property or as part of any of the University's activities.

Memberships

Educational Commitment

Academic Regulations

General Policy

Our Lady of the Lake University of San Antonio believes that the shared quest of the University community for self-realization can take place most effectively when there are some common understandings about how this joint endeavor of faculty and students is to be achieved. The University's academic regulations, therefore, are merely attempts to codify some of these understandings so that the collective educational enterprise will be one of order and harmony rather than one of confusion and chaos.

The University also believes, however, that the best educational program is person-centered, one which can help students develop as individual persons along all the dimensions where growth appears necessary or desirable, without separating the intellectual from other aspects of individual development. Further, it holds that self-liberalization and self-realization take place best in an atmosphere of personal freedom, intellectual self-determination and open communication.

Because a university is an ongoing enterprise that can carry out its mission only through constant adaptations to new needs and changing circumstances, Our Lady of the Lake University reserves the right to change any of its educational policies or procedures (including admission and graduation requirements, curricular scope and content, schedule of offerings, fees and refunds, and regulations affecting students) at any time.

The University also reserves the right to refuse to admit or readmit or to dismiss any student at any time.

Academic Advising Procedures

A faculty or professional staff member assists each student in preparing a degree plan, approves the student's course schedule for each enrollment period, and assists with any academic problems that may occur. Although students are expected to avail themselves of the adviser's assistance wherever needed, each student individually assumes the final responsibility for the selection of courses meeting degree and certificate requirements. The adviser's approval is required for students registering for courses, adding, dropping or changing courses in person with the Registrar's Office; for taking courses at other institutions; and for exemptions from academic regulations. Regular consultations with advisers are recommended for all students.

Registration Procedures

Students must register in person or online by the last registration day as noted in the official University calendar. Students who register after the last official day of registration will be charged a late fee.

Weekend Degree Program students may register through the online registration system, by phone, fax, e-mail or in person in the Weekend College in San Antonio or the Weekend College Office in Houston for courses offered at that location. Registration for

courses at off-campus locations follows procedures and policies determined by the Weekend College Office.

The University reserves the right to cancel on-campus courses for which the enrollment is fewer than 10 students and off-campus courses for which the enrollment is fewer than 20 students.

Bilateral agreements among the institutions of the United Colleges of San Antonio (UCSA) permit students to register for courses at the University of the Incarnate Word, Oblate School of Theology and St. Mary's University through the same process by which they enroll for courses at their home campus. Students are required to complete an Inter-institutional form available in the Registrar's Office. This form requires signatures from the institution at which the student wishes to register as well as from designated personnel at Our Lady of the Lake University.

Punctual attendance at each class and laboratory period is an obligation of the student. For some classes, the attendance requirements are determined by the College, School or department; for others, the individual faculty member sets attendance requirements in keeping with the nature of the course and the level of the students. Failure to conform to attendance requirements may subject a student to a failing grade.

A student may initiate a withdrawal from a class only by presenting the properly signed withdrawal forms to the Registrar's Office. Informal notice to faculty cancels neither registration nor the student's contract with the Student Business Office.

The University may initiate an institutional withdrawal for disciplinary reasons or for students who are delinquent or in default of payment. Students on institutional withdrawal are proscribed by University policy from continuing their coursework.

The University is required to monitor attendance of certain categories of students, such as those attending on Veterans Administration benefits, and to report these attendance records to the agency concerned.

A faculty member may initiate a course withdrawal for students not making progress toward fulfilling course requirements. See "WI" grade.

If a student repeats a course, the last grade received (excluding grades of Q, W, X, I, AU, WI and NC) is the permanent grade for the course. Any previous grade earned for the course remains on the transcript but is no longer computed in the grade point average.

Inter-Institutional Registration

Class Attendance

Withdrawal Procedure

Repeating Courses

Assessments and Examinations

In order to receive course credit, students must be able to demonstrate attainment of the course's specified academic outcomes. Faculty members may use various kinds of evaluative tasks for this purpose, including quizzes, examinations, papers, reports, laboratory work, special projects and external assessments. Students are expected to meet faculty specifications and deadlines for these assessment activities.

A final examination period is scheduled in every semester to permit faculty to give final examinations. In the week prior to final examinations, no new long assignments may be given, although regular class assignments may be given, and long-range assignments, may be due during this week.

Faculty may, at their discretion, waive any part of a course assessment, including a final examination, provided that the remaining elements of the course assessment ensure an adequate evaluation of all essential student academic outcomes or course objectives. If an adequate assessment is not otherwise available, however, a faculty member is never obligated to waive a final examination or any other assessment element, even for a graduation candidate or a student with a disability.

Grading System

A+, A, A- (IA+, IA, IA-)

Indicates excellent achievement demonstrated by

- (1) Competency and accuracy of knowledge
- (2) Sustained and effective use of knowledge
- (3) Independence of work
- (4) Originality (Grade points: 4.00)

B+, B, B- (IB+, IB, IB-)

Indicates satisfactory achievement in the same factors listed under the "A" grade. (Grade points: 3.00)

C+, C, C- (IC+, IC, IC-)

Indicates below-average performance. (Grade points: 2.00)

No more than six semester hours of "C" grades may be counted toward a master's degree; these must be balanced by "A" grades in other courses. "C" grades may not be counted towards doctoral degrees.

D+, D, D- (ID+, ID, ID-)

Unsatisfactory work; does not count toward a master's degree; does not fulfill course requirements or prerequisite and must be repeated; will result in being placed on Scholastic Probation for the next nine hours of course work at the University. (Grade points: 1.00)

P - Indicates "pass" on the Pass-Fail system; awarded for the achievement of the minimal objectives of the course; acceptable as transferable college credit but not directly comparable to grades on the regular letter-grade system. (Grade points: "P" not counted in grade point average; "F" counts same as "F" grade below)

NOTE: The Pass-Fail option is available to graduate students only when the entire class is offered under this option.

I - Indicates incomplete work; used at the discretion of the faculty member when a student has legitimate reasons for being unable to complete requirements on time. (Grade points: not counted in grade point average)

NOTE: Incomplete grades received:

1. In the Fall Semester or Trimester I must be removed during the first six weeks of the Spring Semester or Trimester II
2. In the Spring Semester or Trimester II must be removed during the first six weeks of the Fall Semester; however, in the case of those students who may be liable for academic discipline, the incomplete grade must be removed within the first six weeks of the Summer Term
3. In the Summer Sessions or Trimester III must be removed during the first six weeks of the Fall Semester or Trimester I

The faculty member determines the completion due date based on the circumstances causing the Incomplete grade. This due date may be within, but not later than, the above six-week periods. A faculty member may also request from the Registrar an extension beyond the six week period but in no case may it be extended later than the end of the term in which the Incomplete grade was to be completed. An incomplete grade which has not been completed within the allotted time automatically becomes an F. An I grade cannot be changed to Q, NC, W, X, WI or AU.

Q - Indicates official withdrawal from a course during refund period. (Grade points: not counted in grade point average)

W - Indicates official withdrawal from a course after refund period. (Grade points: not counted in grade point average)

NOTE: Students may not withdraw from courses during the last four weeks prior to final examinations during the fall or spring regular semesters; or one week prior to final examinations during a summer session; or after the 4th weekend of classes in a Weekend Degree Program trimester.

AU - Audit – Indicates non-credit. (Grade points: not counted in grade point average)

NC - No credit – indicates credit not granted for course. (Grade points: not counted in grade point average)

F - Indicates failure; removed from grade point average when course is successfully repeated; causes master's and doctoral students to be placed on Enforced Scholastic Withdrawal. (Grade points: 0.00)

X - Indicates that the work of the course extends over more than one semester or term. Given in practicum, internship, field experience or thesis courses, and replaced by the appropriate letter grade when the work is completed. (Grade points: not counted in grade point average)

WI - Indicates the student was withdrawn from the class by action of the faculty member or administration. (Grade points: not counted in grade point average)

Grade Point Average

The grade point average is obtained by dividing the grade points earned by the semester hours attempted. The cumulative grade point average used for most records is based on the total grade points earned at Our Lady of the Lake University. Although faculty may, at their discretion, add pluses or minuses to letter grades, these distinctions are not calculated in the grade point average. A cumulative grade point average of 3.00 is required for graduate degrees.

Weekend College Program

The University's Weekend College Program began in the fall of 1978 as a scheduling alternative to allow undergraduate and graduate students to earn their degrees by attending classes on alternate weekends during three trimesters a year. Since the number of classroom hours is usually less than that of traditional classes, the Weekend College Program is a highly concentrated learning experience.

Currently, Our Lady of the Lake University offers Weekend College Programs at two locations: San Antonio, on the main campus; and Houston, in cooperation with the Lone Star College Systems - North Harris location. San Antonio currently offers the Doctor of Philosophy in leadership studies. Master's degrees currently offered in San Antonio include the Master of Business Administration, Master of Education Non-Traditional Certification in Curriculum and Instruction (with teacher certification), Master of Education in master technology teacher (online program), Master of Education in learning resources specialist, Master of Arts in Human Sciences, Master of Arts in Sociology, the Master of Science in organizational leadership, Master of Science in Nonprofit management (online program) and Master of Science in information systems and security. Houston currently offers graduate degrees including the Master of Business Administration, the Master of Arts in human sciences, the Master of Science in psychology and the Master of Science in organizational leadership. San Antonio and Houston offer master-level certificates in violence prevention and intervention, accounting/finance, healthcare management and management. San Antonio also offers a master-level certificate in information assurance and security.

Other Learning Alternatives

For the needs of various constituencies, the University has additional types of learning alternatives. These include: regular late afternoon and evening classes, courses at off-campus locations such as businesses, institutes on special topics, self-paced courses, programmed instruction, audio-tutorial instruction, computer-assisted learning, distance learning via the internet and telecourses, independent study, internships and practica in

professional fields and study tours (local, regional, national and international).

No later than one semester or trimester before the date on which a degree is to be conferred, degree candidates must file with the Registrar an application for degree. At the same time, the adviser must present to the Registrar an up-to-date, signed degree plan.

Degree candidates who are taking approved courses at another institution in their final term must make arrangements with the faculty at the other institution(s) to have final grades in to the Our Lady of the Lake University Registrar's Office by the deadline specified in the University calendar.

For students completing requirements at other institutions and submitting letters with final grades, participation in graduation will be permitted, but letters of completion and Our Lady of the Lake University transcripts will not be released until official transcripts for the final term from the other institution have been received in the Registrar's Office and grades verified.

In May and December, Our Lady of the Lake University confers degrees at Commencement Exercises, held in San Antonio. In August, Our Lady of the Lake University confers degrees, but no longer has Commencement Exercises. Special accommodations to participate in May or December are offered to the August degree candidates. Degree candidates are responsible for ordering their own caps, gowns and invitations by a specified deadline.

A student who has completed all degree requirements may request a letter from the Registrar indicating that the degree will be formally conferred at the next degree-conferring date. Conferring of degrees will be postponed for students who have not cleared all obligations to the University by the deadline. Obligations include exit interviews, financial balances, overdue library books and fines.

Students are encouraged to voice legitimate concerns. Complaints should be expressed to the individual involved or, if the complaint does not involve an individual, to the supervisor of the area of the complaint.

If this does not result in the resolution of the situation, complaints should be put in writing and one of the following procedures should be followed: academic complaints should be expressed first to the professor, then to the program head or department chair, then to the dean of the school or college, then to the Vice President for Academic Affairs; complaints regarding an administrative area should be expressed first to the individual, then to the director of the department, then to the appropriate vice president or dean.

Application for Degree

Commencement Exercises

Procedure for Student Complaints

Graduate Information

Degrees Offered

Our Lady of the Lake University's graduate programs lead to the following degrees:

Master of Arts with a specialization in:

Communication and Learning Disorders

English

Concentrations:

English Communication Arts

English Education

English Language and Literature

Writing

Human Sciences

Sociology

Special Education

Concentrations:

Early Childhood

Educational Diagnostician

Generic

Severely Emotionally Disturbed and Autistic

Severe to Profound Handicapped

Master of Business Administration with a concentration in:

Accounting/Finance

Healthcare Management

Management

Master of Business Administration and Master of Science

Master of Education with a specialization in:

Curriculum and Instruction

Concentrations:

Bilingual

Early Childhood

English as a Second Language

Integrated Math Teaching

Integrated Science Teaching

Master Reading Teacher

Master Technology Teacher (online only)

Reading Specialist

Generic Special Education

Elementary Education

Early Elementary Education

Bilingual Education

Early Childhood Education

Professional Studies

Intermediate Education

Math/Science Education

Professional Studies

Secondary Education

Math/Science Education

Professional Studies

Learning Resources Specialist

Principal

School Counseling (Online and on site)

Master of Science with a specialization in:

Information Systems and Security

Concentrations:

- Business Management
- Information Assurance and Security
- Information Systems

Nonprofit Management (online only)

Organizational Leadership

Concentrations:

- Interdisciplinary Leadership
- Political Leadership

Psychology:

Concentrations:

- Counseling Psychology
- Marriage and Family Therapy
- School Psychology

Master of Social Work

Social Work (54 semester hours) Regular Program

Concentrations:

- Program Planning and Administration
- Services to Children and Families

Social Work (31 semester hours) Advanced Standing Program

Concentrations:

- Program Planning and Administration
- Services to Children and Families

Doctor of Philosophy with a specialization in:

Leadership Studies

Doctor of Philosophy with a specialization in:

Leadership Studies and a Master of Business Administration
(Dual Degree)

Doctor of Psychology with a specialization in:

Counseling Psychology

Graduate Level Professional Certificates Offered

School of Professional Studies

- Violence Prevention and Intervention and
- Psychological Services for Spanish Speaking Populations

School of Business and Leadership

- Accounting/Finance
- Healthcare Management
- Information Assurance and Security
- Management

Purpose of Graduate Work

The graduate programs at Our Lady of the Lake University prepare professionals to:

- Provide leadership and make scholarly contributions to the advancement of knowledge in their fields
- Apply the most current information and technology to decision making and problem solving
- Work collaboratively, productively and ethically in culturally diverse settings
- Contribute to the mission of the University by serving needs of their communities

Student Responsibility

The student is responsible for knowing the degree requirements and enrolling in the courses that fulfill those requirements. The student is also responsible for complying with University regulations which apply to all graduate students and with program requirements which apply to the specific field of study.

Credentials for Admission

NOTE: All credentials submitted for admission purposes become the property of Our Lady of the Lake University and cannot be returned.

Admission Requirements for Master's Degree

All candidates for admission to any master's level program must fulfill the following general admission requirements:

1. An earned baccalaureate degree from a regionally accredited institution.
2. A grade point average of 2.50 for all undergraduate work (2.75 for MEd program and 2.75 for MA Special Education program) or 3.00 for the last 60 semester hours of undergraduate work.
3. For U.S. citizens/Permanent Residents of the U.S. whose secondary education and undergraduate degrees were earned in any language other than English, a score of at least 550 on the Paper Test of English as a Foreign Language (TOEFL), 213 on the computer based test or 79 on the iBT/internet based test is required. Score reports cannot be more than two years old, and official score reports must be sent directly to OLLU from ETS. Contact international admissions for alternatives to the TOEFL.
4. Submission of credentials specified for the type of admission sought.
 - A. For regular admission the student must submit:
 - (1) Official transcripts from all accredited institutions attended
 - (2) An official score on the Miller Analogies Test (MAT), Graduate Record Exam Aptitude Test (GRE) or Graduate Management Admission Test (GMAT), depending on field (see below), taken within the last five years
 - (3) Application fee of \$25.
 - B. For Special Admission the student must submit either a letter of good standing verifying master's status at another institution in which the student is currently enrolled or an official transcript verifying the student holds a degree at the bachelor's level or higher.

An international student seeking admission into a graduate program must, in addition to the above, submit:

1. Official transcripts from all schools attended. All transcripts not in English must have a certified English translation. An official course-by-course credential evaluation report of these credentials must be submitted and indicate a minimum educational preparation equivalent to a U.S. baccalaureate degree.
2. A \$50 nonrefundable international application fee.
3. If native language is not English, an official minimum score on one of the following English Proficiency Exams is required: Test of English as a Foreign Language (TOEFL), Michigan Test of English Language Proficiency, or IELTS.
4. Certification of finances with (1) certificate from the financial institution where funds have been deposited or accounts have been maintained by applicant or applicant's sponsor or (2) certificate from the applicant or applicant's sponsor attesting to the ability to financially support studies at OLLU.
5. If transferring from a U.S. college or university, applicant must submit:
 - (1) proof of immigration status
 - (2) an International Student Adviser's Transfer Report on form requested from the International Admissions Office at 210-431-3978.

Conditional acceptance is granted on the merits of each case. In some circumstances, applicants who do not meet all of the requirements for regular admission may be admitted conditionally, providing they fulfill the conditions listed in their letters of conditional acceptance within the period of specified time. If conditional acceptance is given because of missing official credentials, the period of time to provide those documents will not extend beyond the first term of attendance.

In addition, candidates for admission to certain programs must fulfill specific program admission requirements:

Business Administration

Appropriate preparation for graduate study in business, as demonstrated by both undergraduate training and managerial experience; satisfactory score on MAT, GRE or GMAT; two letters of recommendation; detailed work history.

Communication and Learning Disorders

Appropriate bachelor's degree in communication disorders/speech pathology or undergraduate speech language pathology preparation; official score on MAT or GRE; two letters of recommendation from professionals or academicians in speech language pathology; interview by department faculty.

Education, Special Education, Human Sciences, Psychology

Appropriate undergraduate preparation for advanced study at the master's level in the desired field; official score on GRE or MAT (GRE is required for MENTC); two letters of recommendation; interview by

Admission Requirements for International Students

Conditional Admission

Admission Requirements for Specific Programs

faculty (required for human sciences, MEd Principal, MENTC, psychology and special education); a copy of Texas Teacher Certification for MEd programs; MENTC also requires a resume and personal statement.

English

Eighteen advanced hours of undergraduate English or communication arts; satisfactory score on GRE or MAT; two letters of recommendation attesting to the student's potential for success in a graduate English program. Students who earn a minor in English at OLLU and earn a 3.0 GPA or above in at least 12 advanced English hours are also eligible.

Social Work (54 Semester-Hour Program)

Personal statement demonstrating a commitment to the values and ethics of the social work profession; résumé; three letters of recommendation not more than one year old (at least one from an academician, others from employers or supervisors); satisfactory MAT or GRE score; at least 30 semester hours in liberal arts, including human biology.

Social Work (31 Semester-Hour Program)

Same as for 54-hour program, plus baccalaureate degree with social work major from an institution accredited by the Council on Social Work Education; minimum grade point average of 3.00 in social work major in both academic and practicum courses.

Sociology (36 Semester-Hour Program)

An earned baccalaureate degree from an accredited institution, a grade point average of 2.50 overall and at least 3.00 for the last 60 semester hours earned; official transcript from institutions attended; satisfactory score on the GRE or the MAT; a personal statement detailing preparation to undertake the degree and reasons for wishing to study for the degree; two letters of recommendation and interview with member(s) of the Department of Sociology.

Admission Requirements for Doctorate in Philosophy in Leadership Studies

All candidates for admission to the doctoral program in leadership studies must fulfill the following requirements:

Regular Admission

1. Completed OLLU application forms
2. Nonrefundable \$25 application fee
3. Official transcripts from all previous colleges and universities attended at the master's and undergraduate levels
4. A minimum of 3.3 grade point average on a 4.0 scale in all previous graduate work
5. Official scores on the Graduate Record Examination (GRE), Graduate Management Admissions Test (GMAT), or Miller Analogies Test (MAT) taken within the last five years
6. At least three letters of professional recommendation from individuals who can attest to the applicant's leadership qualities and potential
7. A complete résumé, detailing at least the last five years of full-time professional work experience
8. Evidence of administrative, leadership and developmental performance, such as graduate course papers, performance

evaluations, published materials, licenses, certifications and job-related reports or analyses

9. Personal statement of three to five double-spaced pages describing long-range professional and scholarly interests
10. Applicants whose primary language is not English must meet the English language requirements as stipulated in the OLLU Admission Information for International Graduate Applicants

All candidates for admission to the doctoral program in psychology must fulfill the following requirements:

For Applicants with Master's Degrees

1. Evidence of a master's degree in psychology or a closely related discipline of at least 45 semester hours from a regionally accredited institution. Applicants who have earned a master's degree of less than 45 semester hours or in a field other than psychology may apply but should expect to do leveling coursework in addition to the doctoral requirements
2. Cumulative grade point average of 3.50 or higher in the master's program
3. Official transcripts from all colleges/universities attended, including junior and community colleges
4. A satisfactory score on the Graduate Record Examination (GRE) Verbal and Quantitative tests taken within the last five years
5. A satisfactory score on the Graduate Record Examination Psychology subject test taken within the last five years
6. Three letters of recommendation from professionals, with at least one from a former professor who can attest to the applicant's promise as a professional psychologist
7. Evidence of pertinent professional experience
8. A personal statement of background in psychology and expectations of doctoral program

For Applicants with Bachelor's Degrees

1. Evidence of a bachelor's degree in psychology or a closely related discipline from a regionally accredited institution, with a cumulative grade point average of 3.5 or higher, or 3.75 or higher for last 60 hours, or 3.75 or higher for courses in psychology major
2. At least 18 undergraduate semester hours in psychology including courses in: Statistics, Research Methods, Social Psychology, Developmental, Abnormal, Counseling Skills or Personality Theories
3. Official transcripts from all colleges/universities attended, including junior and community colleges
4. A combined score of at least 1000 on the Graduate Record Examination (GRE) Verbal and Quantitative tests taken within the last five years
5. A score of at least 520 on the GRE Psychology subject test taken within the last five years
6. Three letters of recommendation from professionals, with at least one from a former professor who can attest to the applicant's promise as a professional psychologist
7. Evidence of pertinent practica, volunteer or work experience
8. Personal statement of background in psychology and expectations of doctoral program

**Admission
Requirements
for Doctorate
of Psychology
Program**

Readmission

A Readmission form is required for the following reasons:

1. Application to continue graduate level coursework when a year or more has passed since a student's last date of attendance.
2. Application to continue graduate level coursework when a student has been placed on Enforced Scholastic Withdrawal and has remained out of the program for one full semester, trimester or two summer sessions.

Deadline for submitting form for readmission purposes is 10 working days prior to the first day of regular registration each term.

Restatement of Purpose

A restatement of purpose form is submitted when a student wishes a change in area of specialization or concentration within the current discipline. This change may require additional credentials and must be approved by the dean of the College/School of the new program.

Deadline for submitting Restatement of Purpose form is 10 working days prior to the first day of regular registration each term.

Students wishing to discontinue one program and gain admission into another program must complete full admission process for new program.

Residence Requirements and Transfer Credit

All credits toward the master's or doctoral degree must be taken at Our Lady of the Lake University with the exception of those credits which come under the transfer credit policy. Graduate credit will not be awarded for portfolio-based experiential learning which occurs prior to the matriculation into a graduate program.

Graduate credits earned at a regionally accredited institution, including institutions of the United Colleges of San Antonio (UCSA), prior to admission to Our Lady of the Lake University may be accepted in transfer provided that the following conditions are met:

1. Credits were earned in residence or by extension.
Correspondence or online credit is not ordinarily accepted as part of a graduate program.
(NOTE: Extension credit including correspondence and online courses is accepted only if the credit-granting institution verifies that the credit is applicable toward a graduate degree at that institution. This verification must accompany the application for transfer of credit.)
2. Each course transferred has a grade of "B" or better.
3. The following limits are maintained:
 - a. A maximum of six semester hours in graduate programs other than psychology and social work.
 - b. A maximum of 18 semester hours in counseling, or an allied field, for the 60-hour Master of Science program.
 - c. A maximum of 24 semester hours in the 54 semester hour social work program. All of these hours may be in social work. Social Work hours must have been earned in a program accredited by the Council on Social Work Education. Up to 12 hours may be counted from a previous master's degree in a field closely related to social work; otherwise, no more than six hours may come from an allied field.

- d. A maximum of 39 semester hours in psychology or a closely related discipline may be transferred into the PsyD program.
- e. A maximum of 12 semester hours may be transferred from the MBA degree into the MS/ISS degree.

Transfer of credit earned prior to a matriculation at Our Lady of the Lake University must be formally petitioned by the student and approved by the major adviser and dean of the College or School.

After matriculation, all credits earned must be taken in residence unless the student receives approval prior to taking the course. To have course approved, students should obtain a “Request to Take Course(s) at another College/University” form from the Registrar’s Office, complete the form and obtain signatures. Return the form to the Registrar’s Office. If course is offered through extension/ correspondence, documentation certifying that the course may be used toward a degree at the home institution must accompany the form.

To be classified as full-time, traditional graduate students must be enrolled in a minimum of nine semester hours for each fall or spring; six semester hours for each summer session or 12 hours for the maximester. A student in the Weekend College Program is classified as full-time when enrolled in nine or more hours in a trimester. ~~For graduate students enrolled in dissertation or thesis course work, three semester hours will be considered full-time; one semester hour will be considered half-time. For doctoral students enrolled in internship course work, three semester hours will be considered full-time; one semester hour will be considered half-time.~~

Academic Load

Removed
02/02/09

Graduate students will not be permitted to carry more than 16 semester hours of graduate work in any fall semester, spring semester or trimester, nor more than six hours during a summer session or 12 semester hours for combination of maximester/ summer I/summer II. In accordance with Texas Education Agency requirements, the student load of a graduate student who is employed full time in the public school system must be limited to six semester hours per semester.

To maintain status for a student visa, an international student in a graduate degree program must carry a minimum of nine semester hours per semester or trimester; six semester hours each single summer session, 12 semester hours in the maximester session or a total of 12 semester hours for a combination of summer sessions. No more than the equivalent of one online/distance education class or three credits per session may be counted towards the “full course of study” requirement.

Selected advanced undergraduate courses are offered for master’s level credit in some programs. These courses are listed in the curriculum section of this bulletin and are designated by the letter “G”. Both undergraduate and master’s students may attend the same “G” course, but a separate course outline is prepared for the master’s students, with differing Academic Outcomes and Means of Assessment and requiring additional work above that required for undergraduates. Up to 15 semester hours in “G” courses may be

Combined Undergraduate/ Graduate Courses

counted in the Master of Education in curriculum and instruction and the Master of Arts degree in communication and learning disorders, English Education, and Human Sciences; for all other degree programs, no more than nine semester hours of “G” courses may be counted.

Time Limit

The entire program of work for the master’s degree must be completed within six years from the date of first registration. Time limit for the doctoral program is 10 years.

Computer Literacy Requirement

Each graduate program has designated a level of computer literacy requirements which must be demonstrated or validated prior to graduation.

Academic Discipline

Continuation in a graduate program is contingent upon the following:

1. Maintaining a 3.00 grade point average in all courses attempted at Our Lady of the Lake University.
2. Progressing satisfactorily toward completion of educational objective (i.e., degree or certification).

Records of all graduate students registered for nine or more semester hours of work are reviewed for academic discipline at the end of each grading period. Records of part-time students are reviewed upon completion of nine semester hours. All courses, even if the courses were not completed, are considered in the nine semester hours. If a student’s disciplinary status is affected by the change of an “I” (incomplete) grade, the appropriate action is taken at the end of the term in which the grade change was made. Should a graduate student have a “D” grade or less than the 3.00 grade point average at any review point, the student will be placed on Scholastic Probation for the next nine hours of course work at the University.

During that period, the student must do the following:

1. Raise the overall grade point average to 3.00.
2. Receive no grades of “D” or “F” in any course.
3. Repeat any course in which a “D” was earned, when the course is next offered.

If these conditions are not met, the student will be placed on Enforced Scholastic Withdrawal from the University for at least one full semester, trimester or two summer sessions.

Readmission to the program will be permitted only if it is recommended by the student’s adviser and the dean/director of the College or School. If student wishes to appeal immediately, the instructions below will apply. If student accepts the withdrawal, he/she must contact Office of Admissions to seek readmission.

A grade of “F” in a graduate course results in Enforced Scholastic Withdrawal without a prior period of Scholastic Probation and discontinuance in the program except upon special recommendation of the dean of the College or School.

Academic deans/director may enforce a more stringent discipline policy in their respective academic programs.

1. Student should submit a letter of appeal to the dean or director of the College/School of his/her program.
2. The dean/director will convene a review committee which may include the student's academic adviser to review the appeal.
3. The dean/director's office will notify the student in writing as soon as possible of the decision of the review committee.
4. The dean/director's office will notify the following:
 - Student's Academic Counselor
 - Registrar's Office
 - Financial Aid Office
5. The student's academic adviser will meet with the student to discuss any conditions or special requirements.
6. The Registrar's Office will make any official record changes needed and notify Residence Life in case the student is a resident student.
7. The Financial Aid office may have to adjust the student's award.

Note: Financial Aid Satisfactory Progress and Academic Discipline are two separate processes. Exemption from one does not guarantee exemption from the other.

A thesis is optional for the master's degree program in communication disorders, education, english, psychology and sociology.

After an area for research has been chosen, a student choosing the thesis option should request the program director to appoint a supervising professor to direct the work on the thesis. Thesis Guidelines, approved by the Graduate Council, are available on OLLU's Web site, www.ollusa.edu, under the section "Current Students." Two hyperlinks with PDF versions of the thesis guidelines will be available through MyOLLU on the Academic Affairs - Forms Web site.

A dissertation is required as part of the Doctor of Psychology in counseling psychology and the doctorate in Leadership Studies programs.

All candidates for the master's degree, except in social work, must take a comprehensive examination in the field of specialization. The examination may be oral, written or both. This is administered at a time specified by the director of the program. Candidates in the PsyD and PhD programs must take both written and oral qualifying examinations.

A student who holds a master's degree from OLLU and wishes to pursue a second master's degree must have the degree program approved by an adviser, the director of the master's program involved, and the dean or director of the school or college prior to the earning of credits for the second degree. The field of specialization of the second degree must be different from the first, although the name of the second degree need not be different from the name of the first. For all degrees, except the Master of Social

Enforced Scholastic Withdrawal Appeal Process

Thesis (Master's Degree)

Dissertation

Comprehensive Examination

A Second Master's Degree

Work and the Master of Science, no more than six semester hours of credit from the first degree may be applied toward the second degree. A student seeking a Master of Social Work may count up to six hours master's credit in a related field toward the MSW degree. A student who holds a master's degree in a field related to psychology may be considered for a modified program in psychology; this modified program requires that the student complete a minimum of 36 semester hours (beyond the first degree) in the program.

Military Science (MS)

Corresponding to the academic master's degree at Our Lady of the Lake University is a commission in the Active or Reserve components of the U.S. Army.

By arrangement with Our Lady of the Lake University and the University of the Incarnate Word, the following Army Commission program (ROTC) pertains to enrollees from those institutions in the St. Mary's University Department of Military Science. In addition, a Leadership Laboratory is held every Wednesday afternoon for two-hours, to further the development of leadership skills through a varied program consisting of field trips, practical exercises and visits to military installations. This laboratory is required each semester for all Military Science students

Two-Year Program for Graduate Students

The Army ROTC offers a two-year program for those who did not have or take the opportunity to complete the normal ROTC Basic Course during their undergraduate studies. In order to enroll in the ROTC Advanced Course, a student must successfully complete four weeks of leadership training, provided at a Leadership Training Course (LTC) during the summer months prior to beginning their first graduate semester. If students desire to take advantage of this two-year scholarship opportunity, they should communicate directly with the Professor of Military Science no later than March 1 of the year preceding their master's program at OLLU.

(NOTE: If you are a Military veteran or have more than three years of JROTC training you do not need to attend the Leadership Training Course.)

Scholarship and Remuneration

The Department of the Army offers the LTC two-year competitive scholarship assistance qualifying ROTC students. This assistance consists of payment of ALL tuition and fees per year, and a \$1,200 book allotment, plus a grant to the ROTC cadet of \$450 to \$500. a month during the period of enrollment (not to exceed 20 months). The student need not be enrolled in the ROTC program prior to competing for a scholarship. Students interested in competing for scholarship assistance under this program should contact the Army ROTC Enrollment Officer.

Uniform and Equipment

All uniforms, textbooks and other equipment will be issued to students enrolled in Army ROTC courses. Students are responsible for the maintenance and upkeep of all items issued to them.

Information

The Professor of Military Science and the Army ROTC offices are located on the bottom floor of Treadaway Hall at St. Mary's University. The telephone number is 210-436-3415. ROTC Enrollment Officer Cell Number is: 210-379-1997. Email: rotc@stmarytx.edu

Anthropology	ANTH
Accounting	ACCT
Art	ARTS
Biology	BIOL
Business Administration	BADM
Chemistry	CHEM
Communication Arts	COMM
Computer Information Systems and Security	CISS
Communication Disorders	CDIS
Counseling	COUN
Drama	DRAM
Education	EDUC
Electronic Commerce Management	ECMG
English	ENGL
Finance	FINC
Forensics	FORS
Geography	GEOG
Geology	GEOL
Healthcare Management	HCMG
History	HIST
Honors	HNRS
Human Resources Management	HRMG
Information Assurance and Security Management	IASM
Interdisciplinary Studies	INDS
Kinesiology	KINE
Leadership Studies	LEAD
Management	MGMT
Marketing	MKTG
Mathematics	MATH
Mathematics Education	MTED
Music	MUSI
Nonprofit Management	NPMT
Philosophy	PHIL
Physical Science	PHSC
Political Science	POLS
Psychology	PSYC
Physics	PHYS
Religious Studies and Theology	RLST
Science Education	SCED
Social Work	SOWK
Sociology	SOCI
Spanish	SPAN
Special Education	SPED
Speech	SPCH

Discipline Designations

The first digit indicates the level of the course; thus

0	pre-college
1	freshman (lower-level courses)
2	sophomore (lower-level courses)
3,4,5	with a "G" designation (master's level course)
6,7,8	master's
9	doctoral

The second digit indicates the semester hours.

The third and fourth digits are for course differentiation.

Course Numbers

Dean: Mary Francine Danis, PhD

English and Communication Arts

The master's program in English and Communication Arts offers, through the College of Arts and Sciences, several Master of Arts specializations, allowing students to tailor degrees to suit their professional and academic goals.

The University's English and Communication Arts program forms part of the Cooperative Graduate Program in English and Communication Arts of the United Colleges of San Antonio, which integrates courses from Our Lady of the Lake University, St. Mary's University and the University of the Incarnate Word. Courses may be taken at any of the cooperating institutions, but the degree is granted by the institution at which the student has matriculated. Inter-institutional courses taken with the approval of the home institution adviser count as residence credit, with registration and related inter-institutional paperwork processed automatically as if the courses were taken on the home campus.

The English and Communication Arts master's program is designed primarily for part-time students, with most classes scheduled at night.

Admission Application Requirements

Regular Admission

1. Official transcripts from all regionally accredited institutions previously attended.
2. A grade point average of 3.00 in the major field of study and a 2.50 overall average. If the applicant has not majored in English or Communication Arts, a GPA of 3.00 in the last 60 hours of undergraduate work is required.
3. Two letters of recommendation attesting to the applicant's potential for success in a master's level English program.
4. Submission of satisfactory scores on the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT) taken within the last five years.
5. At least 18 hours of advanced course work in English and/or Communication Arts. Students who earn a minor in English at OLLU and earn a 3.0 GPA or above in at least 12 advanced English hours are also eligible.

International Students

An international student seeking admission into the program for a Master of Arts in English should refer to page 39 of this bulletin for additional information on credentials needed for admission.

Conditional Admission

Conditional acceptance is granted on the merits of each case. In some circumstances, applicants who do not meet all of the requirements for regular admission may be admitted conditionally, providing they fulfill the conditions listed in their letters of conditional acceptance within the period of specified

time. If conditional acceptance is given because of missing official credentials, the period of time to provide those documents will not extend beyond the first term of attendance.

Special Admission

A student who wishes to register only for course work and not as a degree candidate may be admitted as a special student. Candidates for special admission must submit either a letter of good standing from another master's program in English (or a related field) or an official transcript showing the successful completion of a baccalaureate degree with an overall grade point average of at least 2.50.

Students who wish to register as degree candidates, but who do not have time before registration to complete requirements for regular admission, may also be admitted as special students until the admission requirements are met.

No more than 12 semester hours earned as a special student may be applied toward a degree, and these credits must have been earned not more than one calendar year prior to admission to the degree program. There is no guarantee, however, that courses taken in the special admission category will be accepted as part of the degree curriculum, or that acceptance as a special student will lead to regular admission to the master's program.

Admission Deadline

Deadline for submitting a completed application to the master's program in English is 10 working days prior to the first day of regular registration for each semester.

Master of Arts

Specialization: English

36 semester hours from the Cooperative Graduate Program in English and Communication Arts of the United Colleges of San Antonio (UCSA), including four courses selected from the following:

- ENGL 7321 Literary Forms
- ENGL 7331 Literary Theory
- ENGL 7332 Literature and Ideas
- ENGL 7341 Literature and Culture
- ENGL 7342 Literature and Gender
- ENGL 7343 Literature, Race and Class
- ENGL 7371 Writer and the Writer's Work
- ENGL 7394 Scholarship in English

Areas of Concentration (choose one area)

1. English and Communication Arts:

- a. 36 semester hours, including ENGL 6331 (Written Communication Arts) and nine other semester hours from Our Lady of the Lake University's ENGL 6000 courses, from St. Mary's University's CM 6000-9000 courses or from the University of the Incarnate Word's CA 6000 courses

- b. may include up to nine hours in a related minor or interdisciplinary combination
 - c. comprehensive examination required
 - d. computer literacy required
 - e. recommended for those specializing in writing, in the teaching of writing, and/or in communications
- 2. English Education:**
- a. 36 semester hours, including ENGL 6321 (Teaching Rhetoric and Composition) or ENGL 7333 (Teaching Literature) and at least nine semester hours from courses in one of the following:
 - (1) English as a Second Language
 - ENGL 4388G Language Acquisition Processes
 - ENGL 5382G Language and Society
 - ENGL 5383G General Linguistic Theory
 - ENGL 5386G English as Second Language Methodology
 - (2) education (may include reading and bilingual education)
 - (3) special education
 - (4) counseling psychology
 - (5) approved second teaching field
 - (6) approved combination from education-related disciplines
 - b. may include up to 12 hours outside the department
 - c. comprehensive examination required
 - d. computer literacy required
 - e. recommended for those seeking professional teacher certification or other enhancement of teaching credentials
 - f. a second adviser from the School of Professional Studies is recommended (to ensure the student has all necessary prerequisites and meets state requirements for the chosen goals)
- 3. English Language and Literature:**
- a. Thesis program
 - (1) 36 semester hours selected primarily from ENGL 7000 courses, but including ENGL 8391 or ENGL 8691
 - (2) comprehensive examination required
 - (3) computer literacy required
 - (4) recommended for students intending to continue study toward the doctorate
 - b. Non-thesis program
 - (1) 36 semester hours selected primarily from ENGL 7000 courses
 - (2) comprehensive examination required
 - (3) computer literacy required
- 4. Writing**
- a. 36 semester hour total
 - b. ENGL 7331 or ENGL 7394 or both
 - c. At least 12 hours in writing courses (such as the following: ENGL 3313G, ENGL 6311, ENGL 6331)
 - d. three - six thesis hours, ENGL 8391 or ENGL 8691

- e. Nine-hour optional minor in related field or interdisciplinary combination
- f. comprehensive examination required
- g. computer literacy required

ART (ARTS)

ARTS 4341G

Desktop Publishing

Same as COMM 4341G

ARTS 5371G-5671G

Problems in Art

Work in any area within the art program. May be repeated once when topics vary.

Prerequisite: Consent of instructor

Fee: \$20 if applicable

BIOLOGY (BIOL)

BIOL 4180G-4480G

Selected Topics in Biology

Intensive study of a specific subject. May be repeated to a maximum of four semester hours when topics vary, but no more than six semester hours may be earned in a combination of BIOL 4180G-4480G and BIOL 5101G-5401G.

Prerequisite: Consent of instructor

Fee: \$40 if applicable

BIOL 5101G-5401G

Problems in Biology

Individualized intensive study of selected laboratory problem in advanced biology. May be repeated to a maximum of four semester hours when topics vary, but no more than six semester hours may be earned in a combination of BIOL 4180G-4480G and BIOL 5101G-5401G.

Prerequisite: 20 semester hours of biology and consent of instructor

Offered: By independent study

Maximum fee: \$40 if applicable

CHEMISTRY (CHEM)

CHEM 3180G-3380G

Selected Topics in Chemistry

Intensive study of a specific subject. May be repeated to a maximum of three semester hours when topics vary.

Prerequisite: 24 semester hours in chemistry or consent of instructor

Offered: By independent study

Fee: \$30 if applicable

College of Arts and Sciences Courses

COMMUNICATION ARTS (COMM)

COMM 3312G

Film Studies

In-depth study of specialized topics in film, which may include Genre Studies, Auteur Studies, Film History (American/Asian/European). May be repeated for credit when topics vary.
Offered: Fall of even-numbered years

COMM 3360G

Public Relations

Theory and practice of public relations as purposive, planned and managed communication process that helps to project a specific image; exploration of nature, history and present status of public relations.
Prerequisite: COMM 2330 or consent of instructor
Offered: Spring of even-numbered years

COMM 4310G

History of Television

Examination of the development of television, including television pioneers, emergence of various genres and types of programming, and projections for the future of the medium.
Offered: Spring of odd-numbered years

COMM 4335G

Electronic Newsgathering

In-depth study of television news writing from story selection to development. Techniques for captivating and informing an audience, interviewing sources and formatting stories.
Offered: Fall of odd-numbered years

COMM 4341G

Desktop Publishing

Custom design and layout of brochures and publications. Students are required to design and produce newsletter or other publication of their choice. Same as ARTS 4341G.
Prerequisite: COMM 3341 or consent of instructor
Offered: Spring of odd-numbered years

COMM 4351G

Video Production

Students conceive, produce, direct and edit one 10-12 minute video and one 20 minute video. Three class hours and three studio hours per week.
Offered: Fall of odd-numbered years
Fee: \$30

COMM 4360G

Communication Theory and Research

Examination of theories and research methods related to the communication process and to mass communication. Students are required to design and execute research project.

COMM 4370G

Special Topics in Communication Arts

In-depth study of a specialized topic chosen by instructor, for example, Applied Media Aesthetics, Media Ethics. May be repeated for credit when topics vary.

Offered: Spring of even-numbered years

COMM 4371G

Mass Media and Society

Theoretical examination of the impact of mass media on society. Topics may include Media Violence and Effects, Women and the Media, Minorities and Media, Censorship and Media. May be repeated for credit when topics vary.

Offered: Spring of odd-numbered years

COMM 4390G, 4690G

Communication Internship

Supervised professional field experience in a communication field; must include production of materials for a professional portfolio.

Prerequisite: 12 advanced hours in COMM course

Offered: Fall, Spring, Summer

DRAMA (DRAM)

DRAM 4191G-4691G

Selected Topics in Drama

In-depth study of specialized topic chosen by instructor. May be repeated for credit when topics vary

DRAM 4371G

Playwriting

Principles and practice in dramatic writing for the stage. Same as ENGL 3313G.

Offered: Spring of odd-numbered years

ENGLISH (ENGL)

ENGL 3313G

Playwriting

Same as DRAM 4371G

ENGL 4195G-4395G

Special Studies in English

In-depth study of specialized topic chosen by instructor. May be repeated for credit when topics vary.

Offered: Summer

ENGL 4388G

Language Acquisition Processes

Models, processes and sequences in first and second language acquisition; individual and social variables.

Offered: Spring

ENGL 5382G**Language and Society**

Language as related to social, political and economic factors; error and discourse analysis. Applications for classroom teaching. Offered: Spring of even-numbered years, Summer II of odd-numbered years

ENGL 5383G**General Linguistic Theory**

General linguistics, focusing on the nature of language, English phonology, syntax, semantics, and language change; introduction to psycholinguistics and sociolinguistics.

Same as CDIS 4383G, EDUC 4341G

Offered: Fall

ENGL 5386G**English as Second Language Methodology**

Current approaches to second language acquisition and instruction; methodology of teaching and testing English as a second language (ESL); design, implementation and evaluation of ESL programs and materials. Credit may not be earned for this course and EDUC 4364 or EDUC 6364.

Offered: Fall

ENGL 6311**Creative Writing**

Practice in the art of writing original literature in one or more genres (poetry, fiction, memoir, etc.); analysis of models, production of original pieces, and practice in critical response. May be repeated for credit when the genre changes.

ENGL 6321**Teaching Rhetoric and Composition**

Application of theory and research to the teaching of composition and rhetoric and/or other communication arts. May be repeated for credit when topics vary (for example: Teaching Creative Writing, Expository and Argumentative Writing, Composition Research, Writing Assessment).

ENGL 6331**Written Communication Arts**

Study and application of theory and research in written communication; development of specialized writing skills. May be repeated for credit when topics vary (for example: Stylistics, Rhetoric of Argument, Copywriting/Editing, Fiction Writing, Scriptwriting).

ENGL 6340**Business and Professional Communication Arts**

Study of theories and research findings in communications with application to business and the professions. May be repeated for credit when topics vary (for example: Management

Communications, Information and Decision Science, Professional Speaking and Writing, Public Relations Techniques).

ENGL 6341

Media Communication Arts

Study and application of theory and research in media communications, including visual, dramatic and audio arts. May be repeated for credit when topics vary (for example: Film Noir, Mass Media Research, Instructional Media Design, Fiction and Film, Internship).

ENGL 6391

Readings in Communication Arts

Arranged by the student with an individual professor after approval by the graduate adviser. May be repeated for credit when topics vary.

ENGL 7321

Literary Forms

Analytical study of significant works as representative of a given genre. May be repeated for credit when topics vary (for example: Autobiography, Rhetoric of Fiction, Contemporary American Novel, Modern Drama, Formal Analysis of Poetry).

ENGL 7331

Literary Theory

Theoretical and critical perspectives on literature. May be repeated for credit when topics vary (for example: Contemporary Literary Theories, Feminist Criticism, History of Literary Theory and Criticism).

ENGL 7332

Literature and Ideas

Study of influence on literature of intellectual and philosophical currents and ideologies. May be repeated for credit when topics vary (for example: Philosophical Currents in English Romanticism, The Earth in Literature, Science Fiction and Ideas of the Future, Neoclassicism, Modern Poetry, Art and Culture).

ENGL 7333

Teaching Literature

Application of literary theory, criticism and research to the teaching of literature. May be repeated for credit when topics vary (for example: The Expanded American Canon, Children's Literature, Electronic Research).

ENGL 7341

Literature and Culture

Study of important literary works within cultural context of a given period of English or American literature. May be repeated for credit when topics vary (for example: The Twenties in Literature, Contemporary American Myths, Victorian Prose, Literature of the Southwest).

ENGL 7342**Literature and Gender**

Literature and the formulation, transmission, and redefinition of gender and gender roles. May be repeated for credit when topics vary (for example: Strong Women in Literature, the Gendered Frontier in American Literature, Gay Texts and Subtexts, Feminist Themes).

ENGL 7343**Literature, Race and Class**

Literature as a vehicle for the expression of ethnic and social identity and for the formulation, transmission, and redefinition of constructs on race and class. May be repeated for credit when topics vary (for example: Minority Writers and Filmmakers, Latina Prose and Poetry, Marginalized Subjects, Multicultural Currents).

ENGL 7371**Writer and the Writer's Work**

Intensive study of major works in relation to authors' lives and canons. May be repeated for credit when topics vary (for example: Major Themes in Shakespeare; Katherine Anne Porter and Peter Taylor; T.S. Eliot's Poetry and Plays; Faulkner).

ENGL 7382**Studies in Language and Linguistics**

Study and application of research and theory in language and linguistics. May be repeated for credit when topics vary (for example: Generative Grammars, Minority Dialects, Contemporary Usage, Psycholinguistics).

ENGL 7391**Readings in Literature**

Arranged by the student with an individual professor after approval by the graduate adviser. May be repeated for credit when topics vary.

ENGL 7392**Special Topics**

In-depth study of topics not appropriate under other course titles. May be repeated for credit when topics vary.

ENGL 7394**Scholarship in English**

Investigation of major questions and research opportunities available in English Studies, including literary studies (history, theory, criticism), rhetoric and composition studies, linguistics, and communication arts. Creation of a professional development plan.

ENGL 8391, 8691**Thesis**

Supervised research culminating in a major essay.

GEOGRAPHY (GEOG)

GEOG 4391G

Selected Topics in Geography

In-depth study of specialized topic chosen by instructor. May be repeated for credit when topic varies.

Prerequisite: Advanced standing and consent of instructor

GEOLOGY (GEOL)

GEOL 4191G-4491G

Selected Topics in Geology

In-depth study of specialized topic. May be repeated for credit when topics vary.

Prerequisite: Advanced standing and consent of instructor

HISTORY (HIST)

HIST 3370G

Special Issues in American History

In-depth study of critical issues, problems and trends in political, social, religious or intellectual history of North America. May be repeated for credit when topics vary.

Prerequisite: HIST 1301 or HIST 1302 or consent of instructor

HIST 5170G-5370G

Special Issues: European, Eastern or Third World History

In-depth study of critical issues, problems and trends in European, Asian or Third World political, social, religious or intellectual history. May be repeated for credit when topics vary.

HIST 5331G

Modern Japan

Analysis of issues facing modern Japan from the perspective of its political, economic, social and cultural history; topics include the U.S.-Japan relationship; Japan's world role, its restructuring of industry and trade; defense and rearmament; educational reform; social welfare for a graying society.

Offered: Fall of even-numbered years

HIST 5335G

Historical Movements in 20th Century Europe

Analysis of the five main ideologies of Europe during 19th and 20th centuries; emphasis on capitalism and communism; integration of knowledge contained in HIST 1355-1356.

Prerequisite: HIST 1355 or HIST 1356 or consent of instructor

Offered: Fall of odd-numbered year

HIST 5336G

Pre-modern Asia

Survey of Indian, Chinese, Japanese, Korean and Vietnamese civilizations; focus on the premodern political, religious, economic, intellectual and social patterns influencing contemporary Asian society.

Offered: Fall of odd-numbered years

HIST 5337G

Modern Asia

Survey of Indian, Chinese, Japanese, Korean and Vietnamese civilizations; focus on changes in Asia after contact with the West in the 19th century; examination of Asia's growing importance in world trade and politics.

Offered: Spring of even-numbered years

INTERDISCIPLINARY STUDIES (INDS)

INDS 3191G-3691G

Student-Organized Seminar on Special Topics

Students desiring to study an interdisciplinary topic of contemporary relevance may, in consultation with one or more faculty resource persons, organize, conduct and evaluate a seminar on the chosen topic, provided that there is sufficient enrollment.

May be repeated for credit when topics vary.

Prerequisite: Approval of course by dean

INDS 5190G-5690G

Special Topics in Interdisciplinary Studies

Advanced study in a specialized topic chosen by the instructor.

May be repeated for credit when topics vary.

KINESIOLOGY (KINE)

KINE 4360G

Selected Topics in Physical Education

MATHEMATICS (MATH)

MATH 3363G

Problem Solving

Elementary problem solving using a variety of techniques, such as recognizing patterns, conjecturing, specializing and generalizing. Strong emphasis on writing.

Prerequisite: Nine semester hours of college mathematics credit

MATH 4321G

Modern Algebra

An introduction to groups, rings and fields.

Prerequisite: Math 3310

MATH 4361G

History and Philosophy of Mathematics

Historical development of mathematics and the study of various philosophies of mathematics.

Prerequisite: Consent of instructor

MATH 5311G

Topics in Real Analysis

Properties of continuous functions, metric spaces, integration theory. May be repeated for credit when topics vary.

Prerequisite: MATH 3322 and MATH 3414 or equivalent

Offered: As needed

MATH 5342G

Introduction to Topology

Set theory, topological spaces, metric spaces, connectedness, compactness.

Prerequisite: Math 3322 and Math 3341 or equivalent

MATH 5360G

Selected Topics in Mathematics

In-depth study of specialized topic chosen by instructor. May be repeated for credit when topics vary.

Prerequisite: Consent of instructor

MATH EDUCATION (MTED)

MTED 6210-6410 Topics in Mathematics Education

Concepts in mathematics for the classroom teacher; emphasizes real world applications. Topics and skills aligned with the Texas Essential Knowledge and Skills. May be repeated once for credit when topics vary.

MTED 6309

Algebra for Teachers

An overview of algebraic thinking as per the TEKS for grades k-12. Detailed development of selected topics, including applications and history. Topics include: Patterns and relationships, families of functions, linear and non-linear equations, systems of equations and inequalities, matrices and determinants. Applications and explorations are modeled through the use of technology.

Prerequisite: Consent of instructor

MTED 6311**Geometry for Teachers**

Historical development of geometric ideas through the ages; topics in Euclidean geometry; transformational geometry; non-Euclidean geometries including fractal and projective geometry. Recent developments in content and methods for the teaching of geometry. Computer software is used to provide a technology-rich environment for the learning of geometry.

Prerequisite: Consent of the instructor

MTED 6312**Probability and Statistics for Teachers**

Overview of probability and data analysis topics across the TEKS. Topics include probability, exploratory data analysis, simulation, sampling, development of continuous distributions and their properties, correlations and regression, hypothesis testing, topics from non-parametric methods, and modern uses of statistics. Study of modern educational technology and software used in statistics and probability applications.

Prerequisite: MTED 6309 or consent of the instructor

MTED 6313**Concepts of Calculus**

Integrated study of major concepts of differential and integral calculus and their applications. Prepares teachers to incorporate pre-calculus foundational ideas into lower level mathematics and science courses.

Students cannot receive credit for this course if they have credit in MATH 2412 or MATH 4311.

Prerequisite: Consent of the instructor

MTED 6314**Problem Solving for Teachers**

The heuristics of problem solving and problem posing, applications, recreational mathematics and mathematical modeling. Development of banks of problems at various levels, selected from geometry, measurement, number theory, probability, statistics, and algebra.

Prerequisite: At least six hours of MTED courses or consent of the instructor

MTED 6315**Current Issues and Research in School Mathematics**

A thorough review of the literature on experimental and exemplary programs, results of recent national, state and local assessments of students' achievement in schools, and current research related to the teaching and learning of mathematics, the TEKS and the NCTM Standards for school mathematics.

Prerequisite: At least six hours of MTED courses or consent of the instructor

MTED 6316

History of Mathematics

Historical development of mathematics and the study of various philosophies of mathematics.

Prerequisite: Consent of the instructor. MATH 4361G and MTED 6316 cannot both be counted

MUSIC (MUSI)

MUSI 4171G-4371G

Special Topics in Music

In-depth study of a specialized topic chosen by the instructor.

May be repeated for credit when topics vary.

Fee: \$5 if applicable

PHILOSOPHY (PHIL)

PHIL 4192G-4392G

Special Topics in Philosophy

Advanced study of philosophy. May be repeated for credit when topics vary.

Prerequisite: PHIL 2321

PHIL 4376G

Philosophical Issues

Philosophical insights as related to other areas of knowledge.

May be repeated for credit when topics vary.

Prerequisite: PHIL 2321

PHYSICAL SCIENCE (PHSC)

PHSC 4191G-4491G

Selected Topics in Physical Science

In-depth study of specialized topic. May be repeated for credit when topics vary.

Prerequisite: Advanced standing and consent of instructor

PHYSICS (PHYS)

PHYS 4191G-4491G

Selected Topics in Physics

In-depth study of specialized topic. May be repeated for credit when topics vary.

Prerequisite: Advanced standing and consent of instructor

POLITICAL SCIENCE (POLS)

POLS 5318G

Topics in Political Science

A seminar designed to focus on specialized topic chosen by instructor. May be repeated for credit when topics vary.

Prerequisite: Advanced standing and consent of instructor

POLS 6310

Dynamics of American Political Leadership

Perspectives on political leadership in the United States. Evaluation of existing approaches to the study of political leadership. Identification of ways that democratic principles, American political institutions, and political culture present opportunities and/or constraints for political leaders.

POLS 6320

Ethics and Political Leadership

Exploration and application of ethics in political leadership through analysis of ethical dilemmas that major political leaders encounter in public leadership roles.

POLS 6330

Executive, Legislative and Judicial Leadership

Evaluation of leadership strengths and weaknesses of selected American presidents, legislators, and Supreme Court justices. Critique of leadership style, leadership goals, leadership teams, and ability to lead constituents.

POLS 6340

Comparative Global Political Leadership

Application of theories and models of leadership to the global political setting. Topics include charismatic global political leaders, transactional global political leaders, and transformational global political leaders.

POLS 6350

Political Dimensions of Leadership

Same as LEAD 6350

RELIGIOUS STUDIES (RLST)

RLST 3338G

Selected Topics in Religious Studies

Pertinent issues in contemporary religious thought. May be repeated for credit when topics vary.

Prerequisite: Advanced standing or consent of instructor

RLST 3383G

Leadership, Women and Spirituality

Interdisciplinary course that examines the influence of spirituality on women leaders through an analysis of theories, case studies, interviews with local women leaders, and interaction through technology with students at other campuses.

Same as LEAD 3383G, SOWK 3383G

SCIENCE EDUCATION (SCED)

SCED 6210-6410

Topics in Biology Education

Biological concepts and phenomena for the classroom teacher. Emphasizes everyday biology. Topics and skills aligned with the Texas Essential Knowledge and Skills. May be repeated once for credit when topics vary (for example: Environmental Biology; Physiology and Health; Principles of Heredity; Insects, Spiders, Lizards, etc.)

Fee: \$40 applies when laboratory is included

SCED 6220-6420

Topics in Chemistry Education

Concepts in chemistry for the classroom teacher; emphasizes real world applications. Topics and skills aligned with Texas Essential Knowledge and Skills. May be repeated once for credit when topics vary (for example: Matter, Energy and Change; Moles and Molecules; Chemistry and Mathematics)

Fee: \$40 applies when laboratory is included

SCED 6230-6430

Topics in Geology Education

Concepts in earth science for the classroom teacher; emphasizes real world applications. Topics and skills aligned with Texas Essential Knowledge and Skills. May be repeated once for credit when topics vary (for example: Earth's Movements and Energy; Rocks and Minerals; Historical Geology; Earth and Its Moon; Space, Planets and Stars).

Fee: \$40 applies when laboratory is included

SCED 6240-6440

Topics in Physics Education

Concepts in physics for the classroom teacher; emphasizes real world applications. Topics and skills aligned with Texas Essential Knowledge and Skills. May be repeated once for credit when topics vary (for example: Motion and Light; Electricity and Magnetism).

Fee: \$40 applies when laboratory is included

SPANISH (SPAN)

SPAN 4371G-4671G

Special Topics in Spanish

In-depth study of specialized topic chosen by instructor. May be repeated for credit when topics vary (for example: Revolt and Revolution; Literature of Romantic Europe; Seminar on Benito Perez Galdos).

Prerequisite: Six advanced semester hours in Spanish or consent of instructor

SPEECH (SPCH)

SPCH 4191G-4691G

Selected Topics in Speech

In-depth study of specialized topic chosen by instructor.

Prerequisite: Consent of instructor

School of Business and Leadership

Dean: Robert Bisking, PhD

The School of Business and Leadership offers bachelor's and master's degrees in business, computer information systems and security, nonprofit management and organizational leadership. In addition, an interdisciplinary doctorate in leadership studies is offered.

Focus and Format of the MBA Program

The Master of Business Administration Program is an innovative program designed to meet the needs of practicing executives in profit and nonprofit settings. Offered in the popular Weekend Degree Program format, the MBA focuses on sharpening skills in decision-making and problem-solving behavior for professional administrators. The program's instructional design integrates scientific and technological advances with proven principles of management.

The MBA program requires a commitment to an intensive educational experience as well as a considerable degree of independence and discipline. The format enables successful managers to continue to grow professionally without interruption of their careers, thus enhancing their competitive positioning in an increasingly sophisticated economic environment. Typical students are junior and senior managers who work in financial institutions, oil and utility companies, insurance and communications companies and other businesses, as well as healthcare professionals such as doctors, nurses and administrators.

The weekend format is based on the assumption that adult students, given a structured set of learning objectives and a prescribed methodology, can independently master a major portion of the content of most courses. Instructional contact hours in the Weekend College Program are fewer than in more traditional programs, so that much of the student's work is teacher-directed learning outside the classroom. Some classes require team meetings to be held outside the regular classroom hours so that team projects can be completed in a timely and professional manner.

Master of Business Administration

Admission Application Requirements

Regular Admission

1. Completed application
2. Non-refundable application fee of \$25
3. An earned baccalaureate degree from a regionally accredited institution
4. Official transcripts from all regionally accredited institutions previously attended must be submitted in support of an admission application
5. A grade point average of at least 2.50 for cumulative undergraduate work or 3.00 for the last 60 semester hours of undergraduate work
6. Adequate preparation for MBA studies through appropriate business course work. (Six hours of accounting, six hours of economics, three hours of statistics, and 15 hours of advanced business courses preferably marketing, finance, human resources, information systems and production.)

7. A satisfactory score on the Miller Analogies Test (MAT), Graduate Record Examination (GRE) or Graduate Management Admissions Test (GMAT) (An applicant who already holds a master's degree is exempt from this requirement.)
8. Two letters of recommendation (forms supplied by the University) from persons knowledgeable about the student's managerial and/or professional performance or three references
9. A detailed work history highlighting managerial or professional work experience
10. At least three years of managerial or professional experience is encouraged for success in the MBA program. An admission interview will be required of all students not possessing this level of experience.

International Students

An international student seeking admission into the master's program for a Master of Business Administration should refer to page 39 of this bulletin for additional information on credentials needed for admission.

Conditional Admission

Conditional acceptance is granted on the merits of each case. In some circumstances, applicants who do not meet all of the requirements for regular admission may be admitted conditionally. If they fulfill the conditions listed in their letters of conditional acceptance within the specified period of time, they will receive regular admission. If conditional acceptance is given because of missing official credentials, the period of time to provide those documents will not extend beyond the first term of attendance.

Special Admission (Non-Degree Seeking)

If a student wishes to register only for course work and not for degree work, that student may be admitted as a special student. Such students must meet the foundation and prerequisite requirements for any course to be taken. Acceptance as a special student does not guarantee regular admission. The admission application requirements for special students are as follows:

1. Application for admission.
2. Application fee of \$25.
3. Official transcripts from all regionally accredited institutions previously attended must be submitted in support of an admission application.
4. Detailed work history.
5. Two letters of recommendation from employer or work supervisor.

No more than 12 semester hours earned as a special student may be applied toward a degree. If admission to the degree program is later applied for and received, credit earned as a special student will apply to the degree upon approval of the dean of the School of Business. The student will be required to meet all of the remaining admissions requirements for degree-seeking students.

Transient Students

Occasionally, a master's student from another institution may request permission to take one or two courses at OLLU to complete

degree requirements at the home institution. Such students must meet the foundation and prerequisite requirements for any courses to be taken. An application for admission, the \$25 application fee, a copy of their degree plan, a statement from their dean or graduate adviser stating which OLLU courses are authorized, and a letter of good standing verifying master's status are required.

Admission Deadline

Deadline for submitting a completed application for the Master of Business Administration program is two weeks prior to class orientation for each trimester.

Degree plans listing specific required courses in each program may be obtained in the Weekend College Office, in San Antonio and Houston.

Accounting/Finance, Healthcare Management and Management concentrations

Concentrations are available in the above areas. All concentrations require completion of the core courses below plus three additional courses within the chosen field of study.

Prospective applicants lacking preparatory courses in basic business fields will be required to take BADM 6600, Fundamentals of Business Administration.

MBA in Accounting/Finance consists of the following core courses:

BADM 8309	Management Theory and Decision-Making Processes
BADM 8310	Legal and Ethical Environment of Business and Global Decision-Making
BADM 8313	Managerial Control Systems
BADM 8315	Corporate Finance
BADM 8316	Marketing Strategies and Policies
BADM 8317	Information Systems for Management
BADM 8319	Supply Chain and Operations Management
BADM 8325	The Economics of Global Business Conditions
BADM 8330	Strategic Management Concepts and Processes

Complete three (nine hours) of the following courses from the Accounting (ACCT) or Finance (FINC) disciplines to complete the MBA in Accounting/Finance

ACCT 8312	Mergers and Acquisitions
ACCT 8315	Controllership
ACCT 8319	Internal Auditing
ACCT 8320	Contemporary Topics in Accounting
FINC 8319	Corporate Capital Budgeting
FINC 8321	International Finance
FINC 8323	Financial Institutions, Markets and Economic Activity
FINC 8340	Special Studies in Finance

MBA in Healthcare Management consists of the following core courses:

HCMG 7320	Healthcare Law and Ethics
HCMG 7361	Healthcare Finance
BADM 8309	Management Theory and Decision-Making Processes
BADM 8313	Managerial Control Systems
BADM 8316	Marketing Strategies and Policies
BADM 8317	Information Systems for Management
BADM 8319	Supply Chain and Operations Management
BADM 8325	The Economics of Global Business Conditions
BADM 8330	Strategic Management Concepts and Processes

Complete three (nine hours) of the following courses from the Healthcare Management (HCMG) discipline to complete the MBA in Healthcare Management.

HCMG 7304	Managing Healthcare Organizations
HCMG 7325	Healthcare Planning and Policy
HCMG 7380	Managed Care for Commercial, Medicare and Medicaid Populations
HCMG 7384	Special Studies in Healthcare Management

MBA in Management consists of the following core courses:

BADM 8309	Management Theory and Decision-Making Processes
BADM 8310	Legal and Ethical Environment of Business and Global Decision-Making
BADM 8313	Managerial Control Systems
BADM 8315	Corporate Finance
BADM 8316	Marketing Strategies and Policies
BADM 8317	Information Systems for Management
BADM 8319	Supply Chain and Operations Management
BADM 8325	The Economics of Global Business Conditions
BADM 8330	Strategic Management Concepts and Processes

Complete three (nine hours) from the following courses to complete the MBA in Management.

MGMT 8320	International Business Strategy
BADM 8318	Strategic Human Resources Management: Policies and Practices
MGMT 8315	Entrepreneurship
MGMT 8343	Current Topics in Business
BADM 8322	International Study Tour

Graduate Certificates - all concentrations (Accounting/ Finance, Healthcare and Management)

The requirements to receive a graduate certificate as a non-degree seeking student are:

- Admission to the graduate certificate program (same as admission to the MBA program)
- 15 hours consist of the core courses and three additional courses in the elective area. (All courses must be completed at OLLU, no course will be allowed to be transferred in for the certificate program.)
- Prerequisite course work and all preparatory courses in basic business fields must be met

Master of Science

Specialization: Information Systems and Security

36 semester hours

The Master of Science in Information Systems and Security is a 36-hour degree and is designed to prepare information technology professionals to assume technical management positions requiring advanced preparation. The degree combines advanced preparation in both the management and the technical aspects of the profession. The foundation of the degree will include an in-depth study of database management systems, systems analysis and design, and telecommunications and networking leading to the management and administration of information systems.

The course requirements of the program include 18 hours of core courses and an additional 18 hours in a concentration of Business Management, Information Assurance and Security or Information Systems.

The MS in Information Systems and Security is offered in the Weekend College Program format and may not be available at all campus locations.

Admission Requirements:

For unconditional admission applicants must meet the following requirements:

- An undergraduate degree in a technical discipline
- An undergraduate grade point average of at least 3.0 overall and a 3.2 in the major field of study
- A satisfactory score on either the GRE or GMAT

Applicants not meeting the above requirements may be admitted conditionally on a case by case basis. The School of Business and Leadership reserves the right to limit the enrollment in the MS in Information Systems and Security program, therefore meeting the minimum requirements does not guarantee immediate admission to the program.

Required Core Courses (18 semester hours):

CISS	8302	Database Management Systems
CISS	8303	Systems Analysis and Design
CISS	8304	Telecommunications and Administration
CISS	8305	E-Business Management and Administration
CISS	8306	E-Business Capstone Course

Select one from the following:

CISS	8301	Software Engineering
CISS	8311	Network Administration
CISS	8312	Web System Development
IASM	8301	Computer and Network Security Foundations

(NOTE: If student elects the Information Assurance concentration then IASM 8301 is a required core course.)

Areas of Concentration (choose one area):

1. Business Management Concentration:

Any four master's level business courses and required prerequisites. (Course prerequisites must be met for all OLLU MBA courses.)

2. Information Assurance and Security Concentration:

Four prescribed Information Assurance and Security Courses

IASM required courses:

- IASM 8302 Principles of Information Assurance and Security
- IASM 8303 Information Assurance Planning and Management
- IASM 8304 Information Assurance Policies and Procedures
- IASM 8310 Enterprise Security Management

3. Information Systems Concentration:

Four courses from the list of CISS course offering not included in the core as shown below:

- CISS 8301 Software Engineering
- CISS 8307 E-Commerce Hardware/Software Architectures
- CISS 8308 E-Commerce Distributed Systems
- CISS 8309 E-Commerce Programming Language Survey
- CISS 8310 Special Topics in E-Commerce Systems
- CISS 8311 Network Administration
- CISS 8312 Web System Development

To complete the 36 hours the student may elect any additional two E-Business or Information Assurance and Security courses not previously taken and used in either the core or concentration.

- CISS 8307 E-Commerce Hardware/Software Architectures
- CISS 8308 E-Commerce Distributed Systems
- CISS 8309 E-Commerce Programming Language Survey
- CISS 8310 Special Topics in E-Commerce Systems
- ISAM 8301 Computer and Network Security Foundations
- ISAM 8305 Secure Electronic Commerce
- ISAM 8306 Computer and Network Forensics
- ISAM 8307 Computer Intrusion Detection
- ISAM 8308 Secure Distributed Systems and Databases
- ISAM 8309 Internet Security Protocols

Graduate Certificate: Information Assurance and Security

The requirements to receive a graduate certificate as a non-degree seeking student are:

- Admission to the graduate certificate program (same as admission to the MS program)
- 15 hours consist of (IASM 8301, IASM 8302, IASM 8303, IASM 8304, IASM 8310) (All courses must be completed at OLLU, no course will be allowed to be transferred in for the certificate program.)
- Prerequisite course work and all preparatory courses in basic business fields must be met

Doctor of Philosophy (PhD) Leadership Studies

The Department of Leadership Studies offers the Doctor of Philosophy (PhD) in leadership studies. The 75 semester credit hour doctoral program utilizes an interdisciplinary approach to prepare individuals who will emerge as leaders capable of excelling in business, healthcare, education and public affairs agencies.

Department of Leadership Studies

The PhD in leadership studies program at Our Lady of the Lake University is designed as a four to six-year sequence, which begins with intensive course work and culminates with the dissertation. Courses in the program reflect emerging new knowledge and skills and are taught as interdisciplinary, thematic units. This is a cohort program, which includes approximately 15-25 participants taking courses together. The cohort model provides individuals with opportunities to work collaboratively to meet the demands of the program. The program requires:

1. 75 semester hours in leadership studies beyond the master's degree, including dissertation
2. Doctoral coursework taken at an accredited college/university up to five years prior to the student's entry in the program may partially fulfill semester hour requirements

Admission Application Requirements

Regular Admission

1. Completed OLLU application forms
2. Nonrefundable \$25 application fee
3. Official transcripts from all previous colleges and universities attended at the master's degree and undergraduate levels
4. A master's degree with a minimum of 36 credit hours in an appropriate field from a regionally accredited college or university. Leveling work may be required
5. A minimum grade point average of 3.3 on a 4.0 scale in all previous master's degree work
6. Official scores on the Graduate Record Examination (GRE), Graduate Management Admissions Test (GMAT) or Miller Analogies Test (MAT) taken within the last five years
7. At least three letters of professional recommendation from individuals who can attest to the applicant's leadership qualities and potential
8. A complete résumé
9. Personal statement of three to five double-spaced pages describing long-range professional and scholarly interests
10. Must take the following assessment tests at the University Assessment Center:
 - NEO Personality Inventory - Revised (NEOPI-R)
 - Watson-Glaser critical thinking skills inventory
 - Wonderlic Exam
 - Writing Assessment
11. Interview with DLS Faculty arranged by the Leadership Department and is by appointment only
12. Applicants whose primary language is not English are required to take the Test of English as a Foreign Language (TOEFL), as stipulated in the OLLU Admission Information for International Graduate Applicants

Admission Deadline

Students are admitted to the doctoral program for the fall or spring semesters only. Admissions deadlines are available on the Department of Leadership Studies Web site.

Admission Procedures

1. All completed admission files will be submitted to the PhD Admission Committee after the application deadline date.
2. The Admissions Committee will review the completed applications.
3. All applicants will be notified of their admission decision no later than two weeks after the admissions deadline date.

International Students

An international student seeking admission into the graduate program for a PhD in leadership studies should refer to page 39 of this bulletin for additional information on credentials needed for admission.

Conditional Admission

Conditional acceptance is granted on the merits of each case. In some circumstances, applicants who do not meet all of the requirements for regular admission may be admitted conditionally, providing they fulfill the conditions listed in their letters of conditional acceptance within the period of specified time. If conditional acceptance is given because of missing official credentials, the period of time to provide those documents will not extend beyond the first term of attendance.

Academic Requirements

Doctoral students will be expected to complete the following requirements in addition to required coursework:

1. Comprehensive examinations – each student is required to pass successfully all written and oral comprehensive examinations. The first comprehensive exam occurs after 18 credit hours. Students may not continue beyond 30 semester hours until they have passed this exam. The candidacy comprehensive exam is taken after 48 semester hours. Upon passing the candidacy exam, students may form a dissertation committee and register for dissertation credits.
2. Dissertation – a dissertation is required as part of the doctoral program. A student must register for at least nine semester hours of dissertation courses. If a student has not completed the dissertation by the end of the three-course sequence, the student must register for one credit hour of dissertation credit for each semester until completion.
3. Time limits – the interdisciplinary program is designed as a four- or five-year cohort experience. Students are expected to complete the doctoral program in the time limit prescribed. Exceptions may be approved by the chair of the Department of Leadership Studies. In no instance, however, will a student be permitted to complete the program after 10 years from the time of enrollment.

Students complete 57 credit hours of required course work, nine credit hours of electives and nine credit hours spent researching and writing an original dissertation. Courses are generally held on Saturdays or Sundays, in four-hour sessions on alternating weekends.

The sequence of courses is designed around four broad areas. The four course leadership sequence progresses from theories of leading individuals and small groups through leadership in international organizations. The applied courses improve practitioner skills in the areas of communication, management and legal/ethical. The policy development courses introduce students to seminal arguments for and against a variety of societal issues. The leadership research sequence provides students the needed skills to conceive, design and conduct their doctoral dissertation. The leadership electives are taken in the last year of study concomitant to work on the dissertation.

The Complexity of the Leadership Task

Progression of Courses

- LEAD 9310 Intermediate Leadership Theories
- LEAD 9320 Intra-Organizational Leadership
- LEAD 9321 Inter-Organizational Leadership
- LEAD 9313 Leadership Issues in a Global Environment

Readings in Leadership

- LEAD 9350 Readings in Leadership I
- LEAD 9351 Readings in Leadership II

Applied Courses for Leaders

Communication

- LEAD 9360 Written Communication for Leaders
- LEAD 9361 Oral Communication for Leaders
- LEAD 9316 Conflict Management

Management

- LEAD 9311 Leadership Issues in Technology
- LEAD 9314 Leadership Decision-Making
- LEAD 9323 Financial Issues in Leadership

Legal and Ethical

- LEAD 9324 Legal Issues in Leadership
- LEAD 9352 Ethical Issues in Leadership

Policy Development at the Leadership Level

- LEAD 9330 Policy, Values and Partnerships
- LEAD 9332 Applications in Policy and Services

The Complexity of Leadership Research

Progression of Related Courses

- LEAD 9341 Intermediate Leadership Research
- LEAD 9342 Advanced Leadership Research
- LEAD 9343 Experimental Design and Statistics I
- LEAD 9344 Experimental Design and Statistics II

Applied Leadership Research

- LEAD 9349 Dissertation Semester I
- LEAD 9349 Dissertation Semester II
- LEAD 9349 Dissertation Semester III

Leadership Electives (Topics Change Each Semester)

- LEAD 9366 Special Topics in Leadership
- LEAD 9366 Special Topics in Leadership
- LEAD 9366 Special Topics in Leadership

PhD Degree/MBA

93 hours

Students in the PhD program may choose to also get an MBA in management. This can be accomplished by taking an additional 18 hours of course work in the MBA program. The course listed with the prefix “BADM” are the courses required. All students seeking to get an MBA must meet the admission requirements to the MBA program.

LEAD	9310	Intermediate Leadership Theories
LEAD	9320	Intra-Organizational Leadership
LEAD	9321	Inter-Organizational Leadership
LEAD	9313	Leadership Issues in a Global Environment
LEAD	9350	Readings in Leadership I
LEAD	9351	Readings in Leadership II
LEAD	9361	Oral Communication for Leaders
LEAD	9316	Conflict Management
LEAD	9311	Leadership Issues in Technology
LEAD	9314	Leadership Decision-Making
LEAD	9323	Financial Issues in Leadership
LEAD	9324	Legal Issues in Leadership
LEAD	9352	Ethical Issues in Leadership
LEAD	9330	Policy, Values and Partnerships
LEAD	9332	Applications in Policy and Services
LEAD	9341	Intermediate Leadership Research
LEAD	9342	Advanced Leadership Research
LEAD	9343	Experimental Design and Statistics I
LEAD	9344	Experimental Design and Statistics II
LEAD	9366	The Literature Review
LEAD	9366	The Dissertation Proposal
LEAD	9349	Dissertation Semester II
LEAD	9349	Dissertation Semester III
LEAD	9366	Special Topics in Leadership
LEAD	9366	Special Topics in Leadership
BADM	8313	Managerial Control Systems
BADM	8315	Corporate Finance
BADM	8316	Marketing Strategies and Policies
BADM	8317	Information Systems for Management
BADM	8319	Supply Chain and Operations Management
BADM	8325	The Economics of Global Business Conditions

Master of Science

Organizational Leadership

Students are admitted to begin their programs of study three times each year: fall, spring and summer. Applicants submit a battery of materials including:

- GRE, GMAT or MAT scores and official master’s degree and undergraduate transcripts from all previous colleges and universities attended
- A complete résumé, detailing professional work experience
- A personal statement of three to five, double-spaced pages describing long-range professional and scholarly interests

The Master of Science in organizational leadership enhances the leadership skills of dedicated professionals in a wide range of fields to include business, education and healthcare administration. The interdisciplinary degree combines theory and fieldwork in order to graduate “practitioner-scholars” who can provide enlightened leadership at the workplace.

The degree has three primary goals:

- 1 To afford leadership development at the master’s degree level for promising professionals with aspirations to higher levels of responsibility in business, education, health and public service in the region, the state and the nation
- 2 To provide an opportunity for interdisciplinary master’s degree study within a framework that fosters the development of a global perspective
- 3 To make substantive contributions to the application of knowledge in executive leadership and policy development, research and community service

Semester 1

- LEAD 6310 Leadership Theory and Practice
- LEAD 6322 Critical Thinking and Problem Analysis for Leaders

Semester 2

- LEAD 6341 Introduction to Leadership Research Methods
- LEAD 6351 Readings in Leadership

Semester 3

- LEAD 6321 Leadership Strategies and Processes
- LEAD 6363 Oral Communications for Leaders

Semester 4

- LEAD 6366 Transformational Leadership
- LEAD 6366 Transformational Leadership

Choose one of the following concentrations:

Leadership Concentration - 12 semester hours

- LEAD 6366 Selected Topics in Leadership
- LEAD 6366 Selected Topics in Leadership
- LEAD 6366 Selected Topics in Leadership
- LEAD 6366 Selected Topics in Leadership

Political Leadership Concentration -

12 semester hours from the following:

- POLS 6310 The Dynamics of American Political Leadership
- POLS 6320 Ethics and Political Leadership
- POLS 6330 Executive, Legislative and Judicial Leadership
- POLS 6340 Comparative Global Political Leadership
- LEAD 6350 Political Dimensions of Leadership

Interdisciplinary Concentration -

12 semester hours from the following:

- BADM 8310 Legal and Ethical Environment
- BADM 8322 International Study Tour
- SOCI 6325 Demography
- SOCI 6390 Selected Reading
- SOWK 6321 Social Welfare Policy and Services
- SOWK 7360 Administrative Policy and Practice in Human Services

Other Leadership Related Course(s) – Approved by Adviser

Master in Business Administration and Master of Science

Specializations: Business Administration and Organizational Leadership

MBA then MSOL. All students seeking to get an MSOL, in addition to the MBA, must meet the admission requirements to the MSOL program.

54 semester hours

- BADM 8310 Legal and Ethical Environment of Business and Global Decision-Making
- BADM 8313 Managerial Control Systems
- BADM 8315 Corporate Finance
- BADM 8316 Marketing Strategies and Policies
- BADM 8317 Information Systems for Management
- BADM 8319 Supply Chain and Operations Management
- BADM 8325 The Economics of Global Business Conditions
- BADM 8330 Strategic Management Concepts and Processes
Business Elective

- LEAD 6310 Leadership Theory and Practice
- LEAD 6322 Critical Thinking and Problem Analysis for Leaders
- LEAD 6341 Leadership Research Methods
- LEAD 6351 Readings in Leadership
- LEAD 6360 Multi-cultural Issues in Leadership
- LEAD 6361 Oral Communication for Leaders
- LEAD 6362 Written Communication for Leaders
- LEAD 6366 Elective
- LEAD 6366 Elective

Candidacy Written Comp

Candidacy Oral Comp

Master of Science and Master of Business Administration

Specializations: Organizational Leadership and Business Administration

MSOL then MBA. All students seeking to get an MBA, in addition to the MSOL, must meet the admission requirements to the MBA program.

54 semester hours

LEAD	6310	Leadership Theory and Practice
LEAD	6322	Critical Thinking and Problem Analysis for Leaders
LEAD	6341	Leadership Research Methods
LEAD	6351	Readings in Leadership
LEAD	6360	Multi-Cultural Issues in Leadership
LEAD	6361	Oral Communication for Leaders
LEAD	6362	Written Communication for Leaders
LEAD	6366	Elective
LEAD	6366	Elective
BADM	8310	Legal and Ethical Environment of Business and Global Decision-Making
BADM	8313	Managerial Control Systems
BADM	8315	Corporate Finance
BADM	8316	Marketing Strategies and Policies
BADM	8317	Information Systems for Management
BADM	8319	Supply Chain and Operations Management
BADM	8325	The Economics of Global Business Conditions
BADM	8330	Strategic Management Concepts and Processes Business Elective

Candidacy Written Comp
Candidacy Oral Comp

Master of Science

Nonprofit Management (online only)

Admission Application Requirements

Regular Admission

1. Completed application
2. Non-refundable application fee of \$25
3. An earned baccalaureate degree from a regionally accredited institution
4. Official transcripts from all regionally accredited institutions previously attended must be submitted in support of an admission application
5. A satisfactory score on the Miller Analogies Test (MAT), Graduate Record Examination (GRE) or Graduate Management Admissions Test (GMAT) (An applicant who already holds a master's degree is exempt from this requirement)
6. Two letters of recommendation (forms supplied by the University) from persons knowledgeable about the student's managerial and/or professional performance

International Students

An international student seeking admission into the masters program for a Master of Science should refer to page 39 of this bulletin for additional information on credentials needed for admission.

Conditional Admission

Conditional acceptance is granted on the merits of each case. In some circumstances, applicants who do not meet all of the requirements for regular admission may be admitted conditionally. If they fulfill the conditions listed in their letters of conditional acceptance within the specified period of time, they will receive regular admission. If conditional acceptance is given because of missing official credentials, the period of time to provide those documents will not extend beyond the first term of attendance.

Special Admission (Non-Degree Seeking)

If a student wishes to register only for course work and not for degree work, that student may be admitted as a special student. Such students must meet the foundation and prerequisite requirements for any course to be taken. Acceptance as a special student does not guarantee regular admission. The admission application requirements for special students are as follows:

1. Application for admission
2. Application fee of \$25
3. Official transcripts from all regionally accredited institutions previously attended must be submitted in support of an admission application
4. Detailed work history
5. Two letters of recommendation from employer or work supervisor

No more than 12 semester hours earned as a special student may be applied toward a degree. If admission to the degree program is later applied for and received, credit earned as a special student will apply to the degree upon approval of the Dean of the School of Business and Leadership. The student will be required to meet all of the remaining admissions requirements for degree seeking students.

Transient Students

Occasionally, a masters student from another institution may request permission to take one or two courses at OLLU to complete degree requirements at the home institution. Such students must meet the foundation and prerequisite requirements for any courses to be taken. An application for admission, the \$25 application fee, a copy of their degree plan, a statement from their dean or graduate adviser stating which OLLU courses are authorized, and a letter of good standing verifying masters status are required.

Admission Deadline

Deadline for submitting a completed application for the Master of Science program is two weeks prior to the semester commencing.

Nonprofit Management (online only)

NPMT	8600	Leading & Managing Nonprofits
NPMT	8605	Marketing for Nonprofits
NPMT	8610	Finance and Accounting for Nonprofits
NPMT	8615	Operations and Administration of Nonprofits
NPMT	8620	The Legal Landscape of Nonprofits
NPMT	8625	Strategic Management for Nonprofits

**School of
Business and
Leadership
Courses**

ACCOUNTING (ACCT)

ACCT 8312

Mergers and Acquisitions

An examination of the requirements and context of due diligence from financial and non-financial perspective, methods of valuation, market caps, financial reporting before and after, tax implications, reorganization, the use of International DISCs, foreign corporations, SEC regulations and state reporting requirements. Managerial issues associated with mergers and acquisitions and the impact not only on the executive but personnel throughout the organization.

Prerequisite: BADM 8313

ACCT 8315

Controllership

A study of the executive's role in the management of a business enterprise from an accounting perspective. Emphasis is on the use of accounting information to enhance management decision-making. Business enterprises from start-ups to established businesses will be examined. Ethics associated with the dissemination of financial information will also be discussed.

Prerequisite: BADM 8313

ACCT 8319

Internal Auditing

An examination of current problems and procedures used by internal auditors, the use of auditing judgment, development of audit programs, internal controls and evaluation. Included will be discussion of current ethics and social responsibility in the accounting profession.

Prerequisite: BADM 8313

ACCT 8320

Contemporary Topics in Accounting

In-depth coverage of current topic in accounting. Included will be analysis, concentration and presentation in such areas as financial management and reporting, forensics, taxation, auditing, international, legal and ethical issues facing the accounting profession. May include topics related to accounting such as financial valuation issues and current economic issues. Current events will dictate the specific topic.

Prerequisite: BADM 8313 or consent of the instructor

BUSINESS ADMINISTRATION (BADM)

BADM 6600

Fundamentals of Business Administration

This course is designed to provide the necessary foundation in the basic business concepts of Accounting, Economics, Business Law, Management, Finance and Statistics. This is an online course with the exception of a two-hour face-to-face orientation, which is mandatory. This course is a prerequisite for all students entering the MBA program who do not have the necessary foundation requirements.

BADM 8309

Management Theory and Decision-Making Practices

The complex role of the manager in strategic planning, leadership, power, communication, motivation and decision making. Decision theater practice of effective team decision-making processes.

Fee: \$50

BADM 8310

Legal and Ethical Environment of Business and Global Decision-Making

Legal and ethical study of business, its origins and developing impact on society; the judicial system, cost of litigation vs. alternative dispute resolution techniques, and current issues at the federal and state level in areas such as contracts, torts, product liability, deceptive trade, property, business enterprises, electronic commerce, employment and international law. Focus on ethical dilemmas faced in today's business environment.

Prerequisite: BADM 8309 and BADM 8317

BADM 8313

Managerial Control Systems

Control issues of complex organizations, including strategic planning, implementation, coordination of accounting into the planning process, design and control of responsibility centers, development of budgetary models, generally accepted accounting principles, performance measurements, price and costing models, and internal controls.

Prerequisite: BADM 8310 or HCMG 7320 (healthcare concentration only), BADM 8309, BADM 8317 and BADM 8325

BADM 8315

Corporate Finance

Emphasizes the development of skills necessary for sound financial decision making within the firm. Includes financial ratio analysis, capital budgeting, risk and return analysis and financial forecasting.

Prerequisite: BADM 8310 or HCMG 7320 (healthcare concentration only), BADM 8309, BADM 8313, BADM 8316, BADM 8317, and BADM 8325

BADM 8316

Marketing Strategies and Policies

Strategic planning for domestic and international market problems and effective direction and control of marketing operations and strategies of the firm. Emphasis on managing the marketing function within the organizational structure.

Prerequisite: BADM 8310 or HCMG 7320 (healthcare concentration only), BADM 8309, BADM 8317 and BADM 8325

BADM 8317

Information Systems for Management

Management information as a corporate resource to effect strategic advantage. Includes Information Systems/Information Technology (IS/IT) resources for managerial decision-making, information literacy for managers, and IT-related legal, ethical and social issues. Current and developing IS/IT trends and technologies to support business best practices within cultural, political and business environments.

BADM 8318

Strategic Human Resources Management: Policies and Practices

Development of human resources policies in organizations; case studies on legal and ethical concerns and competition in the diverse, multicultural global workplace.

BADM 8319

Supply Chain and Operations Management

Overview and case study of issues and problems in management of the operations function along the supply chain. Topics include strategy, quality management, just-in-time and process improvement management, customer and supplier relations, forecasting, and supply chain measurement and benchmarking.

Prerequisite: BADM 8310 or HCMG 7320 (healthcare concentration only), BADM 8309, BADM 8313, BADM 8316, BADM 8317, and BADM 8325.

BADM 8322

International Study Tour

A concentrated opportunity to study business operations or economics in an international setting.

Prerequisite: Vary with course content, consent of instructor is required

Fee: Varies depending on transportation

BADM 8325

The Economics of Global Business Conditions

Analyzes the global economy in which business operates today. Attention centers on the key policy issues and major economic forces that affect business activity and on the tools necessary to evaluate these issues and forces. The former include unemployment, inflation, fiscal policy and the true nature of budget deficits, monetary policy and the changing financial environment, and the roles of the U.S. dollar, productivity and international trade. The course also explores the role played by the U.S. and world financial markets in influencing the domestic and global economic environments.

Prerequisite: BADM 8309 and BADM 8317

BADM 8330

Strategic Management Concepts and Processes

An integrative capstone course to be taken in the final trimester. Examines the role of top management in creating a vision for the enterprise and integrating resources to achieve a competitive advantage in carrying out its mission. Focuses on total enterprise objectives with societal values and a global economy.

Prerequisite: Completion of 27 hours of graduate credit and enrollment in final trimester of the MBA program.

Prerequisite: BADM 8310 or HCMG 7320 (healthcare management students), BADM 8309, BADM 8313, BADM 8315 or HCMG 7361 (healthcare management students), BADM 8316, BADM 8317, BADM 8319, BADM 8325 and enrollment in final trimester of the MBA Program
Fee: \$50

COMPUTER INFORMATION SYSTEMS AND SECURITY (CISS)

CISS 6600

Fundamentals in Information Systems Technology

This course is designed to provide the necessary foundation in the basic information systems concepts of Programming, Analysis and Design, Networking, and Databases. This is an online course. This course is a prerequisite for all students entering the MS in Information Systems and Security program who do not have the necessary technology foundation.

CISS 8301

Software Engineering

Software development phases including analysis, specification, modularization of a problem, module implementation and testing, interface implementation, integration and testing, documentation, reviews and post-distribution support. Object-oriented methods, software metrics and computer-aided software engineering tools will be employed. Team approach to developing and implementing software projects using the SE phases and methods.

CISS 8302

Database Management Systems

Analysis, design and management of databases to meet e-commerce business system data and information needs. Uses current e-commerce information systems development methodologies such as Object-Oriented Analysis and Design (OOA&D) and tools such as Computer-Assisted Systems Engineering (CASE) software and current databases/object of a complex e-commerce business database application.

CISS 8303

Systems Analysis and Design

Methods and tools for analysis, design and implementation of e-commerce information systems and employ current methodologies such as Object-Oriented Analysis and Design (OOA&D) and tools such as Computer-Assisted Systems Engineering (CASE) software and current database/object management systems and event-driven

programming languages. Course emphasizes overall analysis and design of e-commerce technology solutions, including software applications, database integration, system integrity and security, and the operational management and maintenance of e-commerce systems and will include design of a complex e-commerce business application using schemas developed in CISS 8302.

CISS 8304

Telecommunications and Networking

An in-depth coverage of telecommunications and networking technologies. Architectures, topologies and protocols will be analyzed, along with communications standards for electronic commerce systems. Course includes hands-on lab components covering the installation, configuration and management of selected electronic commerce networking technologies.

CISS 8305

Information Systems Management and Administration

Overview of principles for analyzing managerial and organizational information needs in an electronic commerce environment. Strategies for business-to-business and business-to-consumer electronic commerce are discussed. Management issues associated with leading-edge electronic commerce technologies and applications are introduced.

CISS 8306

Information Systems and Security Capstone Course

Topics include electronic commerce system requirements, formal specifications, design techniques, implementation, testing strategies, software metrics, maintenance, quality assurance issues and human factors. Solve an e-business problem using project management and current e-commerce methodologies. Apply project management techniques to develop systems documentation, implement the system and present a completed project report.

Prerequisite: CISS 8302, CISS 8303, CISS 8304 and CISS 8305

CISS 8307

Programming Language Survey

Survey of e-commerce event-driven programming languages such as Java and C# in addition to web scripting and active server page tools (VB script, Java script, PERL, HTML, etc.). Emphasis will be placed on when and where to use these development tools.

CISS 8308

Information Systems Hardware/Software Architectures

Coverage of common hardware and software architectures found in electronic commerce systems. Includes such topics as electronic data interchange systems, credit card and payment systems, electronic fund transfer systems, intranet and extranet systems, information portal systems and enterprise-wide resource planning systems.

CISS 8309

Distributed Systems

Analysis, design and management of distributed processing systems. Topics include distribution of data, hardware, software and control with emphasis on client-server technologies.

CISS 8310

Special Topics in Information Systems

In-depth study of specialized topic chosen by instructor. Course may be repeated for credit when topics vary.

Prerequisite: Varies with course content

CISS 8311

Network Administration

Introduction to network administration issues, data communication and network technologies and standards, and telecommunications providers, current trends in network administration and implications for management. Includes discussion and analysis of public policy and ethical issues in network administration management.

CISS 8312

Web Systems Development

Study and practice of tools and techniques for development of interactive online systems, including the analysis, design and implementation of business applications for the internet and/or intranets. Students will gain experience with the use of web development environments through hands-on projects. Discussion will include the management and maintenance issues associated with online interactive applications.

ELECTRONIC COMMERCE MANAGEMENT (ECMG)

ECMG 7330

Electronic Commerce Management Strategies and Organizational Issues

Overview of principles for analyzing managerial and organizational information needs in an electronic commerce environment. Strategies for business-to-business and business-to-consumer electronic commerce are discussed. Management issues associated with leading-edge electronic commerce technologies and applications are introduced.

ECMG 7340

Special Studies in Electronic Commerce Management

In-depth study of a specialized topic chosen by instructor. Course may be repeated for credit when topics vary.

Prerequisite: Vary with course content

FINANCE (FINC)

FINC 8319

Corporate Capital Budgeting

Corporate financial strategies, problem solving and decision making within the domestic and international corporate settings. Examination of theoretical underpinnings and concentration on real world problems.

Prerequisite: BADM 8315

FINC 8321

International Finance

Examines the theory and practice of corporate financial management in an international arena. Includes topics such as international financing, investment, risk, foreign exchange, capital budgeting and international money management.

Prerequisite: BADM 8315

FINC 8323

Financial Institutions, Markets and Economic Activity

Integrates modern economic and financial theory with the fields of money and banking, finance and government regulation, and examines the effect of such integration on the organization and behavior of financial markets and institutions.

Prerequisite: BADM 8315

FINC 8340

Special Studies in Finance

In-depth study of specialized topic chosen by instructor. Course may be repeated for credit when topics vary.

Prerequisite: Varies with course content

HEALTHCARE MANAGEMENT (HCMG)

HCMG 7304

Management of Healthcare Institutions

Covers the organization of healthcare delivery systems in the U.S. including the following: hospitals, ambulatory care, intermediate and long term care, cyber care and other contemporary trends. Includes analysis of demographic trends related to the aging U.S. population, early intervention programs for preventive and wellness care, and basic epidemiological techniques for analyzing local healthcare needs. Considers delivery systems in other countries and the implications for change in the emerging U.S. market. Discussion focuses on intervening in the design of structures and processes of healthcare systems and the management of organizational performance to include human resources, physical plant and materials.

HCMG 7320

Healthcare Law and Ethics

Focuses on the legal relationships among healthcare users, providers, public interest and the government. Reviews administrative and constitutional law as well as ethical issues associated with healthcare in the United States.

Prerequisite: BADM 8309 and BADM 8317

HCMG 7325

Healthcare Planning and Policy

Analyzes the political, social and economic dimensions of U.S. healthcare policy at the national, state and local levels and their implications for current and future healthcare organizations across the spectrum of care. Applies the theory by tracking healthcare legislation in progress at the national, state and local levels. Considers key federal legislation such as the Balanced Budget Act for implications in the delivery of healthcare in the U.S. Analyzes trends in policy-making so as to forecast future legislative initiatives that may impact the design of delivery of healthcare in the U.S. Considers how to influence policy development at the local, state and national level. Applies concepts and techniques that can affect short-term and long-term program strategic planning in health services delivery systems.

HCMG 7361

Healthcare Finance

Overview of financial management of healthcare organizations. Topics include pricing and reimbursement strategies, managed care contracting financial arrangements and implications, cost control, capital budgeting, cost-benefit analysis, financial ratio analysis, mergers and acquisitions, and financial modeling.

HCMG 7380

Managed Care for Commercial, Medicare and Medicaid Populations

Analyzes factors impacting on emerging managed care product lines and competing alternative delivery systems. Examines managed care market penetration in various markets and the strategic responses of hospitals, healthcare providers, integrated delivery systems and others to increasing market penetration by managed care organizations. Discusses characteristics of future leaders of healthcare organizations and techniques for improving the financial, behavioral and structural dynamics of healthcare institutions. Integrates the content of the previous courses to enhance potential for successfully managing the delivery of the full spectrum of health services in a future characterized by constant change and increasing organizational complexity.

HCMG 7384

Special Studies in Healthcare Management

In-depth study of current topics in business chosen by the instructor. Course may be repeated for credit when topics vary.

HUMAN RESOURCES MANAGEMENT (HRMG)

HRMG 8310

Performance Analysis and Improvement Strategies

Based on behavioral concepts as they apply to performance in organizations and organization effectiveness. Examines performance standards, assessment and appraisal and compensation issues in relation to how an employee's competencies, interests and accomplishments contribute to the future growth of the responsive organization. Students learn when and how to use performance improvement strategies such as feedback and compensation and incentive systems, professional development plans and workplace and job design.

HRMG 8312

Management Development: Education and Training for Managers

Examines key principles relevant to training and development, including the role of training in an organization, adult learning theory, needs assessment, training methodology, organizational support, resources and constraints, evaluation of training, and managing the training function. International training considerations are also addressed. Issues that influence training implementation, such as ethics and interpretation will be reviewed.

HRMG 8315

Strategic Human Resources Administration for Competitive Edge

Focuses on recruiting, screening and selection, hiring and out-placing employees within the public and private sector. Laws of Recruitment and Selection are also discussed with a view to application of recruitment and selection process for a diverse workforce. Includes an analysis of labor force demographics, equity in recruitment and selection, and sensitivity to diverse cultures. Addresses the use of technology to find and attract employees, including company web page criteria for staffing and electronic communications policies. Discusses various Employment Affirmative Action cases and EEO laws for study analysis of laws.

HRMG 8318

Conflict Resolution: Management, Mediation and Arbitration

Examines conflict theory and the processes of conflict management and resolution, such as negotiation, mediation, alternative dispute resolution and analytical problem-solving. Students study the development and assessment of the roles of mediator, arbitrator and reconciliatory; assess third party interventions in a variety of organizational settings; compare and contrast legal processes and alternative dispute resolution; and discuss ethical perspectives and dimensions. Labor relations cases will be analyzed.

HRMG 8342

Special Topics in Human Resource Management

Examples of topics: Technology Management in Organization Development, Organizational Career Management and Coaching, Effective Group Facilitation Processes Deployment, Learning Models and Strategies in Learning Organizations, International Issues in Human Resource Management.

INFORMATION ASSURANCE SECURITY MANAGEMENT (IASM)

IASM 8301

Computer and Network Security Foundations

Course will include survey of security problems in computing, basic encryption and decryption techniques, secure encryption systems, cryptographic protocols and practices, security in networks and distributed systems, legal and ethical issues in computer security.

IASM 8302

Principles of Information Assurance and Security

Course will include survey of information assurance and security, design and analysis methods for high assurance information systems, safety, reliability and security, specification of mission-critical system properties, software and hardware validation, verification and certification, legal and ethical issues in computer security.

Prerequisite: IASM 8301

IASM 8303

Information Assurance Planning and Management

Discussion of practical performance, measures employed in designing security measures and programs. Course will introduce generic security planning guidelines and documents. Students will develop a security plan that encompasses NSTISS components in designing protection/security for a supplied description of an AIS/telecommunications systems.

Prerequisite: IASM 8302

IASM 8304

Secure Information Commerce

Course will include discussion of specific technological, policy and educational solutions for NSTISS. It will also include elements of vulnerability and threat that exists in an AIS/telecommunications system with corresponding protection measures. Students will perform role playing scenarios in which points of exploitation are identified and appropriate countermeasures are applied in an instructor supplied description of an organization's AIS/telecommunications system.

Prerequisite: IASM 8303

IASM 8305

Secure Electronic Commerce

Course will include electronic commerce technology, models and issues, and principles and case studies of electronic commerce. Course includes an introduction to security architectures for electronic commerce including digital signatures, certificates and public key infrastructure (PKI), and legal and national policy electronic commerce issues.

Prerequisite: IASM 8301

IASM 8306

Computer and Network Forensics

Course will include procedures for the identification, preservation and extraction of electronic evidence. Auditing and investigation of network and host intrusions. Forensic tools and resources for systems administrators and information system security officers.

Prerequisite: IASM 8301

IASM 8307

Computer Intrusion Detection

Course will include discussion of modern techniques used to break into computer and network resources and the remedies available to system administrators. Students will work in teams to test integrity of system.

Prerequisite: IASM 8301

IASM 8308

Secure Distributed Systems and Databases

Course will include the study of methods of protecting data: discretionary and mandatory access controls, secure database design, data integrity, secure architectures, secure transaction processing, information flow controls, inference controls and auditing. Security models for relational and object-oriented databases, security of databases in a distributed environment, survey of commercial systems.

Prerequisite: IASM 8301

IASM 8309

Internet Security Protocols

Course will include a detailed study of network and distributed systems security. The course reviews basic cryptography, threats and vulnerabilities in distributed systems. Security services, confidentiality, authentication, integrity, access control, no repudiation and their integration in network protocols are covered. Topics also include key management, cryptographic protocols and their analysis, access control, delegation and revocation in distributed systems, and security architectures, multilevel systems and security management and monitoring.

Prerequisite: IASM 8301

IASM 8310

Enterprise Security Management

Course will include managerial aspects of computer security and risk management for enterprises. Accreditation, procurement, extension and operation principles for secure enterprise information systems. Security policy and plan development. Contingency, continuity and disaster recovery planning. Incident handling and response.

Prerequisite: IASM 8301, IASM 8302, IASM 8303 and IASM 8304

IASM 8311

Special Topics in Information Systems and Security

In-depth study of topics in Information Security chosen by the instructor. Course may be repeated for credit when topics vary.

Prerequisite: Varies with course content

LEADERSHIP (LEAD)

LEAD 3383G

Leadership, Women and Spirituality

Same as RLST 3383G and SOWK 3383G

LEAD 6310

Introduction to Leadership Theories

Introduction to the history and theory of leadership, to critical thinking and methods of inquiry as they bear on the subject of leadership, to the ethics of leadership, to basic leadership competencies, to relevant leadership contexts, and to leading groups and individuals. Analysis of historical concepts and contemporary theories of leadership. Emphasis on application of theoretical concepts to actual leadership situations.

LEAD 6321

Leadership Strategies and Processes

Focus on strategic planning methodologies and issues related to the design of effective organizational structures, processes and control systems in contemporary and future complex organizations. Emphasis will be placed on a variety of seminal strategic planning methodologies available to leaders.

Prerequisite: LEAD 6310

LEAD 6322

Critical Thinking and Problem Analysis for Leaders

Study of the principles of logic, critical thinking, problem definition and decision theory that are used in identifying problems, assumptions and alternatives for problems that leaders encounter. Methods of decision-making and scenario planning are explored in detail.

LEAD 6341

Introduction to Leadership Research Methods

Explores the process of asking research questions and finding answers. Includes broad overview of experimental and non-experimental methods. Emphasizes the functional use and understanding of basic statistics in evaluating research findings.

LEAD 6350

Political Dimensions of Leadership

Examination of leadership in non-profit sector organizations ranging from national to small neighborhood associations. Informal and formal processes by which power and authority are exercised and leadership is selected within a political system in various settings. Informal and formal processes by which power and authority are exercised and leadership is selected within a political system in various settings. Examination of leadership in basic processes and institutions of government through case study of legislative issues.

Same as POLS 6350

Prerequisite: LEAD 6310

LEAD 6351

Readings in Leadership

Introductory survey of contemporary writings and emerging theories on leadership.

LEAD 6360

Multi-cultural Issues in Leadership

This course will examine cultural styles of leadership and various leadership styles that can be employed in different cultural settings. Students will examine the role of culture in attitudes toward society, family and work.

Prerequisite: LEAD 6310

LEAD 6361

Gender Issues in Leadership

This course will examine gender issues by exploring how gender influences human development, achievement, self-concepts, family roles, work life and social institutions such as the legal system. Gender perceptions as they relate to leadership styles will be explored in detail.

Prerequisite: LEAD 6310

LEAD 6362

Written Communication for Leaders

Provides an overview of the structure, process and requirements associated with writing effective reports, executive summaries and proposals. Covers advanced rules of grammar and syntax and methods for synthesizing disparate sources of information into concise written summaries.

LEAD 6363

Oral Communication for Leaders

Covers principles of effective oral communication to both small and large groups in both formal and informal settings. Covers aspects

of developing effective support materials for and principles of effective meeting management, briefings and speeches. The student will be required to hone her or his skills in impromptu presentations requiring critical thinking skills and oral dialectic exchanges

LEAD 6366

Selected Topic in Leadership

In-depth study of specialized topic chosen by instructor. May be repeated for credit.

LEAD 7330

Leadership in Social Movements

Exploration of history of leadership in social movements. Comparison and contrast of forms, mechanisms and practices of leadership in various stages of a social movement. Examination of values of leaders as expressed through stories of ordinary people involved in leadership in social movements.

Prerequisite: LEAD 6310

LEAD 9115-9615

Internship

Participation in an internship position related to their field of study and dissertation concentration. May be repeated for up to six total credit hours.

Prerequisite: Consent of graduate adviser

LEAD 9134

Community Resources II

Examination of the reciprocal partnerships in the community specific to his or her field of interest and the implications of that specific partnership for community and regional structure and function, social and political organizations, economic structure and development.

LEAD 9149-9349

Field Based Research

Identification of a problem related to the field of leadership and use of experimental and/or qualitative research to investigate the issue and suggest solutions. May be repeated as many times as needed. Pass/Fail.

LEAD 9166-9366

Selected Topics in Leadership Studies

Specialized courses which provide intensive, specific exposure to a topic selected from the following emphasis areas: technology leadership, nonprofit and public leadership and for-profit leadership. May be repeated for credit when topic varies.

Prerequisite: Doctoral level or consent of instructor

LEAD 9199

Dissertation Defense

This one-hour credit must be taken the semester a candidate wishes to defend the dissertation.

Fee: \$200

LEAD 9310**Intermediate Leadership Theories**

Overview of the knowledge, skills and abilities needed to lead complex organizations in the public and private sectors of 21st Century American society. Issues include developing and sustaining strategic focus, applying leadership principles in an environment of constant change; and applying systems thinking to the management of human, financial, materials and information resources.

LEAD 9311**Leadership Issues in Technology and Organizational Change**

Leadership opportunities and challenges related to the integration of technology within complex organizations. Discussion will include trends, issues and the effects of technological change on organizational structure and behavior. Focus on resource implications and legal issues related to organizational use of digital technology. Course provides experiential familiarization with a broad range of technological support systems that are available or anticipated in the near term.

LEAD 9312**Social Context for Leadership in Democratic Society**

Investigation of the moral, ethical and social context of organizational decision-making. Examination of social and value issues which confront organizational leaders in the public and private sectors of a democratic society. Exploration of the implications of value-driven decision making for the development of organizational responses to contemporary social issues.

LEAD 9313**Global Leadership**

Exploration, analysis and evaluation of comparative approaches to leading and managing complex organizations from an international perspective. Investigation of comparative societal cultures, norms and systems in other developed and developing nations. Evaluation of implications of differing societal cultures and social systems for organizational behavior at the institutional, organizational and individual levels of analysis.

LEAD 9314**Leader Decision Processes**

Experiential investigation of models and techniques that support effective and efficient decision processes. Emphasizes the practice of effective decision processes through team decision-making activities. Provides experiential focus on the identification and avoidance of known cultural and cognitive biases and other process pitfalls that can seriously hinder successful decision-making.

LEAD 9316**Conflict Management**

Opportunity to develop and refine conflict management skills needed to facilitate organizational processes aimed at successfully attaining desired performance results. Topics will include communication, interpersonal skills, bargaining and negotiation and

other strategies for recognizing and resolving conflict in complex organizations.

LEAD 9317

Leadership in Learning Organizations

Process of strategy development, formulation and implementation at various levels within the organization. Focus on role of top leaders in creating and sustaining organizational vision, and integrating organizational systems and resources to support mission accomplishment. Other issues considered will include organizational change and strategic renewal, and the management of human resources throughout these continuing processes.

LEAD 9320

Intra-Organizational Leadership

Identification, analysis, evaluation and application of factors which influence the design, structure and operation of complex organizations in the public and private sectors of society. Emphasis on integration of theory and concepts from the social sciences as a basis for understanding human behavior within complex organizations.

LEAD 9321

Inter-Organizational Leadership

Issues related to the design of effective organizational structures, process and control systems in contemporary and future complex organizations. Domains of inquiry include strategic assessment; goal formulation; design of organizational processes to attain desired performance; and measurement, analysis and evaluation of organizational performance outcomes. Emphasis on application of contemporary theory, methods and techniques to improve organizational outcomes.

LEAD 9323

Resources Management I

Focus is on the application of the theory, methods and techniques of economic analysis to enhance the effectiveness of resource allocation decisions within complex organizations. Issues and techniques related to estimation and allocation of costs, evaluation of revenues and decision-making processes related to programmatic resource allocations will be explored. Emphasis will be placed on real world problem-solving related to revenue maximization and cost minimization in complex organizations.

LEAD 9324

Legal Issues

Reviews the legal bases for organizing and administering organizations. Statutes and court decisions affecting organizational functions will be studied. Discussion will include an overview of legal policy and precedents related to equal opportunity, discrimination and other issues involving equity, access and opportunity within complex organizations in the public and private sectors.

LEAD 9325**Marketing and Public Relations**

Offers an overview of the key elements of marketing and its impact on organizations and society. Topics include strategic marketing decisions made at the corporate and business level, and organizational issues that affect the formulation and implementation of marketing strategy.

LEAD 9326**Resources Management II**

Focus on developing and refining skills, knowledge and abilities needed to successfully integrate financial planning and management control systems in complex organizations. Topics covered include theory, methods and techniques that support effective analysis of the financial implications of program alternatives; cash and capital budgeting; risk and return analysis; and long-range financial planning in a managerial team environment.

LEAD 9330**Policy, Values and Partnerships**

Interdisciplinary overview of research related to contemporary policy development at federal, state and local levels, and their implications for organizations and communities. Includes introduction to and analysis of the dynamics of public policy formulation in allocating resources to support social institutions such as education, healthcare, the family, social welfare and housing.

LEAD 9331**Integrated Delivery of Services**

Illustrates the synergistic relationship between the organization and the community. Includes opportunities to analyze and evaluate historical and current services provided through organizations.

LEAD 9332**Applications in Policy and Services**

Provides the student with the opportunity to examine the dynamics of policy development in his or her field of interest and to place the dynamics in the context of historical and current service delivery.

LEAD 9333**Community Resources I**

Involves study in the interconnections among organizations, community programs and public policies. Course attention will be given to building reciprocal partnerships between the organization and the community; theory and analysis of community and regional structure and function; social and political organizations, economic structure and development.

LEAD 9341**Intermediate Research Methods**

Overview of theory and methods of research in the social sciences. Topics include development of research questions and analysis, site entry, interviewing, participant observation and data

collection and coding. Emphasis on theory and methods of survey research, including sampling, measurement theory, questionnaire construction, issues related to reliability and validity and introduction to techniques used in data reduction and analysis.

LEAD 9342

Advanced Research Methods

Offers an overview of various methods of qualitative research, including broad categories of phenomenology, case study research, ethnography and critical research. The philosophies, methodologies and issues associated with various kinds of qualitative research will be studied. Students will explore a research problem specific to their field, using a qualitative research design.

Prerequisite: LEAD 9341

LEAD 9343

Experimental Design and Statistics I

Characteristics of various group experimental designs, with emphasis on application and interpretation of inferential statistics used to analyze data. Includes review of statistics such as z-scores; t-tests; chi-square; simple linear regression; discriminate analysis; analysis of variance and an introduction to multiple linear regression. Emphasizes use of computer statistical software and interpretation of results.

LEAD 9344

Experimental Design and Statistics II

Develops skills and understanding needed to apply and interpret the results of multivariate statistical methods of data analysis. Topics include non-parametric statistics; multiple linear regression analysis; path analysis; factor analysis; cluster analysis; principal components analysis and discriminate analysis. Uses and interpretation of methods such as multivariate analysis of variance; repeated measures analysis of covariance; and multiple analysis of covariance. Emphasis will be on the use and interpretation of computer software to analyze data sets assigned.

LEAD 9350

Historical Leadership Theories

Survey of historical and contemporary writings on leadership. Readings and discussions will focus on developing a historical understanding of leadership and an in-depth understanding of current schools of leadership thought.

LEAD 9351

Advanced Leadership Theories

Survey of contemporary writings and emerging theories on leadership.

Prerequisite: LEAD 9350 and completion of 36 semester hours in the doctoral program or departmental permission

LEAD 9352

Leadership Ethics and Morality

An in-depth investigation of the characteristics and relationships between ethical and moral practices and effective leadership. Ethical reasoning will be developed and applied to a variety of leadership situations.

LEAD 9360

Written Communication

Provides an overview of the structure, process and requirements associated with writing for conducting literature reviews, writing effective reports, executive summaries and proposals, and articles for publication in peer-reviewed journals and other professional publications. Covers advanced rules of grammar and syntax.

LEAD 9361

Oral Communication

Covers principles of effective oral communication to both small and large groups in both formal and informal settings. Covers aspects of developing effective support materials for and principles of effective meeting management, briefings and speeches. The student will be required to hone her or his skills in impromptu presentations requiring critical thinking skills and oral dialectic exchanges.

LEAD 9615

Internship

Participation in internship positions related to specific fields of study and dissertation concentration.

Prerequisite: Consent of graduate adviser

MANAGEMENT (MGMT)

MGMT 8315

Entrepreneurship

This course focuses on the key concepts and methods relevant for entrepreneurs. Course covers the elements of new venture initiation as well as strategies for small and growing organizations. Students will prepare a business plan for an entrepreneurial venture of their choice, possibly for new venture they are considering.

MGMT 8320

International Business Strategy

Focuses on multinational business firms and the strategies employed to gain competitive advantage in international markets. Also includes discussion of ethics and social responsibility in a global economy. Draws from readings, cases and current business periodicals.

MGMT 8343

Current Topics in Business

In-depth study of current topics in business chosen by the instructor. Course may be repeated for credit when topics vary.

Prerequisite: Varies with course content

MARKETING (MKTG)

MKTG 8319

Marketing Communications Strategy

Examines the concept of Integrated Marketing Communications (IMC) strategy in successfully communicating the brand concept and product/service benefits to a customer group. Topics specifically examined include advertising strategy, publicity and public relations, mass media considerations, sales force design and management, reseller support through sales promotions and the analysis of communication strategies, including the internet.

Prerequisite: BADM 8316

MKTG 8320

International Marketing

Examines the challenge of entering and operating effectively in foreign markets. Decisions must be made on objectives, strategies, market selection, adaptation of products, logistics, communication channels and message structure, and systems of marketing organization and control. Cultural issues are emphasized. Requires development of a marketing plan.

Prerequisite: BADM 8316

MKTG 8342

Special Studies in Marketing

Covers in-depth study of specialized topic chosen by instructor. Course may be repeated for credit when topics vary.

Prerequisite: Varies by topic

NONPROFIT MANAGMENT (NPMT)

NPMT 8600

Leading and Managing Nonprofits

This course will cover the unique environment that leaders and managers of nonprofits encounter. Topics covered include: Understanding your leadership style; leading volunteers, employee motivation and satisfaction, productivity and performance management.

NPMT 8605

Marketing for Nonprofits

This course will cover the various functions of marketing. It will address methods to effectively manage and implement a marketing budget and strategy.

Prerequisite: NPMT 8600

NPMT 8610

Finance and Accounting for Nonprofits

Emphasizes the development of skills necessary for sound financial decision making within a nonprofit. Includes financial ratio analysis, capital budgeting, risk and return analysis and financial forecasting.

Prerequisite: NPMT 8600 and 8605

NPMT 8615

Operations and Administration of Nonprofits

This course will address how to effectively integrate the numerous functional areas/activities of a non-profit, such as Human Resources, Finance, Operations, Marketing, etc.

Prerequisite: NPMT 8600, 8605 and 8610

NPMT 8620

The Legal Landscape of Nonprofits

Legal and ethical study of business with the focus on the Non-Profit sector. Specifically, the judicial system, cost of litigation vs. alternative dispute resolution techniques, and current issues at the federal and state level in areas such as contracts, torts, product liability, deceptive trade, property, business enterprises, electronic commerce, employment and international law. Focus on ethical dilemmas faced in today's business environment.

Prerequisite: NPMT 8600, 8605, 8610 and 8615

NPMT 8625

Strategic Management for Nonprofits

An integrative capstone course to be taken in the final trimester. Examines the role of top management in creating a vision for the enterprise and integrating resources to achieve a competitive advantage in carrying out its mission. Focuses on total enterprise objectives with societal values and a global economy.

Prerequisite: NPMT 8600, 8605, 8610, 8615 and 8620

School of Professional Studies

Dean: Teresita E. Aguilar, PhD

The School of Professional Studies offers graduate degrees in four departments: Applied Social and Cultural Sciences, Communication and Learning Disorders, Education and Psychology. The graduate programs provide research-based curricula and focus on the development of scholar-practitioner applications. The School of Professional Studies faculty engage in scholarly activity and model best practices in their teaching.

Master's Degree Programs

Master's degree programs provide students opportunities for in-depth studies in the professional fields of education, communication and learning disorders, counseling psychology, school counseling and school psychology. The clinical studies programs of the School have requirements based on the type and level of professional functioning appropriate to the individual degrees. Field experiences in practica and internships and the development of specific clinical competencies are required in most of these degree programs. The Communications Disorders program is fully accredited by the American Speech-Language-Hearing Associations Council for Academic Accreditation. All education programs are accredited by the Texas Education Agency.

The School also offers an interdisciplinary, non-clinical master's degree in human sciences.

Doctoral Degree Programs

The Psychology Department offers the Doctor of Psychology (PsyD) in Counseling Psychology, which trains graduates for the independent practice of assessment and intervention with individuals, couples, families and groups. The Counseling Psychology PsyD program is fully accredited by the American Psychological Association and meets the specialty guidelines for the delivery of service. For information about APA accreditation status, contact the APA Committee on Accreditation, c/o Office of Program Consultation and Accreditation, 750 First Street NE, Washington, DC 2002-4242, phone 202-336-5979, Web: www.apa.org.

Interdisciplinary Certificate Programs

Our Lady of the Lake University offers two certificate programs through the School of Professional Studies. These include a 15 semester-hour Violence Intervention and Prevention Certificate-Level II, and a Psychological Services for Spanish Speaking Populations Certificate.

Department of Applied Social and Cultural Sciences

Master of Arts

Sociology with Emphasis in Sociological Practice Offered through Weekend College Program

This degree provides in-depth knowledge and skills for those who wish to become practicing sociologists. Education is furnished

in the ethical use of both applied (research-based) and clinical (intervention) sociology. Those who gain this degree will have the necessary sociological insight to assist in positive transformation of the community.

Admission Application Requirements

Regular Admission

1. Official transcripts from all regionally accredited institutions previously attended must be submitted in support of an admission application
2. A grade point average of 2.50 overall and at least 3.00 for the last 60 semester hours earned
3. Proof of a satisfactory score on the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT) taken within the last five years
4. Submission of a personal statement detailing preparation to undertake the degree and reasons for wishing to study for the degree
5. Two letters of recommendation not more than one year old from persons knowledgeable (college instructors or relevant employers) of the professional potential of the applicant (forms supplied by the University)
6. Interview with faculty member(s) of the Department of Applied Social and Cultural Sciences

NOTE: Meeting minimum admission standards does not guarantee admission.

International Students

An international student seeking admission into the master's degree program for a Master of Arts in sociology should refer to page 39 of this bulletin for additional information on credentials needed for admission.

Conditional Admission

Conditional acceptance is granted on the merits of each case. In some circumstances, applicants who do not meet all of the requirements for regular admission may be admitted conditionally, providing they fulfill the conditions listed in their letters of conditional acceptance within the period of specified time. If conditional acceptance is given because of missing official credentials, the period of time to provide those documents will not extend beyond the first term of attendance.

Special Admission

Students may apply for admission as a special student for their own personal interests or to transfer credit to a home institution. Acceptance as a special student does not guarantee future admission as a regular degree-seeking student.

Special students who desire to change their status to that of a regular student must apply for admission to the Sociology Admissions Committee and gain approval of the dean of the School of Professional Studies.

Should a special student be admitted as regular student, no more than 12 semester hours earned as a special student may be applied toward a degree, and there is no guarantee that courses taken as a special student will be accepted as part of a degree curricula.

Admission Deadline

The deadline for submitting a completed application for the degree program is one month prior to the first day of regular registration for each trimester.

Academic Requirements

Students must complete the following requirements in addition to coursework:

1. Computer Literacy Requirement
2. Passing grade on Comprehensive Examination.
3. Practicum

Master of Arts**Specialization: Sociology with Emphasis in Sociological Practice**

36 semester hours

Offered through Weekend College Program

The following coursework must be completed to fulfill academic requirements of the degree:

Sociological Theory (six hours):

SOCI 6301 Sociological Practice Theory I

SOCI 6302 Sociological Practice Theory II

Sociological Research Methods:

SOCI 6315 Sociological Practice Research I: Qualitative Methods

SOCI 6316 Sociological Practice Research II: Quantitative Methods

SOCI 6318 Professional Writing

Substantive Area Seminars (nine hours of the following courses)

SOCI 6321 Organizational Context of Sociological Practice

SOCI 6325 Demography

SOCI 6329 Policy Planning

SOCI 6333 Society and Health

Practice Experience:

SOCI 6389 Practicum

Elective:

Two 6000 level or above elective Sociology courses (six hours)
(may include the remaining substantive area seminar listed above)

Thesis or One 6000-level or Above Elective Course (three hours)

SOCI 7391 Thesis

OR

One 6000-level or above elective (three hours)

Master of Arts**Human Sciences (Interdisciplinary Master's Degree)**

This degree provides intensive interdisciplinary education in the practical and ethical use of the theory and methodology of the human social behavioral sciences. The degree is intended to enhance the knowledge and skills of *non-clinical professionals* so that they may make a positive contribution to the community.

Admission Application Requirements

Regular Admission

1. Official transcripts from all regionally accredited institutions previously attended must be submitted in support of an admission application
2. A grade point average of 2.50 overall and at least 3.00 for the last 60 semester hours earned
3. Proof of a satisfactory score on the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT) taken within the last five years
4. Submission of a personal statement detailing preparation to undertake the degree and reasons for wishing to study for the degree
5. Two letters of recommendation not more than one year old from persons knowledgeable (college instructors or relevant employers) of the professional potential of the applicant (forms supplied by the University)
6. Interview with member(s) of the Human Sciences program faculty

Meeting minimum admission standards does not guarantee admission.

International Students

An international student seeking admission into the master's degree program for a Master of Arts in human sciences should refer to page 39 of this bulletin for additional information on credentials needed for admission.

Conditional Admission

Conditional acceptance is granted on the merits of each case. In some circumstances, applicants who do not meet all of the requirements for regular admission may be admitted conditionally, providing they fulfill the conditions listed in their letters of conditional acceptance within the period of specified time. If conditional acceptance is given because of missing official credentials, the period of time to provide those documents will not extend beyond the first term of attendance.

Special Admission

Students may apply for admission as a special student for their own personal interests or to transfer credit to a home institution. Acceptance as a special student does not guarantee future admission as a regular degree-seeking student.

Special students who desire to change their status to that of a regular student must apply for admission to the Human Sciences program and gain approval of the dean of the School of Professional Studies.

Should a special student be admitted as a regular student, no more than 12 semester hours earned as a special student may be applied toward a degree, and there is no guarantee that courses taken as a special student will be accepted as part of a degree curricula.

Admission Deadline

The deadline for submitting a completed application for the degree program is one month prior to the first day of regular registration for each semester/trimester.

Academic Requirements

Students will be expected to complete the following requirements in addition to required coursework:

1. Computer literacy requirement
2. Passing grade on Comprehensive Examination over Concentration area

Master of Arts**Specialization: Human Sciences**

36 semester hours

Also offered through the Weekend College Program

The following coursework must be completed to fulfill academic requirements for the degree.

Six hours:

PSYC 6380	Research Design and Procedures
PSYC 6321	Psychological Measurement and Evaluation
or	
SOCI 6315	Sociological Practice Research I: Qualitative Methods
SOCI 6316	Sociological Practice Research II: Quantitative Methods

15 hours: Concentration Area I (human behavioral science area: psychology, sociology, or organizational leadership)

15 hours: Concentration Area II (any of these areas, but must be different from Concentration Area I: education, psychology, or sociology)

A concentration area is comprised of 15 semester hours of coursework in a single discipline. Two concentration areas must be completed. Concentration Area I must be in the human social behavioral science area and Concentration Area II may be chosen from any of the other areas listed above. Each concentration will require six hours of specified courses.

Education Concentration:

Required: Take the following six hours:

EDUC 6359	Applied Learning and Development
COUN 6325	Vocational and Aptitude Assessment

Education: Choose nine semester hours from the following:

EDUC 6311	Research Methods and Procedures
EDUC 6317	Early Childhood Growth and Development
SPED 6305	Individual Differences: Advanced Studies
SPED 8303	Professional Seminar: Skills and Issues
SPED 7312	Bilingual Special Education: Assessment and Instruction
SPED 6323	Behavior Analysis and Intervention OR
SPED 7373	Emotional Disturbances and Related Disorders
COUN 6351	Guidance and Counseling Services

Organizational Leadership Concentration:

Required: Take the following six hours:

LEAD 6310	Introduction to Leadership Theories
LEAD 6321	Leadership Strategies and Processes

Organizational Leadership: Choose nine semester hours from the following:

- LEAD 6322 Critical Thinking and Problem Analysis for Leaders
- LEAD 6341 Introduction to Leadership Research Methods
- LEAD 6351 Readings in Leadership
- LEAD 6360 Multi-Cultural Issues in Leadership
- LEAD 6362 Written Communication for Leaders
- LEAD 6363 Oral Communication for Leaders

Psychology Concentration:

Required: Take six hours

- PSYC 7351 Life Span Developmental Psychology
- PSYC 8302 Counseling Theories: Methods and Techniques
- OR
- PSYC 8350 Foundations of Family Therapy

Psychology: Choose nine semester hours from the following:

- PSYC 5330G Violence Prevention and Intervention
- PSYC 5361G Selected Topics in Psychology
- PSYC 5365G Death, Dying and Grief
- PSYC 5371G Adult Learning: Theories and Techniques
- PSYC 5381G Human Behavior in Complex Organizations
- PSYC 6321 Psychological Measurement and Evaluation (if not counted toward HUSC research methods requirement)
- PSYC 6358 Life Planning and Career Development
- PSYC 6380 Research Design and Procedures (if not counted toward HUSC research methods requirement)
- PSYC 6390 Selected Topics in Psychology
- PSYC 8301 Group and Family Processes
- PSYC 8302 Counseling Theories: Methods and Techniques (if not counted toward PSYC concentration requirement)
- PSYC 8350 Foundations of Family Therapy (if not counted toward PSYC concentration requirement)
- PSYC 8351 Systemic Approaches to Counseling I
- PSYC 8355 Child and Adolescent Counseling [Note: prerequisite 8351]
- PSYC 8356 Normal Family Processes Across Cultures
- PSYC 8389 Field Placement
- PSYC 5363G Mental Health and Aging

Sociology Concentration: Take the following six hours:

- SOCI 6318 Professional Writing
- SOCI 6301 Sociological Practice Theory I OR
- SOCI 6302 Sociological Practice Theory II

Sociology: Choose nine semester hours from the following:

- SOCI 4330G Violence in Communities and Families
- SOCI 5315G Child Welfare
- SOCI 5316G Services to Children Exposed to Violence
- SOCI 5368G Sociology of Aging
- SOCI 6301 Sociological Practice Theory I (if not counted toward SOCI concentration requirement)

SOCI 6302	Sociological Practice Theory II (if not counted toward SOCI concentration requirement)
SOCI 6315	Sociological Practice Research I: Qualitative Methods (if not counted toward HUSC research methods requirement)
SOCI 6316	Sociological Practice Research II: Quantitative Methods (if not counted toward HUSC research methods requirement)
SOCI 6321	Organizational Context of Sociological Practice
SOCI 6325	Demography
SOCI 6329	Policy Planning
SOCI 6333	Society and Health
SOCI 6351	Criminology
SOCI 6389	Practicum
SOCI 6390	Selected Readings

NOTE: While all courses in Houston are offered in the weekend format, courses that may apply to the Human Sciences degree are offered in a combination of weekend and evening hours in San Antonio. Most psychology courses are offered in the evening, for example, and most sociology courses are offered on the weekends. Students admitted to the Human Science program may not transfer to another master's degree program.

Department of Communication and Learning Disorders

The master's degree program in communication disorders has three major goals: 1) prepare professionals for clinical service careers in speech-language pathology, 2) provide students with the necessary skills and knowledge base in order to provide effective and direct clinical services to the diverse linguistic and multicultural population of individuals with communicative disorders and 3) develop students' skills in conducting research in the field of communication sciences and disorders. This program is accredited by the Council for Academic Accreditation of the American Speech-Language-Hearing Association. For information about ASHA accreditation status, contact the ASHA Council on Academic Accreditation at 10801 Rockville Pike, Rockville, MD, 20852, 301-897-5700, www.asha.org.

Master of Arts

Specialization: Communication and Learning Disorders

41 semester hours

Admission Application Requirements

Regular Admission

1. Official transcripts from all regionally accredited institutions previously attended must be submitted in support of an admission application
2. A grade point average of at least 2.50 for the cumulative undergraduate work or at least 3.00 for the last 60 semester hours of undergraduate work and 3.00 for courses in the major
3. Successful completion of the following courses/equivalents:

CDIS 2400	Introduction to Speech-Language Pathology
CDIS 3311	Normal Language Development
CDIS 3343	Articulation and Phonological Disorders
CDIS 3362	Introduction to Audiology

CDIS	3412	Introduction to Phonetics and Phonemics
CDIS	4315	Neuroanatomy and Neurophysiology
CDIS	4340G	Aural Rehabilitation
CDIS	4351	Language Disorders in Children
CDIS	4411	Anatomy and Physiology of Speech
CDIS	5360G	Speech and Hearing Science
PSYC	3381	Basic Statistics

Leveling courses will be required if applicant does not have prerequisite CDIS coursework.

4. Submission of a satisfactory score on the Miller Analogies Test (MAT) or the Graduate Record Examination (GRE) taken within the last five years
5. Two letters of recommendation by professionals in the field (one of which must be from a university professor)
6. Selected applicants will be invited to a group interview with the Communication Disorders program faculty

Bilingual (Spanish/English) Certification

Students interested in obtaining a bilingual SLP certification who have already been accepted in the master's degree CDIS program may apply to obtain the bilingual certification which requires some specialized course work as well as practicum hours with monolingual Spanish-speaking or bilingual clients.

International Students

An international student seeking admission into the graduate program for a Master of Arts in communication disorders should refer to page 39 of this bulletin for additional information on credentials needed for admission.

Conditional Admission

Conditional acceptance may be granted on the merits of each in special instances. In some circumstances, applicants who do not meet all of the requirements for regular admission may be admitted conditionally, providing they fulfill the conditions listed in their letters of conditional acceptance within the period of specified time. If conditional acceptance is given because of missing official credentials, the period of time to provide those documents will not extend beyond the first term of attendance.

Special Admission

Students who wish to enroll for their own special interests or to transfer master's degree credits to a home institution may be admitted as special students.

In addition, students who wish to register as degree candidates, but who cannot complete requirements for regular admission at the time of registration, may be admitted as special students until program criteria are met.

However, no more than 12 semester hours earned as a special student may be applied toward a degree. There is no guarantee that courses taken in this category will be accepted as part of the degree curricula, or that acceptance as a special student will lead to regular admission to the graduate program. Regular Admission must be approved by the communication disorders faculty and the dean of the School of Professional Studies.

Before registering, an applicant for special admission must:

1. Submit official transcript(s) showing degree granted, to include master's degree, if applicable. Transient students need only submit a letter of good standing from their home institution verifying master's degree status
2. Have earned an overall grade point average of at least 2.50

CDIS Leveling Students

Students who already possess a bachelor's degree in another field and wish to enter the CDIS master's degree program will not be admitted to that program without first completing prerequisite undergraduate courses. Nine UG classes totaling 30 hours are offered every year. Full-time students may take all required courses in two long semesters or if part-time complete the leveling program over 2 years. Admission to the Leveling Program is separate from application for master's degree admission and graduate admission is not guaranteed by admission to the leveling program. However, application for admission to both programs is made through the Graduate Admissions Office.

Admission Deadline

Deadline for submitting a completed application to the Master of Arts program in communication disorders: Feb. 1.

Academic Requirements:

Students will be expected to complete the following requirements in addition to required coursework:

1. Practicum. Clinical practicum will include working with a variety of communication disorders, from mild to severe, for clients of all ages. Four hundred approved practicum clock hours required, including 325 hours at the graduate level in prescribed settings; student must meet all academic and practicum requirements of the American Speech-Language-Hearing Association. Practicum requirements include the successful completion of clinical competences as outlined in the program's student handbook. The master's degree prepares the graduate to function in all settings and all areas of clinical service and satisfies all academic and practicum requirements for the Certificate of Clinical Competency of the American Speech-Language-Hearing Association
2. Computer literacy requirement
3. Comprehensive Examination. Must pass the PRAXIS Test in Speech-Language Pathology, or OLLU equivalent

Major Courses:

- | | |
|------------|--|
| CDIS 5151G | Selected Studies in Communication Disorders
(two semester hours required) |
| CDIS 6242 | Fluency Disorders |
| CDIS 6353 | Neurogenic Language Disorders |
| CDIS 6354 | Dysphagia |
| CDIS 6356 | Language Disorders in Preschool Children |
| CDIS 6357 | Language Disorders in School-Aged Individuals |
| CDIS 6358 | Language in Discourse |
| CDIS 7171 | Advanced Assessment Procedures in CDIS I |
| CDIS 7172 | Advanced Assessment Procedures in CDIS II |
| CDIS 7213 | Augmentative Communication |

- CDIS 7312 Voice/Speech Disorders
- CDIS 7335 Motor Speech Disorders
- CDIS 7353 Research and Efficacy in Communication Disorders
- CDIS 8202 Communication Disorders in Different Cultures
- CDIS 8342 Medical Speech Language Pathology

Practicum Courses (must have four credit hours for graduation):

- CDIS 6265 Clinical Practicum, Methods and Policies
- CDIS 7173 Field Experience in School Settings
- CDIS 7174 Field Experience in Medical Settings

Education programs are designed to prepare the professional educator to: 1) understand and meet the educational needs of a diverse student population, 2) function in a global society which requires all students to be life-long learners, and 3) provide opportunities for participants to gain the skills and vision to be leaders in schools faced with the challenges of the 21st century.

Department of Education

State Board for Educator Certification

Texas Education certification may be earned as follows:

Student Services and Professional Certificates:

Principal, Educational Diagnostician, Reading Specialist, School Counselor, School Librarian, Master Technology Teacher and Master Reading Teacher.

Applicants for professional certificates are required to pass the appropriate certification test (TExES) and document two years of teaching experience. All applicants for Texas Certificates are also screened for a record of felony or misdemeanor conviction through the Texas Department of Public Safety, as prescribed by state law.

Supplemental Special Education Certificate:

A Texas Education supplemental certificate may be earned in Special Education as follows:

Special Education

21-hour Supplemental Certificate

Requirements:

1. Prerequisite: Valid Texas Teacher Certificate
2. TExES requirement: Special Education EC-12
3. A minimum of 12 hours (excluding SPED 8314 or equivalent) must be credit earned at Our Lady of the Lake University

- SPED 6305 Individual Differences: Advanced Studies
- SPEC 6312 Language of Children and Youth with Exceptionalities
- SPED 6323 Behavior Analysis and Intervention
- SPED 6343 Structuring the Educational Environment
- SPED 6345 Assessment and Evaluation: Students with Exceptionalities
- SPED 8303 Professional Seminar: Skills and Issues
- SPED 8314 Practicum: Generic Special Education

Licensed Professional Counselor (LPC)

The academic requirement for Licensure as a Professional Counselor in the State of Texas may be met by successful completion of the MED in School Counseling.

Master's Degree Programs in Education

The department offers two master's degrees (MEd and MA) in the following areas:

Master of Education:

Curriculum and Instruction
 Generic-Special Education
 Early Elementary Education
 Intermediate Education
 Secondary Education
 Learning Resource Specialist
 Principal
 School Counseling

Master of Arts:

Special Education

Master of Education

Admission Application Requirements

Regular Admission

1. Official transcripts from all regionally accredited institutions previously attended must be submitted in support of an admission application
2. A satisfactory score on the Miller Analogies Test (MAT) or the Graduate Record Examination (GRE) taken within the last five years. MENTC applicants must take GRE.
3. A grade point average of 2.75 with a 3.00 on last 60 hours
4. Two letters of recommendation not more than a year old (forms will be supplied by the University)
5. A copy of a valid Texas Teacher Certificate. This is not required for MENTC, MEd in Learning Resources or the MEd in School Counseling. Applicants who do not hold valid Texas Teacher Certificates must submit verification of local and state Criminal History Records. To obtain Texas certification as a school librarian or school counselor, one must document two years of classroom experience as teacher of record in an accredited public/private school setting
6. An interview is also required for admission to the MA in Special Education, MEd in School Counseling and MEd in Principal
7. In the Master of Education Non-traditional Teacher Certification (MENTC Program) teacher certification is attained as a part of the degree. An interview, personal statement and resume are required. Verification of local and state Criminal History Records are also required
8. In the Master Technology Teacher program, evidence of Technology Application Standards knowledge and skills must be submitted (arranged with Master Technology Teacher program adviser)

International Students

An international student seeking admission into the graduate program for a Master of Education should refer to page 39 of this bulletin for additional information on credentials needed for admission.

Conditional Admission

Conditional acceptance is granted on the merits of each

case. In some circumstances, applicants who do not meet all of the requirements for regular admission may be admitted conditionally, providing they fulfill the conditions listed in their letters of conditional acceptance within the period of specified time. If conditional acceptance is given because of missing official credentials, the period of time to provide those documents will not extend beyond the first term of attendance.

Special Admission

Students who wish to earn master's degree credit for supplemental certification only, for special interest, for professional certification or to transfer credit to a home institution may be admitted as special students. Before registering, an applicant for special admission must:

1. Submit an official transcript(s) showing degree awarded, to include master's degree, if applicable.
(Transient students need only submit a letter of good standing from their home institution verifying master's degree status)
2. GPA of 2.75, or permission from the dean
3. Submit personal statement for special interest

Students who wish to register as degree candidates, but who do not have time before registration to complete requirements for regular admission, may also be admitted as special students until the program criteria are met. No more than 12 semester hours earned as a special student may be applied toward a degree. There is no guarantee, however, that courses taken in this category will be accepted as part of the degree curricula, or that acceptance as a special student will lead to regular admission as a degree-seeking student. Regular admission must be approved by education faculty and the dean of the School of Professional Studies.

Admission Deadline

The deadline for submitting a completed application for the degree program is 10 working days prior to the first day of the regular registration for the semester.

MENTC Program: deadline for submitting a completed application to the education program is the second Friday in June for Trimester I or the second Friday in November for Trimester II.

Academic Requirements:

Students will be expected to complete the following requirements in addition to required coursework:

1. Comprehensive Examination or the Texas Examination of Educator Standards (TExES)
2. Computer literacy requirement

Master of Education

Specialization: Curriculum and Instruction

Concentration: Bilingual

Texas Teacher Certification Required

36 semester hours

Foundation Courses:

- EDUC 6304 Multicultural Foundations of Education
- EDUC 6311 Research Methods and Procedures

- EDUC 6359 Applied Learning and Development
- EDUC 6371 Curriculum Development

Professional Courses:

- SPED 6305 Individual Differences: Advanced Studies
- EDUC 6346 Classroom Assessment

Concentration Courses:

- EDUC 4341G General Linguistic Theory
- EDUC 6361 Instructional Techniques for Content Areas: Bilingual
- EDUC 6363 Reading and Language Arts: Bilingual
- EDUC 6364 Adv. English as a Second Language Methodology

Elective: Six semester hours

Master of Education

Specialization: Curriculum and Instruction

Concentration: Early Childhood

Texas Teacher Certification Required

36 semester hours

Foundation Courses:

- EDUC 6304 Multicultural Foundations of Education
- EDUC 6311 Research Methods and Procedures
- EDUC 6359 Applied Learning and Development
- EDUC 6371 Curriculum Development

Professional Courses:

- SPED 6305 Individual Differences: Advanced Studies
- EDUC 6346 Classroom Assessment

Concentration:

- EDUC 6317 Advanced Early Childhood Growth and Development
- EDUC 4367G Organizing School Programs: Early Childhood
- EDUC 6318 Curriculum and Instruction: Early Childhood
- SPED 6312 Language of Children and Youth with Exceptionalities

Elective: Six semester hours

Master of Education

Specialization: Curriculum and Instruction

Concentration: English as a Second Language

Texas Teacher Certification required

36 semester hours

Foundation Courses:

- EDUC 6304 Multicultural Foundations of Education
- EDUC 6311 Research Methods and Procedures
- EDUC 6359 Applied Learning and Development
- EDUC 6371 Curriculum Development

Professional Courses:

- SPED 6305 Individual Differences: Advanced Studies
- EDUC 6346 Classroom Assessment

Concentration Course:

- ENGL 4388G Language Acquisition Processes
- ENGL 5382G Languages and Society
- ENGL 5383G General Linguistic Theory
- ENGL 5386G English as Second Language Methodology

Elective: Six semester hours

Master of Education

Specialization: Curriculum and Instruction

Concentration: Integrated Math Teaching

Texas Teacher Certification Required

36 semester hours

Foundation Courses:

- EDUC 6304 Multicultural Foundations of Education
- EDUC 6311 Research Methods and Procedures
- EDUC 6359 Applied Learning and Development
- EDUC 6371 Curriculum Development

Professional Courses:

- SPED 6305 Individual Differences: Advanced Studies
- EDUC 6346 Classroom Assessment

Concentration Courses:

- MTED 6310 Algebra for Teachers
- MTED 6311 Geometry for Teachers
- MTED 6312 Probability and Statistics for Teachers
- MTED 6314 Problem Solving for Teachers
- MTED 6315 Current Issues and Research in School Mathematics

Choose one:

- MTED 6313 Concepts of Calculus
- MTED 6316 History of Mathematics

Master of Education

Specialization: Curriculum and Instruction

Concentration: Integrated Science Teaching

Texas Teacher Certification Required

36 semester hours

Foundation Courses:

- EDUC 6304 Multicultural Foundations of Education
- EDUC 6311 Research Methods and Procedures
- EDUC 6359 Applied Learning and Development
- EDUC 6371 Curriculum Development

Professional Courses:

- SPED 6305 Individual Differences: Advanced Studies
- EDUC 6346 Classroom Assessment

Concentration Courses:

Choose four courses, no more than one from each of the following: Biology, Chemistry, Mathematics, Physics, Geology

Elective: Six semester hours (approved by adviser)

Master of Education

Specialization: Curriculum and Instruction

Concentration: Master Reading Teacher

Texas Teacher Certification Required

36 semester hours

Foundation Courses:

- EDUC 6304 Multicultural Foundations of Education
- EDUC 6311 Research Methods and Procedures
- EDUC 6359 Applied Learning and Development
- EDUC 6371 Curriculum Development

Professional Courses:

- SPED 6305 Individual Differences: Advanced Studies
- EDUC 6346 Classroom Assessment

Concentration Courses:

- EDUC 6344 Critical Issues in Reading Assessment and Interventions
- EDUC 6348 Curriculum and Instruction in Reading
- EDUC 6369 Clinical Practice in Reading
- EDUC 6391 School Supervision
- EDUC 6375 Content Area Reading in the Secondary School
- SPED 7312 Bilingual Special Education: Assessment and Instruction

Master of Education

Specialization: Curriculum and Instruction

Concentration: Master Technology Teacher

Texas Teacher Certification Required

In the Master Technology Teacher program evidence of Technology Application Standards knowledge and skills must be submitted (arranged with Master Technology Teacher program adviser).

36 semester hours

Foundation Courses:

- EDUC 6304 Multicultural Foundations of Education
- EDUC 6311 Research Methods and Procedures
- EDUC 6359 Applied Learning and Development
- EDUC 6371 Curriculum Development

Professional Courses:

- SPED 6330 Special Education Technology
- EDUC 6346 Classroom Assessment

Concentration:

- EDUC 6300 Education Technology Foundations
- EDUC 6377 Teaching Education Technology
- EDUC 6372 Leadership in Instructional Technology
- EDUC 6376 Designing Professional Development for Teachers
- EDUC 6379 Advanced Educational Technology
- EDUC 6395 Telecommunications for Instructional Purposes

Master of Education

Specialization: Curriculum and Instruction

Concentration: Reading Specialist

Texas Teacher Certification Required

36 semester hours

Foundation Courses:

- EDUC 6304 Multicultural Foundations of Education
- EDUC 6311 Research Methods and Procedures
- EDUC 6359 Applied Learning and Development
- EDUC 6371 Curriculum Development

Professional Courses:

- SPED 6305 Individual Differences: Advanced Studies
- EDUC 6346 Classroom Assessment

Concentration Courses:

- EDUC 6344 Critical Issues in Reading Assessment and Interventions
- EDUC 6348 Curriculum and Instruction in Reading
- EDUC 6369 Clinical Practice in Reading
- EDUC 6375 Content Area Reading in the Secondary School

Choose one:

- EDUC 4331G Children's Literature (for Elementary Certification)
- EDUC 6333 Young Adult Literature and Related Media (for Secondary Certification)

Choose one:

- EDUC 6363 Reading and Language Arts: Bilingual
- EDUC 6364 Adv. English as a Second Language Methodology
- ENGL 5383G General Linguistic Theory

Master of Education

Specialization: Generic Special Education

Concentration: Elementary Education

MENTC

42 semester hours

- EDUC 6311 Research Methods and Procedures

Special Education Courses:

- SPED 6305 Individual Differences: Advanced Studies
- EDUC 6374 Diagnosis and Remedial Reading
- SPED 6343 Structuring the Education Environment
- SPED 8303 Professional Seminar: Skills and Issues
- EDUC 6386 or 6388 Internship I: Elementary or Secondary
- EDUC 6387 or 6389 Internship II: Elementary or Secondary

Two of the following:

- SPED 6312 Language of Children and Youth with Exceptionalities
- SPED 6345 Assessment and Evaluation: Students with Exceptionalities
- SPED 7312 Bilingual Special Education
- SPED 7373 Emotional Disturbance and Related Disorders

Professional Elementary Coursework:

- EDUC 6305 Curriculum Development in Multicultural Educational Settings
- EDUC 6317 Advanced Early Childhood Growth and Development (may substitute EDUC 5301G for EDUC 6317)
- EDUC 6349 Assessment Practices for the Multicultural Classroom
- EDUC 6368 Organizing the Classroom to Accommodate Diversity
- EDUC 4345G Reading in the Elementary School

Master of Education

Specialization: Early Elementary Education

Concentration: Early Childhood Education

MENTC

42 semester hours

Foundation and Professional Elementary Courses:

- EDUC 4345G Reading in the Schools
- EDUC 6305 Curriculum Development in Multicultural Educational Settings
- EDUC 6311 Research Methods and Procedures
- EDUC 6317 Advanced Early Childhood Growth and Development (may substitute EDUC 5301G for EDUC 6317)
- EDUC 6349 Assessment Practices for the Multicultural Classroom
- EDUC 6368 Organizing the Classroom to Accommodate Diversity
- EDUC 6374 Diagnosis and Remedial Reading
- EDUC 6386 Internship I: Elementary
- EDUC 6387 Internship II: Elementary
- SPED 6305 Individual Differences: Advanced Studies

Early Childhood Courses:

- EDUC 4367G Organizing School Programs: Early Childhood
- EDUC 6318 Curriculum and Instruction: Early Childhood
- SPED 6312 Language of Children and Youth with Exceptionalities

Elective: Three semester hours

Master of Education

Specialization: Early Elementary Education

Concentration: Bilingual Education

MENTC

42 semester hours

Foundation and Professional Elementary Courses:

- EDUC 4345G Reading in the Schools
- EDUC 6305 Curriculum Development in Multicultural Educational Settings
- EDUC 6311 Research Methods and Procedures
- EDUC 6317 Advanced Early Childhood Growth and Development (may substitute EDUC 5301G for EDUC 6317)
- EDUC 6349 Assessment Practices for the Multicultural Classroom
- EDUC 6368 Organizing the Classroom to Accommodate Diversity
- EDUC 6374 Diagnosis and Remedial Reading
- EDUC 6386 Internship I: Elementary
- EDUC 6387 Internship II: Elementary
- SPED 6305 Individual Differences: Advanced Studies

Bilingual Courses:

- EDUC 4341G General Linguistic Theory
- EDUC 6361 Instruction Techniques for Content Areas: Bilingual
- EDUC 6363 Reading and Language Arts: Bilingual
- EDUC 6364 Advanced English as a Second Language Methodology

Master of Education

Specialization: Early Elementary Education

Concentration: Professional Studies

MENTC

42 semester hours

Foundation and Professional Elementary Courses:

- EDUC 4345G Reading in the Schools
- EDUC 6305 Curriculum Development in Multicultural Educational Settings
- EDUC 6311 Research Methods and Procedures
- EDUC 6317 Advanced Early Childhood Growth and Development (may substitute EDUC 5301G for EDUC 6317)
- EDUC 6349 Assessment Practices for the Multicultural Classroom
- EDUC 6368 Organizing the Classroom to Accommodate Diversity
- EDUC 6374 Diagnosis and Remedial Reading
- EDUC 6386 Internship I: Elementary
- EDUC 6387 Internship II: Elementary
- SPED 6305 Individual Differences: Advanced Studies

Professional Studies: 12 hours in a content area, a professional education field (such as education administration or school counseling) or a combination thereof as approved by the adviser

Master of Education

Specialization: Intermediate Education

Concentration: Math/Science Education

MENTC

42 semester hours

Foundation and Professional Elementary Courses:

- EDUC 4345G Reading in the Schools
- EDUC 6305 Curriculum Development in Multicultural Educational Settings
- EDUC 6311 Research Methods and Procedures
- EDUC 6349 Assessment Practices for the Multicultural Classroom
- EDUC 6359 Applied Learning and Development
- EDUC 6368 Organizing the Classroom to Accommodate Diversity
- EDUC 6374 Diagnosis and Remedial Reading
- EDUC 6386 Internship I: Elementary
- EDUC 6387 Internship II: Elementary
- SPED 6305 Individual Differences: Advanced Studies

Content Electives:

(12 master's degree hours from mathematics, science or a combination approved by the adviser)

Master of Education

Specialization: Intermediate Education

Concentration: Professional Studies

MENTC

42 semester hours

Foundation and Professional Elementary Courses:

- EDUC 4345G Reading in the Schools
- EDUC 6305 Curriculum Development in Multicultural Educational Settings
- EDUC 6311 Research Methods and Procedures
- EDUC 6349 Assessment Practices for the Multicultural Classroom
- EDUC 6359 Applied Learning and Development
- EDUC 6368 Organizing the Classroom to Accommodate Diversity
- EDUC 6374 Diagnosis and Remedial Reading
- EDUC 6386 Internship I: Elementary
- EDUC 6387 Internship II: Elementary
- SPED 6305 Individual Differences: Advanced Studies

Professional Studies: 12 hours in a content area, a professional education field (such as education administration or school counseling) or a combination thereof as approved by the adviser.

Master of Education

Specialization: Secondary Education

Concentration: Math/Science Education

MENTC

42 semester hours

Foundation and Professional Secondary Courses:

- EDUC 5351G Instructional Media
- EDUC 6305G Curriculum Development in Multicultural Educational Settings
- EDUC 6311 Research Methods and Procedures
- EDUC 6349 Assessment Practices for the Multicultural Classroom

- EDUC 6359 Applied Learning and Development
- EDUC 6368 Organizing the Classroom to Accommodate Diversity
- EDUC 6375 Content Area Reading in the Secondary School
- EDUC 6388 Internship I: Secondary
- EDUC 6389 Internship II: Secondary
- EDUC 5351G Instructional Media
- SPED 6305 Individual Differences: Advanced Studies

Content Electives:

(12 master's degree hours from mathematics, science or a combination approved by the advisor)

Master of Education

Specialization: Secondary Education

Concentration: Professional Studies

MENTC

42 semester hours

Foundation and Professional Secondary Courses:

- EDUC 5351G Instructional Media
- EDUC 6305 Curriculum Development in Multicultural Educational Settings
- EDUC 6311 Research Methods and Procedures
- EDUC 6349 Assessment Practices for the Multicultural Classroom
- EDUC 6359 Applied Learning and Development
- EDUC 6368 Organizing the Classroom to Accommodate Diversity
- EDUC 6375 Content Area Reading in the Secondary School
- EDUC 6388 Internship I: Secondary
- EDUC 6389 Internship II: Secondary
- SPED 6305 Individual Differences: Advanced Studies

Professional Studies: 12 hours in a content area, a professional education field (such as education administration or school counseling) or a combination thereof as approved by the adviser

Master of Education

Specialization: Learning Resources Specialist

36 semester hours

Foundation Courses:

- EDUC 6304 Multicultural Foundations of Education
- EDUC 6311 Research Methods and Procedures
- EDUC 6359 Applied Learning and Development
- EDUC 6371 Curriculum Development

Concentration Courses:

- EDUC 4331G Children's Literature
- EDUC 5351G Instructional Media
- EDUC 6324 Observation and Practice
- EDUC 6326 Cataloging and Classification
- EDUC 6333 Young Adult Literature and Related Media
- EDUC 6355 The Learning Resources Center in the School
- EDUC 6356 Selection and Acquisition of Materials
- EDUC 6360 Information Sources and Services

Master of Education

Specialization: Principal

Texas Teacher Certification Required

36 semester hours

Foundation Courses:

- EDUC 6304 Multicultural Foundations of Education
- EDUC 6311 Research Methods and Procedures
- COUN 6351 Guidance and Counseling Services
- EDUC 6359 Applied Learning and Development
- EDUC 6382/6682 Internship: Administration
- EDUC 7382 The Principalship

Concentration Courses:

- EDUC 6371 Curriculum Development
- EDUC 6381 School Administration
- EDUC 6383 Business Administration of Public Schools
- EDUC 6384 School Law
- EDUC 6391 School Supervision

Elective Three semester hours

An additional nine semester hours in non-education courses fulfills the requirements for principal certificate.

Master of Education

Specialization: School Counseling

48 semester hours

Foundation Courses:

- EDUC 6311 Research Methods and Procedures
- COUN 6351 Guidance and Counseling Services
- COUN 6359 Applied Learning and Development
- COUN 8356 Normal Family Processes Across Cultures

Concentration Courses:

- COUN 6325 Vocational and Aptitude Assessment
- COUN 6332 Life Span Development Psychology
- COUN 6358 Life Planning and Career Development
- COUN 8301 Group and Family Processes
- COUN 8302 Counseling Theories: Methods and Techniques
- COUN 8355 Child & Adolescent Counseling
- COUN 8380 Practicum: School Counseling I
- COUN 8381 Practicum: School Counseling II
- COUN 7333 Psychopathology: Etiology, DX, TX Planning
- COUN 8303 Professional Practice: Skills and Issues
- COUN 8352 Pre-Practicum Counseling Laboratory: Basic Interviewing Skills

Choose one:

- COUN 6323 Seminar in Counselor Education
- SPED 7373 Emotional Disturbances and Related Disorders

For Master of Science in school psychology, see PSYCHOLOGY.

Master's Degree Programs in Special Education

Master of Arts

The master's degree program in special education offers not only a degree in special education, but participants may also concentrate their academic studies in the areas of Severely and Profoundly Handicapped, Severely Emotionally Disturbed and Autistic and Generic Special Education. Diverse course scheduling affords individuals the opportunity to continue their present employment and also obtain a master's degree. In addition to the usual array of college instructional methods, training is offered through case study presentations, formal research and demonstrations by experts, role playing/simulations and other techniques to enhance professional development.

Admission Application Requirements

Regular Admission

1. Official transcripts from all regionally accredited institutions previously attended must be submitted in support of an admissions application
2. An overall grade point average of 3.00 or a 2.75 with a 3.00 grade point average for the last 60 hours toward the bachelor's degree
3. A satisfactory score on the Miller Analogies Test (MAT) or the Graduate Record Examination (GRE) taken within the last five years
4. An interview with the Special Education adviser or designated faculty member
5. Two letters of recommendation not more than one year old (forms will be supplied by the University)

International Students

An international student seeking admission into the master's degree program for a Master of Arts in Special Education should refer to page 39 of this bulletin for additional information on credentials needed for admission.

Conditional Admission

Conditional acceptance is granted on the merits of each case. In some circumstances, applicants who do not meet all of the requirements for regular admission may be admitted conditionally, providing they fulfill the conditions listed in their letters of conditional acceptance within the period of specified time. If conditional acceptance is given because of missing official credentials, the period of time to provide those documents will not extend beyond the first term of attendance.

Special Admission

If a student wishes to earn master's degree credit for supplemental certification, endorsement, special interest or to transfer to another institution, that student may be admitted as a special student.

Before registering, the applicant must:

1. Submit official transcript(s) from regionally accredited institutions showing degree awarded, to include master's degree, if applicable

2. Have earned an overall grade point average of at least 2.75
3. Personal statement for special interest

Students who wish to register as degree-seeking students, but who do not have time before registration to complete requirements for regular admission, may also be admitted as special students until the program criteria are met. No more than 12 semester hours earned as a special student may be applied toward a degree. There is no guarantee, however, that courses taken in this category will be accepted as part of the degree curricula, or that acceptance as a special student will lead to regular admission to the master's degree program. Admission as a degree-seeking student must be approved by the director of the special education program and the dean of the School of Professional Studies.

Admission Deadline

Deadline for submitting a completed application to the Graduate Special Education Program is 10 working days prior to the regular registration for each semester.

Academic Requirements:

Students will be expected to complete the following requirements in addition to required coursework:

1. Comprehensive Examination or the Texas Examinations of Educator Standards (TEXES)
2. Computer literacy requirement

Master of Arts

Specialization: Special Education

Texas Teacher Certification in Generic Special Education Required

36 semester hours

Core:

- EDUC 6359 Applied Learning and Development
SPED 7385 Research Methods and Procedures

Concentration:

- SPED 6312 Language of Children and Youth with Exceptionalities
SPED 6323 Behavior Analysis and Intervention
SPED 6342 Medical Aspects of Disability
SPED 6343 Structuring the Educational Environment
SPED 6345 Assessment and Evaluation: Students with Exceptionalities
SPED 7373 Emotional Disturbances and Related Disorders
SPED 8303 Professional Seminar: Skills and Issues

Support: Nine hours (selected from the following with adviser approval)

- SPED 7323 Severe to Profound Disabilities and Related Disorders

Choose one of the following:

- EDUC 6304 Multicultural Foundations of Education
SPED 7312 Bilingual Special Education: Assessment and Instruction

Choose one of the following:

- Elective Three hours (additional hours selected from EDUC, COUN, PSYC or SPED with adviser approval)
SPED 8324-8624 Thesis: Special Education (optional)

Master of Arts

Specialization: Special Education

Concentration: Early Childhood

Texas Teacher Certification required

36 semester hours

Core:

- EDUC 6359 Applied Learning and Development
- SPED 7385 Research Methods and Procedures

Concentration:

- EDUC 4367G Organizing School Programs: Early Childhood
- EDUC 6317 Early Childhood Growth and Development
- EDUC 6318 Curriculum and Instruction: Early Childhood
- SPED 6305 Individual Differences: Advanced Studies
- SPED 6312 Language of Children and Youth with Exceptionalities
- SPED 6342 Medical Aspects of Disability
- SPED 8314 Practicum: Generic Special Education (may be repeated for credit if clock hours are needed)

Support: Nine hours (selected from the following with adviser approval)

- SPED 6343 Structuring the Educational Environment
- SPED 6345 Assessment and Evaluation: Students with Exceptionalities
- Elective Three hours (with adviser approval)

Choose one of the following:

- EDUC 6304 Multicultural Foundations of Education
- SPED 7312 Bilingual Special Education: Assessment and Instruction

Master of Arts

Specialization: Special Education

Concentration: Generic

Texas Teacher Certification required

36 semester hours

Core:

- EDUC 6359 Applied Learning and Development
- SPED 7385 Research Methods and Procedures

Concentration:

- SPED 6305 Individual Differences: Advanced Studies
- SPED 6312 Language of Children and Youth with Exceptionalities
- SPED 6323 Behavior Analysis and Intervention
- SPED 6342 Medical Aspects of Disability
- SPED 6343 Structuring the Educational Environment
- SPED 6345 Assessment and Evaluation: Students with Exceptionalities
- SPED 8303 Professional Seminar: Skills and Issues

Choose one of the following:

- SPED 8314 Practicum: Generic Special
- SPED 8614 Practicum: Generic Special Education (minimum 350 hours for students seeking initial special education certification; may be repeated for credit if clock hours are needed)

Support: Six hours (selected from the following) with adviser approval

- EDUC 6304 Multicultural Foundations of Education
- SPED 7312 Bilingual Special Education: Assessment and Instruction
- SPED 7373 Emotional Disturbances and Related Orders

Elective: Three hours

Master of Arts

Specialization: Special Education

Concentration: Educational Diagnostician

Texas Teacher Certification required

49 semester hours

Some courses offered on weekends

Core:

- SPED 7385 Research Methods and Procedures
- SPED 8303 Professional Seminar: Skills and Issues

Concentration:

- PSYC 6442 Psycho-educational Assessment
- PSYC 6345 Assessment and Evaluation: Students with Exceptionalities
- EDUC 6359 Applied Learning and Development
- EDUC 6344 Critical Issues in Reading Assessment and Interventions
- SPED 6305 Individual Differences: Advanced Studies
- SPED 6312 Language of Children and Youth with Exceptionalities
- SPED 6323 Behavior Analysis and Intervention
- SPED 6342 Medical Aspects of Disability
- SPED 6343 Structuring the Educational Environment
- SPED 7312 Bilingual Special Education: Assessment and Instruction
- SPED 7373 Emotional Disturbances and Related Disorders
- SPED 8316 Practicum in Educational Diagnostician

Student must meet all academic and practicum requirements of the State Board of Educator Certification when completing an endorsement as part of the degree; comprehensive examination required (requires two years of teaching experience).

Master of Arts

Specialization: Special Education

Concentration: Severely Emotionally Disturbed and Autistic

Texas Teacher Certification required

36 semester hours

Core:

- EDUC 6359 Applied Learning and Development
- SPED 7385 Research Methods and Procedures

Concentration:

- 18 hours (required for endorsement)
- SPED 6323 Behavior Analysis and Intervention
- SPED 6343 Structuring the Education Environment
- SPED 7323 Severe to Profound Disabilities and Related Disorders
- SPED 7373 Emotional Disturbances and Related Disorders
- SPED 8303 Professional Seminar: Skills and Issues

Choose one of the following:

(minimum 110 hours required)

- SPED 8313 Practicum: Emotionally Disturbed/Autistic
- SPED 8613 Practicum: Emotionally Disturbed/Autistic

Support: 12 hours (selected from the following) with adviser approval

- SPED 6312 Language of Children and Youth with Exceptionalities

- SPED 6342 Medical Aspects of Disability
- SPED 6345 Assessment and Evaluation: Students with Exceptionalities
- SPED 8324 Thesis: Special Education
- Elective Three hours

Choose one of the following:

- EDUC 6304 Multicultural Foundations of Education
- SPED 7312 Bilingual Special Education: Assessment and Instruction

Master of Arts

Specialization: Special Education

Concentration: Severe to Profound Handicapped

Texas Teacher Certification in Generic Special Education required

36 semester hours

Core:

- EDUC 6359 Applied Learning and Development
- SPED 7385 Research Methods and Procedures

Concentration:

- SPED 6323 Behavior Analysis and Intervention
- SPED 7323 Severe to Profound Disabilities and Related Disorders
- SPED 6342 Medical Aspects of Disability
- SPED 6343 Structuring the Education Environment
- SPED 8303 Professional Seminar: Skills and Issues

Choose one of the following:

- SPED 8312 Practicum: Severely/Profoundly Disabled
- SPED 8612 Practicum: Severely/Profoundly Disabled (minimum 110 hours)

Support: Nine hours (selected from the following with adviser approval)

- SPED 6345 Assessment and Evaluation: Students with Exceptionality
- SPED 7373 Emotional Disturbance and Related Disorders

Choose one of the following:

- EDUC 6304 Multicultural Foundations of Education
- SPED 7312 Bilingual Special Education: Assessment and Instruction

Department of Psychology

Doctor of Psychology (PsyD)

Counseling Psychology

The Psychology Department offers the Doctor of Psychology (PsyD) in counseling psychology, which trains graduates for the independent practice of assessment and intervention with individuals, couples, families and groups.

The Counseling Psychology PsyD program is fully accredited by the American Psychological Association and meets the specialty guidelines for the delivery of services. For information about APA accreditation status, contact the APA Committee on Accreditation, c/o Office of Program Consultation and Accreditation, 750 First Street NE, Washington, DC 2002-4242, phone 202-336-5979; Web www.apa.org.

The PsyD program emphasizes skills and competencies for the professional practice of psychology. The PsyD program differs from the traditional PhD program in that there is a larger emphasis on

the application of psychology and the delivery of services and less emphasis on traditional research activities. The PsyD degree is designed to meet state academic requirements for licensure as a psychologist.

Admission Application Requirements

(with master's degrees)

1. Evidence of a master's degree in psychology or a closely related discipline of at least 45 semester hours from a regionally accredited institution. Applicants who have earned a master's degree of less than 45 semester hours may apply but should expect to do leveling coursework in addition to the doctoral requirements
2. A cumulative grade point average of 3.50 in the master's degree program
3. Official transcripts from all colleges/universities attended, including junior and community colleges
4. A satisfactory score on the Graduate Record Examination (GRE) taken within the last five years
5. A satisfactory score on the GRE Psychology subject test taken within the last five years
6. Three letters of recommendation from professionals, with at least one from a former professor who can attest to the applicant's promise as a professional psychologist
7. Pertinent professional experience
8. Personal statement of background in psychology, expectations of doctoral program and professional goals
9. Satisfactory completion of the on-campus interview process

For Applicants with Bachelor's Degrees

1. Evidence of a bachelor's degree in psychology or a closely related discipline from a regionally accredited institution with a cumulative grade point average of 3.50 or 3.75 for last 60 hours or 3.75 for courses in psychology major
2. At least 18 undergraduate semester hours in psychology including courses in:
 - Statistics
 - Research Methods
 - Social Psychology
 - Developmental Psychology
 - Abnormal Psychology
 - Counseling Skills or Personality Theories
3. Official transcripts from all colleges/universities attended, including junior and community colleges
4. A combined score of at least 1000 on the Graduate Record Examination (GRE) Verbal and Quantitative tests
5. A score of at least 520 on the GRE Psychology subject test taken within the last five years
6. Three letters of recommendation from professionals, with at least one from a former professor who can attest to the applicant's promise as a professional psychologist
7. Pertinent practica, volunteer or work experience
8. Personal statement of background in psychology, expectations of doctoral program and professional goals
9. Satisfactory completion of the on-campus interview process

Admission Deadline

Students admitted to the doctoral program begin in the fall. All admission materials must be turned in to the Admissions Office no later than Jan. 15.

Admission Procedures

1. All completed admission files will be submitted to the PsyD admissions committee after Jan. 15
2. The PsyD admissions committee will review the files during the two weeks that follow the deadline
3. After an initial screening by the admissions committee, a selected number of applicants will be invited on campus for in-depth interviews. Notification regarding appointments for these interviews will be made by Feb. 1
4. All applicants will be notified of their admission decision no later than March 1

International Students

An international student seeking admission into the master's degree program for a PsyD in counseling psychology should refer to page 39 of this bulletin for additional information on credentials needed for admission.

Conditional Admission

Conditional acceptance is granted on the merits of each case. In some circumstances, applicants who do not meet all of the requirements for regular admission may be admitted conditionally, providing they fulfill the conditions listed in their letters of conditional acceptance within the period of specified time. If conditional acceptance is given because of missing official credentials, the period of time to provide those documents will not extend beyond the first term of attendance.

Academic Requirements

Doctoral degree students will be expected to complete the following requirements in addition to required coursework:

1. Written and clinical (oral) qualifying examinations
2. Students who have not passed the written qualifying exam by the end of the first year of study must re-take the exam each semester until it is passed.
3. The clinical examination should be taken during the third or fourth year of coursework and must be passed prior to applying for internship. Students who do not pass the exam in two attempts will be dismissed from the program
4. Dissertation – a dissertation is required as part of the doctoral degree program. A student must register for at least nine semester hours of dissertation (PSYC 9395, PSYC 9396 and PSYC 9397). If a student has not completed the dissertation by the end of the course sequence, PSYC 9198 must be registered for each semester until completion
5. Pre-Doctoral Internship – the pre-doctoral internship must be completed in one year of full-time or two years of part-time commitment. A student must register for three semester hours which will be PSYC 9190, 9191 and 9192 during the internship. All internships must be approved by the training director.

6. Residency Requirement - doctoral students must spend at least three consecutive years full-time (18 semester hours or more in one year) in residency at Our Lady of the Lake University

Doctor of Psychology

(with a master's degree)

Specialization: Counseling Psychology

(119 semester hours)

The following courses are required of PsyD students who are admitted with master's degrees. All courses carry three semester hours of credit except for Doctoral Colloquium I and II, Management of Professional Practices, Selected Topics in Counseling Psychology, and Internship, which are one semester hour classes.

Counseling Theories and Methods

(36 semester hours)

- PSYC 6358 Life Planning and Career Development
- PSYC 8357 Systemic Approaches to Counseling III
- PSYC 9166 Selected Topics in Counseling Theory and Practice: must take minimum of three semester hours
- PSYC 9301 Theories of Group Counseling
- PSYC 9302 Theories of Individual Counseling
- PSYC 9303 Theories of Systemic Counseling
- PSYC 9304 Theories of Multicultural Counseling
- PSYC 9310 Introduction to Health Psychology
- PSYC 9334 Postmodern Perspectives in Psychotherapy
- PSYC 9351 Clinical Supervision
- PSYC 9352 Consultation
- PSYC 9364 Seminar in Cognitive and Behavioral Therapies

Ethics and Professional Identity

(six semester hours)

- PSYC 8303 Professional Practice: Skills and Issues
- PSYC 9101 Doctoral Psychology Colloquium I
- PSYC 9102 Doctoral Psychology Colloquium II
- PSYC 9150 Management of Professional Practices

Psychological Assessment

(seven semester hours)

- PSYC 6442 Psycho-Educational Assessment
- PSYC 9322 Personality Assessment

Clinical Practice

(nine semester hours)

- PSYC 9388 Doctoral Practicum I
- PSYC 9389 Doctoral Practicum II
- PSYC 9190 Internship I
- PSYC 9191 Internship II
- PSYC 9192 Internship III

Cultural Bases of Behavior

(six semester hours)

- PSYC 8356 Normal Family Processes Across Cultures
- PSYC 9356 Latino Psychology

Individual Differences

(six semester hours)

- PSYC 7351 Life Span Developmental Psychology
- PSYC 9333 Abnormal Psychology

Social Bases of Behavior

(three semester hours)

- PSYC 9330 Social Psychology

Biological Bases of Behavior

(three semester hours)

- PSYC 9325 Behavioral Neuroscience

Cognitive and Affective Bases of Behavior

(three semester hours)

- PSYC 9326 Learning and Cognition

Research Design and Methodology

(15 semester hours)

- PSYC 6380 Research Design and Procedures
- PSYC 9361 Professional Writing
- PSYC 9370 Program Evaluation
- PSYC 9380 Experimental Design and Statistics
- PSYC 9381 Qualitative Research Design I

Dissertation

(nine semester hours)

- PSYC 9395 Dissertation I
- PSYC 9396 Dissertation II
- PSYC 9397 Dissertation III

Elective Concentrations

Psychological Services to Spanish Speaking Populations

- PSYC 5377G Professional/Technical Spanish
- PSYC 8331 Language and Psychosocial Variables in Interviews and Assessments with Latinos
- PSYC 8430 Socio-Cultural Foundations of Counseling Mexicans and Mexican-Americans Child, Adolescent and Family

PRACTICA Must spend a minimum of eight hours per week at a bilingual practicum site for three consecutive semesters. An optional practicum in Mexico or other Spanish-speaking country may be arranged.

Additional requirement for PsyD students:

- PRACTICA Supervised supervision in a bilingual setting for a minimum of one semester.

Behavioral Health

Must take:

- PSYC 9347 Assessment in Health Psychology
- PSYC 9348 Family Systems Medicine

Take one of the following:

- PSYC 5410G Applied Psychophysiology and Biofeedback
- PSYC 8342 Medical Aspects of Disabilities
- PSYC 9332 Psychological Hypnosis

Miscellaneous Electives

- PSYC 9383 Qualitative Research Design II
- PSYC 9165-9665 Directed Study
- PSYC 9166 Beyond the required three semester hours
- PSYC 9360 Special Topics

Doctor of Psychology

(with a bachelor's degree only)

Specialization: Counseling Psychology

(151 semester hours)

The following courses are required of PsyD students who are admitted without master's degrees. All courses carry three semester hours of credit except for Doctoral Colloquium I and II, Management of Professional Practices, Selected Topics in Counseling Psychology, and Internship, which are one semester-hour classes.

Counseling Theories and Methods (54 semester hours)

- PSYC 6358 Life Planning and Career Development
- PSYC 8301 Group and Family Processes
- PSYC 8302 Counseling Theories: Methods and Techniques
- PSYC 8351 Systemic Approaches to Counseling I
- PSYC 8352 Pre-Practicum Counseling Lab: Basic Interviewing Skills
- PSYC 8353 Systemic Approaches to Counseling II
- PSYC 8355 Child and Adolescent Counseling
- PSYC 8357 Systemic Approaches to Counseling III
- PSYC 9166 Selected Topics in Counseling Theory and Practice:
must take minimum of three semester hours
- PSYC 9301 Theories of Group Counseling
- PSYC 9302 Theories of Individual Counseling
- PSYC 9303 Theories of Systemic Counseling
- PSYC 9304 Theories of Multicultural Counseling
- PSYC 9310 Introduction to Health Psychology
- PSYC 9334 Postmodern Perspectives in Psychotherapy
- PSYC 9351 Clinical Supervision
- PSYC 9352 Consultation
- PSYC 9364 Seminar in Cognitive and Behavioral Therapies

Ethics and Professional Identity

(six semester hours)

- PSYC 8303 Professional Practice: Skills and Issues
- PSYC 9101 Doctoral Psychology Colloquium I
- PSYC 9102 Doctoral Psychology Colloquium II
- PSYC 9150 Management of Professional Practices

Psychological Assessment

(13 semester hours)

- PSYC 6321 Psychological Measurement and Evaluation
- PSYC 6322 Psychological Testing: Personality Assessment
- PSYC 6442 Psycho-Educational Assessment
- PSYC 9322 Personality Assessment

Clinical Practice

(21 semester hours)

- PSYC 8390 Practicum I
- PSYC 8391 Practicum II
- PSYC 8392 Practicum III
- PSYC 8393 Practicum IV
- PSYC 9388 Doctoral Practicum I
- PSYC 9389 Doctoral Practicum II
- PSYC 9190 Internship I
- PSYC 9191 Internship II
- PSYC 9192 Internship III

Cultural Bases of Behavior

(six semester hours)

- PSYC 8356 Normal Family Processes Across Cultures
- PSYC 9356 Latino Psychology

Individual Differences

(nine semester hours)

- PSYC 7333 Psychopathology: Etiology, Diagnosis and Treatment Planning
- PSYC 7351 Life Span Developmental Psychology
- PSYC 9333 Abnormal Psychology

Social Bases of Behavior

(three semester hours)

- PSYC 9330 Social Psychology

Biological Bases of Behavior

(three semester hours)

- PSYC 9325 Behavioral Neuroscience

Cognitive and Affective Bases of Behavior

(three semester hours)

- PSYC 9326 Learning and Cognition

Research Design and Methodology

(15 semester hours)

- PSYC 6380 Research Design and Procedures
- PSYC 9361 Professional Writing
- PSYC 9370 Program Evaluation
- PSYC 9380 Experimental Design and Statistics
- PSYC 9381 Qualitative Research Design I

Dissertation

(nine hours)

- PSYC 9395 Dissertation I
- PSYC 9396 Dissertation II
- PSYC 9397 Dissertation III

Elective Concentrations

Psychological Services to Spanish Speaking Populations

- PSYC 5377G Professional/Technical Spanish
- PSYC 8331 Language and Psychosocial Variables in Interviews and Assessments with Latinos

PSYC 8430 Socio-Cultural Foundations of Counseling Mexicans and Mexican-Americans

PRACTICA Must spend a minimum of eight hours per week at a bilingual practicum site for three consecutive semesters. An optional practicum in Mexico or other Spanish-speaking country may be arranged.

Additional requirement for PsyD students:

PRACTICA Supervised supervision in a bilingual setting for a minimum of one semester

Child, Adolescent and Family

PSYC 8350 Foundations of Family Therapy

PSYC 9348 Family Systems Medicine

Behavioral Health

Must take:

PSYC 9347 Assessment in Health Psychology

PSYC 9348 Family Systems Medicine

Take one of the following:

PSYC 5410G Applied Psychophysiology and Biofeedback

PSYC 8342 Medical Aspects of Disabilities

PSYC 9332 Psychological Hypnosis

Miscellaneous Electives

PSYC 9383 Qualitative Research Design II

PSYC 9165-9665 Directed Study

PSYC 9166 Selected Topics in Counseling Theory and Practice beyond the required three semester hours

PSYC 9360 Special Topics

Master of Science

Psychology

Programs prepare the student to apply psychological theory and practice in a broad range of settings with diverse populations.

Admission Application Requirements

Regular Admission

1. Official transcripts from all regionally accredited institutions previously attended must be submitted in support of an admission application
2. An earned bachelor's degree from a regionally accredited university with an overall grade point average of 2.50 or a 3.00 grade point average for the last 60 semester hours
3. At least 12 undergraduate semester hours in psychology including one course in statistics and a cumulative average of a "B" or better
4. Two letters of recommendation not more than one year old from former instructors or employers (forms supplied by the University)
5. Submission of a satisfactory score on the Miller Analogies Test (MAT) or the Graduate Record Examination (GRE) taken within the last five years
6. Completion of admission file by the appropriate deadline

7. After a review of the completed admissions files, selected applicants will be invited to a group interview with psychology program faculty

NOTE: Due to limited spaces available, meeting minimum standards does not guarantee admission.

International Students

An international student seeking admission into the master's degree program for a Master of Science should refer to page 39 of this bulletin for additional information on credentials needed for admission.

Conditional Admission

Conditional acceptance is granted on the merits of each case. In some circumstances, applicants who do not meet all of the requirements for regular admission may be admitted conditionally, providing they fulfill the conditions listed in their letters of conditional acceptance within the period of specified time. If conditional acceptance is given because of missing official credentials, the period of time to provide those documents will not extend beyond the first term of attendance.

Special Admission

Students who wish to enroll for professional licensing, special interest, or to transfer graduate credit to a home institution will be admitted as special students.

To be considered for special admission, applicants must:

1. Submit official transcript(s) from a regionally accredited institution showing degree awarded, to include master's degree if applicable. Transient students need only submit a letter of good standing from their home institution verifying master's degree status.
2. Have earned an overall grade point average of at least 2.50 on undergraduate coursework and a 3.00 grade point average on all master's degree work
3. Statement of purpose

Admission Deadlines

Deadlines for completing application to the Master of Science degree program are:

- Fall admission - Early decision - March 1
- Extended deadline - June 1

Admission Procedures

Students will be notified of admission decision within three weeks after the interviews of selected students.

Academic Requirements

Students will be expected to complete the following requirements in addition to required coursework:

1. Practicum (as required by Psychology Department)
2. Comprehensive Examination/Computer Literacy requirement

Choose from one of the three areas of concentration: Counseling Psychology, Marriage and Family Therapy or School Psychology.

Master of Science

Specialization: Psychology

Concentration: Counseling Psychology

61 semester hours

Counseling Psychology prepares clinicians to deal with individual problems from a variety of theoretical approaches. The program meets the academic requirements for licensure as a Psychological Associate through the Texas State Board of Examiners of Psychologists or for licensure as a Professional Counselor through the Texas State Board of Examiners of Professional Counselors.

PSYC 6321	Psychological Measurement and Evaluation
PSYC 6322	Psychological Testing: Personality Assessment
PSYC 6358	Life Planning and Career Development
PSYC 6380	Research Methods and Procedures
PSYC 6442	Psycho-Educational Assessment
PSYC 7333	Psychopathology: Etiology, Diagnosis and Treatment Planning
PSYC 7351	Life Span Developmental Psychology
PSYC 8301	Group and Family Processes
PSYC 8302	Counseling Theories: Methods and Techniques
PSYC 8303	Professional Practice: Skills and Issues
PSYC 8351	Systemic Approaches to Counseling I
PSYC 8352	Pre-practicum Counseling Lab: Basic Interviewing Skills
PSYC 8353	Systemic Approaches to Counseling II
PSYC 8355	Child and Adolescent Counseling
PSYC 8356	Normal Family Processes Across Cultures
PSYC 8390	Practicum I
PSYC 8391	Practicum II
PSYC 8392	Practicum III
PSYC 8393	Practicum IV
<i>Elective</i>	Three hours

Master of Science

Specialization: Psychology

Concentration: Marriage and Family Therapy

60 semester hours

Program offered on San Antonio campus (traditional classes) and through the Houston Weekend College Program

Marriage and Family Therapy prepares practitioners to deal with problems in the marital and family context, as well as in the larger social system. This program qualifies the student to become an associate member of the American Association for Marriage and Family Therapy and meets the academic requirements for licensure as a Marriage and Family Therapist through the Texas State Board of Examiners of Marriage and Family Therapists, licensure as a Professional Counselor through the Texas State Board of Examiners of Professional Counselors, and licensure as a Psychological Associate by the Texas State Board of Examiners of Psychologists.

PSYC 6321	Psychological Measurement and Evaluation
PSYC 6358	Life Planning and Career Development
PSYC 6380	Research Methods and Procedures
PSYC 7333	Psychopathology: Etiology, Diagnosis and Treatment Planning

PSYC 7351	Life Span Development Psychology
PSYC 8301	Group and Family Processes
PSYC 8302	Counseling Theories: Methods and Techniques
PSYC 8303	Professional Practice: Skills and Issues
PSYC 8350	Foundations of Family Therapy
PSYC 8351	Systemic Approaches to Counseling I
PSYC 8352	Pre-practicum Counseling Laboratory: Basic Interviewing Skills
PSYC 8353	Systemic Approaches to Counseling II
PSYC 8355	Child and Adolescent Counseling
PSYC 8356	Normal Family Processes Across Cultures
PSYC 8357	Systemic Approaches to Counseling III
PSYC 8390	Practicum I
PSYC 8391	Practicum II
PSYC 8392	Practicum III
PSYC 8393	Practicum IV
<i>Elective</i>	Three hours

Master of Science

Specialization: Psychology

Concentration: School Psychology

67 semester hours

School Psychology prepares students to meet the academic requirements for licensure as a Specialist in School Psychology (LSSP) through the Texas State Board of Examiners of Psychologists. The program prepares students to deal with children and adolescents within the school environments where they utilize a variety of methods including counseling, assessment, consultation and behavioral intervention techniques.

EDUC 6384	School Law
or	
SPED 8303	Professional Seminar: Skills and Issues
PSYC 6321	Psychological Measurement and Evaluation
PSYC 6322	Psychological Testing: Personality Assessment
PSYC 6359	Applied Learning and Development
PSYC 6380	Research Methods and Procedures
PSYC 6442	Psycho-educational Assessment
PSYC 7333	Psychopathology: Etiology, Diagnosis and Treatment Planning
PSYC 7351	Life Span Developmental Psychology
PSYC 8303	Professional Practice: Skills and Issues
PSYC 8325	Neurobehavioral Principles
PSYC 8351	Systemic Approaches to Counseling I
PSYC 8352	Pre-practicum Counseling Laboratory: Basic Interviewing Skills
PSYC 8355	Child and Adolescent Counseling
PSYC 8356	Normal Family Processes Across Cultures
PSYC 8371	School Psychology I: Consultation in Educational Setting and Child Service Centers
PSYC 8372	School Psychology II: Organization and Operation of Schools
PSYC 8398	Practicum: School Psychology
PSYC 8299-8699	School Psychology Internship
SPED 6323	Behavior Analysis and Intervention

Elective Three hours (PSYC 8343 Projective Techniques in Personality is recommended)

Choose one of the following:

- SPED 6305 Individual Differences: Advanced Studies
- SPED 6343 Structuring the Educational Environment

For master's degree in school counseling see EDUCATION.

Certificate in Psychological Services for Spanish Speaking Populations

- PSYC 5377G Professional/Technical Spanish
- PSYC 8331 Language and Psychosocial Variables in Interviews and Assessments with Latinos
- PSYC 8356 Normal Family Processes Across Cultures
- PSYC 8430 Socio-cultural Foundations of Counseling Mexicans and Mexican-Americans
- PSYC 9356 Latino Psychology
- PRACTICA Must spend a minimum of eight hours per week at a bilingual practicum site for three consecutive semesters. An optional practicum in Mexico or other Spanish-speaking country may be arranged.

Additional requirement for PsyD students:

- PRACTICA Supervised supervision in a bilingual setting for a minimum of one semester.

Certificate in Violence Prevention and Intervention: Level II

For Psychology/Human Science majors:

- PSYC/SOCI 5330G Violence Prevention and Intervention

Choose one of the following:

- PSYC 5351G/EDUC 4330G/SPED 4330G
Early Childhood Growth and Development
- PSYC 7351 or EDUC 6332
Life Span Developmental Psychology

Choose one of the following:

- PSYC 8389 Field Placement
- PSYC 8391 Practicum II

Choose two of the following:

- PSYC/SOCI/SOWK 4330G Violence in Communities and Families
- PSYC/SOCI/SOWK 5315G Child Welfare
- PSYC/SOCI/SOWK 5316G Services to Children Exposed to Violence
- PSYC 8355 Child and Adolescent Counseling

Community Counseling Service

Our Lady of the Lake University's psychology department operates the Community Counseling Service located at the Holy Cross Family Practice Association, as well as several other satellite counseling sites. The Community Counseling Service staff assists individuals and families with a variety of problems. Treatment teams assigned to cases include supervisors and students, which ensures the quality of service to clients and provides practicum students with a unique training experience.

**School of
Professional
Studies
Courses**

ANTHROPOLOGY (ANTH)

ANTH 6190-6390

Selected Readings

Advanced study of a specialized topic that the instructor selects. The course may be repeated when the topic is changed.

COMMUNICATION DISORDERS (CDIS)

CDIS 4340G

Aural Rehabilitation

Overview of aural rehabilitation, fundamental aspects and basic information on amplification, and comprehensive approaches to aural rehabilitation for children and adults.

Prerequisite: CDIS 3362

Offered: Spring

CDIS 4383G

General Linguistic Theory

Same as EDUC 4341G and ENGL 5383G

CDIS 5151G-5451G

Selected Topics in Communication Disorders

In-depth study of specialized topic. May be repeated for credit when topics vary. Student must take a total of two credit hours.

Prerequisite: Consent of instructor; independently arranged.

Offered: Fall, Spring, Summer

CDIS 5360G

Speech and Hearing Science

Physical properties of sound, sound measurement, basic auditory function, acoustical and physiological phonetics, and the perception of speech.

Prerequisite: CDIS 3362 or CDIS 4411 and CDIS 3312

Offered: Spring

CDIS 6242

Fluency Disorders

The acquisition of normal fluency and stuttering, and theories, etiology and treatment, with a focus on implications for remediation.

Offered: Summer

CDIS 6265

Clinical Practicum, Methods & Policies

Graduate clinical practicum in evaluation, treatment and management of communication disorders and dysphagia under direct supervision of ASHA certified CDIS faculty. Discussion of clinical methodology and procedures for use in intervention and legal, ethical and professional issues related to professional practice. All students enrolled in master courses must enroll in this course during their first semester in the program and meet the scheduled class every semester they remain in practicum under faculty supervision. An "X" grade is posted on the transcript until all practicum requirements are completed.

Prerequisite: Enrollment in master program in CDIS. GPA Of 3.0 or better and completion or enrollment in course work that qualifies student for the clinical experience.

Offered: Fall, Spring, Summer

Fee: \$30

CDIS 6353

Neurogenic Language Disorders

Etiology, symptomatology, assessment and therapeutic techniques for neurogenic language/cognitive disorders.

Offered: Fall

CDIS 6354

Dysphagia

Anatomy and physiology of normal swallowing, and etiology, symptomatology, clinical and instrumental assessment and treatment of swallowing disorders.

Prerequisite: CDIS 4411 or equivalent

Offered: Spring

CDIS 6356

Language Disorders in Preschool Children

Review of normal language development, etiology, symptomatology and assessment of language disorders in preschool children. Emphasis on in-depth language analyses and intervention, required to be taken first fall semester in program.

Prerequisite: CDIS 3311

Offered: Fall

CDIS 6357

Language Disorders in School-Aged Individuals

Review of language development in school years; emphasis on semantic, pragmatic and discourse analysis; and assessment and treatment of language disorders, especially language learning disabilities.

Prerequisite: CDIS 6356

Offered: Spring

CDIS 6358

Language in Discourse

Analysis of spoken and written language use in children and adults with and without disorders. Emphasis will be on contextual analysis, speech acts, coherence and cohesion in conversation, narrative and expository genres. Models of intervention will be incorporated.

Prerequisite: CDIS 6353, CDIS 6356, CDIS 6357

Offered: Fall

CDIS 7171

Advanced Assessment Procedures in CDIS I

Seminar in diagnostic procedures; introduction and orientation to diagnostic practicum and procedures, report writing, administration, scoring, and interpretation of standardized assessment measures across ages and cultures.

Prerequisite: Admission to practicum

Offered: Fall

Fee: \$15

CDIS 7172

Advanced Assessment Procedures in CDIS II

Seminar in diagnostic procedure; differential diagnosis, administration, interpretation and analysis of informal/non-standardized assessment measures (i.e., play-based assessments, curriculum-based assessments) across ages and cultures.

Prerequisite: CDIS 7171

Offered: Spring

Fee: \$15

CDIS 7173-7373

Field Experience in School Settings

Supervised experience in assessment and remediation of communication disorders under the direct supervision of ASHA-certified personnel at an off-campus school or child-based community agency. Course may be repeated for credit as needed. Pass/Fail.

Prerequisite: GPA of 3.0 or better, appropriate academic background and clinical practicum experience and consent of faculty

Offered: Fall, Spring, Summer

CDIS 7174-7374

Field Experience in Medical Settings

Supervised experience in assessment and remediation of communication disorders under the direct supervision of ASHA-certified personnel at an off-campus adult, medical setting. Course may be repeated for credit as needed. Pass/Fail

Prerequisite: GPA of 3.0 or better, appropriate academic background and clinical practicum experience and consent of faculty

Offered: Fall, Spring, Summer

CDIS 7191-7491

Problems in Communication Disorders

A study of problems and trends in the field of communication disorders. May be repeated for credit when topics vary.

Offered: Fall, Spring, Summer

CDIS 7213

Augmentative Communication

Theories and procedures for establishing and implementing an individualized augmentative communication system for children and adults. Includes study of access devices, systems and equipment.

Offered: Fall

CDIS 7312

Voice/Speech Disorders

A study of the etiology, diagnosis and treatment of voice disorders, laryngeal speech, dysphagia and voice and speech disorders associated with syndromes and anomalies, particularly cleft palate, observations required.

Prerequisite: CDIS 4411, CDIS 5360/CDIS 5360G.

Offered: Fall

CDIS 7335

Motor Speech Disorders

A study of the disorders of speech with a neuromuscular basis found in children and adults, including adult apraxia, developmental apraxia of speech, childhood dysarthria and the adult dysarthrias.

Prerequisite: CDIS 4411

Offered: Spring

CDIS 7353

Research and Efficacy in Communication Disorders

Measurement of efficacy in the practice of speech-language pathology. Application of group and single subject research designs when investigating evaluation and treatment outcomes. Impact of efficacy data on ethical and legal issues in the practice of speech-language pathology. A required project includes use of parametric and non-parametric statistical analysis and library resources.

Offered: Fall

CDIS 7381

Seminar in Communication Disorders

Investigation of current topics in communication disorders. May be repeated for credit when topics vary.

Offered: Fall, Spring, Summer

CDIS 8202

Communication Disorders in Different Cultures

Assessment and treatment of speech and language disorders in different cultures, particular emphasis on the Hispanic cultures.

Offered: Spring

CDIS 8342

Medical Speech Language Pathology

Issues and concerns associated with communication and health care including professional liability, risk management and health care reform; and medically related communication disorders such as dementia, laryngeal phonation and pediatric high risk conditions.

Must be taken concurrently with or after completion of CDIS 6353, CDIS 7335 and CDIS 6354

Offered: Spring

CDIS 8391-8691

Thesis in Communication Disorders

See University Thesis Guidelines.

Prerequisite: Three semester hours in statistics and 12 semester hours in master's degree CDIS courses.

COUNSELING (COUN)

COUN 6123-6623

Seminar in Counselor Education

Seminar on current issues and trends in professional counseling and guidance.

Same as PSYC 6123-6323

Offered: Summer

COUN 6325

Vocational and Aptitude Assessment

Assessment of individuals and groups through interpretation of achievement, aptitude, interests, values and self-esteem measures with attention to cultural differences and norming practices. Includes critical analysis of representative tests.

Same as PSYC 6325

Offered: Spring or Trimester II

Fee: \$50

COUN 6351

Guidance and Counseling Services

Philosophy, objectives and programs for guidance and counseling services in educational settings. Role of counselor, current issues and problems and referral sources. Includes a copy of the Comprehensive Guidance Program for Texas Public Schools.

Offered: Fall or Trimester I

COUN 6353

Career Resource and Technology

Introduction to resources, materials and information available for occupational opportunities, training, interviewing skills and resume writing. Covers computer assisted career guidance system and web based resources. Labor market information will be utilized. Emphasis will be on developing a career resource center.

Same as PSYC 6353

COUN 6358

Life Planning and Career Development

Same as PSYC 6358.

Offered: Fall, Summer

Fee: \$50

COUN 6359

Applied Learning and Development

Overview of the theoretical foundations of educational psychology; student characteristics and diversity; basic principles of human learning and motivation to include: perception, memory, problem-solving, transfer, cognitive development and group processes. Application of basic psychological principles in educational and clinical settings.

Same as EDUC 6359 & PSYC 6359

Offered: Trimester I, Trimester II, Trimester III or Summer

COUN 6385

Professional Internship: School Counselor

One-year experience where the student is employed as a School Counselor and jointly supervised by the University and an accredited school. Course requires documentation of at least 50 percent time on the job spent as a partner teacher in the direct instruction/guidance of large groups, small groups and individual students utilizing effective classroom management and counseling techniques. Lesson plans will be aligned to the appropriate TEKS. May be repeated once for credit.

Offered: Fall and Spring

Fee: \$30

COUN 7333

Psychopathology: Etiology, Diagnosis and Treatment Planning

Same as PSYC 7333

Offered: Spring

COUN 7351

Life Span Developmental Psychology

Same as PSYC 7351

Offered: Fall

COUN 8301

Group and Family Processes

Same as PSYC 8301

Offered: Spring, Summer

COUN 8302

Counseling Theories: Methods and Techniques

Same as PSYC 8302

Offered: Fall

COUN 8303

Professional Practice: Skills and Issues

Same as PSYC 8303

Offered: Spring, Summer

COUN 8352

Pre-Practicum Counseling Laboratory: Basic Interviewing Skills

Same as PSYC 8352

Offered: Spring

COUN 8355

Child and Adolescent Counseling

Same as PSYC 8355

Offered: Fall, Summer

COUN 8356

Normal Family Processes Across Cultures

Same as PSYC 8356

Offered: Spring, Summer

Fee: \$15

COUN 8380

Practicum: School Counseling I

Supervised experience in practical application and integration of principles and techniques of counseling in a selected educational setting; seminar to supplement and evaluate field experience.

Requires a minimum of 125 direct service hours and 225 total hours.

Prerequisites: 18 semester hours in graduate counseling including COUN 8302, COUN 8352 and COUN 6351.

Offered: Fall, Spring

Fee: \$30

COUN 8381**Practicum: School Counseling II**

Continuation of COUN 8380. Students must demonstrate competence with elementary, middle school and high school students or with individuals served by a community agency or a career resource center. Requires a minimum of 125 direct service hours and 225 total hours.

Prerequisite: COUN 8380

Offered: Fall, Spring

Fee: \$30

EDUCATION (EDUC)**EDUC 4331G****Children's Literature**

Reading needs and interests of children; standard aids for selection of materials; factors in selecting, evaluating and using materials, including multiethnic, multicultural materials; in various formats; using and interpreting materials in the elementary/middle school curriculum. Includes both imaginative and analytical writing. Offered: Fall, Trimester III

EDUC 4341G**General Linguistic Theory**

Same as CDIS 4383G and ENGL 5383G

Offered: Fall

EDUC 4345G**Reading in the Schools**

A consideration of various theories of teaching reading as a critical examination of related materials, texts and curriculum guides. Resources for dyslexia and other reading disorders. Five clock hours of field experience in a local school reading program.

Offered: Trimester I

Fee: \$5

EDUC 4367G**Organizing School Programs: Early Childhood**

Identification and development of organizational plans for classroom management, physical facilities, equipment and materials; methods and procedures for recording the development of children with emphasis on inclusive settings; ways to communicate and work with parents.

Prerequisite: EDUC 6317

Offered: Fall

EDUC 5105G-5605G**Selected Topic in Teacher Education**

In-depth study of specialized topic chosen by instructor. May be repeated for credit when topics vary.

EDUC 5301G

Introduction to the TExES EC-4th Generalist: Content, Theory and Application

Survey of theories and pertinent information in child development and related educational application to the content areas: language arts, science, math, social studies, fine arts and physical education. Direct practice and preparation for the TExES EC-4th Generalist examination is provided.

Offered: Fall, Spring

EDUC 5351G

Instructional Media

In-depth study of audio-visual and technology-based materials and equipment and their utilization in the teaching processes; instructional design and development, production, selection, organization, use and evaluation of these materials and equipment for library and classroom use.

Same as EDUC 5354G

Offered: Trimester I

EDUC 5370G

Methods of Teaching Math and Science

Application of different pedagogical approaches in schools including effective instructional strategies, content standards and best practices in math and science; to teach for student understanding integrating technology, the TEKS and TAKS.

Offered: Fall, Spring

Fee: \$40

EDUC 6106-6606

Selected Topics in Education

In-depth study of specialized topic chosen by instructor. May be repeated for credit when topic varies.

Prerequisite: Consent of instructor

EDUC 6300

Education Technology Foundations

An overview of topics in the area of educational technology. Topics include terminology, applications, hardware systems, social issues, ethical issues and historical trends.

Offered: Distance Learning Course, Trimester I

EDUC 6303

Technology Applications in Education

A study of technology applications for teachers, covering such topics as education technology concepts, ethical strategies and analysis of various technology tools. Prepares teachers for effective use of technology in classroom problem-solving, communication, planning, organizing and evaluation.

Offered: Fall, Spring

Fee: \$20

EDUC 6304

Multicultural Foundations of Education

Specific effects of multicultural environments on student learning to include considerations of variations in beliefs, traditions and values across cultures. Cultural, linguistic diversity and exceptional learners' specific needs are reviewed in relation to cultural milieu; to include the child, the family, assessment, effective communication and collaborative procedures and their relation to the total educational program.

Offered: Fall, Trimester III, Distance Learning offered Trimester I

EDUC 6305

Curriculum Development in Multicultural Educational Settings

Definitions, theories, characteristics of curriculum which guide professionals in preparing curricula; processes of curricular change. Particular emphasis on class, race and gender issues involved in the development and change of curriculum.

Offered: Trimester I, Trimester II

EDUC 6309

Seminar in Math, Science and Technology

Seminar on current issues and trends in math, science and technology learning and teaching.

EDUC 6311

Research Methods and Procedures

Study of statistics, analysis of research design and methodology, use of library resources and evaluation of current literature; completion of a research project required. Must be taken during first nine semester hours of program. Same as SPED 7385

Offered: Fall, Spring, Trimester III, Distance Learning offered Trimester II

EDUC 6317

Advanced Early Childhood Growth and Development

An in-depth study of theories in child development. Includes: 1) normal and exceptional intellectual, physical, social and emotional development of the child from prenatal period; 2) application of these theories to naturalistic settings; 3) effects of varying environmental and cultural backgrounds; 4) observations of child development in various settings.

Offered: Trimester I

Fee: \$10

EDUC 6318

Curriculum and Instruction: Early Childhood

Procedures and materials employed in early childhood programs, including atypical populations, development of skills necessary for motor perceptual, cognitive and social emotional development utilizing play; observations and experiences with young children with emphasis on inclusive settings.

Prerequisite: EDUC 6317

Offered: Spring

EDUC 6319-6619

Thesis

Prerequisite: EDUC 6311, approval of topic, consent of thesis director

EDUC 6321-6621

Seminar in School Administration

Administrative problems studied in specific school situations; development of individual capabilities in resolving persistent problems.

EDUC 6322

Seminar in Supervision

Special topics and issues related to needs of individual students specializing in professional supervision.

EDUC 6324

Observation and Practice

Experience in various aspects of work in the school learning resources center, including reader services and records, organization of materials, use of materials with teachers and students, physical preparation of library-media and technology-based materials; 135 clock hours of practice required in an accredited school.

Prerequisite: EDUC 6326, EDUC 6355

Offered: Trimester I, Trimester II

EDUC 6326

Cataloging and Classification

Provides a basic understanding and utilization of MARC data, cataloging in context and subject arrangement of library materials; procedures of organizing print and non-print materials; consideration and use of basic tools; need and purpose of basic records, use of the on-line card catalog and printed indexes; physical preparation of materials.

Offered: Trimester II of odd-numbered years

EDUC 6333

Young Adult Literature and Related Media

Reading needs and basic reading interests of young adults; standard aids for selection; factors in using, selecting, and evaluating materials in all formats including multicultural and multiethnic materials for adolescents; using and interpreting materials in the secondary school curriculum.

Offered: Spring, Trimester I of odd-numbered years

EDUC 6344

Critical Issues in Reading Assessment and Interventions

Examines issues critical to meeting needs of students with reading difficulties, including assessment of strengths and weaknesses and development of interventions based on assessment data. Interventions will be developed from current research that establishes best practices.

Offered: Spring

Fee: \$10

EDUC 6345**Assessment and Evaluation: Students with Exceptionalities**

Same as SPED 6345 and PSYC 6345

Fee: \$25

EDUC 6346**Classroom Assessment**

Measurement and evaluation in the cognitive and affective domains with emphasis on evaluation in the classroom, test analysis and construction; unobtrusive measurement.

Offered: Summer, Distance Learning offered Trimester III.

EDUC 6348**Curriculum and Instruction in Reading**

An examination of the current theories of reading, supporting research and relationships to current reading methods of instruction and curriculum designs. Technological based materials will be evaluated, along with their use as a method of instruction. Credit may not be earned for this course and EDUC 4345G.

Offered: Summer

EDUC 6349**Assessment Practices for the Multicultural Classroom**

Measurement and evaluation in the cognitive and affective domains; test analysis and construction; rubrics. Emphasis on different theoretical models of teaching and assessment and their application in the classroom. A broad range of models of teaching/assessment issues is discussed with attention to social, cultural and gender differences as factors important for effective classroom instruction and assessment.

Prerequisite: EDUC 6305

Offered: Trimester II, Trimester III

EDUC 6355**The Learning Resources Center in School**

Problems and methods of achieving effective service in the school learning resources center; organization and administration of learning resources and objectives with standards for evaluating service to students and faculty.

Offered: Trimester I of even-numbered years

EDUC 6356**Selection and Acquisition of Materials**

Philosophy, principles and practices of selecting and acquiring all types of library materials; use of selection tools and bibliographic sources for developing both print and non-print collections for school learning resources centers.

Offered: Trimester II of even-numbered years

EDUC 6359**Applied Learning and Development**

Overview of the theoretical foundations of educational psychology; student characteristics and diversity; basic principles of human learning and motivation to include: perception,

memory, problem-solving, transfer, cognitive development and group processes. Application of basic psychological principles in educational and clinical settings.

Same as COUN 6359 & PSYC 6359

Offered: Trimester I, Trimester II, and Trimester III or Summer

EDUC 6360

Information Sources and Services

Selection, evaluation, and utilization of information sources including book, non-book, technology and telecommunication-based sources; developing techniques and methods for reference service.

Offered: Trimester III of even-numbered years

EDUC 6361

Instructional Techniques for Content Areas: Bilingual

Techniques for teaching mathematics, science and social studies in Spanish including technical vocabulary building in Spanish, classroom management and conceptual development in content areas.

Offered: Spring

Fee: \$10

EDUC 6363

Reading and Language Arts: Bilingual

Diagnosis of language and reading abilities of the student in English and Spanish; prescribing and development of appropriate learning activities based upon diagnosis; field experience in local bilingual/bicultural reading and language arts programs.

Offered: Spring

EDUC 6364

Advanced English as a Second Language Methodology

Current philosophies and approaches to second language acquisition and instruction; socio-cultural influences; utilization of various techniques from mimicry-memorization to creative expression in teaching of English as a second language. Credit may not be earned for this course and EDUC 4364 or ENGL 5386/ 5386G.

Offered: Fall

EDUC 6368

Organizing the Classroom to Accommodate Diversity

Comprehensive study of research based classroom management principles. Seminar format is used to facilitate development and evaluation of classroom management skills that will enhance learning and foster students' personal growth. A broad range of techniques is presented with attention to social, cultural and gender differences as factors important to effective classroom management.

Offered: Trimester I, Trimester III

EDUC 6369

Clinical Practice in Reading

Supervised practice with students with reading problems in a clinical setting. The experience will include reading diagnosis; development and implementation of interventions. Data will be gathered and case studies written.

Offered: Summer

Fee: \$25

EDUC 6371

Curriculum Development

Definitions, theories and characteristics of curriculum which guide professionals in preparation of curricula and processes of curricular change.

Offered: Spring, Summer, Distance Learning Course Trimester I

EDUC 6372

Leadership in Instructional Technology

The role of the school leaders in communication, collaboration, mentoring, coaching and consulting as related to technology in instruction.

Offered: Distance Learning Course Trimester I

Fee: \$10

EDUC 6374

Diagnosis and Remedial Reading

Techniques and devices for the discovery of learning difficulties and handicaps and the formulation of remedial programs and procedures in the light of diagnosis.

Offered: Trimester II

EDUC 6375

Content Area Reading in the Secondary School

Course is designed to teach detailed and practical explanations for reading and study strategies needed by students to acquire and use new information. Techniques for teaching these strategies in a broad range of disciplines, as well as ways to help students become more effective readers of content materials. Assessment procedures are also included.

Offered: Fall, Trimester II

EDUC 6376

Designing Professional Development Teachers

Critical examination of convergent research for application in the school environment. Identification of professional development needs and development of adult learning situation to promote positive change.

Offered: Distance Learning Course Trimester II

EDUC 6377

Teaching Educational Technology

A study of instructional technology tools and integration strategies for teaching and learning. Topic include theory and practice of integration, with specific emphasis on instructional software, productivity software, multimedia, Internet, and discipline-specific tools and applications.

Offered: Trimester III and Distance Learning Course Trimester II

EDUC 6379

Advanced Educational Technology

A study of emergent technology-based delivery and management of instruction. Topics include information literacy; digital media (video, audio, animations, etc.) design and production; management

of digital information; advanced Web authoring; and technology-related legal, ethical, and societal issues.

Prerequisite: EDUC 6300 or consent of instructor.

Offered: Distance Learning Course Trimester II

Fee: \$20

EDUC 6380

Professional Internship: School Librarian

One-year experience where the student is employed as a school librarian and jointly supervised by the University and an accredited school. Course requires documentation of at least 50 percent time on-the-job spent as a partner teacher in the direct instruction/guidance of large groups, small groups and individual students utilizing effective classroom management and counseling techniques. Lesson plans will be aligned to the appropriate TEKS. Pass/Fail. May be repeated once for credit.

Offered: Trimester I, Trimester I

Fee: \$30

EDUC 6381

School Administration

Behavioral science concepts and principles of computer-age management and educational leadership for a multicultural society; focus on individual administrator's attitudes, motivation, perception and skills.

Offered: Spring of even numbered years, Summer of odd-numbered years

EDUC 6382, 6682

Internship: Middle Management

Knowledge, skills and experiences at the performance level under joint guidance and direction of school administration officials and education administration teaching staff; experiences with all administrative jobs and positions except that of superintendent.

Offered: Fall, Spring

Fee: \$30 for EDUC 6382; Fee:\$60 for EDUC 6682

EDUC 6383

Business Administration of Public Schools

Principles of finance and organization of business management functions in public schools, including internal structure, use of computers, budgeting, accounting, purchasing, control of supplies, taxation, bonds, school construction, building maintenance and operation, transportation, food services, legal relationships, insurance, funding of special projects, and local, state and federal relationships.

Offered: Fall of odd-numbered years, Summer of even-numbered years

EDUC 6384

School Law

Legal bases for organizing and conducting public and private school systems; statutes and court decisions affecting educational functions.

Offered: Spring

EDUC 6386, 6387

Internship I, II: Elementary

Elementary teaching experience where the student is employed as a teacher of record and jointly supervised by the University and an accredited school. Attendance at internship seminars is required during first semester of teaching. Pass/Fail.

Offered: Trimester I, Trimester II

Fee: \$30

EDUC 6388, 6389

Internship I, II: Secondary

Secondary teaching experience where the student is employed as a teacher of record and jointly supervised by the University and an accredited school. Attendance at internship seminars is required during first semester of teaching. Pass/Fail.

Offered: Trimester I, Trimester II

Fee: \$30

EDUC 6391

School Supervision

Scope, procedures and processes, organization and administration, and planning of supervision; application of principles of supervision to the teaching-learning situation in a multicultural community.

Offered: Fall

EDUC 6393

Seminar in School Librarianship

Special problems, activities and topics in school librarianship, educational technology, etc. May be repeated for credit when topic varies.

EDUC 6395

Telecommunications for Instructional Purposes

A study of the use of educational telecommunications for teaching and learning. Topics include Networking, teleconferencing, streaming media, and instructional application of the World Wide Web.

Offered: Distance Learning Course Trimester III

EDUC 6399

Directed Studies in School Librarianship

Faculty supervision of an in-depth study and report of a topic in library and information science, instructional technology or other related fields. Limited to students who have completed all required courses.

EDUC 6680

Student Teaching

The student teaching experience will consist of twelve consecutive weeks of full-day observation and teaching at an assigned school. The student teacher will be responsible for planning, implementing, and evaluating instruction in collaboration

with the cooperating teacher. Weekly seminars will explore teaching-related topics. Pass/Fail.

Prerequisite: Consent of MENTC Program Director

Offered: Fall, Spring

Fee: \$30

EDUC 7382

The Principalship

Organizational and administrative structure of elementary, middle and secondary schools, including special reading, special education, vocational education, bilingual and multicultural education, federal programs. Includes needs assessments, appropriate personnel and program evaluative criteria, personnel selection and use of computers in classrooms and offices.

Offered: Fall of even-numbered years, Summer of odd-numbered years

EDUC 7392

School Supervision: Elementary, Middle and Secondary

Initiation and management of change; use of consultants in promoting the educational program, supervisory techniques, e.g., interaction analysis, targets for improvement, videotape usage and analysis of teaching; supervisory relationships; organizing a progressive supervisory program.

EDUC 8303

The Superintendency

Administrative problems studied in specific situations involving decision-making at the superintendent level; development of individual capabilities in approaching higher level decision processes for individuals and management teams.

EDUC 8312-8612

Internship for Superintendents

The internship for superintendents is on a cooperative basis with school districts. The internship will provide knowledge, skills, and experiences under the joint guidance of a district superintendent and the educational administrative professor with the superintendent specialty. This is a semester program of guided administrative experiences at the superintendent's level.

Fee: \$30 for EDUC 8312; Fee: \$60 for EDUC 8612

EDUC 8314

School-Community Interaction

The student shall be able to describe a plan for improving the school's relationship to the community it serves and to whose control it must respond, demonstrate skills in effective two-way communication and the rapport of mutual acceptance, use techniques to effect changes in the attitudes of school personnel toward parent and community relationships and involvement and application of community resources.

EDUC 8315

The Superintendent of Schools, the Administrative Team and Personnel Management

Competencies in the following areas shall be acquired: organizational planning, administrative communication, selection and evaluation of personnel, and functions of regulatory groups on a local, state and national level.

EDUC 8316

Advanced School Business Administration

The student shall be able to understand, evaluate, select and implement the most advanced current business concepts and practices available in today's technology of school business operations.

PSYCHOLOGY (PSYC)

PSYC 4330G

Violence in Communities and Families

Same as SOCI 4330G and SOWK 4330G

PSYC 4381G

Intermediate Statistics

This course is designed to extend coverage, beyond that provided in PSYC 3381, of the statistical analyses commonly used in the behavioral sciences and other fields. Topics may include repeated measures analysis of variance, factorial analysis of variance, linear regression, multiple regression, discriminate analysis, and some nonparametric procedures. The focus is on conceptual understanding, selecting the appropriate statistic for a research design, using SPSS for data analysis, and interpreting the results of the analysis.

Prerequisite: Undergraduate or graduate level course in statistics

Offered: Spring

PSYC 5315G

Child Welfare

Same as SOCI 5315G and SOWK 5315G

PSYC 5316G

Services to Children Exposed to Violence

Same as SOCI 5316G and SOWK 5316G

PSYC 5330G

Violence Prevention and Intervention

Overview of strategies for prevention of violence, including development of skills necessary to intervene with people whose lives have been affected by violence. Emphasis on children ages 0-6.

Same as SOCI 5330G and SOWK 5330G

Offered: Summer, Spring

PSYC 5361G

Selected Topics in Psychology

In-depth study of specialized topic chosen by instructor. May be repeated for credit when topic varies.

Prerequisite: Consent of instructor and advanced standing

PSYC 5363G

Mental Health and Aging

Overview of mental disorders that commonly affect the elderly population, as well as assessment and treatments/interventions. Prevention and mental health programs that promote the quality of life of elders, mental health policy and implications for the education and training of professionals who work with elders will also be addressed.

Offered: Spring of even years

PSYC 5365G

Death, Dying and Grief

Acquaint students with a variety of issues related to the needs and dynamics of dying and grieving persons, as well as one's own role as a concerned care giver, family member, friend or professional. Equal emphasis on death/process of dying and grief/bereavement issues, exploring dimensions of and means to support and help others as they grieve.

Prerequisite: Junior level or above or consent of instructor.

Offered: Fall

PSYC 5371G

Adult Learning: Theories and Techniques

Examination of the principles of learning as they apply to the adult in the non-academic setting; emphasis on methods of program design and implementation.

PSYC 5377G

Professional/Technical Spanish

Spanish vocabulary and language skills needed for working in mental health settings. Focus on proficiency required for conducting psychotherapy and psychological assessments with Spanish dominant populations and professional presentations.

Prerequisite: Facility in oral Spanish as determined by the OLLU Spanish Oral Proficiency Assessment.

Offered: Spring

PSYC 5381G

Human Behavior in Complex Organizations

Analysis of human behavior in complex organizations such as those found in government, education, business; dynamics of human interaction within context of large, bureaucratic structures; effects on individual and on organization itself.

Offered: Trimester II

PSYC 5410G

Applied Psychophysiology and Biofeedback

Introduction of biofeedback practice from several points of view: theoretical, electronic, psycho-physiological and operational. Focus on operation of biofeedback instruments. Clinical applications are reviewed. Clinical literature reviews and specific cases are presented. Lab provides hands-on instruction and practice with biofeedback instrumentation and skills. Three lecture and three lab hours per week.

Offered: Summer

PSYC 6123-6323

Seminar in Counselor Education

Same as COUN 6123-6323

Offered: Summer

PSYC 6190-6990

Selected Topics in Psychology

In-depth study of specialized topic chosen by instructor. May be repeated for credit when the topic varies.

Prerequisite: Graduate standing and consent of instructor

PSYC 6321

Psychological Measurement and Evaluation

Study of the construction of measurement instruments, including specification of the test purpose, generation of the form and content of test items, item try-out and analysis, standardization of test administration and scoring procedures, assessment of test reliability and validity, and establishment of test norms.

Offered: Fall

Fee: \$25

PSYC 6322

Psychological Testing: Personality Assessment

Assessment of individuals through interpretation and integration of most frequently used measures of personality and various other diagnostic screening instruments that examine depression, anxiety and social factor impact.

Prerequisite: PSYC 6321 or PSYC 6345

Offered: Spring

Fee: \$50

PSYC 6325

Vocational and Aptitude Assessment

Same as COUN 6325

Offered: Trimester II

Fee: \$50

PSYC 6345

Assessment and Evaluation: Students with Exceptionalities

Same as EDUC 6345 and SPED 6345

Fee: \$25

PSYC 6353

Career Resource and Technology

Same as COUN 6353

PSYC 6358

Life Planning and Career Development

Vocational choice theory, career choice and lifestyle, sources of occupational and educational information and career decision-making processes. Includes a personal career assessment battery. Same as COUN 6358

Offered: Fall, Summer

Fee: \$50

PSYC 6359

Applied Learning and Development

Same as COUN 6359 & EDUC 6359.

Offered: Trimester I, Trimester II, and Trimester III or Summer

PSYC 6380

Research Design and Procedures

Overview of research designs in psychological research. Students prepare a complete research proposal and conduct a comprehensive literature review of a research topic. Emphasis upon critical evaluation and application of published research findings.

Prerequisite: Enrolled in M.S. in Psychology or PsyD program or consent of instructor.

Offered: Fall, Summer

PSYC 6442

Psycho-educational Assessment

Supervised training in administration, scoring, interpretation and reporting of various intellectual assessment instruments and methods.

Prerequisite: PSYC 6322, PSYC 6345 or PSYC 9322

Offered: Fall, Spring

Fee: \$50

PSYC 7333

Psychopathology: Etiology, Diagnosis and Treatment Planning

Definition, description and diagnosis of mental disorders according to DSM and other classification systems. Focus on the individual in family and cultural contexts. Will cover the administration of mental status exams and the development of treatment plans based on diagnostic categories.

Same as COUN 7333.

Offered: Spring

PSYC 7351

Life Span Developmental Psychology

Social development of the individual as a process; ecological and familial settings for development as they interact with genetic and physiological patterns of growth and change.

Same as COUN 7351.

Offered: Fall, Summer

PSYC 8198

Practicum: School Psychology

Continuation of school psychology practicum, PSYC 8398, for second and subsequent semesters. Students must continuously enroll in this course until the practicum is completed. This course does not count toward degree requirements.

PSYC 8301

Group and Family Processes

Focus upon understanding group process and facilitation. Review of strategies for prevention of interpersonal and systems dysfunction utilizing communication groups, family enrichment, parenting groups, etc.

Same as COUN 8301

Prerequisite: PSYC 8351 or consent of instructor

Offered: Spring, Summer

PSYC 8302

Counseling Theories: Methods and Techniques

Current approaches in psychological counseling; key concepts, therapeutic techniques and applications of theories; basic ethical and personal issues in the counseling context. Same as COUN 8302. Offered: Fall

PSYC 8303

Professional Practice: Skills and Issues

Investigation of professional issues relevant to ethics, professional organizations, family law, certification and licensure, and finance relative to practice.

Same as COUN 8303

Offered: Spring, Summer

PSYC 8319, 8619

Thesis

See University Thesis Guidelines

PSYC 8325

Neurobehavioral Principles

General principles of neuroscience; effects of brain function on human behavior. Includes overview of physiological and sensorimotor system functions. Brief overview of psychopharmacological intervention framework.

Offered: Fall of odd-numbered years

PSYC 8331

Language and Psychosocial Variables in Interviews and Assessments with Latinos

Ethnically sensitive practice and delivery of services to Latinos. Issues related to language and psychosocial variables in interviews and assessment of social and psychological well-being.

Prerequisite: PSYC 6322, PSYC 8352 and PSYC 8356

Offered: Fall

PSYC 8342

Medical Aspects of Disability

Same as SPED 6342 and SOWK 8342.

Offered: Summer, Trimester I

PSYC 8343

Projective Techniques in Personality Assessment

Administration, scoring, interpretation, and report writing of projective techniques with emphasis on the Rorschach Inkblot Test (Exner Scoring), the TAT, CAT, RATC and projective drawings. Emphasis on formulating a sound data base of information and developing interpretational strategies.

Prerequisite: PSYC 6322 or PSYC 9322

Offered: Spring of odd-numbered years

Fee: \$50

PSYC 8350

Foundations of Family Therapy

Explores the founding of the family therapy movement and its early leaders. Theorists covered include Virginia Satir, Carl Whitaker, Murray Bowen, Salvador Minuchin and Jay Haley.

Offered: Spring

PSYC 8351

Systemic Approaches to Counseling I

Introduction to recently developed models of systemic theories. Emphasis on brief, postmodern models.

Offered: Fall

PSYC 8352

Pre-practicum Counseling Laboratory: Basic Interviewing Skills

Approaches to systemic and individual interviewing. Special attention to the beginning stages of therapy and to common presenting concerns. Laboratory preparation of students to begin practicum.

Same as COUN 8352

Prerequisite: PSYC 8302, PSYC 8351 or consent of instructor

Offered: Spring

PSYC 8353

Systemic Approaches to Counseling II

Application of emerging and current trends in the mental health field to the practice of psychotherapy with individuals, families and larger systems. Course will examine a number of areas including family violence and abuse, chronic medical problems, marital issues and assessment and diagnosis of systemic problems. Particular emphasis on the effects of culture and gender on the successful delivery of mental health services.

Prerequisite: PSYC 8302 and PSYC 8351

Offered: Spring

PSYC 8355

Child and Adolescent Counseling

Analysis of factors contributing to and procedures for promoting psychological health in children and adolescents; appropriate counseling theories and interventions in the context of school and family systems. Same as COUN 8355.

Prerequisite: PSYC 8351 or consent of instructor

Offered: Fall, Summer

PSYC 8356

Normal Family Processes Across Cultures

Familiarization with systems on a variety of levels and across a diversity of cultures. Emphasis on the cultural and contextual aspects of normalcy. Issues in healthy family functioning and assessment.

Same as COUN 8356

Offered: Spring, Summer

PSYC 8357

Systemic Approaches to Counseling III

Presentation and analysis of contemporary methods in systemic therapy. Emphasis on development of a meta-theoretical perspective in psychotherapies in general and systemic therapies in particular.

Prerequisite: PSYC 8353 or consent of instructor

Offered: Fall

PSYC 8371

School Psychology I: Consultation in Educational Settings and Child Service Centers

Overview of consultation services in schools; various models for consultation, including skills and strategies with parents, teachers, administrators and other professional trends in research and practice.

Offered: Fall of even-numbered years

PSYC 8372

School Psychology II: Organization and Operation of Schools

Review of organizational structure of schools; overview of federal, state and local levels of school governance; study the impact of structure upon educational experience and opportunity for growth; exploration of operational variables and dynamics of school systems; role definition and function of various personnel including the school psychologist. Review of special education service and program guidelines.

Prerequisite: PSYC 8371

Offered: Spring of odd-numbered years

PSYC 8388

Pre-Practicum Laboratory: School Psychology

Primary skills & processes in field settings for the practice of School Psychology including entry level procedural frameworks for assessment, counseling, consultation, intervention, special program eligibility & placement; Basic terminology, mandatory documentation, direct & indirect service expectations for Licensed Specialists in School Psychology (L.S.S.P.); Preparation for practicum and internship placement activities.

Prerequisite: PSYC 6322 and PSYC 6422

Offered: Fall

PSYC 8389

Field Placement

Supervised experience in application and integration of communication and human relations skills in appropriate field setting.

Prerequisite: Consent of instructor.

Offered: Fall, Spring, Summer

Fee: \$15

PSYC 8390

Practicum I

Under direct supervision of psychology faculty, students will provide psychological services to individuals and families in the department-sponsored Community Counseling Services; students must demonstrate specific competencies according to their specialization. Requires a minimum of 20 hours per week time commitment. All students must accumulate 125 hours of direct service.

Prerequisite: 18 semester hours in graduate psychology including PSYC 8302, PSYC 8351 and PSYC 8352.

Offered: Fall, Spring, Summer

Fee: \$20

PSYC 8391

Practicum II

Continuation of PSYC 8390. Placement may be off-campus or at the Community Counseling Services. Requires a minimum of 20 hours per week time commitment. All students must accumulate 125 hours of direct service.

Prerequisite: PSYC 8390

Offered: Fall, Spring, Summer

Fee: \$20

PSYC 8392

Practicum III

Continuation of PSYC 8391. Placement may be off-campus or at the Community Counseling Services. Requires a minimum of 20 hours per week time commitment. All students must accumulate 125 hours of direct service.

Prerequisite: PSYC 8391

Offered: Fall, Spring, Summer.

Fee: \$20

PSYC 8393

Practicum IV

Continuation of PSYC 8392. Requires a minimum of 20 hours per week time commitment. All students must accumulate 125 hours of direct service.

Prerequisite: PSYC 8392

Offered: Fall, Spring, Summer

Fee: \$20

PSYC 8398

Practicum: School Psychology

Supervised experience in the practical application and integration of principles and techniques of school psychology in child clinical or educational settings. On-site supervision will be supplemented by a weekly seminar with school psychology faculty. Requires 300 hours total of direct and indirect services.

Prerequisite: PSYC 6322, PSYC 6342, PSYC 8352, PSYC 8355, PSYC 8371 and PSYC 8372

Offered: Fall, Spring, Summer

Fee: \$20

PSYC 8299-8699

School Psychology Internship

Supervised experience in the practical application and integration of principles and techniques of school psychology in a selected educational or clinical setting. On-site supervision will be supplemented by a weekly seminar with school psychology faculty. Requires 1200 total hours of direct and indirect services. May be completed on a full-time basis (40 hours per week) over two semesters or half-time basis (20 hours per week) over four semesters. Must complete a total of six semester hours.

Prerequisite: PSYC 8398

Offered: Fall, Spring

Fee: \$50

PSYC 8430

Sociocultural Foundations of Counseling Mexicans and Mexican-Americans

Immersion experience in the cultures and language of Mexico and their influence on the delivery of mental health delivery services. Includes language classes, lectures from professionals from mental health and related fields, and field trips to relevant sites.

Prerequisite: Student in MS in Psychology or PsyD in Counseling Psychology or consent of instructor

Offered: Summer

Fee: Fee will vary depending on cost of travel and lodging

PSYC 9101, 9102

Doctoral Psychology Colloquium I and II

Broad overview of issues and practices in professional psychology. Current topics such as licensure, managed health care, professional organizations, applications of current research, legal and ethical issues in counseling psychology are addressed to help develop identity as a professional psychologist. Pass/Fail.

Offered: PSYC 9101, Fall; PSYC 9102, Spring

PSYC 9150

Management of Professional Practices

Overview of business practices in professional psychology. Topics include: advertising and marketing a practice, managed care, record keeping practices, and supervision issues.

Prerequisite: Doctoral level or consent of instructor

Offered: Summer of even-numbered years

PSYC 9165-9665

Directed Study

Exploration of a specialized topic under faculty direction. May consist of a literature review, development and/or execution of a research project. Course may be repeated for credit when topic varies.

PYSC 9166

Selected Topics in Counseling Theory and Practice

Specialized courses which provide intensive, specific exposure to a chosen theory, psychotherapeutic practice, client population or clinical issue. May be repeated for credit when topic varies.

Prerequisite: Doctoral level or consent of instructor

PSYC 9190, 9191, 9192

Internship I, II, III

Supervised practice of psychology including psychotherapy, psychological assessment, consultation, supervision, psycho-educational activities and case management at an approved site. May be completed on a full-time and half-time basis. Requires a minimum of 1900 hours and supervision by a licensed psychologist. Pass/Fail.

PSYC 9198

Dissertation IV

Continuation of dissertation work for fourth and subsequent semesters. Students must continuously enroll in this until the dissertation is complete. Pass/Fail.

Prerequisite: PSYC 9395, PSYC 9396 and PSYC 9397

PSYC 9301

Theories of Group Counseling

Examination of selected theories of group psychotherapy and counseling. Includes experiential focus on process, observation and facilitation.

Prerequisite: Doctoral level or consent of instructor, PSYC 8301 or equivalent

Offered: Summer of odd-numbered years

PSYC 9302

Theories of Individual Counseling

Examination of selected theories of psychological counseling and implications for the practicing psychologist.

Prerequisite: Doctoral level and consent of instructor, PSYC 8357 or equivalent

Offered: Spring of odd-numbered years

PSYC 9303

Theories of Systemic Counseling

Examination of current developments in psychological theories based within systemic orientations. Assessment and intervention strategies presented. Particular emphasis on social construction and related areas.

Prerequisite: Doctoral level or consent of instructor, PSYC 8357 or equivalent

Offered: Spring of even-numbered years

PSYC 9304

Theories of Multicultural Counseling

Provides students with theory, knowledge and skills needed for the practice of multicultural counseling and psychotherapy. Cross cultural psychotherapy, assessment and research with multicultural populations covered with emphasis on race, ethnicity, gender and lifestyle issues.

Prerequisite: PSYC 8356 or equivalent and doctoral level or consent of instructor

Offered: Fall of even-numbered years

PSYC 9310

Introduction to Health Psychology

Introduction to the psychologist's role in primary health care settings. Strategies for assisting clients with medical problems. Physiological and psychological factors influencing disease and disorders; health psychological assessment and intervention strategies applicable to individuals and groups, environmental factors, marketplace, factors and interpersonal factors. Selected medical diseases and syndromes; psychological segues and intervention, and prevention.

Prerequisite: Doctoral level or consent of instructor

Offered: Spring of even-numbered years

PSYC 9322

Personality Assessment

Administration, scoring, interpretation and report writing of objective measures of personality. Emphasis on formulating a sound data base of information from interviews and tests and developing interpretational strategies.

Prerequisite: PSYC 6321 and doctoral level or consent of instructor

Offered: Fall of odd-numbered years

Fee: \$75

PSYC 9325

Behavioral Neuroscience

Advanced overview of the general principles of neuroscience as applied to human behavior. Topics include basic neuroanatomy and physiology, sensory and motor system, and psychopharmacology.

Prerequisite: Doctoral level or consent of instructor

Offered: Fall of odd-numbered years

PSYC 9326

Learning and Cognition

Advanced overview of the psychology of learning and cognitive science. Topics include theoretical and experimental approaches to the study of motivation, emotion, learning and memory.

Prerequisite: Doctoral level or consent of instructor

Offered: Spring of odd-numbered years

PSYC 9330

Social Psychology

Theory and research regarding how individuals think, feel and behave in response to social stimuli. Topics include: attitude formation and maintenance, attribution, group dynamics helping and aggressive behavior, interpersonal attraction, social cognition, stereotyping and implications for therapy.

Prerequisite: Doctoral level or consent of instructor

Offered: Spring of odd-numbered years

PSYC 9332

Psychological Hypnosis

An examination of standard theories of hypnosis with particular emphasis on the work of the Ericksonians. Review of research in hypnosis and current developments. Beginning skills in trance

induction and utilization. Examination of ethical issues in the use of hypnosis.

Prerequisite: Doctoral level or consent of instructor

Offered: Summer of even-number years

PSYC 9333

Abnormal Psychology

Theoretical perspectives on etiology, development and treatment of selected major and minor diagnostic categories of individual abnormal thinking and behavior. Topics covered include affective disorders, thought disorders and personality disorders.

Prerequisite: Doctoral level, PSYC 7333 or equivalent

Offered: Fall of even-numbered years

PSYC 9334

Postmodern Perspectives in Psychotherapy

Examination of influence of social constructionism and other postmodern theories on the practice of psychotherapy. Therapeutic approaches emphasized include Narrative, MRI, and Solution-Focused therapies. Preparation for doctoral practicum.

Prerequisite: Doctoral level or consent of instructor

Offered: Fall

PSYC 9347

Assessment in Health Psychology

Use of interviews, multiple health related questionnaires, tests, indices in assessing health behavior, quality of life and traditional psychological tests in a medical context.

Prerequisite: PSYC 9310 and doctoral level or consent of instructor

Offered: Summer of even-numbered years

PSYC 9348

Family Systems Medicine

Introduction to the application of systems theory to the understanding, diagnosis and treatment of health problems. Includes review of current literature in family systems medicine and topics such as conducting systems oriented assessments, conducting interviews and developing systems oriented treatment plans in a medical setting.

Prerequisite: PSYC 9310 and PSYC 9347

Offered: Summer of odd-numbered years

PSYC 9351

Clinical Supervision

Approaches to the supervision of individual, marital and family therapy. Includes supervised practice in supervision.

Prerequisite: PSYC 9389 or consent of instructor

Offered: Spring of odd-numbered years

PSYC 9352

Consultation

Emphasis on integrated models of consultation. Examination of major models of psychological consultation in various settings.

Prerequisite: Doctoral level.

Offered: Spring of even-numbered years

PSYC 9356

Latino Psychology

Focus on the work of leading Latino psychologists. Topics covered include: culture and personality, acculturation and ethnic self-identification, individual development, gender role socialization, influence of family and other systems and educational achievement. Offered: Fall of odd-numbered years

PSYC 9360

Special Topics

Extensive study and research on a particular clinical issue, theory or technique.

Prerequisite: Doctoral level or consent of instructor

PSYC 9361

Professional Writing

Development of advanced skills and techniques in dissertation writing, including proposal formulation, literature review, format and stylistics (APA emphasis). Attention to professional writing, including clinical, supervisory and management reports, as well as research reporting for publication.

Prerequisite: Doctoral level or consent of instructor

Offered: Spring

PSYC 9364

Seminar in Cognitive and Behavioral Therapies

Explores the major assumptions and theories underlying cognitive and behavioral therapies; identifies the major theorists and their models. Methods and techniques associated with the theories and their application to common mental health problems are studied.

Prerequisites: PSYC 8302 and doctoral level or consent of instructor

Offered: Summer of odd-numbered years

PSYC 9370

Program Evaluation

Research designs employed to test the effectiveness of intervention programs in changing thoughts, feelings and behaviors are presented. Issues related to validity and ethics are discussed. Methods of evaluating therapeutic interventions are highlighted.

Prerequisite: Doctoral level or consent of instructor

Offered: Spring of odd-numbered years

PSYC 9380

Experimental Design and Statistics

Overview of experimental and quasi-experimental designs and inferential statistics analysis. Sample data sets are analyzed using statistical software, interpreted and the results are written in American Psychological Association format. Designs employed in counseling psychology are highlighted.

Prerequisite: PSYC 6380 or equivalent and doctoral level or consent of instructor

Offered: Fall of even-numbered years

PSYC 9381

Qualitative Research Design I

Introduction to ethnographic research methods of ethnomethodology, anthropology and discourse analysis. Focus on interpretation of clinical interaction. Includes training in ethnographic participation, interviewing, text analysis, transcript study and report writing.

Prerequisite: PSYC 6380 or equivalent; doctoral level or consent of instructor

Offered: Fall of odd-numbered years

PSYC 9383

Qualitative Research Design II

Exploration of a specific professional problem using a qualitative research design. Students will conduct participant observation, interviewing, and transcript study and will write a report on findings.

Prerequisite: PSYC 9381

Offered: Spring of even-numbered years

PSYC 9388, 9389

Doctoral Practicum I, II

Supervised practice of psychology including psychotherapy, psychological assessment, consultation, supervision, psycho-educational activities, and case management at the university clinic or a designated off-campus site. Supervised by doctoral faculty and licensed psychologists at off-campus sites. Requires a total of 1,000 direct contact hours (500 for each course).

Fee: \$25

PSYC 9395, 9396, 9397

Dissertation I, II, III

Identification of a problem related to the profession of psychotherapy and/or family therapy and use of experimental and/ or qualitative research to investigate the issue and suggest solutions. Pass/Fail.

Prerequisite: PSYC 9334 and doctoral level or consent of instructor

Fee: \$200 for PSYC 9397

SOCIOLOGY (SOCI)

SOCI 4330G

Violence in Communities and Families

Survey of family and community violence. Examination of the nature and extent of violence, causes of violent behavior between intimates and in the streets, and the consequences of such violence for people, especially children.

Same as PSYC 4330G and SOWK 4330G

Offered: Fall, Summer

SOCI 5315G

Child Welfare

Same as PSYC 5315G and SOWK 5315G

SOCI 5316G

Services to Children Exposed to Violence

Same as PSYC 5316G and SOWK 5316G

SOCI 5330G

Violence Intervention and Prevention

Same as PSYC 5330G, SOWK 5330G

Offered: Summer, Spring

SOCI 5368G

Sociology of Aging

Examination of the dynamic interaction between the process of aging and social forces. Considers sociological perspectives on aging, changing relationships and expectations of the elderly, consequences of ageism, institutional impacts on the elderly, variations of experience by class, race/ethnicity, gender and age-related policies and alternatives.

Same as SOWK 5368G

SOCI 6190-6390

Selected Readings

Advanced study of a specialized topic that the instructor selects. The course may be repeated when topic is changed.

SOCI 6301

Sociological Practice Theory I

Overview of sociological theory focusing on aspects that will support elements of sociological practice.

Offered: Fall of even-numbered years.

SOCI 6302

Sociological Practice Theory II

Examination of sociological theory for the purpose of isolating means of bringing about social change.

Prerequisite: SOCI 6301

Offered: Spring of odd-numbered years

SOCI 6315

Sociological Practice Research I: Qualitative Methods

Examination of the qualitative research methodologies used in the professional practice of sociology, including field research strategies such as ethnography and focus groups as well as unobtrusive research strategies such as content analysis and oral traditions.

Offered: Fall of odd-numbered years

SOCI 6316

Sociological Practice Research II: Quantitative Methods

Overview of the quantitative research methodologies used in the professional practice of sociology, including the process of creating a research project design, use of descriptive and inferential statistics, development of appropriate computer skills and strategies of assessment, change and evaluation.

Prerequisite: SOCI 6315.

Offered: Spring of even-numbered years

SOCI 6318

Professional Writing

Instruction in the techniques and style of writing for professional sociological practice. Includes topics of reviewing literature, issues analysis, program assessment and evaluation, policy recommendations and proposal writing.

SOCI 6321

Organizational Context of Sociological Practice

Overview of organizational structure and processes with emphasis on techniques of organizational assessment. Substantive topics include organizational forms, leadership, power, decision-making, communication, environmental influences, effectiveness and change.

SOCI 6325

Demography

Emphasizes the use of demographic materials and methods for planning, policy analysis and evaluation research. Topics include population composition, change and distribution, standardization and decomposition of rates, sources and quality of data, applications of computer programs for demographic analysis.

SOCI 6329

Policy Planning

Focuses on the analysis and development of policy at the organizational and community levels. Strategies for promoting policy change are also discussed.

SOCI 6333

Society and Health

Examination of population health within layered social contexts (nation, state, county, neighborhood); study of historical and current theories, special and temporal dimensions and comparisons of individual (medical model) and population-based perspectives on health.

SOCI 6351

Criminology

The nature and extent of crime, theories of crime causation and implications for social policy and planning.

SOCI 6389

Practicum

Intensive experiential learning opportunity in which the methods and theories of sociology are applied in practice while working under supervision in a public or private sector setting. Registration is limited to those graduate students who receive consent of the instructor.

Offered: Fall, Spring

Fee: \$10

SOCI 7391

Thesis

See University thesis guidelines

Prerequisite: Consent of graduate adviser

SPECIAL EDUCATION (SPED)

SPED 6305

Individual Differences: Advanced Studies

Overview of differences of human behavior in extreme ranges from the norm, to include physical, cognitive and affective characteristics of special populations. Review of definitional issues, related legal and legislative history that impacts the rights of individuals with disabilities; ethical issues and programming for diverse populations to include transitional services and culturally/linguistically appropriate assessments. Current literature is reviewed as a basis for required research, with 10 hours of observation required. Meets requirements for certification in generic special education.

Offered: Spring, Trimester I, Trimester II

SPED 6312

Language of Children and Youth with Exceptionalities

Theoretical framework of oral language; characteristics of normal language development to include: students from culturally/linguistically diverse populations, language and communication disorders in special populations, language assessment tools, ethical concerns, placement decisions, parental collaboration and intervention strategies that foster academic success.

Offered: Fall, Spring

SPED 6323

Behavior Analysis and Intervention

Principles of applied behavioral analysis and intervention; ethical considerations and cognitive strategies for students with pervasive developmental disabilities, severe emotional disturbances and related disorders. Case study approach includes applications of classroom management, crisis prevention/intervention, social skills and management of violent behavior.

Offered: Spring

SPED 6330

Special Education Technology

Identification of assistive technology needs and locating resources. Development of universally accessible electronic media. Study of legal issues related to assistive technology and instructional media.

Offered: Distance Learning Course Trimester II

Fee: \$10.

SPED 6342

Medical Aspects of Disability

Medical information and terminology; etiology, prognosis, methods of treatment; effects of exceptional conditions and of various medications on an individual's life; implications for education, rehabilitation and clinical treatment of individuals with disabilities.

Same as PSYC 8342 and SOWK 8342

Offered: Summer, Trimester I

SPED 6343

Structuring the Education Environment

Service delivery systems and instructional strategies that focus on academic content mastery and remediating disordered behavior. Issues in implementation of the IEP, interdisciplinary collaboration, parent involvement and cultural considerations.

Offered: Fall

SPED 6345

Assessment and Evaluation: Students with Exceptionalities

Overview of basic terminology used in assessment, legal requirements, ethical standards and assessment tools. Overview of curriculum-based assessment, non-biased assessments sensitive to cultural diversity and roles of Admission, Review and Dismissal (ARD) committee members. Administration and interpretation of screening and diagnostic tests for students with exceptionalities and implications for program planning.

Same as EDUC 6345 and PSYC 6345

Offered: Trimester I

Fee: \$25

SPED 7312

Bilingual Special Education: Assessment and Instruction

Overview of recommended formal and informal assessment procedures and interventions for language minority students in the areas of giftedness, learning disabilities, developmental delays and social/emotional/behavioral disorders. Covers appropriate use of an interpreter to assure non-biased assessment of language minority students, cultural considerations regarding beliefs and traditions of students from minority populations. Descriptions of specific characteristics related to academic progress and teacher adaptations.

Offered: Summer

SPED 7323

Severe to Profound Disabilities and Related Disorders

Review of biomedical conditions, types, causes and results; language and cognitive skills at the sensorimotor level. Overview of definitions, characteristics, assessment and behavioral interventions as they apply to curriculum development and instructional design for individuals with moderate to severe/profound disabilities.

Offered: Summer of odd-numbered years

SPED 7373

Emotional Disturbances and Related Disorders

Focused exploration of diagnostic criteria (DSM-IV), discrete etiologies, assessment, intervention models and treatment strategies among populations which frequently exhibit similar behavioral manifestations to include students with autism, emotional and behavioral disorders and severe/profound disabilities. Specific special education laws, policies, ethical considerations and responsibilities are reviewed.

Offered: Summer

SPED 7385

Research Methods and Procedures

Same as EDUC 6311

SPED 8303

Professional Seminar: Skills and Issues

Focus on organizational, financial, legal and ethical issues; technological considerations related to special education programming and practice; review of relevant professional leadership and communication skills; special problems of multidisciplinary services.

Offered: Trimester II

SPED 8312, 8612

Practicum: Severely/Profoundly Disabled

Observation and supervised practice in education of students who are severely/profoundly disabled. Approximately 110 contact hours required for SPED 8312 and 220 contact hours in SPED 8612 in an accredited or approved school, agency or institution. Students may repeat course for credit if clock hours are needed. Maximum of six credit hours may be earned. Pass/Fail.

Prerequisite: SPED 6342 and written consent of special education graduate adviser

Offered: Fall, Spring and Summer

Fee: \$30 for SPEC 8312; \$60 for SPED 8612

SPED 8313, 8613

Practicum: Emotionally Disturbed/Autistic

Observation and supervised practice in education of students who are emotionally disturbed and/or autistic. Approximately 110 contact hours required for SPED 8313 and 220 contact hours in SPED 8613 in an accredited or approved school agency or institution. Students may repeat course for credit if clock hours are needed. Maximum of six credit hours may be earned. Pass/Fail.

Prerequisite: Written consent of special education graduate adviser

Offered: Fall, Spring and Summer

Fee: \$30 for SPED 8313; \$60 for SPED 8613

SPED 8314, 8614

Practicum: Generic Special Education

Observation and supervised practice in education of students with disabilities. Approximately 110 contact hours required for SPED 8314 and 220 contact hours in SPED 8614 in an accredited or approved school, agency or institution. Students may repeat course for credit if clock hours are needed. Three hundred fifty (350) contact hours are required for students seeking initial certification in special education. Pass/Fail.

Prerequisite: Written consent of special education graduate adviser

Offered: Fall, Spring, Summer

Fee: \$20 for SPED 8314; \$40 for SPED 8614

SPED 8316

Practicum: Education Diagnostician

Observation and supervised practice in the practical application and integration of principles and techniques of educational diagnosticians in educational settings. Minimum of 110 contact hours.

Prerequisite: PSYC 6345, PSYC 6442 and written consent of special education graduate advisor

Offered: Fall, Spring

Fee: \$30.

SPED 8319

Selected Topics: Special Education

In-depth study of specialized topics in special education. May be repeated for credit when topics vary.

Prerequisite: Consent of instructor and graduate adviser

SPED 8324, 8624

Thesis: Special Education

See University Thesis Guidelines

Interim Director: Phil Hall, PhD

Mission Statement

In accordance with the Catholic philosophy and purposes of Our Lady of the Lake University, and in adherence to the purposes of social work education articulated by the Council on Social Work Education, the mission of the Worden School of Social Service is:

- To develop competent social workers for specialized intervention in direct practice with emphasis on Hispanic children and families;
- To prepare social workers for organizational leadership in culturally diverse settings especially agencies that serve clients from economically disadvantaged backgrounds; and
- To generate and disseminate knowledge that advances social and economic justice, enhances human well-being, and promotes effective practice with emphasis on Hispanic children and families.

The Worden School of Social Service offers programs fully accredited by the Council on Social Work Education (1725 Duke St., Suite 500, Alexandria, VA 22314-3457, Phone: 703-683-8099, Web site: www.cswe.org) leading to the degrees of Bachelor of Social Work and Master of Social Work.

Master of Social Work

The social work education curriculum at the master's degree level is built upon a liberal arts foundation and includes both the professional foundation and a choice of two concentrations: Services to Children and Families; and Program Planning and Administration. Emphasis is on preparing culturally competent practitioners with particular knowledge and skills for working with Hispanic populations. The content related to the professional foundation as well as the concentrations in the master's degree program prepares students for advanced social work practice. Students who graduate from the program demonstrate analytic and practice skills sufficient for self-critical, accountable and ultimately autonomous practice. Please note that no credit shall be granted or courses waived based on life or previous work experience.

The Worden School offers both a regular 54-hour program and an advanced 31-hour program. Part-time study options are available, although scheduling of courses during the day, at night and on weekends requires a flexible work schedule.

Admission Application Requirements

Regular Admission

1. An earned baccalaureate degree from an accredited institution
2. A cumulative grade point average of at least 2.50, or a 3.00 for the last 60 semester hours of undergraduate work
3. Official transcripts from all previous post-secondary work
4. A satisfactory score on the Miller Analogies Test (MAT) or

Worden School of Social Service

Graduate Record Examination (GRE) taken within the last five years

5. Three letters of recommendation not more than one year old (at least one from an academician, others from employers or supervisors)
6. A personal statement of at least five typewritten double-spaced pages addressing the following areas: motivation for graduate studies; motivation for social work; social work related employment and/or volunteer experiences; social work career goals; and understanding of and identification with the Worden School of Social Service mission. Additionally, applicants should demonstrate a liberal arts foundation in undergraduate study, including human biology and a commitment to the values and ethics of the social work profession
7. Résumé

Advanced Standing Admission

In addition to the regular admission requirements, applicants to the advanced standing program must have the following:

- A bachelor of social work degree from a program accredited by the Council on Social Work Education
- A minimum cumulative grade point average of 3.00 in the undergraduate social work major

Seamless Admission

Students with a BSW from OLLU with an undergraduate GPA of 3.0 or higher who are applying to the advanced standing program will be eligible for seamless admission if they start the MSW Program the semester following their graduation from the BSW Program (students who graduate in the spring may start in the summer or fall immediately after graduation). Application fee, deposit, one letter of recommendation and the requirement of GRE/MAT are waived for students eligible for seamless admission.

Students are requested to submit the following:

1. Personal Statement
2. Two Letters of Recommendation
3. Résumé
4. Application

Special Admission

Special admission must be approved by the director of the Worden School of Social Service and is only granted to transient students wishing to transfer master's degree credit to a home institution, or a post-master's degree student wishing to take master's degree credit for special interest.

Before registering, an applicant for special admission must submit official transcript(s) showing degree awarded, to include master's degree if applicable. Transient students need only submit a letter of good standing from their home institution verifying graduate status.

Admission Deadline

Deadlines for submitting all credentials for priority consideration into the Master of Social Work program is April 2 for fall and Nov. 1 for spring. Applications completed after these dates will be considered on a space available basis.

International Students

An international student seeking admission into the program for a Master of Social Work should refer to page 39 of this bulletin for additional information on credentials needed for admission.

Conditional Admission

Conditional acceptance is granted on the merits of each case. In some circumstances, applicants who do not meet all of the requirements for regular admission may be admitted conditionally, providing they fulfill the conditions listed in their letters of conditional acceptance within the specified period time. If conditional acceptance is given because of missing official credentials, the period of time to provide those documents will not extend beyond the first term of attendance.

Academic Requirements

Students will be expected to complete the following requirement in addition to required coursework:

Computer Literacy Requirement validated by successful completion of SOWK 6342.

**Master of Social Work
Regular Program:**

51 semester hours of specified social work courses and three semester hours of electives.

The 54-hour program may be completed in two academic years of full-time study in the following sequence:

Fall Semester

- | | |
|-----------|---|
| SOWK 6315 | Generalist Social Work Practice: Individuals, Families and Groups |
| SOWK 6321 | Social Welfare Policy and Services |
| SOWK 6331 | Human Behavior and the Social Environment: Social Systems |
| SOWK 6151 | Foundation Integrative Seminar I |
| SOWK 8351 | Foundation Practicum I |

Spring Semester

- | | |
|-----------|---|
| SOWK 6325 | Essential Social Work Practice Skills |
| SOWK 6332 | Human Behavior and the Social Environment: Individuals/Families |
| SOWK 6152 | Foundation Integrative Seminar II |
| SOWK 8352 | Foundation Practicum II |
| SOWK 6341 | Social Work Research I |

Summer Semester

- | | |
|-----------|-------------------------|
| Elective | Three semester hours |
| SOWK 6342 | Social Work Research II |

Fall Semester**Program Planning and Administration Concentration:**

- | | |
|-----------|--|
| SOWK 7350 | Administration of Human Service Organizations |
| SOWK 7345 | Program Planning and Management |
| SOWK 7355 | Organizational and Community Theories |
| SOWK 7360 | Policy Practice and Management in Human Services |

OR

Services to Children & Family Concentration:

- SOWK 7318 Advanced Practice with Children and Adolescents
- SOWK 7320 Family-Centered Social Work Practice
- SOWK 7325 Family Stress, Functioning and Social Support
- SOWK 7360 Administrative Policy and Practice in Human Services

Spring Semester

- SOWK 7156 Advanced Integrative Seminar
- SOWK 8455/8555 Practicum: Program Planning and Administration

OR

- SOWK 8456/8556 Practicum: Services to Children and Families
- SOWK 7156 Advanced Block Integrative Seminar

While this represents a typical full-time load, some variations including part-time study are permitted.

**Master of Social Work
Advanced Standing Program**

25 semester hours in specified social work courses and six semester hours of electives.

To qualify for advanced standing in the MSW program, an applicant must have a BSW from a baccalaureate program accredited by the Council on Social Work Education and have a minimum grade point average of 3.0 in the social work major in both academic and practicum courses.

The 31-hour program may be completed in 12 consecutive months in the following sequence:

Fall Semester

Program Planning and Administration Concentration:

- SOWK 7350 Administration of Human Service Organizations
- SOWK 7345 Program Planning and Management
- SOWK 7355 Organizational and Community Theories
- SOWK 7360 Policy Practice and Management in Human Services

OR

Services to Children and Family Concentration:

- SOWK 7318 Advanced Practice with Children & Adolescents
- SOWK 7320 Family-Centered Social Work Practice
- SOWK 7325 Family Stress, Functioning and Social Support
- SOWK 7360 Policy Practice and Management in Human Services

Spring Semester

- Elective Three Semester Hours
- SOWK 7156 Advanced Integrative Seminar
- SOWK 8455/8555 Practicum: Program Planning and Administration

OR

- SOWK 8456/8556 Practicum: Services to Children and Families
- SOWK 7156 Advanced Block Integrative Seminar

Summer Semester

- SOWK 6342 Social Work Research II
- Elective Three Semester Hours

While this represents a typical full-time load, some variations including part-time study are permitted.

Transfer Credit

No more than 24 hours from a CSWE – accredited social work program may transfer into the 54 semester hour program. Up to six hours of elective credits from an accredited University may transfer in the 31 hour program. Prior approval must be obtained from the director of the MSW program to ensure earned course credits will be accepted for transfer and counted toward the degree.

Field Practicum

Field practicum is an integral part of the master's degree social work education. Practica in a wide range of social welfare settings allow students to apply knowledge, skills and values acquired in the classroom.

The Worden School of Social Service's practica are developed around a combination concurrent and block model. Students in the 54 semester-hour program participate in a practicum that is two semesters and 16 hours per week as part of the foundation curriculum in the first year. In the second year, as part of the concentration curriculum, students undertake a one-semester block practicum consisting of 32-33 hours per week in human service organizations. Students in the 31 semester-hour advanced standing program participate in a practicum that is one semester and 32-33 hours per week. Students may do only one work-related practicum.

Work-related practica are possible for first and second year students. A written proposal must be submitted to the director of practicum at least three weeks before the end of the semester preceding the start of the practicum. Students should consult the director of practicum for written instructions on preparing the proposal.

Students are discouraged from working a full-time job while enrolled in practicum because of the time-intensive nature of practicum courses. While every effort will be made to accommodate employed students, the Worden School cannot guarantee a field placement that can be arranged around work hours. The most important criterion for a field placement is that it provides the student with a quality educational experience.

The Worden School of Social Service does not grant credit for previous life or work experience in place of the practicum. Practicum hours earned at another accredited social work program will not be accepted as transfer credit unless by an exemption granted by the Worden School.

Please be aware that in order to enter the Worden School of Social Service practicum courses, all students are required to be enrolled in the group professional liability insurance policy that the school carries. Students will be required to answer a number of questions, one of which asks about conviction for criminal acts. If the student has been convicted of a crime, the insurance company may refuse to enroll the student in the policy. Should this occur, the student would not be permitted to engage in the practicum courses required for completion of the master of social work degree. Also, students should be aware that, increasingly, practicum sites require a student to complete a criminal background check in order to do an internship at the site.

In addition, in accordance with Article 6252-13a, Texas Civil Statutes, the Texas State Board of Social Work Examiners may

suspend or revoke a social work license or refuse to issue a social work license for a person who has been convicted of a felony or misdemeanor for a crime that is directly related to the duties and responsibilities of the social work profession. (See Article 50.02 and 781.314b of the Texas Professional Social Work Act and Chapter 50 Human Resources Code.)

SOCIAL WORK (SOWK)

SOWK 3383G

Leadership, Women and Spirituality*

Same as RLST 3383G and LEAD 3383G

SOWK 4330G

Violence in Communities and Families*

Same as PSYC 4330G and SOCI 4330G

SOWK 5315G

Child Welfare*

Policy, research and practice in child welfare field with an emphasis on the child protective services system.

Same as PSYC 5315G and SOCI 5315G

SOWK 5316G

Services to Children Exposed to Violence*

Overview of research and services for children at risk of developing socio-emotional and learning problems due to exposure to violence; special emphasis on program development; emphasis on ages 0-6.

Same as PSYC 5316G and SOCI 5316G

SOWK 5317G

Social Work Practice in Bilingual-Bicultural Environments*

To prepare students to practice with Mexican American/Spanish speaking populations in the Southwest, including techniques necessary in bilingual-bicultural environments.

SOWK 5330G

Violence Prevention and Intervention*

Same as PSYC 5330G, SOCI 5330G

SOWK 5368G

Sociology of Aging*

Same as SOCI 5368G

SOWK 5380G

Seminar in Social Work*

Enables students to work in small groups with a range of social work content. May be repeated for credit when topics vary.

Worden School of Social Service Courses

SOWK 6151

Foundation Integrative Seminar I

Students integrate generalist knowledge, skills and values learned in foundation courses with the practicum experience. Must be taken concurrently with SOWK 8351.

Offered: Fall

SOWK 6152

Foundation Integrative Seminar II

This course is a continuation of Foundation Integrative Seminar I. Students integrate generalist knowledge, skills and values learned in the foundation courses with the practicum experience. Must be taken concurrently with SOWK 8352.

Offered: Spring

SOWK 6315

Generalist Social Work Practice with Individuals, Families and Groups

Professional social work practice based on a social systems paradigm. Using theories of social work practice across systems, content includes practice with individuals, families and groups. Must be taken concurrently with SOWK 6151 and SOWK 8351.

Offered: Fall

SOWK 6321

Social Welfare Policy and Services

Overview of the contemporary social welfare system in the United States as it developed in response to social problems. Special attention to descriptive analysis of programs and policies with particular attention to poverty and racism.

Offered: Fall

SOWK 6325

Essential Social Work Practice Skills

Social work practice skills essential in working with vulnerable populations in unique social work settings. Focus on developing and enhancing specific skills required for intervention with systems of all sizes, with particular emphasis on communities. Must be taken concurrently with SOWK 6152 and 8352.

Prerequisite: SOWK 6315, SOWK 6151 and SOWK 8351

Offered: Spring

SOWK 6331

Human Behavior and the Social Environment: Social Systems

Theoretical foundations of human behavior from a social systems, ecological perspective. Emphasis on reciprocal, interactive influence of individual, group, organizational and community behavior and dynamics. Must be taken concurrent with or prior to SOWK 8351.

Offered: Fall

SOWK 6332

Human Behavior and the Social Environment: Individuals and Families

Individual and family development from a social systems, ecological perspective. Content includes life span development from conception to old age. Must be taken concurrent with or prior to SOWK 8352.

Offered: Spring

SOWK 6341

Social Work Research I

Development of conceptual tools and methodological skills for formulating a research project. Students will examine the research process and develop a research design relevant to social work.

Offered: Fall, Spring

SOWK 6342

Social Work Research II

Development of knowledge and skills to develop a research proposal. Integration of the broad knowledge of social work through the use of research methodology for evaluating social work practice. The content includes: (1) the research process; (2) development of a research proposal focusing on the evaluation of some aspect of social work practice; (3) critical analysis of research reports; and (4) the application of basic statistical tests in analyzing data.

Prerequisite: SOWK 6341 or advanced standing.

Offered: Summer, Fall

SOWK 7156

Advanced Block Integrative Seminar

Students integrate class-room based knowledge, skills and values with the practicum experience. Must be taken concurrent with SOWK 8455/8555, Practicum: Program Planning and Administration or SOWK 8456/8556, Practicum: Services to Children and Families. Meets every other week for two hours.

Offered: Fall, Spring

SOWK 7170-7470

Independent Study in Social Work*

Intensive individual study of selected specific problems of interest to student.

Prerequisite: Consent of adviser and director of the MSW program

SOWK 7312

Advanced Social Work Practice with Groups*

Principles of group dynamics, psychotherapeutic and other methods of intervention examined in relation to tasks, therapies, social development and evaluation of one's own practice.

SOWK 7318

Advanced Practice with Children and Adolescents

Focus on knowledge of advanced intervention and the development of specialized skills for effective practice with children and adolescents. Must be taken prior to Advanced Block Practicum for Services to Children and Families Concentration- SOWK 8456/8556 and SOWK 7156.

Prerequisite: SOWK 6315, SOWK 6325, SOWK 6331, SOWK 6332 or advanced standing

Offered: Fall, Spring

SOWK 7320

Family-Centered Social Work Practice

Major theoretical approaches to interventions with the family as a unit with emphasis on the development of advanced practice skills and techniques related to family practice and child welfare. Must be taken prior to Advanced Block Practicum for Services to Children and Families Concentration- SOWK 8456/8556 and SOWK 7156.

Prerequisite: SOWK 6315, SOWK 6325, SOWK 6331, SOWK 6332 or advanced standing

Offered: Fall

SOWK 7325

Family, Stress, Functioning and Social Support

Review theories and research on family development, functioning, and interaction in the social context. Examine family stress, coping, strengths, and social interaction to inform and analyze social interventions with families and children. Must be taken either concurrently with or prior to SOWK 7318 and SOWK 7320.

Prerequisite: Completion of foundation courses or advanced standing

Offered: Fall, Spring

SOWK 7342

Social Work Research Seminar*

Student's implementation of research project developed in SOWK 6342. Seminar provides faculty supervision of student "hands-on" experience in data collection, data analysis, report writing and presentation of research findings in colloquia.

Prerequisite: Completion of SOWK 6342

SOWK 7345

Program Planning and Management

Models of planning and management of human service programs. Content includes management theories, program planning and development, grant writing, program monitoring and evaluation and principles of continuing program improvement.

Prerequisite: SOWK 6315, SOWK 6325, SOWK 6331, SOWK 6332 or advanced standing. Must be taken prior to SOWK 8455/8555.

Offered: Fall, Spring

SOWK 7350

Administration of Human Service Organizations

Knowledge and skills in the administration of formal non-profit organizations emphasizing governance, policy development, budgeting and fiscal management, human resources and executive leadership.

Prerequisite: Must be taken prior to SOWK 8455/8555

Offered: Fall

SOWK 7355

Organizational and Community Theories

Theories and models for understanding communities and human service organizations within the political-economic context. The course provides the theoretical foundation to engage in management of formal human service organizations. Must be taken concurrently or prior to SOWK 7345 and SOWK 7350.

Prerequisite: Completion of foundation courses or advanced standing

Offered: Fall, Spring

SOWK 7360

Policy Practice and Management in Human Services

Discussions of policy from a macro perspective; principles of development, implementation and management of policy at the organizational level. Emphasis on the effects of larger social system (global, national, state) influences on social policies and delivery of human services.

Prerequisite: SOWK 6321 or advanced standing

Offered: Fall, Spring

SOWK 7371

Psychopathology (counts as an elective for the MSW degree)*

Study of basic concepts related to the development and assessment of abnormal behavior with an emphasis on disorders typically encountered in social work practice. Focus on the person-in-environment paradigm. Content focuses on major mental disorders, the diagnostic/assessment process and its application in a variety of settings, the use of tools such as the DSM IV, mental status exam, psychosocial history, etc.

Offered: Spring, Summer

SOWK 7384

Practice Issues in Medical Social Work Settings*

Major policy, system, ethical and practice issues in medical social work. Academic and experiential aspects emphasized.

SOWK 7640

Thesis in Social Work*

Prerequisite: SOWK 6342; topic approved by thesis director and director of the MSW program

SOWK 8342

Medical Aspects of Disability*

Same as PSYC 8342 and SPED 6342

SOWK 8351**Practicum I**

Practicum offered in social agencies and human service organizations under the instruction and supervision of professional social work practitioners. Emphasis on development of foundational, generalist social work practice skills and knowledge. Requires 16 clock hours per week. Must be taken concurrently with SOWK 6315 Generalist Social Work Practice with Individuals, Families and Groups and SOWK 6151 Foundation Integrative Seminar I. Pass/Fail.

Prerequisite: Good academic standing

Offered: Fall

Fee: \$30

SOWK 8352**Practicum II**

Continuation of Practicum I. Emphasis on the development of advanced social work practice skills and knowledge. Requires 16 clock hours per week. Must be taken concurrently with SOWK 6325 and SOWK 6152. Pass/Fail.

Prerequisite: SOWK 8351 and SOWK 6151. Good academic standing

Offered: Spring

SOWK 8455/8555**Practicum: Program Planning and Administration**

Practicum in Program Planning and Administration offered as a field placement in a human service agency. Required 32-33 hours per week. Must be taken concurrently with SOWK 7156, Block Practicum Integrative Seminar. Pass/Fail.

Prerequisite: Completion of the foundation curriculum or Advanced Standing. Must be taken after completion of SOWK 7345, SOWK 7350, and SOWK 7355. Good academic standing required

Fee: \$30 for SOWK 8455 only

SOWK 8456/8556**Practicum: Services to Children and Families**

Practicum offered in human and social service agencies and organizations under the instruction and supervision of licensed social workers. Emphasis is on the development and integration of advanced social work practice knowledge, skills, and values within the Services to Children and Families Concentration. Requires 32-33 hours per week.

Must be taken concurrently with SOWK 7156, Block Practicum Integrative Seminar. Must be taken after completion of SOWK 7318, SOWK 7320 and SOWK 7325.

Pass/Fail

Prerequisite: Completion of the foundation curriculum or Advanced Standing. Good academic standing.

Fee: \$30 for SOWK 8456 only

*Indicates elective courses; may not substitute for required courses.

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Political Science	John Trayhan, PhD
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Worden School of Social Service

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Director, Master of Social Work Program
 Director, Center for Service-Learning
 and Volunteerism

Cora LeDoux, PhD
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FACULTY

- Acevedo, Mary Ann**, Professor, Communication and Learning Disorders; BA, MA and PhD University of Texas at Austin
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- Atkinson, April**, Assistant Professor, Art; BFA University of Wisconsin at Superior; MFA University of Wisconsin at Milwaukee
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Index

A		C	
Academic Advising Procedures	30	Campus	12
Academic Discipline	44	Campus Activities	15
Academic Load	43	Campus and Buildings	12
ACADEMIC REGULATIONS.....	30	Campus Map	218
Accommodations for Students		Campus Ministry	15
with Disabilities	28	Campus Recreation	16
Accounting Courses	80	Career Center	16
Accreditation	6	Center for Science and	
Admission Deadline		Mathematics Education	14
Business	68	Center for Service Learning	
Communication and		and Volunteerism	14
Learning Disorders	110	Center for Women	
Doctorate in Philosophy	72	in Church and Society	16
Doctorate of Psychology	128	Certificate/Endorsement Requirements	
Education	113	Accounting/Finance	69
English	48	Healthcare Management	69
Human Sciences	105	Management	69
Nonprofit Management	79	Special Education Supplement	111
Psychology	134	Psychological Services for	
Special Education	123	Spanish Speaking Populations	137
Social Work	175	Violence Prevention and	
Sociology	104	Intervention: Level II	137
Admission Requirements	38	Chemistry Courses	51
Business Administration	39, 66	Child Development Center	14
Communication and		Class Attendance	31
Learning Disorders	39, 108	COLLEGE OF ARTS AND SCIENCES	48
Doctorate in Philosophy	40, 72	COLLEGE OF ARTS	
Doctorate of Psychology	41, 127	AND SCIENCES COURSES	51
Education	39, 112	Combined Undergraduate/	
English	40, 48	Graduate Courses	43
Human Sciences	39, 105	Commencement Exercises	35
Information Systems and Security	70	Communication Arts Courses	52
International Students	39, 43, 48, 67, 73	Communication Disorders Courses	138
78, 103, 105, 109, 112, 122, 128, 134, 176		Communication and	
Master's Degree	38	Learning Disorders	108
Nonprofit Management	78	Community Counseling Services	137
Psychology	39, 133	Comprehensive Examination	45
Special Education	39, 122	Computer Information Systems and Security	
Social Work	40, 174	Courses	83
Sociology	40, 103	Computer Literacy Requirement	44
Anthropology Courses	138	Conditional Admission	39
Application for Degree	35	Congregation of Divine Providence	6
Applied Social and Cultural Sciences	102	Cooperative Arrangements	28
Art Courses	51	Counseling Courses	141
Assessment Center	13	Counseling Psychology	126
Assessments and Examinations	32	Counseling Services Office	16
Athletic Department	15	Course Numbers	47
Auditing Courses	33		
B		D	
Biology Courses	51	Degree Application	35
Board of Trustees	186	Degrees Offered	36
Bookstore	26	Department or Program Heads	188
Buildings	12	Discipline Designations	47
Business Administration Courses	80	Dissertation	45
		Doctor of Philosophy	71

Accounting/Finance..... 68
 Healthcare Management 69
 Management 69
 Master of Business Administration and Master
 of Science 77
 Master of Education 112
 Curriculum and Instruction
 Bilingual 113
 Early Childhood..... 114
 English as Second Language 114
 Integrated Math Teaching..... 115
 Integrated Science Teaching..... 115
 Master Reading Teacher..... 115
 Master Technology Teacher..... 116
 Reading Specialist..... 116
 Early Elementary Education
 Bilingual 118
 Early Childhood Education..... 117
 Professional Studies..... 118
 Generic Special Education
 Early Elementary Education 117
 Intermediate Education
 Math/Science Education..... 119
 Professional Studies..... 119
 Learning Resources Specialist..... 120
 Principal 121
 School Counseling 121
 Secondary Education
 Math/Science Education..... 119
 Professional Studies..... 120
 Master of Science 37
 Information Systems and Security..... 70
 Nonprofit Management 78
 Organizational Leadership 75
 Psychology
 Counseling Psychology..... 135
 Marriage & Family Therapy..... 135
 School Psychology..... 136
 Master of Science and Master of Business
 Administration 77
 Master of Social Work 174
 Master’s Degree Programs..... 36-37
 Math Education Courses 59
 Mathematics Courses..... 58
 Members of the Board 186
 Memberships..... 29
 Military Science 46
 Miller Analogies Test (GMAT)..... 38
 Mission Statement7
 Music Courses 61

N

Nonprofit Management Courses 99

O

Office of Weekend and Evening Degree
 Programs - San Antonio 15, 34
 Officers of the Board 186
 Organizational Leadership..... 75
 Other Learning Alternatives..... 34

P

Pass/Fail System 32
 Payments..... 24
 Personnel 186
 Philosophy Courses 61
 Physical Science Courses 61
 Physics Courses 61
 Political Science Courses 62
 Procedure for Student Complaints 35
 Professional Certificates..... 111
 Professors Emeriti 194
 Psychology 126
 Psychology Courses..... 154
 PsyD in Counseling Psychology 126
 Purpose of Graduate Work 38

R

Readmission 42
 Records and Transcripts 17
 Refunds on Books 26
 Registration Procedures 30
 Religious Studies Courses..... 62
 Repeating Courses 31
 Residence Facilities 28
 Residence Requirements and Transfer Credit 42
 Restatement of Purpose 42

S

Satisfactory Academic Progress Policy 21
 Scholarships 20
**SCHOOL OF BUSINESS
 AND LEADERSHIP 66-101**
**SCHOOL OF BUSINESS AND
 LEADERSHIP COURSES..... 80-101**
SCHOOL OF PROFESSIONAL STUDIES . 102-173
**SCHOOL OF PROFESSIONAL
 STUDIES COURSES 138-173**
 Science Education courses 63
 Second Master’s Degree 45
 Severe to Profound
 Handicapped 126
 Severely Emotionally
 Disturbed and Autistic..... 125
SOCIAL SERVICE, WORDEN SCHOOL.... 174-184
 Social Work Courses 179
 Sociology Courses..... 167
 Sources of University Support9
 Spanish Courses 64

Special Admission.....49, 67, 79, 103,
105, 109, 113, 134, 175

Special Education..... 122

Special Education Supplemental Certificate . 111

Special Education Courses 170

Speech Courses 64

Statement of Purpose7

Student Business Office..... 19

Student Complaints..... 35

Student Development 13

Student Organizations..... 17

Student Responsibility 38

Students with Disabilities
Accommodations 28

Supplemental Certificate 111

SURE Center 15

T

TEXES Exams..... 111

Thesis (Master’s Degree)..... 45

Time Limit 44

TOFEL..... 38

Transcripts 19

Transfer Credit 42

Transient Student..... 42

Tuition and Other Expenses..... 19

U

Undergraduate Courses
in Graduate Program 43

University Bookstore 26

Textbooks 26

Textbook Buyback..... 27

Refunds and Exchanges 26

University Community..... 10

University Goals.....9

University History.....6

UNIVERSITY PERSONNEL 186-195

University Police 17

Unsatisfactory Work..... 32

UNIVERSITY 6-29

V

Verification of Application Information 20

Vision Statement.....9

W

Weekend College program 34

Withdrawal Procedure 31

WORDEN SCHOOL OF SOCIAL SERVICE..... 174-184

**WORDEN SCHOOL OF SOCIAL SERVICE
COURSES..... 179-184**

