



OUR LADY OF THE LAKE UNIVERSITY

Graduate Bulletin 2010-2012



Bulletin 2010-2012

Our Lady of the Lake University of San Antonio

Graduate Studies



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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.

Table of Contents

An Equal Opportunity Educational Institution	2
The University	6
History	6
Accreditation	6
Mission Statement	7
OLLU Statement of Purpose	7
Strategic Goals	8
Vision Statement	8
Sources of University Support	9
The University Community	9
Location	10
Campus and Buildings	11
Academic Regulations	12
General Policy	12
Academic Advising Procedures	12
Registration Procedures	12
Inter-Institutional Registration	13
Class Attendance	13
Withdrawal Procedure	13
Repeating Courses	13
Assessments and Examinations	13
Grading System	14
Grade Point Average	15
Weekend College Program	15
Other Learning Alternatives	16
Application for Degree	16
Commencement Exercises	16
Student Academic Grievance	16
University Services	18
Student Development	18
Student Organizations	20
Records and Transcripts	21
Tuition and Other Expenses	22
Student Business Office	22
Financial Aid	23
Financial Obligations and Refunds	28
University Bookstore	29
Housing	30
Residence Facilities	30
Accommodations for Students with Disabilities	31
Cooperative Arrangements	31
Memberships	32
Educational Commitment	32
Graduate Information	33
Purpose of Graduate Work	35
Student Responsibility	35
Credentials for Admission	35
Admission Requirements for Master's Degree	35
Admission Requirements for International Students	36
Conditional Admission	36
Admission Requirements for Specific Programs	36
Admission Requirements for Doctorate of Philosophy in Leadership Studies	37
Admission Requirements for Doctorate of Psychology Program	38
Readmission	39
Restatement of Purpose	39
Residence Requirements and Transfer Credit	39

Academic Load	40
Advancement to Doctoral Candidacy.....	41
Combined Undergraduate/Graduate Courses	41
Time Limit	41
Computer Literacy Requirement.....	42
Academic Discipline	42
Enforced Scholastic Withdrawal Appeal Process	42
Thesis (Master's Degree)	43
Dissertation.....	43
Comprehensive Examination	43
A Second Master's Degree.....	43
Military Science (MS)	43
Discipline Designations.....	44
Course Numbers.....	45
College of Arts and Sciences	46
English and Communication Arts.....	46
School of Business and Leadership	49
Focus and Format of the MBA Program	49
Master of Business Administration.....	49
Master of Science Specialization: Information Systems and Security.....	52
Department of Leadership Studies	53
School of Professional Studies	61
Department of Applied Social and Cultural Sciences	61
Department of Communication and Learning Disorders	65
Department of Education.....	68
Department of Psychology.....	82
Worden School of Social Service	92
Master of Social Work	92
Course Descriptions	96
Accounting.....	96
Anthropology	96
Art	96
Biology	97
Business Administration.....	98
Chemistry	99
Computer Information Systems and Security.....	100
Communication Arts.....	101
Communication Disorders.....	102
Counseling	105
Drama	107
Education	108
English.....	116
Finance.....	119
Geography	119
Geology	119
Healthcare Management	119
History	120
Human Resource Management	121
Information Assurance and Security Management.....	122
Interdisciplinary Studies	123
Kinesiology.....	124
Leadership Studies.....	124
Management.....	131
Marketing	131
Mathematics.....	131
Mathematics Education	132
Music	133
Nonprofit Management.....	133
Philosophy	134

Physical Science	134
Physics	135
Political Science	135
Psychology	135
Religious Studies and Theology	147
Science Education	147
Social Work	149
Sociology	152
Spanish	154
Special Education	155
Speech	157
University Personnel	158
Board of Trustees	158
Department Chairpersons	160
Faculty	161
Professors Emeriti	165
Faculty Associates	166
Campus Map	168
Index	169

The University

History

Our Lady of the Lake University 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, and in Harlingen in 2008.

Our Lady of the Lake University currently offers 33 bachelor's degree programs, 14 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 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.

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.

Mission Statement

As a Catholic university sponsored by the Sisters of Divine Providence, Our Lady of the Lake University is a community whose members are committed to serve students by:

- Ensuring quality, innovative undergraduate and graduate learning experiences;
- Fostering spiritual, personal, and professional growth; and
- Preparing students for success and continued service.

Approved by the Board of Trustees May 27, 2010.

OLLU Statement of Purpose

Our Lady of the Lake University (OLLU) 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.

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 sponsors, the Congregation of Divine Providence. At all of its campuses and through all of its programs 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, Houston, and Rio Grande Valley 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

Strategic Goals

The University's Strategic Goals are:

- Improve the quality of programs and support services
- Increase engagement in learning, work, and service
- Expand, initiate, and modify academic programs to meet local and regional needs
- Enhance facilities and technology to improve learning
- Develop a long-term comprehensive financial plan that guides institutional progress

Approved by the Board of Trustees January 29, 2009

Vision Statement

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.

Approved by the Board of Trustees May 22, 2008

Sources of University Support

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 and online or because of a personal visit. OLLU is also grateful to the companies and private foundations that give, including: Greehey Family Foundation; AT&T Foundation; 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; Valero Energy Corporation; 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 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 101 full-time and 158 part-time faculty, 319 full-time and 16 part-time staff members, and 2,660 students, including resident students, commuter students, inter-institutional cross-registrants and Weekend College students in San Antonio, Houston, and Rio Grande Valley. 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 their 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 Technology Services, Institutional Advancement, Mission and Ministry, Marketing and Communications, 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 students and study abroad services), Campus Ministry, and the Student Life 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; and an off-campus Community Counseling Center; 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 Mathematics Education; and the International Folk Culture Center.

Location

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 Jose, 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 corporation; Clear Channel Communications, a major 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 newly renovated 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 Museo Alameda, a Smithsonian-affiliated museum that tells the unique story of the Latino experience in America; Market 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 (U.S. Army post) and Lackland and Randolph Air Force Bases. 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 campus of Our Lady of the Lake University of San Antonio 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, and student areas and is undergoing major renovation with a completion set for fall 2010. The 51,690 square feet 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 Academic Affairs Office, Assessment Center, Student Employment Office, Registrar's Office, Financial Aid Office, Student Accounts Office, Cashier, and the University Police.

Academic buildings include Thiry Auditorium, Fine Arts and Humanities Building, Worden School of Social Service, Metz Hall, International Folk Culture Center, Harry Jersig Center and Moye Hall. Other facilities are Providence Hall, St. Ann's Hall, St. Martin Hall, Casa Caritas, Elliott House and the University Wellness and Activities Center. Residence Halls are in Ayers Hall, Centennial Hall, Flores Hall, Pacelli Hall, Providence Hall, and St. Ann's Hall.

Academic Regulations

General Policy

Our Lady of the Lake University of San Antonio believes that the collective 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, codify some of these understandings so that the collective educational enterprise will be one of order and harmony.

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 adaptation 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 admissions and graduation requirements, curricular scope and content, schedule of offerings, fees and refunds, and regulations affecting students) at any time with notice to students.

The University also reserves the right to refuse to admit or readmit, or to dismiss any student at any time within policy, rules and regulations.

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 not required, but highly suggested for students registering for courses, adding, dropping or changing courses in person with the Registrar's Office. The advisor's approval is required 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 early 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.

Inter-Institutional Registration

Bilateral agreements between the institutions of the United Colleges of San Antonio (UCSA) permit simplified procedures for student cross-registration. Our Lady of the Lake University students may enroll in 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 attend as well as from designated personnel at Our Lady of the Lake University. Restrictions in effect or special approvals required in a given term are listed in course reservation procedures published by the home institution.

Class Attendance

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 or institutional withdrawal.

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

Withdrawal Procedure

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 neither cancels 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.

Faculty members may initiate the withdrawal of student(s) enrolled in their class(es) by submitting a request to the Registrar's Office. Upon completion of the withdrawal procedure in the Registrar's Office, the student will be withdrawn with a grade of WI.

Repeating Courses

If a student repeats a course, the last grade received (excluding grades of Q, W, AU, WI or 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.

Assessments and Examinations

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 session to permit faculty to give two-hour 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, such as term themes, which have been given several weeks in advance, may be due.

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

In the explanation below, "I" followed by a grade indicates student received an "Incomplete" grade which has been completed and changed to the specified grade. E.g, "IA" means a student received an "I" but later completed the work and earned an "A."

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 degree required 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; (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)

At the time the grade is submitted, the faculty member selects a date by which the work must be completed. The date may be earlier than the standard date but may not be later than the end of term in which the standard date is included. If a specific date is not assigned by the faculty member, the standard date (six weeks into the next long term) will apply.

NOTE: Deadline for changing Incomplete grades:

1. "I" grade received in the Fall Term must be removed during the first six weeks of the Spring Term.

| Academic Regulations

2. "I" grade received in the Spring Term must be removed during the first six weeks of the Fall Term; 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. "I" grades received in the Summer Term must be removed during the first six weeks of the Fall Term.

A faculty member may request from the Registrar an extension of time for the removal of incomplete grades. Exceptions may not extend beyond the end of the term in which the incomplete is due to be completed.

An incomplete grade which has not been removed within the allotted time automatically becomes an F. An "I" grade cannot be changed to AU, NC, Q, W, WI or X.

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: Specified deadlines to drop classes for each session are listed on the narrative calendars posted on the Registrar's website.

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 term. Given in approved 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)

May also be used for mid-term grades for practica, internships or field experience.

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 grade point divisor. For more information on calculating a grade point average, visit www.ollusa.edu/registrar. The cumulative grade point average used for most records is based on the total grade points earned from courses taken at OLLU and credit accepted in transfer. 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

Weekend College encompasses the University's nontraditional weekend, online and continuing education programs. Weekend College began in the Fall of 1978 as a scheduling alternative to allow undergraduate and graduate students who cannot attend regular day and evening classes, year-round, to earn their degrees by attending classes on alternate weekends during the Fall, Spring and Summer terms. Since the number of classroom hours is usually less than that of "regular" classes, the Weekend College programs are highly concentrated learning experiences for mature adults.

Currently, Our Lady of the Lake University offers undergraduate, graduate and Weekend College degree programs in three Texas cities: San Antonio, on the main campus; Houston, in cooperation with Lone Star College System's North Harris College; and Harlingen, in cooperation with Texas State Technical College. Undergraduate, graduate and doctoral degrees currently offered through Weekend College include the bachelor of applied studies, bachelor of arts, bachelor of science, bachelor of business administration, master of arts, master of education, master of science, the master of business administration and a Ph.D. in Leadership Studies (note: not all degrees are available at the various locations.) For specific degree offerings, contact the Weekend College Office in San Antonio or Houston.

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, independent study; internships and practica in professional fields; and study tours (local, regional, national and international).

Application for Degree

No later than one term before the date on which a degree is to be conferred, a degree candidate 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 courses at other institutions in their final term must make arrangements with the faculty at the other institution(s) to have final grades submitted to the Our Lady of the Lake University Registrar's Office by the deadline specified in the University calendar.

For students completing courses at other institutions, participation in graduation will be permitted, but letters of completion, verification of degree and Our Lady of the Lake University transcripts will not be released until official transcripts from the other institutions have been received in the Registrar's Office.

Commencement Exercises

Our Lady of the Lake University confers degrees in May, August and December. Commencement Exercises are held in San Antonio in May and December. Students who complete requirements in August may participate in December Commencement Exercises. Degree candidates will be notified of place and time for ordering caps and gowns. Invitations may be ordered at that time also, the cost of which will be incurred by the student.

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. Students must also clear obligations with the university, obligations may include exit interviews, financial balances, overdue library books and fines.

Student Academic Grievance

The university provides a uniform method by which students can pursue grievable issues. An academic grievance is an allegation that something has occurred that violates existing University policy or established practices, or is intrinsically wrong. Grievable issues include complaints about

| Academic Regulations

alleged violations of the institution's academic policies (e.g., application of grading policies), about unfairness in the application of policies (e.g., accusation of plagiarism or cheating), or other academic matters. For other potential violations of student rights, students should consult with their advisor or Student Life.

Evaluation of a student's academic performance in a course or program of the University, when conducted by a faculty member, is presumed to be valid unless there is proof that the evaluation was significantly and adversely affected by prejudice (bias against the student as an individual or as a member of a group or class) and/or capriciousness (unjustifiable deviation from generally acceptable academic standards or procedures, or from explicit understandings established for the course or through the course syllabus, which is the de facto contract for course objectives, requirements and expectations).

If a student has good reason to suspect that prejudice or capriciousness significantly and adversely affected an official final evaluation of performance in a course or program or the student is being treated in an arbitrary or capricious manner by a faculty member, the student should present this concern to the faculty member and request a reconsideration of the academic matter within 30 working days of the event upon which the complaint is based. The complete procedure on how to file a Student Academic Grievance is available in the Student's Handbook or on the Registrar's site in the OLLU Portal (<https://myollu.ollu.edu>).

University Services

Student Development

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 provides advising support for all new undergraduate students. After one semester at OLLU, new students are assigned a faculty adviser within their major. However, counselors from the Academic Counseling Center serve as secondary advisers for all undergraduate students throughout their time at OLLU. The Academic Counseling Center helps students achieve academic success and become self-directed learners. Services include individual advising meetings, peer mentoring and specifically designed first-year college experience classes. In addition, the center provides personal development counseling, academic and career exploration, and goal setting.

The Balint Assessment Center, located on the ground floor of the 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 Academic Success Center, 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 certification through the dual-language certification option. Students take classes taught in English and Spanish, and they'll 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 in the Sr. Elizabeth Anne Sueltenfuss Library, serves to further the University 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, donated by Maria Antonietta Berriozabal and which documents the 10 years she served as San Antonio's first Hispanic City Councilwoman.

The Center for Service-Learning and Volunteerism (CSLV), located in the Worden School of Social Service Building, promotes student success and personal development by cultivating meaningful academic service-learning partnerships and volunteer opportunities for students, faculty, staff, and the community. Acting as a resource on community agencies, service opportunities, academic

service-learning, and other means of public service, the CSLV empowers the University community to become leaders in affecting social change and to develop a lifelong commitment to service.

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 OLLU Texas Regional Collaborator for Excellence in Science and Mathematics Teaching, one of 65 programs in Texas. 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 center also is home to College Conexión, a program that provides college and career readiness for middle school and high school students.

The Kliesen Study Abroad Office serves as the focal point for the international/global/intercultural activities and initiatives on campus. The Office develops and provides study abroad opportunities to OLLU students to help them function more effectively in a global society. The Office sponsors the International Club for the University's international students.

The Weekend College Programs Office, 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 Science and Master of Business Administration program students. Houston students are advised in the Weekend College Program office at that location.

Non-academic

The Athletics 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 men's and women's basketball, bowling, cross-country, golf, soccer and tennis and women's softball and volleyball. A schedule for each team is posted on the athletics/recreation page on the University's website. 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 Student Organizations (Recognized Student Organizations and Chartered Student Organizations) as well as an adviser to the following leadership development organizations: 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 to complement their academic curriculum and enhance their résumé for future career selection.

The University Ministry Office, located in the Elliott House, 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. University 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 Para liturgical 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. University Ministry makes every effort to promote church vocations and create Christian unity among all who come into contact with OLLU.

Campus Recreation, located in 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 multi-media equipment; and racquetball courts. Other recreational equipment is available such as table tennis, billiards and similar games.

The Career Center, currently located in the UWAC and moving to the first floor of Main Building in fall 2010, provides comprehensive career counseling and guidance for all members of the OLLU community as well as graduates. Career services offered are vocational assessments for choosing or changing majors (interests and personality testing), résumé writing assistance, interviewing practice, online website résumé registrations, access to Internet job opportunity websites, on-campus recruiters, full-time and part-time job referrals, internship opportunities, networking assistance, 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 OLLU. 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 for women to read, discuss and research topics related to women. Center materials and activities focus on the needs, contributions and talents of minority women, especially 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 is located in the UWAC, Room 112. The Director of Health Service/Nurse Practitioner is available to students, staff and faculty for treatment of minor and stable chronic illnesses. Health promotion events are held on campus throughout the year. The Office also provides the online magazine "Health 101" through the Health Services Office web pages on the OLLU website.

University Police, located on the ground floor of the 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 and on the website.

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

Student Organizations

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 Student Organizations 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 "Student Organization Handbook," the Student Organization Officer-Adviser 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 Student Organization officers and members. For a complete listing of Student Organizations, contact the Campus Activities Office.

Records and Transcripts

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.

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, Houston or Rio Grande Valley) 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.

Tuition and Other Expenses

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

After course selection is completed and before classes begin, all students are responsible for making payment arrangements in the Student Business 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 Business Office.

Student Business Office

The Student Business Office provides Cashier and Student Account Services for all students. Registration is completed only after receiving Final Confirmation of Registration from the Student Business Office. The office assists all students with registration invoices, monthly payments and application of financial aid. Any financial aid checks not processed electronically are handled at the Cashier's Office. Students receiving financial aid must settle accounts as soon as financial aid is received. Once accounts reflect a credit balance, a refund check will be issued within 14 days, in compliance of federal guidelines, and may be picked up at the Cashier's Office on the designated distribution date posted after 1 p.m. 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 in the University Wellness and Activities Center (UWAC).

University tuition, fees and other charges are a debt incurred for educational purposes and are considered a Qualified Educational Loan as defined in section 221 (D) (1) of the Internal Revenue Code.

Final Confirmation of Registration

The Student Business Office provides students registration financial information electronically through E-commerce, the University's online payment system. Students must obtain Final Confirmation of Registration in order to complete the registration process. To do so, a payment plan must be selected. Payment deadlines are available at the Student Business Office web page at www.ollusa.edu. Please see this website for a tutorial for online student e-commerce,

information on employer reimbursed plans and other information. Various payment options are available:

- Pay in Full Agreement due at time of enrollment or deferment date for the term. (This is the only payment plan available to International students.) Also for students who are paying the difference between official financial aid and the term charges.
- Financial Aid Agreement: Available for all terms for students fully covered by financial aid.
- Two Payment Plan: Available for Summer and Houston Fast Track terms only. Half is due at the time of enrollment by the payment deadline and the remainder is due within 30 days of the first day of classes.
- Four Payment Plan: Available for fall and spring only. A deferred fee is charged with the first payment due at time of enrollment or deferment date for the term. Subsequent payments are due no later than 30 days after the first day of class and each 30 days thereafter.

An e-mail confirming the plan will be sent to the student's University e-mail address immediately and soon after an e-mail will be sent either for Final Confirmation of Registration or indicating the action to be taken. Payments may be made online, in person, or mailed. Checks payable to Our Lady of the Lake University, American Express, 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.

Delinquency and Default

Students delinquent on or in default of payments and students with returned checks may be withdrawn from the University. Such students may be readmitted the following term if all financial obligations are cleared and the student is otherwise academically eligible for readmission. Balances must be paid in full before transcripts can be released.

In the event of default, students must pay the holder the amounts incurred and court costs and attorney fees in the amount assessed by the court and/or collection fees assessed by an agency in the business of collecting just debts. University tuition, fees and other charges are a debt incurred for educational purposes and are considered a Qualified Educational Loan as defined in section 221 (D) (1) of the Internal Revenue Code.

Financial Aid

The Financial Aid Office at OLLU understands the pressures you and your family 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 we make available a broad range of financial aid programs based on students' needs and qualifications. The Financial Aid Office makes every effort to provide the difference between what you and your family can contribute to your education and the actual cost of attending the University.

Financial Aid Programs Available

OLLU awards **scholarships** to undergraduates on the basis of admission test scores and high school grades. Every undergraduate student who applies for admission is automatically considered for a scholarship.

Grants and loans from federal and state financial aid programs and University sources 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.

Work awards are made through federal and state work-study programs, as well as through University programs. Students receiving a work-study award will work approximately 10-12 hours per week in a University office or department.

Outside scholarships

For additional information on scholarship opportunities, visit the financial aid website at www.ollusa.edu/FinancialAid.

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 May 1. 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 owes no 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 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 Financial Aid Office.

All students who have been selected for verification will not be awarded 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 Financial Aid Office 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 Financial Aid Office 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 undergraduate students:

- Must maintain an OLLU cumulative GPA of 2.0 to remain in good standing
- Will be placed on Financial Aid Suspension if OLLU cumulative GPA falls below 2.0 at the end of Spring term of each academic year.

All graduate and doctorate students:

- Must maintain an OLLU cumulative GPA of 3.0 to remain in good standing
- Will be placed on Financial Aid Suspension if OLLU cumulative GPA falls below 3.0 at the end of Spring term of each academic year.

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 Suspension if the OLLU overall percentage of completion rate falls below 75% at the end of Spring term of each academic year.

Time Limits

An undergraduate student will be eligible for financial aid for a maximum of 170 attempted credit hours. Transfer hours are included in the total number of credit hours attempted.

A graduate 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 at the end of Spring term of each academic year.

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 Financial Aid Office. 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 their academic standing.

A student whose appeal is granted will be reinstated on Financial Aid Probation for one review period. Students on Financial Aid Probation are eligible to receive some financial aid, but are cautioned to strive to improve their academic standing.

Dropping Classes

In certain situations, a student may find it necessary to reduce their course load due to personal, financial or academic reasons. Students contemplating such a reduction in hours must notify the Financial Aid Office 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 Financial Aid Office 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 Financial Aid Office.

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), Academic Competitiveness Grant, SMART and TEACH Grants.

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 doesn't notify Our Lady of the Lake University

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 college for the course. For more information on the Our Lady of the Lake University withdrawal and institutional charges' policies, please consult the website.

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 they enter 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. Please make check payable to Our Lady of the Lake University, Attn: Student Business Office. Please attach the enclosed remittance coupon to assure proper credit.

If a student is unable to pay their overpayment in full, they can set up a repayment plan with the U.S. Department of Education. Before doing this please contact the Our Lady of the Lake University Financial Aid Office. You will need to make sure we have referred your situation to the U.S. Department of Education before any repayment plan can be set up.

If you want to contact the U.S. Department of Education, their address is listed below.

U.S. Department of Education
Student Financial Assistance Programs
P.O. Box 4222
Iowa City, IA 52245
Phone: 1-800-621-3115
E-Mail: DCS_HELP@ed.gov

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

If you are thinking about withdrawing from all classes, you should contact the Financial Aid Office to find out how your withdrawal will affect your financial aid.

Family Education Right and Privacy Act (FERPA)

To protect your privacy, all records and conversations between the student and Financial Aid Office 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 Financial Aid Office 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. Please contact us at 210-434-6711, ext. 2299 or feel free to visit our office. The Financial Aid Office is located in the Walter Student Service Center, Room 105.

Students are encouraged to visit the financial aid website at www.ollusa.edu/FinancialAid.

Financial Obligations and Refunds

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 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	Date official withdrawal received
Fall / Spring	
100	* 1-5 days
50	* 6-19 days
0	Begins on day 20
Percent Refund	Date official withdrawal received
Summer	
100	* 1-4 days
50	* 5-6 days
0	Begins on day 7

* If course is held on the weekend, include weekend days when counting days for refund. The first day is when the session starts, not when you first have class.

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

Return of Title IV Funds for Financial Aid Recipients

If receiving Title IV funding (federal financial aid) withdrawing from ALL courses during a term may result in a change in institutional charges and reduction in financial aid. Per Federal Regulations, financial aid will be reduced for financial aid recipients who withdraw from all classes before completing 60 percent of the term (based on the number of days in the term). The Financial Aid

Office will calculate the percentage of the term completed to determine the amount of aid applicable to the completed portion of the term. The unearned portion of the financial aid award must be returned to the appropriate funding sources (Federal, State and Institutional). If funds have been awarded for indirect costs (those not related to tuition, fees and books) a percentage of these funds may also need to be returned. As a result, students may be required to return large sums of funds to Federal, State and Institutional programs.

Prior to withdrawing from all classes, students should contact the Financial Aid Office. Withdrawal can result in a reduction of funds as well as having a significant impact on future financial aid eligibility (see Satisfactory Academic Progress Policy). Complete financial aid regulations on withdrawals and Return of Title IV Funds Policy are available in the Financial Aid Office.

University Bookstore

Textbooks, paperbacks, OLLU imprinted merchandise, school and miscellaneous supplies may be purchased at the University Bookstore. OLLU Bookstore now has selected titles for rent, see bookstore for details. Policies of the Bookstore are as follows:

Refunds

Full refunds on textbooks are given during the first 10 days of the fall and spring sessions, and the first five class days of the summer session.

Refunds for both traditional students and Weekend College students will be given, provided that:

- Register receipt is furnished (cash refunds are not given without a register receipt)
- Textbooks are in the same condition as when purchased

Students should not write their name, highlight or damage their textbooks until they are certain that they will remain in the course.

Used Books

The Bookstore attempts to offer a large supply of used books by buying them from students and from wholesale textbook companies. Used books are bought back from students daily, but up to 50 percent is offered during the "Buy Back Days" which occur during the final exams of each semester. Exact dates may be found posted in the Bookstore and announced on bulletin boards around campus.

During the specified "Buy Back Days," the bookstore offers up to 50 percent of the book purchase price, providing that:

- The textbook will be used the following semester
- The textbook is in good and usable condition

The bookstore exercises the right to determine the condition of the book for resale purposes:

- Any textbook containing access codes, CDs or online codes must not be opened or tampered with in any way
- The bookstore has not met its enrollment quota for the upcoming semester.

Management reserves the right to make the decision on the condition or salability of textbooks or merchandise being returned.

Software

Due to existing software copyright laws, textbooks sold with accompanying software are refundable only if the seal protecting the media is unopened.

Defective Books

New and used textbooks that are defective will be replaced at no charge and should be returned as soon as possible. Refunds may be available on other merchandise, provided it is returned within three days of the date of purchase with the price tag attached. All returns must be accompanied by register receipts.

Housing

A student must be enrolled in the University in each academic semester in order to live in the residence halls. A \$100 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 Residence Life Office;
- 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, December 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.

In addition, in order to comply with Texas state law, proof of the meningitis vaccination is required of all students choosing to reside on campus.

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

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 17 students. 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 or in the coffee shop located in the Cyber Cafe in Flores Lounge every day of the week when classes are in session and the residence halls are open.

Six 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 at caa@ollusa.edu or 210-431-4114.

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 inter-cultural 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 and affiliate agreements with the following institutions of higher learning:

Japan:

Kanda University of International Studies (Chiba)

South Korea:

Catholic University of Korea (Seoul)

Sogang University (Seoul)

Ewha Womans University (Seoul)

Taiwan:

Leader University (Tainan)

Europe:

Academy of Economic Studies (Romania)

Universitatea Babes-Bolyai (Romania)

Universidad Francisco de Vitoria (Madrid, Spain)

Universite Catholique de Lille (Lille, France)

Latin America:

ITESM- Tec de Monterrey (Any Campus in Mexico)

Universidad Anahuac del Sur (Mexico City)
 Universidad de las Americas (Mexico City)
 Universidad del Claustro de Sor Juana (Mexico City)
 Universidad Latina de América (Morelia, Mexico)
 Universidad de Monterrey (Monterrey, Mexico)
 Universidad Mayor (Santiago, Chile)

Affiliate Agreements:

Global Student Experience- GSE
 International Studies Abroad- ISA
 Study Abroad Italy

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, a consortium of all local colleges and universities.

Memberships

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.

Educational Commitment

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.

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 (Admission Moratorium as of Fall 2008)

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 in Organizational Leadership

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:

Information Assurance and Security

Nonprofit Management (online only)

Organizational Leadership

Concentrations:

Interdisciplinary

Leadership

Psychology:

Concentrations:

Counseling Psychology

Marriage and Family Therapy

School Psychology

Master of Social Work

Social Work (54 semester hours) Regular Program

Concentration:

Services to Children and Families

Social Work (31 semester hours) Advanced Standing Program

Concentration:

Services to Children and Families (Online and on site)

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 a U.S. citizen or a Permanent Resident of the U.S., whose native language is not English or who does not have an educational history with English as the medium of instruction, an official minimum score on one of the following English proficiency exams is required: Test of English as a Foreign Language (TOEFL), IELTS or Michigan Test of English Language Proficiency. TOEFL score reports cannot be more than two years old and official score reports must be sent directly to OLLU from ETS. IELTS scores are verified on line. Contact your admissions counselor for waiver policy of the English proficiency requirement.
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. International transcripts must be submitted in the language of the originating country. International transcripts not in English must have certified English translations. An official course-by-course credential evaluation report of these international credentials must be submitted and indicate a minimum educational preparation equivalent to a U.S. baccalaureate degree.
 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. The Worden School of Social Service no longer requires the MAT or GRE.

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.

Admission Requirements for International Students

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), IELTS or Michigan Test of English Language Proficiency. TOEFL score reports cannot be more than two years old and official score reports must be sent directly to OLLU from ETS. IELTS scores are verified on line. Contact international admissions for waiver policy of the English proficiency requirement.
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 for one academic year at OLLU.
5. If transferring from a U.S. college or university, applicant must submit:
 1. proof of immigration status with copy of passport, current visa stamp, I-94 and I-20;
 2. an International Student Adviser's Transfer Report on form requested from the International Admissions Office at 210-431-3978.

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.

Admission Requirements for Specific Programs

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; three references knowledgeable about the student's managerial and/or professional performance; and resume.

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

| Graduate Information

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 faculty (required for human sciences, MEd Principal, MENTC, psychology and special education); a copy of Texas Teacher Certification for MEd programs; MENTC also requires an interview, resume, personal statement and verification of local and state Criminal History Records.

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.

Nonprofit Management

A satisfactory score on the MAT, GRE or GMAT; two letters of recommendation from persons knowledgeable about the student's managerial and/or professional performance.

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); 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) (Admission Moratorium as of September 2008)

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 Moratorium as of Fall 2008).

Admission Requirements for Doctorate of 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 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. Preferred 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) either from a testing center or as recorded on an official transcript
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. A personal statement may be required
10. Interview with DLS Faculty arranged by the Leadership Department and is by appointment only.
11. Must take the following assessment tests at the University Assessment Center: NEO Personality Inventory - Revised (NEOPI-R), Watson-Glaser critical thinking skills inventory and Writing Assessment.
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 Requirements for Doctorate of Psychology Program

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) taken within the last five years. The average scores of students admitted to the PsyD program can be found on the Psychology Department website
5. A satisfactory score on the GRE Psychology subject test taken within the last five years. The average scores of students admitted to the PsyD program can be found on the Psychology Department website
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 3.5, 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

| Graduate Information

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

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 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.
2. (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.)
3. Each course transferred has a grade of "B" or better.

- a. The following limits are maintained:
- b. A maximum of six semester hours in graduate programs other than psychology and social work.
- c. A maximum of 18 semester hours in counseling, or an allied field, for the 60-hour Master of Science program.
- d. 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.
- e. A maximum of 39 semester hours in psychology or a closely related discipline may be transferred into the PsyD program.
- f. 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.

Academic Load

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 Summer Session III. A student in the Weekend College Program is classified as full-time when enrolled in nine or more hours in a Weekend Session. For doctoral students enrolled in dissertation or internship hours, one semester hour will be considered full-time if they have been Advanced to Candidacy by the department and approved by the Office of VPAA. If pursuing financial aid, please see the Financial Aid Office section for enrollment eligibility requirements.

Graduate students will not be permitted to carry more than 16 semester hours of graduate work in any fall term or spring term, nor more than six hours during a summer session or 12 semester hours for combination of summer I/summer II/summer III. 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 term.

To maintain status for the F-1 visa, an international student in a graduate degree program must carry a minimum of nine semester hours per term; six semester hours each single summer session, or 9 semester hours in the Summer III session. No more than the equivalent of a 3 credit hour on-line/distance education class per session may be counted towards the "full course of study" requirement.

Advancement to Doctoral Candidacy

Doctoral Candidacy

Upon completion of departmental requirements as defined in the respective doctoral program handbook, doctoral students may petition the Office of the Vice President of Academic Affairs for doctoral candidacy.

Admission to Doctoral Candidacy

Admission to doctoral candidacy is a prerequisite to receiving any doctoral degree. To qualify for admission to doctoral candidacy, a student must:

Be in a doctoral program offered by OLLU

Have been continuously enrolled in the program without withdrawal, or have been readmitted to the program without condition

Complete the departmental course work requirements with a cumulative GPA of 3.0 or better

Pass the written and oral sections of the doctoral candidacy examination

It is the responsibility of the student to apply for candidacy admission by submitting the Application for Advancement to Doctoral Candidacy to the Office of the VPAA through their department chair or program director.

Doctoral Candidacy Time Limit

The maximum number of years in candidacy is seven years following the completion of the doctoral candidacy examination. Students may submit a written appeal requesting a one-time extension of up to 12 months. Written appeals must clearly state the extenuating circumstances justifying the need for an extension. Extension requests are submitted to the dean and require the dean's approval.

Successful Academic Progress in Candidacy

Doctoral candidates registered for dissertation/field research credit hours will be evaluated on a Pass/Fail (P/F) grading by their dissertation chair/advisor.

Financial Aid Eligibility

Students who have advanced to candidacy and register for 1 credit hour of dissertation or internship will be considered full-time and eligible to financial assistance accordingly.

Combined Undergraduate/Graduate Courses

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 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 term 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.

Enforced Scholastic Withdrawal Appeal Process

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

| Graduate Information

- 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.

Thesis (Master's Degree)

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 through MyOLLU on the Academic Affairs - Forms website.

Dissertation

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

Comprehensive Examination

All candidates for the master's degree, except in social work, master of business administration and master of science in information systems and security, 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 Second Master's Degree

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 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 and completion of the Reserve Officer Training Course (ROTC), student will 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 to 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

Discipline Designations

Accounting	ACCT
Anthropology	ANTH
Art	ARTS
Biology	BIOL
Business Administration	BADM
Chemistry	CHEM
Communication Arts	COMM
Communication Disorders	CDIS
Computer Information Systems and Security	CISS
Counseling	COUN
Drama	DRAM
Education	EDUC
English	ENGL
Finance	FINC
Geography	GEOG
Geology	GEOL

| Graduate Information

Healthcare Management	HCMG
History	HIST
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
Physics	PHYS
Political Science	POLS
Psychology	PSYC
Religious Studies and Theology	RLST
Science Education	SCED
Social Work	SOWK
Sociology	SOCI
Spanish	SPAN
Special Education	SPED
Speech	SPCH

Course Numbers

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.

College of Arts and Sciences

Dean: Roger V. Bennett, PhD, interim

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 and St. Mary's University. 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. However, enough courses are offered each semester that students may attend the program full time.

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 36 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 or from St. Mary's University's CM 6000-9000 courses
- b. may include up to nine hours in a related minor or interdisciplinary combination
- c. comprehensive examination required
- d. computer literacy required, requirement fulfilled with passing of comprehensive examination.
- 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, requirement fulfilled with passing of comprehensive examination.
 - 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, requirement fulfilled with passing of comprehensive examination.
 - 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, requirement fulfilled with passing of comprehensive examination.
4. **Writing**
- a. 36 semester hour total. Thirty-six hours of course work, including the 12 hours of writing workshops. Students will also be required to complete a thesis (3-6 hours), The remaining hours will include additional graduate English courses or an optional minor in a related field.
 - b. ENGL 7331 or ENGL 7394 or both
 - c. At least 12 hours in writing courses (such as the
 - d. following: ENGL 3313G, ENGL 6311, ENGL 6331)
 - e. three - six thesis hours, ENGL 8391 or ENGL 8691
 - f. Nine-hour optional minor in related field or interdisciplinary combination
 - g. comprehensive examination required
 - h. computer literacy required, requirement fulfilled with passing of comprehensive examination.

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. Three references knowledgeable about the student's managerial and/or professional performance.

9. A résumé 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 36 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 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	Management of Healthcare Institutions
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

30 semester hours

The Master of Science in Information Systems and Security is designed to prepare information technology professionals to assume executive technical management positions, such as Chief Information Officer, Chief Technology Officer, or Chief Security Officer. The Computer Information Systems foundation of the degree includes an in-depth study of database management systems, systems analysis and design, telecommunications and networking, and information systems platforms from the perspective of systems management. The Information Assurance and Security concentration area of the degree covers principles of information assurance (IA) and security, IA planning and management, IA assessment, and Internet security architectures.

The course requirements of the program include 15 hours of core Computer Information Systems courses and an additional 15 hours in Information Assurance and Security.

The MS in Information Systems and Security is offered in an online format, but Computer Information Systems and Security faculty members are available for individual or group consultation with students throughout each academic term.

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 (15 semester hours):

CISS 8302	Database Management Systems
CISS 8303	Information Systems Development
CISS 8304	Telecommunications and Networking
CISS 8305	Information Systems Hardware and Software Platforms
CISS 8310	Special Topics in Information Systems

Required IASM courses (15 semester hours):

IASM 8302	Principles of Information Assurance and Security
IASM 8303	Information Assurance Planning and Management
IASM 8304	Information Assurance Assessment
IASM 8311	Special Topics in Information and Security
IASM 8312	Internet Security Architectures

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

Department of Leadership Studies

Doctor of Philosophy (PhD) in 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.

The PhD in leadership studies program at Our Lady of the Lake University is designed as a four 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. Preferred 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) either from a testing center or as recorded on an official transcript.
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. A personal statement may be required.
10. Must take the following assessment tests at the University Assessment Center:
 - NEO Personality Inventory - Revised (NEOPI-R)
 - Watson-Glaser critical thinking skills inventory
 - 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

Admissions deadlines are available on the Department of Leadership Studies website.

Admission Procedures

1. All completed admission files will be submitted to the PhD Admission Committee who will review the completed applications.
2. 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 36 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-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. Students will not be permitted to complete the program after 10 years from the time of first enrollment. Students who take longer than seven years from time of first enrollment to complete all coursework and the dissertation may need to repeat some of their courses.

Students complete 60 credit hours of required course work, 3 credit hours of electives, and 12 credit hours spent researching and writing an original dissertation.

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

| School of Business and Leadership

LEAD 9313	Global Leadership
LEAD 9170	Synthesis of Leadership and Research Theories
LEAD 9172	Leadership Theories Synthesis for Leadership

Readings in Leadership

LEAD 9350	Historical Leadership Theories
LEAD 9351	Advanced Leadership Theories

Applied Courses for Leaders

Communication

LEAD 9261	Oral Communication for Leaders
LEAD 9316	Conflict Management

Management

LEAD 9311	Leadership Issues in Technology and Organizational Change OR
LEAD 9314	Leadership Decision Processes
LEAD 9323	Resource Management I
LEAD 9173	Management Synthesis for Leadership

Legal and Ethical

LEAD 9324	Legal Issues
LEAD 9352	Leadership Ethics and Morality

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 Research Methods
LEAD 9342	Advanced Research Methods
LEAD 9343	Experimental Design and Statistics I
LEAD 9344	Experimental Design and Statistics II
LEAD 9171	Research Synthesis for Leadership

Applied Leadership Research

LEAD 9349	Field Based Research
LEAD 9349	Field Based Research
LEAD 9349	Field Based Research
LEAD 9149	Field Based Research
LEAD 9149	Field Based Research
LEAD 9149	Field Based Research

Leadership Electives (Topics Change Each Semester)

LEAD 9366	Selected Topics in Leadership Studies
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Doctor of Philosophy (PhD) in Leadership Studies and Master of Business Administration

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 9318	Leadership Assessment
LEAD 9320	Intra-Organizational Leadership
LEAD 9321	Inter-Organizational Leadership
LEAD 9313	Global Leadership
LEAD 9170	Synthesis of Leadership and Research Theories
LEAD 9172	Leadership Theories Synthesis for Leadership
LEAD 9350	Historical Leadership Theories
LEAD 9351	Advanced Leadership Theories
LEAD 9261	Oral Communication for Leaders

LEAD 9316	Conflict Management
LEAD 9311	Leadership Issues in Technology and Organizational Change OR
LEAD 9314	Leadership Decision Processes
LEAD 9173	Management Synthesis for Leadership
LEAD 9323	Resources Management I
LEAD 9324	Legal Issues
LEAD 9352	Leadership Ethics and Morality
LEAD 9330	Policy, Values and Partnerships
LEAD 9332	Applications in Policy and Services
LEAD 9341	Intermediate Research Methods
LEAD 9342	Advanced Research Methods
LEAD 9343	Experimental Design and Statistics I
LEAD 9344	Experimental Design and Statistics II
LEAD 9171	Research Synthesis for Leadership
LEAD 9349	Field Based Research
LEAD 9349	Field Based Research
LEAD 9349	Field Based Research
LEAD 9149	Field Based Research
LEAD 9149	Field Based Research
LEAD 9199	Dissertation Defense
LEAD 9366	Selected Topics in Leadership Studies
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 in Organizational Leadership and Doctor of Philosophy (PhD) Leadership Studies

93 hours

LEAD 6310	Leadership Theory and Practice
LEAD 6322	Critical Thinking and Problem Analysis for Leaders
LEAD 6351	Readings in Leadership
LEAD 6362	Written Communication for Leaders
LEAD 6321	Leadership Strategies and Processes
LEAD 6341	Introduction to Leadership Research Methods
LEAD 9310	Intermediate Leadership Theories
LEAD 9320	Intra-Organizational Leadership
LEAD 9321	Inter-Organizational Leadership
LEAD 9313	Global Leadership
LEAD 9350	Historical Leadership Theories
LEAD 9351	Advanced Leadership Theories
LEAD 9261	Oral Communication for Leaders
LEAD 9316	Conflict Management
LEAD 9311	Leadership Issues in Technology and Organizational Change
LEAD 9314	Leader Decision Processes
LEAD 9323	Financial Issues in Leadership
LEAD 9324	Legal Issues
LEAD 9352	Leadership Ethics and Morality
LEAD 9330	Policy, Values and Partnerships
LEAD 9332	Applications in Policy and Services
LEAD 9341	Intermediate Research Methods
LEAD 9342	Advanced Leadership Research
LEAD 9343	Experimental Design and Statistics I
LEAD 9344	Experimental Design and Statistics II
LEAD 9349	Field Based Research
LEAD 9349	Field Based Research
LEAD 9349	Field Based Research
LEAD 9366	Selected Topics in Leadership
LEAD 9366	Selected Topics in Leadership

Master of Science in 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	Introduction to Leadership Theories
LEAD 6322	Critical Thinking and Problem Analysis for Leaders

Semester 2

LEAD 6341	Introduction to Leadership Research Methods
LEAD 6321	Leadership Strategies and Processes

Semester 3

LEAD 6351	Readings in Leadership
LEAD 6362	Written Communications for Leaders

Semester 4

LEAD 6344	Transformational Leadership
LEAD 6363	Oral Communications for Leaders

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

Interdisciplinary Concentration -

12 semester hours from the following:

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

Other Leadership Related Course(s) – Approved by Adviser

Master of 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. MBA students who choose to go into the dual program, must be admitted to the dual program before completing 18 hours in Business courses.

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
BADM 8309	Management Theory and Decision-Making Practices
LEAD 6310	Introduction to Leadership Theories
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 6363	Oral Communication for Leaders
LEAD 6362	Written Communication for Leaders
LEAD 6366	Selected Topic in Leadership
LEAD 6366	Selected Topic in Leadership

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. MSOL students who choose to go into the dual program, must be admitted to the dual program before completing 18 hours in Leadership courses.

54 semester hours

LEAD 6310	Leadership Theory and Practice
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 6363	Oral Communication for Leaders
LEAD 6362	Written Communication for Leaders
LEAD 6366	Selected Topic in Leadership
LEAD 6366	Selected Topic in Leadership
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
BADM 8309	Management Theory and Decision-Making Practices

Candidacy Written Comp

Candidacy Oral Comp

Master of Science in 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 36 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 and 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 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 in Sociology with Emphasis in Sociological Practice Offered through Weekend College Program, Admission Moratorium as of September 2008

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 36 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:

SOCI 6303 Social Theory

Sociological Research Methods:

SOCI 6315 Sociological Practice Research I: Qualitative Methods

SOCI 6316 Sociological Practice Research II: Quantitative Methods

Substantive Area Seminars:

SOCI 6321 Organizational Context of Sociological Practice
SOCI 6325 Demography
SOCI 6329 Policy Planning
SOCI 6333 Society and Health
SOCI 6355 Crime and Punishment

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 in 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 36 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.

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:

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.

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	Advanced Childhood Growth and Development
SPED 6305	Individual Differences: Advanced Studies
SPED 8303	Professional Seminar: Special Education Law
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:

Psychology: Choose fifteen 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 5410G	Applied Psychophysiology and Biofeedback
PSYC 6321	Psychological Measurement and Evaluation
PSYC 6325	Vocational and Aptitude Assessment
PSYC 6353	Career Resource and Technology
PSYC 6358	Life Planning and Career Development
PSYC 6380	Research Design and Procedures
PSYC 6390	Selected Topics in Psychology
PSYC 7351	Life Span Developmental Psychology
PSYC 8302	Counseling Theories: Methods and Techniques
PSYC 8350	Foundations of Family Therapy
PSYC 8356	Normal Family Processes Across Cultures
PSYC 5363G	Mental Health and Aging

Sociology Concentration:

Sociology: Choose fifteen 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
SOCI 6302	Sociological Practice Theory II
SOCI 6303	Social Theory
SOCI 6321	Organizational Context of Sociological Practice
SOCI 6325	Demography
SOCI 6329	Policy Planning
SOCI 6333	Society and Health
SOCI 6355	Crime and Punishment
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 Communication Disorders
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 of Speech and Language
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	Statistics

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

1. Submission of a satisfactory score on the Miller Analogies Test (MAT) or the Graduate Record Examination (GRE) taken within the last five years
2. Two letters of recommendation by professionals in the field (one of which must be from a university professor)
3. 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 36 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 Topics 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 Disorders
CDIS 7335	Motor Speech Disorders
CDIS 7353	Research and Efficacy in Communication Disorders
CDIS 8202	Communication Disorders in Different Cultures
CDIS 8340	Cleft Palate

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

Department of Education

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.

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
SPED 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: Special Education Law
SPED 8314	Practicum: Generic Special Education

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

Master of Arts:

Special Education

Intermediate Education
Secondary Education
Learning Resource Specialist
Principal
School Counseling

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 grade point average of 2.75 with a 3.00 on last 60 hours
3. If cumulative GPA is below a 3.00, 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 regardless of cumulative GPA.
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 36 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 Fall Weekend Session or the second Friday in November for Spring Weekend Session.

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 4364G	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 Childhood Growth and Development
EDUC 4367G Organizing School Programs: Early Childhood
EDUC 6318 Teaching Young Children
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 Secondary Schools
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 Secondary Schools

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 4364G	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
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Special Education Courses:

SPED 6305	Individual Differences: Advanced Studies
EDUC 6374	Reading Diagnosis and Prescription

SPED 6343	Structuring the Education Environment
SPED 8303	Professional Seminar: Special Education Law
EDUC 6386	Internship I: Elementary
EDUC 6387	Internship II: Elementary

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: Assessment and Instruction
SPED 7373	Emotional Disturbance and Related Disorders

Professional Elementary Coursework:

EDUC 6305	Curriculum and Instruction in Multicultural Settings
EDUC 6317	Advanced Childhood Growth and Development
EDUC 6349	Instruction and Assessment Practices for the Multicultural Classroom
EDUC 6368	Classroom Organization and Management for Multicultural Settings
EDUC 4345G	Reading in the Schools

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 Childhood Growth and Development
EDUC 6349	Instruction and Assessment Practices for the Multicultural Classroom
EDUC 6368	Classroom Organization and Management for Multicultural Settings
EDUC 6374	Reading Diagnosis and Prescription
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	Teaching Young Children
SPED 6312	Language of Children and Youth with Exceptionalities
<i>Elective:</i>	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 and Instruction in Multicultural Settings
EDUC 6311	Research Methods and Procedures
EDUC 6317	Advanced Childhood Growth and Development
EDUC 6349	Instruction and Assessment Practices for the Multicultural Classroom
EDUC 6368	Classroom Organization and Management for Multicultural Settings
EDUC 6374	Reading Diagnosis and Prescription
EDUC 6386	Internship I: Elementary
EDUC 6387	Internship II: Elementary
SPED 6305	Individual Differences: Advanced Studies

Bilingual Courses:

EDUC 4341G	General Linguistic Theory
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EDUC 6361	Instruction Techniques for Content Areas: Bilingual
EDUC 6363	Reading and Language Arts: Bilingual
EDUC 4364G	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 and Instruction in Multicultural Settings
EDUC 6311	Research Methods and Procedures
EDUC 6317	Advanced Childhood Growth and Development
EDUC 6349	Instruction and Assessment Practices for the Multicultural Classroom
EDUC 6368	Classroom Organization and Management for Multicultural Settings
EDUC 6374	Reading Diagnosis and Prescription
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 and Instruction in Multicultural Settings
EDUC 6311	Research Methods and Procedures
EDUC 6349	Instruction and Assessment Practices for the Multicultural Classroom
EDUC 6359	Applied Learning and Development
EDUC 6368	Classroom Organization and Management for Multicultural Settings
EDUC 6374	Reading Diagnosis and Prescription
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 and Instruction in Multicultural Settings
EDUC 6311	Research Methods and Procedures
EDUC 6349	Instruction and Assessment Practices for the Multicultural Classroom
EDUC 6359	Applied Learning and Development
EDUC 6368	Classroom Organization and Management for Multicultural Settings

EDUC 6374	Reading Diagnosis and Prescription
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 6305	Curriculum and Instruction in Multicultural Settings
EDUC 6311	Research Methods and Procedures
EDUC 6349	Instruction and Assessment Practices for the Multicultural Classroom
EDUC 6359	Applied Learning and Development
EDUC 6368	Classroom Organization and Management for Multicultural Settings
EDUC 6375	Content Area Reading in Secondary Schools
EDUC 6388	Internship I: Secondary
EDUC 6389	Internship II: Secondary
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 and Instruction in Multicultural Settings
EDUC 6311	Research Methods and Procedures
EDUC 6349	Instruction and Assessment Practices for the Multicultural Classroom
EDUC 6359	Applied Learning and Development
EDUC 6368	Classroom Organization and Management for Multicultural Settings
EDUC 6375	Content Area Reading in Secondary Schools
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 for Educators
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	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
<i>Elective</i>	Three semester hours

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

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.

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 36 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 Disabilities
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: Special Education Law

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 Advanced Childhood Growth and Development
EDUC 6318 Teaching Young Children
SPED 6305 Individual Differences: Advanced Studies
SPED 6312 Language of Children and Youth with Exceptionalities
SPED 6342 Medical Aspects of Disabilities

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 Disabilities
 SPED 6343 Structuring the Educational Environment
 SPED 6345 Assessment and Evaluation: Students with Exceptionalities
 SPED 8303 Professional Seminar: Special Education Law

Choose one of the following:

SPED 8314 Practicum: Generic Special

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

43 semester hours

Some courses offered on weekends

Core:

SPED 7385 Research Methods and Procedures
 SPED 8303 Professional Seminar: Special Education Law

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 Disabilities

| School of Professional Studies

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

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: Special Education Law
SPED 8313	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 Disabilities
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 Disabilities
SPED 6343	Structuring the Education Environment
SPED 8303	Professional Seminar: Special Education Law
SPED 8312	Practicum: Severely/Profoundly Disabled

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. There is a greater emphasis in the PsyD program 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. The average scores of students admitted to the PsyD program can be found on the Psychology Department website.
5. A satisfactory score on the GRE Psychology subject test taken within the last five years. The average scores of students admitted to the PsyD program can be found on the Psychology Department website.
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

| School of Professional Studies

- 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 PsyD in counseling psychology program should refer to page 36 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. The written qualifying exam should be taken during the third or fourth year of doctoral level coursework and must be passed prior to the dissertation proposal defense. Students who do not pass the exam in two attempts will be dismissed from the program.
3. The clinical examination should be taken during the third or fourth year of doctoral level 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 attend full-time (18 semester hours or more in one year) at least three consecutive years.

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, and Psychoeducational Assessment: Cognitive Testing, which is a four semester-hour course.

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: Cognitive Testing
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 6370 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.

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 Disability

PSYC 9332 Psychological Hypnosis

Miscellaneous Electives

PSYC 9383 Qualitative Research Design II

PSYC 9165-9665 Directed Study

PSYC 9166 Special Topics in Counseling Theory and Practice
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, and Psychoeducational Assessment: Cognitive Testing, which is a four semester-hour course.

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 Assessment
PSYC 6442	Psycho-Educational Assessment: Cognitive Testing
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
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Biological Bases of Behavior (three semester hours)

PSYC 9325	Behavioral Neuroscience
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Cognitive and Affective Bases of Behavior (three semester hours)

PSYC 9326	Learning and Cognition
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Research Design and Methodology (15 semester hours)

PSYC 6380	Research Design and Procedures
PSYC 9361	Professional Writing
PSYC 9370	Program Evaluation

| School of Professional Studies

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 6370	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
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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 Disability
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
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Master of Science in 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 of Science in Psychology degree program should refer to page 36 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 may be admitted as special students at the discretion of the faculty and on a space available basis.

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

60 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 Assessment
PSYC 6358	Life Planning and Career Development
PSYC 6380	Research Design and Procedures
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 8357	Systemic Approaches to Counseling III
PSYC 8390	Practicum I
PSYC 8391	Practicum II
PSYC 8392	Practicum III
PSYC 8393	Practicum IV

Elective 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 Design 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

Elective Three hours

Master of Science Specialization: Psychology Concentration: School Psychology

70 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.

PSYC 6321	Psychological Measurement and Evaluation
PSYC 6322	Psychological Assessment
PSYC 6324	Achievement Testing and Individualized Assessment
PSYC 6380	Research Design and Procedures
PSYC 6442	Psycho-educational Assessment: Cognitive Testing
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 8355	Child and Adolescent Counseling
PSYC 8356	Normal Family Processes Across Cultures
PSYC 8361	Theories of Learning
PSYC 8371	Consultation in School Psychology
PSYC 8372	Operation and Organization in Schools for School Psychology
PSYC 8375	Practicum Lab: Counseling Skills in School Settings
PSYC 8388	Pre-Practicum Laboratory: School Psychology Intervention Frameworks
PSYC 8398	Practicum: School Psychology
PSYC 8299-8699	School Psychology Internship
SPED 6323	Behavior Analysis and Intervention

Choose one of the following:

SPED 6305	Individual Differences: Advanced Studies
SPED 6343	Structuring the Educational Environment

Elective Three hours

For master's degree in school counseling see EDUCATION.

Certificate in Psychological Services for Spanish Speaking Populations

PSYC 6370	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.
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Certificate in Violence Prevention and Intervention: Level II

For Psychology/Human Science majors:

PSYC 5330G/SOCI 5330G	Violence Prevention and Intervention
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Choose one of the following:

EDUC 6317	Advanced Childhood Growth and Development
PSYC 7351	Life Span Developmental Psychology

| School of Professional Studies

Choose one of the following:

PSYC 8389 Field Placement
PSYC 8391 Practicum II

Choose two of the following:

PSYC 4330G/SOCI Violence in Communities and Families
4330G/SOWK
4330G
PSYC 5315G/SOCI Child Welfare
5315G/SOWK
5315G
PSYC 5316G /SOCI Services to Children Exposed to Violence
5316G /SOWK
5316G
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.

Worden School of Social Service

Chair: William Rainford, 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 professional practice 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 one concentration: Services to Children and Families. 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-standing 31-hour program. The 54 hour program is available full-time or part-time and consists mainly of in class courses. Although part-time study options are available, scheduling of courses during the day, at night and on weekends requires a flexible work schedule. The 31-hour advanced-standing program is offered in two formats: 1) The traditional 31-hour program is available full-time or part-time and consists mainly of in class courses. 2) There is a part-time only on-line format option for the 31-hour program (beginning Spring 2011). Please note: students who start as an on-line or traditional student, must finish their degree program in the same format.

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. Three letters of recommendation not more than one year old (at least one from an academician, others from employers or supervisors)
5. 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

| Worden School of Social Service

employment and/or volunteer experiences; social work career goals; and understanding of and identification with the Worden School of Social Service mission.

6. 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. Students must have completed a human biology course with a grade of C or better or must have taken and passed with a grade of C or better the human biology workshop offered by the Worden School of Social Service.

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, and one letter of recommendation 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 are 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 36 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

54 semester hours of specified social work courses.

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	Field Education I

Spring Semester

SOWK 6325	Generalist Social Work Practice: Organizations and Communities
SOWK 6332	Human Behavior and the Social Environment: Individuals and Families
SOWK 6152	Foundation Integrative Seminar II
SOWK 8352	Field Education II
SOWK 6341	Social Work Research I

Summer Semester

SOWK 7371	Psychopathology
SOWK 6342	Social Work Research II

Fall Semester

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	Policy and Practice in Human Services

Spring Semester

SOWK 8456/ 8556	Field Education: 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

28 semester hours in specified social work courses and three 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 field education courses.

The 31-hour program may be completed in 12 consecutive months in the following sequence:

Fall Semester

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 and Practice in Human Services

Spring Semester

SOWK 8456/8556	Field Education: Services to Children and Families
SOWK 7156	Advanced Block Integrative Seminar

Summer Semester

SOWK 6342	Social Work Research II
SOWK 7371	Psychopathology
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 three hours of elective credits from an accredited University may transfer into 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 Education

Field Education is an integral part of the master's degree social work education. Field placement 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 placements are developed around a combination concurrent and block model. Students in the 54 semester-hour program participate in Field Education 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 field education placement consisting of 32-33 hours per week in human service organizations. Students in the 31 semester-hour advanced standing program participate in field education that is one semester and 32-33 hours per week. Students may do only one work-related field placement.

Work-related placements are possible for first and second year students. A written proposal must be submitted to the director of field education at least three weeks before the end of the semester preceding the start of the field placement. Students should consult the director of field education for written instructions on preparing the proposal.

Students are discouraged from working a full-time job while enrolled in field education because of the time-intensive nature of field education 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 an educational experience that meets MSW Program goals and objectives.

The Worden School of Social Service does not grant credit for previous life or work experience in place of field education. Field education hours earned at another accredited social work program will not be accepted as transfer credit unless through an exemption granted by the Worden School.

Please be aware that in order to enter the Worden School of Social Service field education 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 field education courses required for completion of the master of social work degree. Also, students should be aware that, increasingly, field education sites require a student to complete a criminal background check in order to be placed 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.)

Course Descriptions

Accounting

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.

ACCT 8319 - INTERNAL AUDITING

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

ACCT 8320 - CONTEMPORATY 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 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.

Anthropology

ANTH 6190 - SELECTED READINGS

Advanced study of a specialized topic that the instructor selects. The course may be repeated when the topic is changed.

ANTH 6290 - SELECTED READINGS

Advanced study of a specialized topic that the instructor selects. The course may be repeated when the topic is changed.

ANTH 6390 - SELECTED READINGS

Advanced study of a specialized topic that the instructor selects. The course may be repeated when the topic is changed.

Art

ARTS 4341G - DESKTOP PUBLISHING

Same as COMM 4341G

| Course Descriptions

ARTS 5371G - 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

ARTS 5471G - 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

ARTS 5571G - 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

ARTS 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 4180G - SELECTED TOPICS IN BIOLOGY

Intensive study of a specific subject. May be repeated to a maximum of four semester hours when

topics vary, but not 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 4280G - SELECTED TOPICS IN BIOLOGY

Intensive study of a specific subject. May be repeated to a maximum of four semester hours when

topics vary, but not 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 4380G - SELECTED TOPICS IN BIOLOGY

Intensive study of a specified subject. May be repeated to a maximum of four semester hours when

topics vary, but not more than six semester hours may be earned in a combination of BIOL

4180G-4480G and BIOL 5102G-5401G. Prerequisite: Consent of instructor. Fee: \$40 if applicable.

BIOL 4480G - SELECTED TOPICS IN BIOLOGY

Intensive study of a specified subject. May be repeated to a maximum of four semester hours when

topics vary, but not more than six semester hours may be earned in a combination of BIOL

4180G-4480G and BIOL 5102G-5401G. Prerequisite: Consent of instructor. Fee: \$40 if applicable.

BIOL 5101G - 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 not 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. Maximum fee: \$40 if

applicable Offered: by independent study.

BIOL 5201G - 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 not 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. Maximum fee: \$40 if applicable Offered: by independent study.

BIOL 5301G - 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 not 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. Maximum fee: \$40 if applicable Offered: by independent study.

BIOL 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 not 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. Maximum fee: \$40 if applicable. Offered: by independent study.

Business Administration

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 that 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.

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 contract, 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 costly 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, BADM 8325.

| Course Descriptions

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 techniques 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 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 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, 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 economics 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: 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 term of the MBA Program. Fee: \$50.00

Chemistry

CHEM 3180G - 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. Fee: \$30 if applicable. Offered: By independent study.

CHEM 3280G - 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. Fee: \$30 if applicable. Offered: By independent study.

CHEM 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. Fee: \$30 if applicable. Offered: By independent study.

Computer Information Systems and Security

CISS 6600 - FUNDAMENTALS IN INFORMATION SYSTEM TECHNOLOGY

This course is designed to provide the necessary foundation in the basic information systems concepts of Operating Systems, 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 8302 - DATABASE MANAGEMENT SYSTEM

Analysis, design and management of databases to meet e-commerce business system organizational data and information needs using. 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. Formulation and application of methods for data resource management, including distributed access, performance optimization, scalability, and security.

CISS 8303 - INFORMATION SYSTEMS DEVELOPMENT

Analysis, design, and implementation of complete information systems using current methodologies and tools. Application of methods for overall development/acquisition of technology solutions, including software application, database integration, system distribution, system integrity and security, and the operational management and maintenance of information systems.

CISS 8304 - TELECOMMUNICATIONS AND NETWORKING

An-depth coverage of telecommunications and networking technologies. Architectures, topologies and protocols will be analyzed, along with communications standards used in enterprise networks and for electronic commerce systems. Course includes application of telecommunications and networking technologies to solve enterprise communications requirements in instructor provided scenarios and case studies.

CISS 8305 - INFORMATION SYSTEMS HARDWARE AND SOFTWARE PLATFORMS

Study of hardware, software and architecture platforms used to deliver enterprise information systems. Course focuses on current and emerging platform technologies supporting enterprise application and networked environments. Students will select and integrate various technologies to solve instructor provided scenarios and case studies.

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.

Communication Arts

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 projection 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 required to design and produce newsletter or other publication of their choice. Same as ARTS 4341G. Prerequisite: COMM or consent of instructor. Offered: Spring of odd-numbered years.

COMM 4351G - VIDEO PRODUCTION

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

COMM 4360G - COMMUNICATION THEORY AND RESEARCH

Examination of theories and research methods related to the communication process and to mass communication. Students 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 - 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 courses. Offered: Fall, Spring, Summer.

COMM 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 courses. Offered: Fall, Spring, Summer.

Communication Disorders**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 - 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 5251G - 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. 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 5351G - 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. 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 arranges. 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
Offered: Spring

CDIS 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. 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 arranges. Offered: Fall, Spring, Summer

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 AND 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

| Course Descriptions

remain in practicum under faculty supervision. An "X" grade is posted on the transcript until all practicum requirements are completed. Prerequisites: Enrollment in master program in CDIS. GPA of 3.00 or better and completion or enrollment in course work that qualifies student for the clinical experience. Fee:\$50.00 Offered: Fall, Spring, Summer

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 analysis 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 COMMUNICATION DISORDERS I

Seminar in diagnostic procedures, accompanies clinical practicum in initial diagnostics. Prerequisite: Admission to practicum. Fee: \$35 Offered: Fall, Spring

CDIS 7172 - ADVANCED ASSESSMENT PROCEDURES IN COMMUNICATION DISORDERS II

Seminar in diagnostic procedures; 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 Fee: \$35.00 Offered: Spring

CDIS 7173 - 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 will 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. Fee: \$35 Offered: Fall, Spring, Summer

CDIS 7174 - 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. Fee: \$35 Offered: Fall, Spring, Summer

CDIS 7191 - 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 7273 - 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 will 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 7274 - 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. Prerequisites: GPA of 3.00 or better, appropriate academic background and clinical practicum experience and consent of faculty. Offered: Fall, Spring, Summer

CDIS 7291 - 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 7312 - VOICE DISORDERS

Information on the etiology, diagnosis and treatment of voice disorders associated with pathologies. Includes clinical voice observation.

Prerequisite: CDIS 4411, CDIS 5360/CDIS 5360G Offered: Spring

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 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 will 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

| Course Descriptions

CDIS 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. Prerequisites: GPA of 3.00 or better, appropriate academic background and clinical practicum experience and consent of faculty. Offered: Fall, Spring, Summer

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 7391 - PROBLEMS IN COMMUNICATION DISORDERS

A study of problems and trends in the field of communication disorders. May be repeated when topics vary. Offered: Fall, Spring, Summer

CDIS 7491 - PROBLEMS IN COMMUNICATION DISORDERS

A study of problems and trends in the field of communication disorders. May be repeated 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 culture. Offered: Spring

CDIS 8340 - CLEFT PALATE

A study of the effects on speech, resonance, and velopharyngeal dysfunction due to craniofacial anomalies with an emphasis on cleft lip palate. Information on assessment procedures, prosthetic devices and therapies, and surgeries via a multidisciplinary team approach. Prerequisites: CDIS 4411, CDIS 7312. Offered: Spring

CDIS 8391 - THESIS IN COMMUNICATION DISORDERS

See University Thesis Guidelines. Prerequisite: Three semester hours in statistics and 12 semester hours in master's degree CDIS courses.

CDIS 8491 - THESIS IN COMMUNICATION DISORDERS

See University Thesis Guidelines. Prerequisite: Three semester hours in statistics and 12 semester hours in master's degree CDIS courses.

CDIS 8591 - THESIS IN COMMUNICATION DISORDERS

See University Thesis Guidelines. Prerequisite: Three semester hours in statistics and 12 semester hours in master's degree CDIS courses.

CDIS 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 6123 - SEMINAR IN COUNSELOR EDUCATION

Seminar on current issues and trends in professional counseling and guidance. Same as PSYC 6123. Offered: Summer

COUN 6223 - SEMINAR IN COUNSELOR EDUCATION

Seminar on current issues and trends in professional counseling and guidance. Same as PSYC 6223.
Offered: Summer

COUN 6323 - SEMINAR IN COUNSELOR EDUCATION

Seminar on current issues and trends in professional counseling and guidance. Same as PSYC 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. Fee: \$50 Offered: Spring

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

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 6358

COUN 6358 - LIFE PLANNING AND CAREER DEVELOPMENT

Same as PSYC 6358. Fee: \$50 Offered Fall, Summer

COUN 6359 - APPLIED LEARNING AND DEVELOPMENT

Same as EDUC 6359 and PSYC 6359 Offered: Fall, Spring, Summer

COUN 6385 - PROFESSIONAL INTERNSHIP: SCHOOL COUNSELOR

One-year teaching 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. Fee: \$30. Offered: Fall, Spring

COUN 6323 - SEMINAR IN COUNSELOR EDUCATION

Seminar on current issues and trends in professional counseling and guidance. Same as PSYC 6423.
Offered: Summer

COUN 6523 - SEMINAR IN COUNSELOR EDUCATION

Seminar on current issues and trends in professional counseling and guidance. Same as PSYC 6523.
Offered: Summer

COUN 6623 - SEMINAR IN COUNSELOR EDUCATION

Seminar on current issues and trends in professional counseling and guidance. Same as PSYC 6623.
Offered: Summer

COUN 7333 - PSYCHOPATHOLOGY ETIOLOGY DIAGNOSIS AND TREATMENT PLANNING

Same as PSYC 7333. Offered: Spring

| Course Descriptions

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. (Summer section 0002 for School Psychology students only)

COUN 8352 - PRE-PRACTICUM COUNSELING LABORATORY: BASIC INTERVIEWING SKILLS

Same as PSYC 8352.

COUN 8355 - CHILD AND ADOLESCENT COUNSELING

Same as PSYC 8355. Offered:Fall, Summer

COUN 8356 - NORMAL FAMILY PROCESSES ACROSS CULTURES

Same as PSYC 8356.Fee:\$15 Offered: Spring, Summer.

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. Fee:\$30. Offered:Fall, Spring

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. Fee:\$30. Offered:Fall, Spring

Drama

DRAM 4191G - SELECTED TOPICS IN DRAMA

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

DRAM 4291G - 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.

DRAM 4391G - SELECTED TOPICS IN DRAMA

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

DRAM 4491G - SELECTED TOPICS IN DRAMA

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

DRAM 4591G - SELECTED TOPICS IN DRAMA

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

DRAM 4691G - SELECTED TOPICS IN DRAMA

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

Education

EDUC 4331G - CHILDREN'S LITERATURE FOR EDUCATORS

Reading needs and interests of children; standard aids for selection of materials; factors in selecting, evaluating and using materials, including multi-ethnic, multicultural materials; in various formats; using and interpreting materials in the elementary/middle school curriculum. Includes both imaginative and analytical writing. Offered: Fall, Summer

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. Fee: \$5 Offered: Fall

EDUC 4364G - ENGLISH AS SECOND LANGUAGE METHODOLOGY

Same as: ENGL 5386G Offered: Fall

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 - SELECTED TOPIC IN TEACHER EDUCATION

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

EDUC 5205G - SELECTED TOPIC IN TEACHER EDUCATION

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

EDUC 5305G - SELECTED TOPIC IN TEACHER EDUCATION

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

| Course Descriptions

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. Offered: Fall

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. Fee: \$40 Offered: Fall, Spring

EDUC 5405G - SELECTED TOPIC IN TEACHER EDUCATION

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

EDUC 5505G - SELECTED TOPIC IN TEACHER EDUCATION

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

EDUC 5605G - SELECTED TOPIC IN EDUCATION

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

EDUC 6106 - 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 6206 - 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, Fall

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, Summer, Distance Learning offered Fall

EDUC 6305 - CURRICULUM AND INSTRUCTION IN MULTICULTURAL SETTINGS

A study of curriculum organization, instructional methods, teaching cycle, scope and sequence of Knowledge and Skills in Texas Essential knowledge and skills (TEKS). Attention to proficiency in teaching pedagogy with diverse students. Practical applications of models of teaching. Eight clock hours of field experience in schools. Fee: \$10.00 Offered: Spring

EDUC 6306 - 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 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, Summer, Distance Learning offered Spring

EDUC 6317 - ADVANCED CHILDHOOD GROWTH AND DEVELOPMENT

In-depth examination of child development including both normal and exceptional development; specifically the cognitive, language, physical, social, and emotional developmental domains of the child from the prenatal period to early adolescence. Exploration of theoretical frameworks, current research, and application as well as examination of effects of varying environmental and cultural backgrounds on child growth and development. On-site observations of children in various contexts. Fee: 20.00 Offered: Spring

EDUC 6318 - TEACHING YOUNG CHILDREN

An integrated approach to curriculum, assessment and instruction based on aesthetic, affective, cognitive, language, motor, physical and social development of children (birth through age eight); identification of best practices in organizing the learning environment, materials, schedule and routines in naturalistic child-centered settings. Practical application of play-centered curricula. Fee: 20.00 Prerequisite: EDUC 6317 Offered: Spring

EDUC 6319 - THESIS

Prerequisite: EDUC 6311; approval of topic, consent of thesis director.

EDUC 6321 - 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: Fall, Spring

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: Spring 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: Fall of odd-numbered years, Spring

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. Fee: \$10 Offered: Spring

EDUC 6345 - ASSESSMENT AND EVALUATION:STUDENTS WITH EXCEPTIONALITIES

Same as: PSYC 6345 and SPED 6345. Fee:25.00

EDUC 6346 - CLASSROOM ASSESSMENT

Emphasis on different theoretical models of instruction and assessment and their application in the classroom with a focus on curricular alignment. Through lesson study, planning and refinement of "research lesson" are developed to support long-term goals for student learning and professional development. Offered:Summer, Distance Learning offered Summer

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: Spring

EDUC 6349 - INSTRUCTION AND ASSESSMENT PRACTICES FOR THE MULTICULTURAL CLASSROOM

Examination of different theoretical models of teaching and assessment with an emphasis on the interrelationship between curriculum, instruction and assessment including the design of high quality, developmentally appropriate, standards-aligned curriculum for a diverse student population;technology integration and creation of performance assessment, rubrics, test construction and modifications for students with learning differences are covered. Practical application of alignment of instruction and assessment. Offered:Summer

EDUC 6355 - THE LEARNING RESOURCES CENTER IN SCHOOL

Problems and methods of achieving effective service in the school learning resources center; organization and administrative of learning resources and objectives with standards for evaluating service to students and faculty. Offered: Fall 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: Spring 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: Fall, Spring, 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: Summer 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. Research in language development and academic Spanish for L1/L2 cognitive academic language learning approach strategies. This course is taught bilingual (English/Spanish).

Prerequisite: Academic and oral language proficiency in Spanish and English. Offered: Spring Fee: \$20

EDUC 6363 - READING AND LANGUAGE ARTS:BILINGUAL

Examines the development and assessment of literacy in the primary language (L1) and in the students' second language (L2). Transfer and diagnosis of literacy skills between languages including the current social nature of the biliteracy process. Research in the area of literacy assessment. Minimum of eight hours of field experience in bilingual classrooms. This course is taught bilingual (English/Spanish). Prerequisite:Academic and oral language proficiency in Spanish and English. Offered: Fall Fee: \$20

EDUC 6368 - CLASSROOM ORGANIZATION AND MANAGEMENT FOR MULTICULTURAL SETTINGS

Overview of basic principles of classroom organization and management of instructions, including theoretical knowledge about the science of classroom management. A broad range of techniques is presented with attention to social, cultural, and gender differences as factors important to effective classroom management, Code of ethics and standard practices for Texas educators including professional and ethical practices and conduct toward colleagues and students. Emphasis on practical application of theoretical frameworks of classroom management. Eight clock hours of field experience in schools. Offered: Summer Fee: \$10

EDUC 6369 - CLINICAL PRACTICE IN READING

Supervised practice with students with reading problems in a clinic setting. The experience will include reading diagnosis; development and implementation of interventions. Data will be gathered and case studies written. Fee: \$25 Offered: Summer

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 Fall.

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. Fee: \$10
Offered: Distance Learning Course Fall

EDUC 6374 - READING DIAGNOSIS AND PRESCRIPTION

Overview of assessment and correction of reading difficulties;principles of intervention and corrective instruction, including use of the Response to Intervention (RTI) approach;informal and standardized instruments for diagnosing student strengths and weaknesses in reading;formulation of programs, appropriate strategies and procedures based on diagnosis,clinical practice in administration and interpretation of diagnostic instruments. Practical application of intervention design and implementation. Minimum of 8 hours of field experience in schools. Offered: Spring

EDUC 6375 - CONTENT AREA READING IN SECONDARY SCHOOLS

Principles, methods and materials for effective instruction in reading at the secondary level. Emphasis is placed on reading to learn with meaning-based strategies that help students construct meaning and become more effective readers in the content areas, appropriate reading levels,

| Course Descriptions

adaptation of materials in content areas and assessment procedures. Practical applications of reading strategies to help students become more effective readers. Minimum of eight hours of field experience in schools. Offered: Spring

EDUC 6376 - DESIGNING PROFESSIONAL DEVELOPMENT FOR 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 Spring

EDUC 6377 - TEACHING EDUCATIONAL TECHNOLOGY

A study of instructional technology tools and integration strategies for teaching and learning. Topics include theory and practice of integration, with specific emphasis on instructional software, productivity software, multimedia, internet, and discipline-specific tools and applications. Offered: Summer, Distance Learning Course Spring.

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 Fee: \$20.00 Offered: Distance Learning Course Spring

EDUC 6380 - PROFESSIONAL INTERNSHIP: SCHOOL LIBRARIAN

One-year teaching 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% 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. Fee: \$30 Offered: Fall, Spring

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 skills. Offered: Spring of even numbered years, Summer of odd-numbered years.

EDUC 6382 - PRINCIPAL INTERNSHIP

Knowledge, skills and experiences at the performance level under joint guidance and direction of school administration teaching staff; experiences with all administrative jobs and positions except that of superintendent. This course may be repeated for credit. Fee: \$50 Offered: Spring

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 - INTERNSHIP I:ELEMENTARY

Elementary teaching experience where the students 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 Fee: \$30 Offered:Fall, Spring

EDUC 6387 - INTERNSHIP 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. Prerequisite: EDUC 6386. Pass/Fail Offered: Fall, Spring Fee: \$30

EDUC 6388 - INTERNSHIP I: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 Fee: \$30 Offered:Fall, Spring

EDUC 6389 - INTERNSHIP 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. Prerequisite: EDUC 6388 Pass/Fail Offered: Fall, Spring 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 the networking, teleconferencing, streaming media, and instructional application of the World Wide Web. Offered: Distance Learning Course Summer

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 6406 - 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 6419 - THESIS

Prerequisite:EDUC 6311; approval of topic, consent of thesis director.

EDUC 6421 - SEMINAR IN SCHOOL ADMINISTRATION

Administrative problems studied in specific school situations; development of individual capabilities in resolving persistent problems.

EDUC 6519 - THESIS

Prerequisite:EDUC 6311; approval of topic, consent of thesis director.

| Course Descriptions

EDUC 6506 - 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 6521 - SEMINAR IN SCHOOL ADMINISTRATION

Administrative problems studied in specific school situations; development of individual capabilities in resolving persistent problems.

EDUC 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 6619 - THESIS

Prerequisite: EDUC 6311; approval of topic, consent of thesis director.

EDUC 6621 - SEMINAR IN SCHOOL ADMINISTRATION

Administrative problems studied in specific school situations; development of individual capabilities in resolving persistent problems.

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 instructions in collaboration with the cooperating teacher. Weekly seminars will explore teaching-related topics. Pass/Fail. Prerequisite: Consent of MENTC Program Director Fee: \$30.00. Offered: Fall, Spring

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 assessment, appropriate personnel and program evaluation 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 problem 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 - 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

EDUC 8314 - SCHOOL-COMMUNITY INTERACTION

The students 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 - SUPERINTENDENT OF SCHOOLS, THE ADMINISTRATIVE TEAM AND PERSONNEL MANAGEMENT

Competencies in the following area 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 select and implement the most advanced current business concepts and practices available in today's technology of school business operations.

EDUC 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:\$60

English

ENGL 3313G - PLAYWRITING

Same as DRAM 4371G.

ENGL 4195G - 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 4295G - SPECIAL STUDIES IN ENGLISH

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

ENGL 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 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. Same as: EDUC 4364G 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 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 Grammers, Minority Dialects, Contemporary Usage, Psycholinguistics).

ENGL 7391 - READINGS IN LITERATURE

Arranged by the student with an individual professor after approval by the graduate advisor. 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 - THESIS

Supervised research culminating in a major essay.

ENGL 8691 - THESIS

Supervised research culminating in a major essay.

Finance

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.

Geography

GEOG 4391G - SLCTD TOPICS IN GEOGRAPHY

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

Geology

GEOL 4191G - 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.

GEOL 4291G - 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.

GEOL 4391G - 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.

GEOL 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.

Healthcare Management

HCMG 7304 - MANAGEMENT OF HEALTH CARE 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 health care 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 health care organizations across the spectrum of care. Applies the theory by tracking health care 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 printing 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 health care 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.

History

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 - 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.

| Course Descriptions

HIST 5270G - 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 years.

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.

HIST 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.

Human Resource Management

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 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 week 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 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 and Security Management

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.

IASM 8303 - INFORMATION ASSURANCE PLANNING AND MANAGEMENT

Discussion and practical performance of the certification and accreditation process, to include development of a system security plan. Course will introduce generic security planning guidelines and documents. Students will develop a security plan for a supplied description of an AIS/telecommunications systems.

IASM 8304 - INFORMATION ASSURANCE ASSESSMENT

Course will include discussion and demonstration of information assurance assessment. Students will learn to identify, assess and report vulnerabilities, threats and risk in a AIS/telecommunications system, and recommend 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,

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.

IASM 8312 - INTERNET SECURITY ARCHITECTURES

Course will include a detailed study of network and distributed systems security. The course reviews security consideration in distributed system and enterprise network architectures, and implementation of security services such as cryptography, access control and network security and monitoring. Students will examine and compare network and system architectures, and apply lessons learned to instructor supplied AIS/telecommunication systems.

Interdisciplinary Studies

INDS 3191G - 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 3291G - 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 3391G - 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 3491G - 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 3591G - 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 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 - SPECIAL TOPICS IN INTERDISCIPLINARY STUDIES

Advance study in a specialized topic chosen by the instructor. May be repeated for credit when topics vary.

INDS 5290G - SPECIAL TOPICS IN INTERDISCIPLINARY STUDIES

Advance study in a specialized topic chosen by the instructor. May be repeated for credit when topics vary.

INDS 5390G - SPECIAL TOPICS IN INTERDISCIPLINARY STUDIES

Advance study in a specialized topic chosen by the instructor. May be repeated for credit when topics vary.

INDS 5490G - SPECIAL TOPICS IN INTERDISCIPLINARY STUDIES

Advance study in a specialized topic chosen by the instructor. May be repeated for credit when topics vary.

INDS 5590G - SPECIAL TOPICS IN INTERDISCIPLINARY STUDIES

Advance study in a specialized topic chosen by the instructor. May be repeated for credit when topics vary.

INDS 5690G - SPECIAL TOPICS IN INTERDISCIPLINARY STUDIES

Advance study in a specialized topic chosen by the instructor. May be repeated for credit when topics vary.

Kinesiology

KINE 4360G - SELECTED TOPICS IN PHYSICAL EDUCATION

Leadership Studies

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 6344 - TRANSFORMATIONAL LEADERSHIP

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

| Course Descriptions

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 TOPICS 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 - INTERNSHIP

Participation in an internship position related to other 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 - 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 - SELECTED TOPICS IN LEADERSHIP STUDIES

Specialized courses which provide intensive, specific exposure to a topic selected from the following emphasis areas: technology leadership, non-profit and public leadership and for-profit leadership. May be repeated for credit when topic varies. Prerequisite: Doctoral level or consent of instructor

LEAD 9170 - SYNTHESIS OF LEADERSHIP AND RESEARCH THEORIES

This course provides specialized instruction to serve as a capstone to the first year of courses. The course will help students to consolidate learning across practical and theoretical courses in such a manner that the student goes beyond encapsulated knowledge and moves towards successful integration of material, with the ability to discuss and apply consolidated knowledge in a scholarly manner. Prerequisite: A minimum of 12 hours of leadership core courses, including LEAD 9310 and LEAD 9341

LEAD 9171 - RESEARCH SYNTHESIS FOR LEADERSHIP

The course provides specialized instruction to serve as a research capstone to the pre-candidacy doctoral student. It will help students to consolidate learning across 12 hours of research methodology and statistics courses in such a manner that the student goes beyond encapsulated knowledge and moves towards successful integration and application of the material beyond the classroom. Prerequisite: A minimum of 12 hours of research methods and statistics courses, including LEAD 9341, LEAD 9342 ,LEAD 9343 and LEAD

LEAD 9172 - LEADERSHIP THEORIES SYNTHESIS FOR LEADERSHIP

The course provides specialized instruction to serve as a leadership theories capstone to the pre-candidacy doctoral student. It will help students to consolidate learning across 12 hours of leadership theory courses in such a manner that the student goes beyond encapsulated knowledge and moves towards successful integration and application of the material beyond the classroom. Prerequisite: A minimum of 36 hours in program with the following courses as prerequisites: LEAD 9310, LEAD 9320, LEAD 9321, LEAD 9350 and LEAD 9316

LEAD 9173 - MANAGEMENT SYNTHESIS FOR LEADERSHIP

The course provides specialized instruction to serve as a management capstone to the pre-candidacy doctoral student. It will help students to consolidate learning across 12 hours of management courses in such a manner that the student goes beyond encapsulated knowledge and moves towards successful integration and application of the material beyond the classroom. Prerequisite: A minimum of 36 hours in program, with the following courses as prerequisites: LEAD 9313, LEAD 9320, LEAD 9321 and LEAD 9323

LEAD 9199 - DISSERTATION DEFENSE

This one-hour credit must be taken the semester a candidate wishes to defend the dissertation. Fee: \$200

LEAD 9215 - INTERNSHIP

Participation in an internship position related to other field of study and dissertation concentration. May be repeated for up to six total credit hours. Prerequisite: Consent of graduate adviser

LEAD 9249 - 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 9261 - 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 9266 - SELECTED TOPICS IN LEADERSHIP STUDIES

Specialized courses which provide intensive, specific exposure to a topic selected from the following emphasis areas: technology leadership, non-profit and public leadership and for-profit leadership. May be repeated for credit when topic varies. Prerequisite: Doctoral level or consent of instructor

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 experimental 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 9315 - INTERNSHIP

Participation in an internship position related to other field of study and dissertation concentration. May be repeated for up to six total credit hours. Prerequisite: Consent of graduate adviser

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 9318 - LEADERSHIP ASSESSMENT

Course provides an overview and application of key leadership assessment instruments and explores the evolution of leadership and the development of psychological assessment instruments as a means for understanding leadership dynamics. Research assignments to integrate scholarly writing and systems thinking to leadership research and theory to organizations. Fee: \$40

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 entrance 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 for 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

| Course Descriptions

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 students 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 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 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 department 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 material 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 9366 - SELECTED TOPICS IN LEADERSHIP STUDIES

Specialized courses which provide intensive, specific exposure to a topic selected from the following emphasis areas: technology leadership, non-profit and public leadership and for-profit leadership. May be repeated for credit when topic varies. Prerequisite: Doctoral level or consent of instructor

LEAD 9415 - INTERNSHIP

Participation in an internship position related to other field of study and dissertation concentration. May be repeated for up to six total credit hours. Prerequisite: Consent of graduate adviser

LEAD 9515 - INTERNSHIP

Participation in an internship position related to other field of study and dissertation concentration. May be repeated for up to six total credit hours.
Prerequisite: Consent of graduate adviser

LEAD 9615 - INTERNSHIP

Participation in an internship position related to other field of study and dissertation concentration. May be repeated for up to six total credit hours.
Prerequisite: Consent of graduate adviser

Management

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 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 the 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 8319

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

Mathematics

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. Offered: As needed

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

Mathematics Education

MTED 6309 - ALGEBRA FOR TEACHERS

An overview of algebraic topics across the TEKS and high-school algebra. A 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 6310 - 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 6311 - GEOMETRY FOR TEACHERS

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

Prerequisite: Consent of instructor

MTED 6312 - PROBABILITY AND STATISTICS FOR TEACHERS

An 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 instructor

MTED 6313 - CONCEPTS OF CALCULUS

An integrated study of the 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 and selected from geometry, measurement, number theory, probability, statistics, and algebra. Prerequisite: At least six hours of MTED courses or consent of the instructor.

| Course Descriptions

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

MTED 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.

Music

MUSI 4171G - 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

MUSI 4271G - 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

MUSI 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

Nonprofit Management

NPMT 8600 - LEADING AND MANAGING NON-PROFITS

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. Prerequisites: NPMT 8600

NPMT 8610 - FINANCE AND ACCOUNTING FOR NONPROFITS

Emphasizes the development of skills necessary for sound financial decision making within a non-profit. Includes financial ration analysis, capital budgeting, risk and return analysis and financial forecasting. Prerequisites: NPMT 8600, NPMT 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. Prerequisites: NPMT 8600, NPMT 8605, & NPMT 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. Prerequisites: NPMT 8600, NPMT 8605, NPMT 8610 & NPMT 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. Prerequisites: NPMT 8600, NPMT 8605, NPMT 8610, NPMT 8615, & NPMT 8620.

Philosophy

PHIL 4192G - SPECIAL TOPICS IN PHILOSOPHY

Advanced study of philosophy. May be repeated for credit when topics vary. Prerequisite:PHIL 2321

PHIL 4292G - 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

PHIL 4392G - SPECIAL TOPICS IN PHILOSOPHY

Advanced study of philosophy. May be repeated for credit when topics vary. Prerequisite:PHIL 2321

Physical Science

PHSC 4191G - SELECTED TOPICS IN PHYSICAL SCIENCE

In-depth study of specialized topic. May be repeated for credit when topics vary. Prerequisites: Advanced standing and consent of instructor.

PHSC 4291G - SELECTED TOPICS IN PHYSICAL SCIENCE

In-depth study of specialized topic. May be repeated for credit when topics vary. Prerequisites: Advanced standing and consent of instructor.

PHSC 4391G - SELECTED TOPICS IN PHYSICAL SCIENCE

In-depth study of specialized topic. May be repeated for credit when topics vary. Prerequisites: Advanced standing and consent of instructor.

PHSC 4491G - SELECTED TOPICS IN PHYSICAL SCIENCE

In-depth study of specialized topic. May be repeated for credit when topics vary. Prerequisites: Advanced standing and consent of instructor.

Physics

PHYS 4191G - SELECTED TOPICS IN PHYSICS

In-depth study of specialized topic. May be repeated for credit when topics vary. Prerequisites: Advanced standing and consent of instructor.

PHYS 4291G - SELECTED TOPICS IN PHYSICS

In-depth study of specialized topic. May be repeated for credit when topics vary. Prerequisites: Advanced standing and consent of instructor.

PHYS 4391G - SELECTED TOPICS IN PHYSICS

In-depth study of specialized topic. May be repeated for credit when topics vary. Prerequisites: Advanced standing and consent of instructor.

PHYS 4491G - SELECTED TOPICS IN PHYSICS

In-depth study of specialized topic. May be repeated for credit when topics vary. Prerequisites: Advanced standing and consent of instructor.

Political Science

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. Prerequisites: 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 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 6310.

Psychology

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 PSYC 5315G & SOCI 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. 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 5368G - SOCIOLOGY OF AGING

Same as SOWK 5368G and SOCI 5368G

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 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: Spring

PSYC 5385G - INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY

The course introduces how scientific methods, theory, and psychological principles apply in business and industry. Topics include such areas as motivation, job satisfaction, leadership and communication theory, organizational structure, performance appraisal, personnel testing and selection, training, workplace design, and work environment. Offered:Fall

PSYC 5410G - APPLIED PSYCHOPHYSIOLOGY AND BIOFEEDBACK

Introduction of biofeedback practice from several points of view: theoretical, electronic, psychophysiological 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 - SEMINAR IN COUNSELOR EDUCATION

Same as COUN 6123 and Offered: Summer

PSYC 6190 - SELECTED TOPICS IN PSYCHOLOGY

In-depth study of specialized topic chosen by instructor. May be repeated for credit when topic varies. Prerequisite: Graduate standing and consent of instructor

PSYC 6223 - SEMINAR IN COUNSELOR EDUCATION

Same as COUN 6223. Offered: Summer

PSYC 6290 - SELECTED TOPICS IN PSYCHOLOGY

In-depth study of specialized topic chosen by instructor. May be repeated for credit when 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. Fee: \$25 Offered: Fall

PSYC 6322 - PSYCHOLOGICAL ASSESSMENT

Assessment of individual 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. Prerequisites: PSYC 6321, PSYC 6442 or EDUC 6345 or EDUC 6346 Fee: \$75 Offered: Fall

PSYC 6323 - SEMINAR IN COUNSELOR EDUCATION

Same as COUN 6323. Offered: Summer

PSYC 6324 - ACHIEVEMENT TESTING AND INDIVIDUALIZED ASSESSMENT

Overview of recommended norm reference test of individual achievement; Covers individualized administration scoring, interpretation and report writing for diagnostic purpose and academic program planning. Discusses formal and informal procedures and processes involved in psychoeducational testing and implications for intervention. Prerequisite: PSYC 6442 Fee \$50.00 Offered: Summer

PSYC 6325 - VOCATIONAL AND APTITUDE ASSESSMENT

Same as COUN 6325. Offered: Spring Fee: \$50

PSYC 6345 - ASSESSMENT AND EVALUATION: STUDENTS WITH EXCEPTIONALITIES

Same as: EDUC 6345 and SPED 6345. Fee: 25.00

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. Fee: \$50 Offered: Fall, Summer

PSYC 6359 - APPLIED LEARNING AND DEVELOPMENT

Same as COUN 6359 and EDUC 6359. Offered: Fall, Spring, Summer

PSYC 6370 - 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 presentation. Prerequisite: Facility in oral Spanish determined by the OLLU Spanish Oral Proficiency Assessment. Offered: Spring

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. Prerequisites: Enrolled in M.S. in Psychology or PsyD program or consent of instructor. Offered: Fall, Summer.

PSYC 6390 - SELECTED TOPICS IN PSYCHOLOGY

In-depth study of specialized topic chosen by instructor. May be repeated for credit when topic varies. Prerequisite: Graduate standing and consent of instructor

PSYC 6442 - PSYCHOEDUCATIONAL ASSESSMENT: COGNITIVE TESTING

Supervised training in administration, scoring, interpretation and reporting of various intellectual assessment instruments and methods. Same as EDUC 6442. Fee: \$50 Offered: Fall and Spring

PSYC 6490 - SELECTED TOPICS IS PSYCHOLOGY

In-depth study of specialized topic chosen by instructor. May be repeated for credit when topic varies. Prerequisite: Graduate standing and consent of instructor

PSYC 6690 - SELECTED TOPICS IN PSYCHOLOGY

In-depth study of specialized topic chosen by instructor. May be repeated for credit when topic varies. Prerequisite: Graduate standing and consent of instructor

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 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 8299 - 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

| Course Descriptions

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 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. 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. (Summer section 0002 for School Psychology students only)

PSYC 8319 - 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

PSYC 8331 - LANGUAGE AND PSYCHOSOCIAL VARIABLES IN INTERVIEWS AND ASSESSMENTS WITH LATINOS

Ethnically sensitive practices and delivery of services to Latinos. Issues related to language psychosocial variables in interviews and assessment of social and psychological well-being. Prerequisites: PSYC 6322, PSYC 8352 and PSYC 8356 Offered: Fall

PSYC 8342 - MEDICAL ASPECTS OF DISABILITY

Same as SPED 6342 and SOWK 8342. Offered: Fall, Summer

PSYC 8343 - PROJECTIVE TECHNIQUES IN TESTING

Administration scoring, interpretation, and report writing for projective testing including drawings, apperception tests and various informal techniques; Basic introduction to the Rorschach Inkblot system; Developing integrative and interpretational strategies. Prerequisite: PSYC 6322 or PSYC 9322, PSYC 6442 Fee:\$75 Offered:Spring

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-PRATICUM 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. Prerequisites: 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. Prerequisites: PSYC 8302 and PSYC 8351 Offered: Spring

PSYC 8355 - CHILD AND ADOLESCENT COUNSELING

Analysis of factors contributing to and procedures for promoting 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 PSYC 9334 or consent of instructor Offered: Fall

PSYC 8361 - THEORIES OF LEARNING

Overview of theories and principles of learning in Psychology; Topics include cognitive development, the role of memory, information processing, perception and motivation in learning; Explores techniques and methods employed in development of learning styles. Reviews all of the major theories of learning in Psychology. Prerequisite: PSYC 8325 Offered: Summer

PSYC 8371 - CONSULTATION IN SCHOOL PSYCHOLOGY

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: Summer

PSYC 8372 - OPERATION AND ORGANIZATION IN SCHOOLS FOR SCHOOL PSYCHOLOGY

Organizational structure of schools; role definition and function of various personnel including the specialist in school psychology (LSSP); Review of Special programming, legal guidelines and IDEA requirements; Overview of federal, state, and local school governance; Operational variables that impact service delivery. Offered: Spring

PSYC 8375 - PRACTICUM LAB: COUNSELING SKILLS IN SCHOOL SETTINGS

Overview and application of psychological counseling skills for individual and groups in schools; Includes overview of brief techniques and approaches used in systems as well as other individual theoretical approaches and techniques appropriate for use in schools. Prerequisites: PSYC 8388 and PSYC 8351 Offered: Spring

PSYC 8388 - PRE-PRACTICUM LABORATORY:SCHOOL PSYCHOLOGY INTERVENTION FRAMEWORK

Primary skills and processes in school settings for the practice of School Psychology procedural frameworks for assessment, counseling, consultation, and special programming eligibility; Basic terminology, mandatory documentation, and direct and indirect accountability for interventions given educational mandates of Response To Intervention (RTI) framework. Preparation for Practicum activities. Prerequisite: PSYC 6321 and PSYC 6442 Offered: Fall

PSYC 8389 - FIELD PLACEMENT FOR VIOLENCE PREVENTION AND INTERVENTION: LEVEL II

Supervised experience in application and integration of communication and human relations skills in appropriate field setting. Same as SOCI 8389 Prerequisite: Consent of instructor Offered: Fall, Spring, Summer

PSYC 8390 - PRACTICUM I

Under direct supervision of psychology faculty, students will provide psychological services to individuals, couples, and families. Student must demonstrate specific competencies according to their specialization. All students must accumulate 125 hours of direct service. Prerequisite: 18 semester hours in graduate psychology including PSYC 8302, PSYC 8351 and PSYC 8352 Fee: \$20 Offered: Fall, Spring, Summer

PSYC 8391 - PRACTICUM II

Continuation of PSCY 8390. Placement at approved university and/or community sites. Requires a minimum of 20 hrs per week time commitment. All students must accumulate 125 hrs of direct service. Prerequisite: PSYC 8390 Fee: \$20 Offered: Fall, Spring, Summer

PSYC 8392 - PRACTICUM III

Continuation of PSYC 8391. Placement at approved university and/or community sites. Requires a minimum of 20 hrs per week time commitment. All students must accumulate 125 hours of direct service. Prerequisite: PSYC 8391 Fee: \$20 Offered: Fall, Spring, Summer

PSYC 8393 - PRACTICUM IV

Continuation of PSYC 8392. Placement at approved university and/or community sites. Requires a minimum of 20 hours per week time commitment. All students must accumulate 125 hours of direct service. Prerequisite: PSYC 8392 Fee: \$20 Offered: Fall, Spring, Summer

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 of total direct and indirect services. Prerequisite PSYC 6322 PSYC 6342 PSYC 8352 PSYC 8355 PSYC 8371 and PSYC 8372 Fee: \$20 Offered: Fall, Spring, Summer

PSYC 8399 - 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. Fee will vary depending on cost of travel and lodging. Offered: Summer

PSYC 8499 - 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 8599 - 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 8619 - THESIS

See University Thesis Guidelines.

PSYC 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 9101 - DOCTORAL PSYCHOLOGY COLLOQUIUM I

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: Fall

PSYC 9102 - DOCTORAL PSYCHOLOGY COLLOQUIUM 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: 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.

| Course Descriptions

PSYC 9165 - 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.

PSYC 9166 - SELECTED TOPICS IN COUNSELING THEORY AND PRACTICE

Specialized courses which provide intensive, specific exposures 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 - INTERNSHIP I

Supervised practice of psychology including psychotherapy, psychological assessment, consultation, supervision, psychoeducational 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 9191 - INTERNSHIP II

Supervised practice of psychology including psychotherapy, psychological assessment, consultation, supervision, psychoeducational 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 9192 - INTERNSHIP III

Supervised practice of psychology including psychotherapy, psychological assessment, consultation, supervision, psychoeducational 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 9265 - 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.

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 and consent of instructor, PSYC 8357 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 and consent of instructor, PSYC 8357 or equivalent
Offered: Spring of even-numbered years.

PSYC 9304 - THEORIES 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 - INTRO TO HEALTH PSYCHOLOGY

Introduction to the psychologist 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 sequelae 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. Fee: \$75
Offered: Fall of odd-numbered years.

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 sexual 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-numbered years.

PSYC 9333 - ABNORMAL PSYCHOLOGY

Theoretical perspectives on etiology, development, and treatment 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 PSYCHOLOGY

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

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. Prerequisite: PSYC 8302 and Doctoral level or consent of instructor Offered: Summer of odd-numbered years.

PSYC 9365 - 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.

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. Offered: Fall of even-numbered years. Prerequisite: PSYC 6380 or equivalent and doctoral level or consent of instructor

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 - DOCTORAL PRACTICUM I

Supervised practice of psychology including psychotherapy, psychological assessment, consultation, supervision, psychoeducational 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 1000 direct contact hours (500 for each course). Fee: \$25

PSYC 9389 - DOCTORAL PRACTICUM II

Supervised practice of psychology including psychotherapy, psychological assessment, consultation, supervision, psychoeducational 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 1000 direct contact hours (500 for each course). Fee: \$25

PSYC 9395 - DISSERTATION I

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.

PSYC 9396 - DISSERTATION II

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.

PSYC 9397 - DISSERTATION 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

| Course Descriptions

PSYC 9465 - 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.

PSYC 9565 - 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.

PSYC 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.

Religious Studies and Theology

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 6210 - 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.; etc) Fee;\$40 applies when laboratory is included.

SCED 6220 - TOPICS IN CHEMISTRY 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.; etc) Fee;\$40 applies when laboratory is included.

SCED 6230 - TOPICS IN GEOLOGY EDUCATION

Concepts in earth science 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 (for example: Earth's Movement and Energy; Rocks and Minerals; Historical Geology; Earth and Its Moon; Space, Planets and Stars). Fee:\$40 applies when laboratory is included.

SCED 6240 - TOPICS IN PHYSICS EDUCATION

Concepts in physics 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 (for example: Motion and Light; Electricity and Magnetism) Fee:\$40 applies when laboratory is included.

SCED 6310 - 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 6320 - TOPICS IN CHEMISTRY 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.; etc) Fee;\$40 applies when laboratory is included.

SCED 6330 - TOPICS IN GEOLOGY EDUCATION

Concepts in earth science 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 (for example: Earth's Movement and Energy; Rocks and Minerals; Historical Geology; Earth and Its Moon; Space, Planets and Stars). Fee:\$40 applies when laboratory is included.

SCED 6340 - TOPICS IN PHYSICS EDUCATION

Concepts in physics 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 (for example: Motion and Light; Electricity and Magnetism) Fee:\$40 applies when laboratory is included.

SCED 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 vary (for example: Environmental Biology; Physiology Health; Principles of Heredity; Insects, Spiders, Lizards, Etc.) Fee:\$40 applies when laboratory is included.

SCED 6420 - TOPICS IN CHEMISTRY EDUCATION

Concepts in chemistry 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 (for example: Matter, Energy and Change; Moles and Molecules; Chemistry and Mathematics). Fee:\$40 applies when laboratory is included.

SCED 6430 - TOPICS IN GEOLOGY EDUCATION

Concepts in earth science 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 (for example: Earth's Movement and Energy; Rocks and Minerals; Historical Geology; Earth and Its Moon; Space, Planets and Stars). Fee:\$40 applies when laboratory is included.

SCED 6440 - TOPICS IN PHYSICS EDUCATION

Concepts in physics 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 (for example: Motion and Light; Electricity and Magnetism) Fee:\$40 applies when laboratory is included.

Social Work

SOWK 3383G - LEADERSHIP, WOMEN AND SPIRITUALITY

Same as LEAD 3383G and RLST 3383G.

SOWK 4330G - VIOLENCE IN COMMUNITIES AND FAMILIES

Same as PSYC 4330G and SOCI 4330G.

SOWK 5315G - CHILD WELFARE

Explores policy, research and practice in the child welfare field with emphasis on the Child Protective Services system. Same as SOCI 5315G , PSYC 5315G. May be taken once for either undergraduate or graduate credit.

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 and SOCI 5330G

SOWK 5368G - SOCIOLOGY OF AGING

Same as SOCI 5368G and PSYC 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.

SOWK 6151 - FOUNDATION INTEGRATIVE SEMINAR I

Students integrate generalist knowledge, skills and values learned in foundation courses with the field education experience. Must be taken concurrently with SOWK 8351.Meets every other week. 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 field education 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 and social work values and ethics. Content emphasizes 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 contemporary social welfare system in the United States as a response to social work problems: with special attention to the history of social work. Emphasis on descriptive analysis of programs and policies aimed at addressing poverty and social justice. Offered: Fall

SOWK 6325 - GENERALIST SOCIAL WORK PRACTICE WITH ORGANIZATIONS AND COMMUNITIES.

Professional social work practice based on social work ethics and values. Content emphasizes practice with organizations and communities. 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 with or prior to SOWK 8352. Offered: Spring

SOWK 6341 - SOCIAL WORK RESEARCH I

Examination of quantitative and qualitative research methods used in social work, including phases and design of a research project. Ethical standards and cultural factors are highlighted. Offered: Fall, Spring

SOWK 6342 - SOCIAL WORK RESEARCH II

Research designs employed to determine the effectiveness of social service programs. Content includes critical analysis of research reports; development of theory-based program evaluation research and application of statistical content in data analysis. Prerequisite: SOWK 6341 or advanced standing. Offered: Summer, Fall

SOWK 7156 - ADVANCED BLOCK INTEGRATIVE SEMINAR

Seminar course to ensure integration of classroom-based knowledge, skills, and values with the field education experience with emphasis on Hispanic families and children. Must be taken concurrently with SOWK 8456 and SOWK 8556: Field Education: Services to Children and Families. Offered: Fall, Spring

SOWK 7170 - 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 7270 - 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 advanced intervention and the development of specialized skills for effective practice with Children and Adolescents. Must be taken prior to SOWK 8456/SOWK 8556 Field Education: Services to Children and Families and SOWK 7156. Prerequisite: Successful completion of all foundation courses or advanced standing. Offered: Fall, Spring

| Course Descriptions

SOWK 7320 - FAMILY-CENTERED SOCIAL WORK PRACTICE

The development of advanced practice skills and techniques related to family practice based on major theoretical models. Must be taken prior to Field Education: Services to Children and Families, SOWK 8456, SOWK 8556 and SOWK 7156. Prerequisite: Completion of foundation courses or advanced standing. Offered: Fall, Spring

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, and strengths to inform and analyze social work interventions with families. Prerequisite: Completion of foundation courses or Advanced Standing. Must be taken either concurrently with or prior to SOWK 7318 and SOWK 7320. 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" presentation of research findings in colloquia. Offered: Fall, Spring

SOWK 7360 - POLICY AND PRACTICE IN HUMAN SERVICES

Principles of development, implementation, management, and analysis of policy at the mezzo and macro levels. Emphasis on the effects of larger social system influences, global, national, and state, on social policies and delivery of human services. Prerequisite: SOWK 6321 Offered: Fall, Spring, Summer.

SOWK 7370 - 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 7371 - PSYCHOPATHOLOGY

Study of basic concepts related to the development and assessment of abnormal behavior. Content focuses on major mental disorders, the diagnostic/assessment process and its application in a variety of settings, the use of assessment tools such as the Diagnostic and Statistical Manual of Mental Disorders. 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 7470 - INDEPENDENT STUDY IN SOCIAL WORK

Intensive individual study of selected specific problems of interest to students. Prerequisite: Consent of adviser and director of the MSW program.

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 - FIELD EDUCATION I

Field placement in human service organizations under the instruction and supervision of licensed master social work practitioners. Emphasis on development of foundation social work practice values, skills and knowledge. Must be taken concurrently with SOWK 6315 and SOWK 6151,

Foundation Integrative Seminar I. A minimum of 240 clock hours in the agency must be completed. Pass/Fail only. Prerequisite: Good academic standing. Fee: \$30 Offered: Fall

SOWK 8352 - FIELD EDUCATION II

Field placement in human service organizations under the instruction and supervision of licensed master social work practitioners. Emphasis on development of foundation social work practice values, skills and knowledge. Must be taken concurrently with SOWK 6325 and SOWK 6152, Foundation Integrative Seminar II. A minimum of 240 clock hours in the agency must be completed. Pass/Fail only. Prerequisite: Good academic standing; SOWK 8351 and SOWK 6151. Offered: Spring.

SOWK 8456 - FIELD EDUCATION: SERVICES TO CHILDREN AND FAMILIES

Field placements in human service organizations under the instruction and supervision of licensed master level social workers. Advanced social work practice with families and children, with emphasis on Hispanics. Must be taken concurrently with SOWK 8556 and SOWK 7156, Advanced Block Integrative Seminar. A minimum of 489 clock hours in the agency must be completed. Pass/Fail. Prerequisite: Completion of the foundation curriculum or Advanced Standing and good academic standing. Must be taken after completion of SOWK 7318, SOWK 7320, and SOWK 7325. Offered: Fall, Spring. Fee \$30

SOWK 8556 - FIELD EDUCATION: SERVICES TO CHILDREN AND FAMILIES

Field placements in human service organizations under the instruction and supervision of licensed master level social workers. Advanced social work practice with families and children, with emphasis on Hispanics. Must be taken concurrently with SOWK 8456 and SOWK 7156, Advanced Block Integrative Seminar. A minimum of 489 clock hours in the agency must be completed. Pass/Fail. Prerequisite: Completion of the foundation curriculum or Advanced Standing and good academic standing. Must be taken after completion of SOWK 7318, SOWK 7320, and SOWK 7325. Offered: Fall, Spring.

Sociology

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 and PSYC 5368G

| Course Descriptions

SOCI 6190 - SELECTED READINGS

Advanced study of a specialized topic that the instructor selects. The course may be repeated when topic is changed.

SOCI 6290 - SELECTED READINGS

Advanced study of a specialized topic that the instructor selects. The course may be repeated when topic is changed.

SOCI 6303 - SOCIAL THEORY

This class offers an overview of social theory, with particular emphasis on sociological, political science and economic theory. Specifically, we will discuss:

- 1)What are the roots of contemporary scientific and social scientific theory?
- 2)What major themes and thinkers make up the foundation of contemporary thought?
- 3)How were these texts shaped by the social context of that time? In other words, how do these writings reflect the broader social and economic thoughts of that time period?
- 4)Finally, how do these texts influence social scientific theorizing and analysis today?

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, and evaluation. Prerequisite: SOCI 6315 Offered: Spring of even-numbered years.

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 6355 - CRIME AND PUNISHMENT

This course explores the central concepts of crime and punishment by asking two major questions: "Why do people commit crime?" and "How does society respond to crime?" Through in depth discussions, students will explore this important issue in contemporary America from a variety of

disciplinary perspectives. In order to examine patterns of criminality, students will examine the nature of deviance and the theories used to explain these activities across various racial, class, and age groups. In order to examine the social responses to deviance, students will investigate how the "Deviance" and "Criminal" label is applied in various ways across segments of the population and time periods. Furthermore, together we will explore the impact of crime policy on individuals and society, e.g., voting outcomes, community, employment, wage growth, etc. The hope is that scholars will continue to develop critical thinking skills and broaden their understanding of criminality and social order in society.

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. Fee: \$10
Offered: Fall, Spring

SOCI 6390 - SELECTED READINGS

Advanced study of a specialized topic that the instructor selects. The course may be repeated when topic is changed.

SOCI 7391 - THESIS

See University thesis guidelines. Prerequisite: Consent of graduate adviser

SOCI 8389 - FIELD PLACEMENT FOR VIOLENCE PREVENTION AND INTERVENTION LEVEL II

Supervised experience in application and integration of communication and human relations in appropriate field settings. Same as PSYC 8389 Consent of instructor

Spanish

SPAN 4371G - 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

SPAN 4471G - 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

SPAN 4571G - 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

SPAN 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

Special Education

SPED 6305 - INDIVIDUAL DIFFERENCES:ADVANCED STUDIES

Overview of difference 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: Fall, Spring

SPED 6312 - LANGUAGE OF CHILDREN AND YOUTH WITH EXCEPTIONALITIES

In depth knowledge of oral language and literacy from birth through adult to prevent misidentification and to assist in the recognition of language differences over language disorders. Strong emphasis on English language learners and RTI to assist children in their learning. Collaborative and consultative models for parents and professionals to create support systems for children, as well as augmentative/alternative communication forms. Practical application including technology applications. Offered:Fall, Spring.

SPED 6323 - BEHAVIOR ANALYSIS AND INTERVENTION

Principles of applied behavioral analysis and intervention; ethical consideration 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 Spring Fee: \$10

SPED 6341 - AMERICAN SIGN LANGUAGE

An introduction to the basic skills needed in the production and comprehension of American Sign Language (ASL) includes focus on the manual alphabet, numbers, conversational skills, culturally appropriate behaviors and ASL grammar. Practical applications in communicating with children with specific needs. Offered: Fall

SPED 6342 - MEDICAL ASPECTS OF DISABILITIES

Infant and child growth and development; deviances from normal pattern-etiology, prognosis and treatment of medical conditions; implications for clinical treatment, education, and transitional considerations, including information on assistive technology and autism. This course emphasizes student lead research to discover information on current medical conditions and physiological conditions. Offered: Fall, Spring, Summer

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

Procedures and practices in administration, scoring and interpretation of screening and diagnostic assessments most commonly utilized in school districts with applications of RTI in the areas of:oral language, literacy, written expression, mathematics, general achievement, behavioral/emotional, intelligence, adaptive behavior, early childhood, and transition/vocational. Emphasis on various

assessments used by professionals to include: criterion/curriculum based, norm-referenced, teacher made portfolios, district and state-mandated assessments. Review of current issues and best practices in choosing, administering and interpreting data. Same as: EDUC 6345 and PSYC 6345. Offered: Fall Fee: 25.00

SPED 6391 - THE GIFTED AND TALENTED CHILD

Identification of gifted and talented children including those with dual diagnosis. In-depth coverage of standards, curriculum and instructional differentiation, assessment considerations, tiered activities, and methods for enhancing creativity. **Meets the mandates required from the state of Texas for Level One Awareness of Gifted and Talented for classroom teachers. Research project will be required. Offered: Fall

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 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 student with autism, emotional and behavioral disorders and severe/profound disabilities. Specific special education laws, policies, ethical considerations and responsibilities are reviewed. Offered: Summer of even-numbered years

SPED 7385 - RESEARCH METHODS AND PROCEDURES

Same as EDUC 6311.

SPED 8303 - PROFESSIONAL SEMINAR: SPECIAL EDUCATION LAW

Significant historical and current issues in special education services including use of consultative models with sensitivity towards diverse family dynamics; law and legal issues; transition programming; effective use of school and community resources including: service agencies, multi-disciplinary issues, and technology. Professional and programming practices as well as ethics and review of relevant professional leadership and communication skills. Fee: \$20.00 Prerequisites: SPED 6305 Offered: Spring

SPED 8312 - PRACTICUM: SEVERELY/PROFOUNDLY DISABLED

Observation and supervised practice in education of students with disabilities. Approximately 110 contact hours required for SPED 8312 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: SPED 6342 and written consent of special education graduate adviser Fee: \$30 Offered: Fall, Spring

| Course Descriptions

SPED 8313 - PRACTICUM: EMOTIONALLY DISTURBED/AUTISTIC

Observation and supervised practice in education of students with disabilities. Approximately 110 contact hours required for SPED 8313 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 Fee: \$30 Offered: Fall, Spring

SPED 8314 - PRACTICUM: GENERIC SPECIAL EDUCATION

Observation and supervised practice in education of students with disabilities. Approximately 110 contact hours required for SPED 8314 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 Fee \$20 Offered: Fall, Spring

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 Fee: \$30 Offered: Fall, Spring

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 - THESIS: SPECIAL EDUCATION

See University Thesis Guidelines.

SPED 8624 - THESIS: SPECIAL EDUCATION

See University Thesis Guidelines.

Speech

SPCH 4191G - SELECTED TOPICS IN SPEECH

In-depth study of specialized topic chosen by instructor. Prerequisite: Consent of instructor

SPCH 4291G - SELECTED TOPICS IN SPEECH

In-depth study of specialized topic chosen by instructor. Prerequisite: Consent of instructor

SPCH 4391G - SELECTED TOPICS IN SPEECH

In-depth study of specialized topic chosen by instructor. Prerequisite: Consent of instructor

SPCH 4491G - SELECTED TOPICS IN SPEECH

In-depth study of specialized topic chosen by instructor. Prerequisite: Consent of instructor

SPCH 4591G - SELECTED TOPICS IN SPEECH

In-depth study of specialized topic chosen by instructor. Prerequisite: Consent of instructor

SPCH 4691G - SELECTED TOPICS IN SPEECH

In-depth study of specialized topic chosen by instructor. Prerequisite: Consent of instructor

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 Director, Campus Activities and University Center
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College of Arts and Sciences

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 Chemistry and Physical Sciences
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 Foreign Languages and Biliterate Certificate Program
 History
 Mathematics
 Performing Arts
 Philosophy and Religious Studies
 Visual Arts and Mass Communication

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School of Professional Studies

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| University Personnel

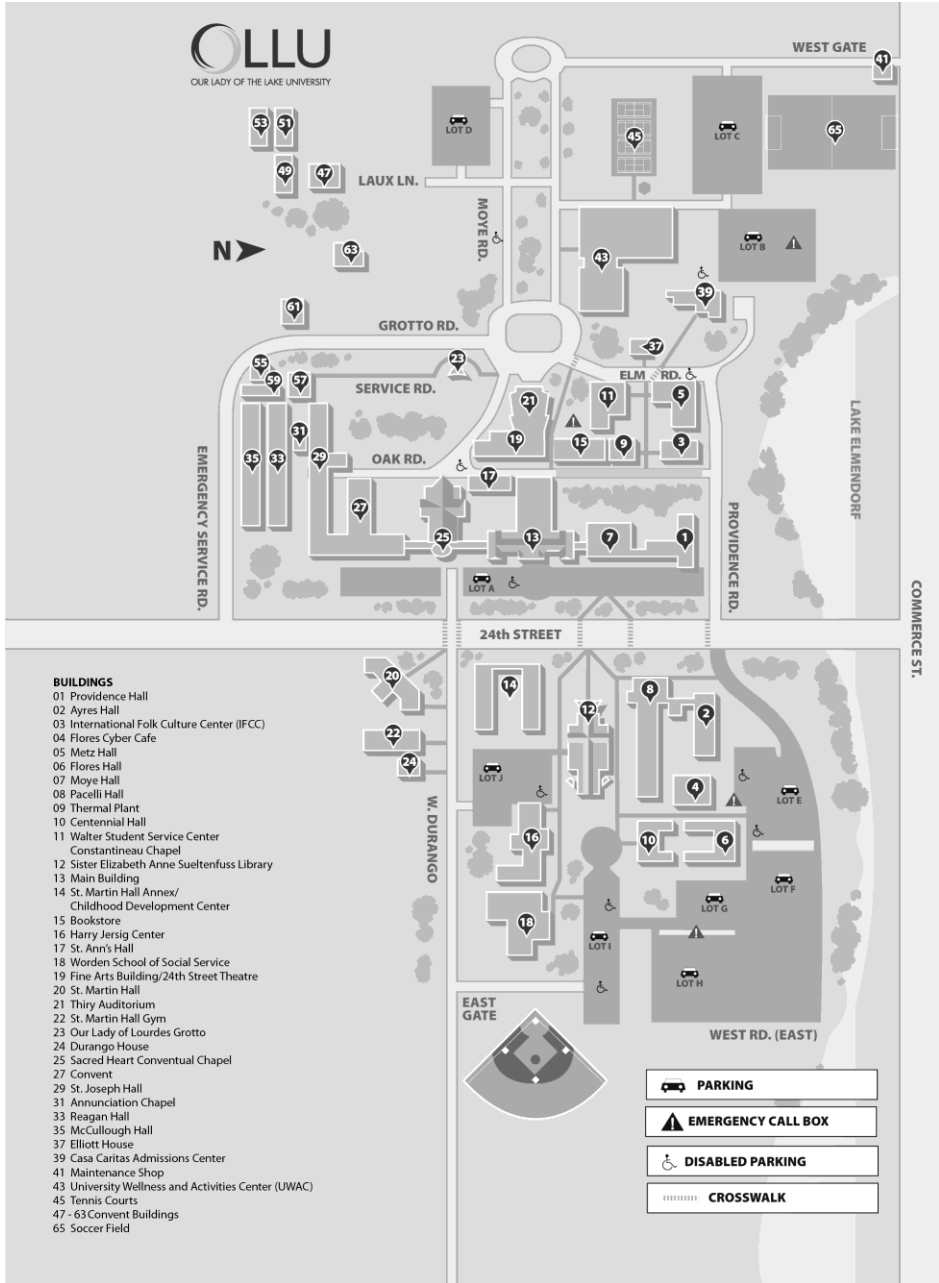
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Campus Map



Index

A

- A Second Master's Degree • 43
- Academic • 18
- Academic Advising Procedures • 12
- Academic Discipline • 42
- Academic Load • 40
- Academic Regulations • 12
- Accommodations for Students with Disabilities • 31
- Accounting • 96
- Accreditation • 6
- Admission Requirements for Doctorate of Philosophy in Leadership Studies • 37
- Admission Requirements for Doctorate of Psychology Program • 38
- Admission Requirements for International Students • 36
- Admission Requirements for Master's Degree • 35
- Admission Requirements for Specific Programs • 36
- Advancement to Doctoral Candidacy • 41
- An Equal Opportunity Educational Institution • 2
- Anthropology • 96
- Appeal of Financial Aid Suspension • 26
- Application for Degree • 16
- Applying for Financial Aid • 24
- Art • 96
- Assessments and Examinations • 13

B

- Biology • 97
- Board of Trustees • 158
- Bulletin 2010-2012 • 1
- Business Administration • 98

C

- Campus and Buildings • 11
- Campus Map • 168
- Chemistry • 99
- Class Attendance • 13
- College of Arts and Sciences • 46, 160
- Combined Undergraduate/Graduate Courses • 41
- Commencement Exercises • 16
- Communication Arts • 101
- Communication Disorders • 102

- Community • 8
- Completion Rate • 25
- Comprehensive Examination • 43
- Computer Information Systems and Security • 100
- Computer Literacy Requirement • 42
- Conditional Admission • 36
- Constituency Representatives: • 159
- Contact Information • 28
- Cooperative Arrangements • 31
- Counseling • 105
- Course Descriptions • 96
- Course Numbers • 45
- Credentials for Admission • 35

D

- Defective Books • 30
- Delinquency and Default • 23
- Department Chairpersons • 160
- Department of Applied Social and Cultural Sciences • 61
- Department of Communication and Learning Disorders • 65
- Department of Education • 68
- Department of Leadership Studies • 53
- Department of Psychology • 82
- Discipline Designations • 44
- Dissertation • 43
- Division of Academic Affairs • 159
- Division of Enrollment Management • 159
- Division of Finance and Facilities • 159
- Division of Institutional Advancement • 159
- Division of Marketing and Communications • 160
- Division of Mission and Ministry • 160
- Division of Student Life • 160
- Doctor of Philosophy (PhD) in Leadership Studies • 53
- Doctor of Philosophy (PhD) in Leadership Studies and Master of Business Administration • 55
- Doctor of Psychology (PsyD) Counseling Psychology • 82
- Doctor of Psychology (with a bachelor's degree only) Specialization Counseling Psychology • 85
- Doctor of Psychology (with a master's degree) Specialization Counseling Psychology • 84

Drama • 107
 Dropping Classes • 26

E

Education • 108
 Educational Commitment • 32
 Eligibility Requirements for Financial Aid • 24
 Enforced Scholastic Withdrawal Appeal Process
 • 42
 English • 116
 English and Communication Arts • 46

F

Faculty • 161
 Faculty Associates • 166
 Family Education Right and Privacy Act (FERPA)
 • 27
 Final Confirmation of Registration • 22
 Finance • 119
 Financial Aid • 23
 Financial Aid Programs Available • 23
 Financial Aid Suspension • 25
 Financial Obligations and Refunds • 28
 Focus and Format of the MBA Program • 49

G

General Policy • 12
 Geography • 119
 Geology • 119
 Grade Point Average • 15
 Grade Point Average (GPA) • 25
 Grading System • 14
 Graduate Information • 33

H

Healthcare Management • 119
 History • 6, 120
 Housing • 30
 How to Handle an Overpayment • 27
 Human Resource Management • 121

I

Information • 44
 Information Assurance and Security
 Management • 122
 Information Technology Services (ITS) • 160
 Interdisciplinary Studies • 123
 Inter-Institutional Registration • 13

K

Kinesiology • 124

L

Leadership Studies • 124
 Location • 10

M

Management • 131
 Marketing • 131
 Master of Arts in Human Sciences
 (Interdisciplinary Master's Degree) • 63
 Master of Arts in Sociology with Emphasis in
 Sociological Practice Offered through
 Weekend College Program, Admission
 Moratorium as of September 2008 • 61
 Master of Arts Specialization
 Communication and Learning Disorders •
 66
 English • 47
 Sociology with Emphasis in Sociological
 Practice • 62
 Special Education • 79
 Special Education Concentration
 Early Childhood • 79
 Educational Diagnostician • 80
 Generic • 80
 Severe to Profound Handicapped • 81
 Severely Emotionally Disturbed and
 Autistic • 81
 Master of Business Administration • 49
 Master of Business Administration and Master
 of Science Specializations
 Business Administration and
 Organizational Leadership • 58
 Master of Education • 69
 Master of Education Specialization
 Curriculum and Instruction Concentration
 Bilingual • 70
 Early Childhood • 70
 English as a Second Language • 71
 Integrated Math Teaching • 71
 Integrated Science Teaching • 72
 Master Reading Teacher • 72
 Master Technology Teacher • 72
 Reading Specialist • 73
 Early Elementary Education Concentration
 Bilingual Education • 74
 Early Childhood Education • 74
 Professional Studies • 75
 Generic Special Education Concentration
 Elementary Education • 73
 Intermediate Education Concentration
 Math/Science Education • 75

| Index

- Professional Studies • 75
- Learning Resources Specialist • 76
- Principal • 77
- School Counseling • 77
- Secondary Education Concentration
 - Math/Science Education • 76
 - Professional Studies • 76
- Master of Science and Master of Business Administration Specializations
 - Organizational Leadership and Business Administration • 58
- Master of Science in Nonprofit Management (online only) • 59
- Master of Science in Organizational Leadership • 57
- Master of Science in Organizational Leadership and Doctor of Philosophy (PhD) Leadership Studies • 56
- Master of Science in Psychology • 87
- Master of Science Specialization
 - Information Systems and Security • 52
 - Psychology Concentration
 - Counseling Psychology • 88
 - Marriage and Family Therapy • 89
 - School Psychology • 90
- Master of Social Work • 92
- Master of Social Work Advanced Standing Program • 94
- Master of Social Work Regular Program • 94
- Master's Degree Programs in Education • 68
- Master's Degree Programs in Special Education • 78
- Mathematics • 131
- Mathematics Education • 132
- Members of the Board • 158
- Memberships • 32
- Military Science (MS) • 43
- Mission Statement • 7
- Music • 133

N

- Non-academic • 19
- Nonprofit Management • 133

O

- Office of the Executive Vice President • 159
- Office of the President • 159
- Officers of the Board • 158
- OLLU Statement of Purpose • 7
- Other Learning Alternatives • 16
- Outside scholarships • 24

P

- Philosophy • 134
- Physical Science • 134
- Physics • 135
- Political Science • 135
- Privacy (FERPA) Information • 21
- Professors Emeriti • 165
- Programs • 7
- PSYC 8361 - THEORIES OF LEARNING • 90
- PSYC 8375 - PRACTICUM LAB
 - COUNSELING SKILLS IN SCHOOL SETTINGS • 90
- Psychology • 135
- Purpose of Graduate Work • 35

R

- Readmission • 39
- Records and Transcripts • 21
- Refunds • 29
- Registration Procedures • 12
- Religious Studies and Theology • 147
- Repeating Courses • 13
- Residence Facilities • 30
- Residence Requirements and Transfer Credit • 39
- Restatement of Purpose • 39
- Return of Title IV Funds • 26
- Return of Title IV Funds for Financial Aid Recipients • 28

S

- Satisfactory Academic Progress Policy • 25
- Scholarship and Remuneration • 44
- School of Business • 160
- School of Business and Leadership • 49
- School of Professional Studies • 61, 160
- Science Education • 147
- Social Work • 149
- Sociology • 152
- Software • 29
- Sources of University Support • 9
- Spanish • 154
- Special Circumstances • 24
- Special Education • 155
- Speech • 157
- Strategic Goals • 8
- Student Academic Grievance • 16
- Student Business Office • 22
- Student Development • 18
- Student Organizations • 20
- Student Responsibility • 35

Students • 7

T

The University • 6

The University Community • 9

Thesis (Master's Degree) • 43

Time Limit • 41

Time Limits • 25

Transcripts • 22

Tuition and Other Expenses • 22

Two-Year Program for Graduate Students • 44

U

Uniform and Equipment • 44

University Bookstore • 29

University Personnel • 158

University Services • 18

Used Books • 29

V

Verification • 24

Vision Statement • 8

W

Weekend College Program • 15

Withdrawal Procedure • 13

Worden School of Social Service • 92, 160