



HARDIN-SIMMONS
UNIVERSITY

Graduate Studies Catalog

2017-2018





HARDIN-SIMMONS UNIVERSITY

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TELEPHONE

For university information, call (325) 670-1000.

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HARDIN-SIMMONS UNIVERSITY

Graduate Catalog 2017-2018

Effective June 1, 2017

MISSION STATEMENT

The mission of Hardin-Simmons University is to be a community dedicated to providing excellence in education enlightened by Christian faith and values.

ACCREDITATION

Hardin-Simmons University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award Bachelor, Master 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 Hardin-Simmons University.

Inquiries addressed to the Southern Association of Colleges and Schools Commission on Colleges should relate only to the accreditation status of Hardin-Simmons University, and not to general admission information. All other inquiries about Hardin-Simmons University and its programs should be addressed to the offices of the University.

Additional Accreditations

- Association of Collegiate Business Schools and Programs
- Commission on Accreditation in Physical Therapy Education
- Commission on Accreditation of Athletic Training Education
- Commission on Collegiate Nursing Education
- Council on Social Work Education
- National Association of Schools of Music
- Texas Board of Nursing
- State Board for Education Certification
- Association of Theological Schools
- Accreditation Review Commission on Education for the Physician Assistant
- Council for Accreditation of Counseling and Related Programs

Memberships

- Association of Independent Liberal Arts Colleges for Teacher Education
- American Mathematical Society
- International Association of Baptist Colleges and Universities
- Association of Texas Colleges and Universities
- Association for Theatre in Higher Education
- Council of Academic Programs in Communication Sciences and Disorders
- Council of Indy College
- Council for Christian Colleges and Universities
- Mathematical Association of America
- National Academy of Pre-professional Programs in Communication Sciences and Disorders
- National Association for Foreign Student Affairs

- Texas Association of Colleges for Teacher Education
- Texas Association of Schools of Art
- Alumnae of the University are approved for Membership in the American Association of University Women
- Physician Assistant Education Association

Hardin-Simmons University offers complete equality of opportunity to all qualified students without regard to race, creed, color, sex, age, national origin, or handicap. Regulations regarding the release of student information are printed in the student handbook [Federal Family Educational Rights and Privacy Act of 1974 (P. L. 93-380) as amended (P. L. 93-568)].

This printed catalog is current as of the printing date. Any changes required subsequent to this printing will be displayed in the online catalog: <http://www.hsutx.edu/offices/registrar/catalog/>. This catalog is not an irrevocable contract. The university reserves the right to change, at any time and without prior notice, any provision or requirement, including, but not limited to, policies, procedures, charges, financial aid programs, refund policies, and academic programs.

STUDENT RESPONSIBILITY

The student is responsible for knowing the degree requirements and policies listed in this catalog. The student must be sure that all required documents, fees, and credentials are submitted by required deadlines to the Office of Graduate Studies. The student should consult this catalog, his/her graduate advisor, and the Office of Graduate Studies to ensure all degree requirements are being met.

Office of Graduate Studies
HSU Box 16210
Abilene, Texas 79698-6210
(325) 670-1298 Phone
(888) 478-1222 Toll Free
(325) 670-1564 FAX
gradoffice@hsutx.edu

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ACADEMIC CALENDAR

FIRST SUMMER TERM 2017

June

- 5** REGISTRATION for Summer I and Classes Begin
- 6** Last Date to Register for Credit
- 12** Last Date to Drop/Withdraw from Classes with Grade of “W”
- 29** Last Date to Drop/Withdraw from Classes

July

- 4** Independence Day Holiday
- 6** Final Exams for Summer I

SECOND SUMMER TERM 2017

July

- 10** REGISTRATION for Summer II and Classes Begin
- 11** Last Date to Register for Credit/Last Date to Add a Course
- 17** Last Date to Drop/Withdraw with a Grade of “W”

August

- 3** Last Date to Drop/Withdraw from Classes
- 10** Final Exams for Summer II

FALL SEMESTER 2017

August

- 25** REGISTRATION for Fall
- 28** Fall Semester Classes Begin

September

- 4** Last Date to Register or Change Classes/Last Date to Change from Credit to Audit
- 7** Convocation
- 29** Last Date to Drop/Withdraw from Classes with a Grade of “W”

October

- 2** Last Date to File a Diploma Card for May 2018 Graduation/Academic Advising for Spring and May Term Begins
- 17** Last Date to Request Permission to Take Comprehensive Exam (Thesis Programs)
- 17** Last Date to Request Permission to Take Comprehensive Exam (Non-Thesis Programs)
- 20** “BW Aston” Fall Break
- 27-29** Homecoming

November

- 7** Advance Registration for Spring Semester
- 14** Last Date to Submit Thesis for Proofreading
- 14** Last Date to Complete Comprehensive Exam (Thesis Programs)
- 14** Last Date to Complete Comprehensive Exam (Non-Thesis Programs)
- 22-24** Thanksgiving Holiday
- 27** Last Date to Drop/Withdraw from Classes/Classes Resume

30 Last Date to Return Corrected Thesis to the Office of Graduate Studies (Due Before Noon)

December

11-14 Final Exams for Fall Semester

16 Commencement

SPRING SEMESTER 2018

January

15 Martin Luther King Holiday

16 REGISTRATION for Spring Semester and Classes Begin

23 Last Date to Register or Change Classes/Last Date to Change from Credit to Audit

February

16 Last Date to Drop/Withdraw from Classes with a Grade of “W”

19 Academic Advising for May Term, Summer, and Fall Begins

March

1 Last Date to File a Diploma Card for Aug/Dec 2018 Graduations

12-16 Spring Break

19 Classes Resume

27 Last Date to Request Permission to Take Comprehensive Exam (Thesis Programs)

27 Last Date to Request Permission to Take Comprehensive Exam (Non-Thesis Programs)

30 Easter Holiday

April

3 Advance Registration for May Term, Summer, and Fall

17 Last Date to Complete Comprehensive Exam (Thesis Programs)

17 Last Date to Complete Comprehensive Exam (Non-Thesis Programs)

17 Last Date to Submit Thesis for Proofreading

23 Last Date to Drop/Withdraw from Classes

May

4 Last Date to Return Corrected Thesis to the Office of Graduate Studies (Due Before Noon)

7-10 Final Exams for Spring Semester

12 Commencement

MAY TERM 2018

May

15 REGISTRATION for May Term and Classes Begin

17 Last Date to Drop/Withdraw from Classes with a Grade of “W”

25 Last Date to Drop/Withdraw from Classes

28 Memorial Day Holiday

June

1 Final Exams for May Term

FIRST SUMMER TERM 2018

June

4 REGISTRATION for Summer I and Classes Begin

5 Last Date to Register for Credit

11 Last Date to Drop/Withdraw from Classes with a Grade of “W”

22 Last Date to Drop/Withdraw from Classes

July

4 Independence Day Holiday

5 Final Exams for Summer I

SECOND SUMMER TERM 2018

July

9 Registration for Summer II and Classes Begin

10 Last Date to Register for Credit

16 Last Date to Drop/Withdraw from Classes with a Grade of “W”

August

2 Last Date to Drop/Withdraw from Classes

9 Final Exams for Summer II

HISTORY OF HSU

Hardin-Simmons University provides the opportunity for a quality education in a Christian environment for all qualified men and women.

Hardin-Simmons, a doctoral (comprehensive university level V) with colleges of liberal arts and business, schools of education, music, nursing, science, and theology, a seminary, and a graduate school, is fully accredited and holds membership in good standing in the appropriate agencies as listed in this catalog. Graduates have been singularly successful in being admitted to graduate and professional schools and have been readily employed in business, education, and professional fields.

Located in Abilene, Texas, Hardin-Simmons has contributed to the development of the West and helped establish a city and area where cultural, educational, and spiritual values are highly regarded. Two other church-related universities in the city share with Hardin-Simmons an interchange of courses, library facilities, and extracurricular activities. A city civic center, symphony orchestra, three museums, community theatre groups, a county coliseum, and progressive leadership afford an active cultural environment in a metropolitan population of 125,000.

Founded in 1891 as Abilene Baptist College, renamed Simmons College in honor of the first major donor, Dr. James B. Simmons, a Baptist minister of New York City, and later named Hardin-Simmons University in recognition of gifts by Mr. and Mrs. John G. Hardin of Burkburnett, Texas, the university has become well established with a growing endowment and modern facilities.

The compact and beautiful campus is known as the Forty Acres. The Rupert and Pauline Richardson Library, the Frost Center for the Visual Arts, the Logsdon School of Theology Building and Chapel, the Johnson Building for the Kelley College of Business, the Connally Missions Center, the Lee Hemphill Music Building, the Elwin L. Skiles Social Sciences Building, the Holland Health Sciences Academy Building and the Physician Assistant Program Building are among the latest additions to the campus.

Originally founded by the Sweetwater Baptist Association, the university has been affiliated with the Baptist General Convention of Texas since 1941.

Throughout its history, Hardin-Simmons University has emphasized religious training and spiritual values; hundreds of preachers, missionaries, and directors of religious education and music are among the alumni. The foundation agreement reads in part that the school's purpose shall be "To bring young men and women to Christ; to teach them of Christ; to train them for Christ."

GRADUATE STUDIES

Graduate study at Hardin-Simmons University was established in 1926 by action of the Board of Trustees. Graduate programs leading to the degrees of Master of Arts, Master of Business Administration, Master of Business Administration in Entrepreneurship, Master of Divinity, Master of Education, Doctor (Ed.D.) of Leadership, Master of Music, Master of Physician Assistant Studies, Doctor of Physical Therapy, Master of Science, and Master of Science in Nursing are available. The policies of the Graduate School are developed by the graduate faculty and administered by the dean of graduate studies.

Students in graduate programs at Hardin-Simmons University will:

1. Increase knowledge and competency in a field of specialization.
2. Develop a spirit of inquiry and the capacity for original and independent thought.

3. Become proficient with techniques of research.
4. Grow intellectually, professionally, and culturally.

Graduate study occurs at a level of complexity and specialization that extends the knowledge and intellectual maturity of the student. It requires students to analyze, explore, question, reconsider, and synthesize old and new knowledge and skills. The curriculum affords the depth of education, specialized skill, and sense of creative independence that will allow the graduate to practice in and contribute to a profession or field of scholarship.

STATEMENT OF PURPOSE

Hardin-Simmons University, a church-related institution affiliated with the Baptist General Convention of Texas:

1. Fosters the intellectual development of students by providing an academically challenging undergraduate education based upon a liberal arts foundation and advances scholarly growth by offering specialized graduate and professional degree programs.
2. Academic excellence continues as a priority at Hardin-Simmons University as it has for more than a century. The core curriculum involves students in a broad range of inquiry relating general studies with requirements of the chosen major. Graduate programs broaden the scope of learning in scientific and professional disciplines and encourage students to regard learning as a lifelong process. Small classes taught by experienced scholars give the opportunity for interactive learning. The institution's commitment to excellence is best illustrated through the lives of graduates who traditionally have excelled in a wide variety of fields.
3. Affirms the relevance and importance of the Christian faith for life in the contemporary world by maintaining a clear identification with and loyalty to the Christian faith and functioning within the context of historic Baptist values and principles.
4. Founded in 1891 by a determined group of ministers, ranchers, and merchants, Hardin-Simmons University established dual goals of developing the mind and nurturing the spiritual life of its students. That commitment to encourage growth in faith and knowledge has remained central. Believing academic excellence and Christian faith to be complementary, the university emphasizes the need for interaction between faith and reason.
5. Encourages individuals to lead lives of service through active involvement in intellectual, cultural, and religious life, both on the campus and in the larger communities of Abilene and the world.

Although Western in tradition, the university takes pride in the cosmopolitan nature of its students, faculty, and staff, and encourages the development of an international perspective. Through its leadership in providing intellectual, spiritual, cultural, and social opportunities, the university serves as catalyst for the advancement and enrichment of its students and the community.

(Approved, Board of Trustees, September 16, 1992)

FINANCIAL INFORMATION

In order to provide students some security and predictability concerning the cost of education, Hardin-Simmons University guarantees that the tuition rate during the first tuition year (for example: the tuition year 2017 is June 1, 2017, through May 31, 2018) will not increase, as long as the student maintains full-time HSU enrollment during succeeding fall and spring semesters. This does not apply to enrollment in doctoral programs, intercollegiate courses or courses in the Patty Hanks Shelton School of Nursing or Logsdon Seminary.

PAYMENT OF ACCOUNTS

Registration is not complete until tuition, fees, room, and meals have been paid in full and/or satisfactory financial arrangements have been approved by the Business Office, which is located in the Student Financial Services area on the 2nd floor of Sandefer Memorial Building.

All registrants must follow through with the financial commitments made at registration to pay all charges in full before advance registration for the following semester. **Student transcripts will not be released for students who fail to meet this requirement.**

HSU Payment Deadlines

Students must complete payment by 4:00 p.m. on the scheduled dates (see HSU university calendar) or the date of registration if after the first payment deadline.

For the **FALL** and/or **SPRING** semesters only, there are two payment options:

Option 1: Payment in full of any portion not covered by approved financial aid. See HSU university calendar.

Option 2: Enroll in the HSU PAYMENT PLAN which is a four-payment plan through CASHNet of any portion not covered by financial aid. A \$10 enrollment fee will be charged to enroll in this plan. A 2.75% fee will be charged for any credit card payments. A late payment fee of \$15 will be charged if payments under the four-payment plan are received 5 days or more after the payment due date.

A service fee of 1.5% per month (18% annual rate) is charged on any amount owed after October for the fall semester and after March for the spring semester, regardless of the payment plan or option you select.

The Business Office accepts American Express, MasterCard, Visa, and Discover online through CASHNet. A 2.75% fee will be charged by CASHNet for any credit card payments.

For the **MAY TERM**, **SUMMER I**, and **SUMMER II** semesters, payment in full of any portion not covered by approved financial aid must be paid by the scheduled date. See HSU University Calendar.

A service fee of 1.5% per month (18% annual rate) is charged on any amount owed for one month or more, regardless of the payment option that you select.

TUITION, FEES, AND OTHER EXPENSES

Because economic conditions fluctuate, the university reserves the right to change tuition, fees, room, meals, and other charges at the beginning of any semester.

The tuition year is June 1, 2017 – May 31, 2018.

Tuition

| | |
|--|-------------|
| Tuition for 2017-2018 (June 1, 2017-May 31, 2018) * per semester hour..... | \$750.00 |
| Patty Hanks Shelton School Nursing graduate tuition | \$780.00 |
| Physical Therapy tuition (per semester) | \$8,320.00 |
| Physician Assistant tuition (per semester)..... | \$9000.00 |
| Acton MBA in Entrepreneurship (Total tuition) | \$49,500.00 |

*Special graduate rates apply to Logsdon Seminary and doctoral programs

General Fees

| | |
|---|----------|
| Application Fee (non-refundable)..... | \$50.00 |
| International Application Fee (non-refundable)..... | \$150.00 |
| International Students Transcript Evaluation Fee..... | \$75.00 |
| Audit Fee (per semester hour) | \$50.00 |
| Change of Schedule after Registration (per course dropped)..... | \$10.00 |
| Department Examination Fee..... | \$40.00 |
| Departmental and Laboratory Fees | \$80.00 |
| <i>Departmental fees are charged for all courses requiring more hours of classroom instruction per week than semester hours credit. Laboratory fees are charged for all courses requiring laboratory or special supervision beyond regular classroom instruction.</i> | |
| HSU Payment Plan Enrollment Fee..... | \$10.00 |
| Late Payment Fee..... | \$15.00 |
| Music Facilities Fee (per semester hour)..... | \$35.00 |
| Music Private Instruction Fee (per semester hour) | \$200.00 |
| Post Office Box Rent (applies to students living off-campus)..... | \$15.00 |
| Returned Check Fee | \$30.00 |
| Re-registration Fee (to reinstate courses if dropped for non-payment), per occurrence | \$15.00 |
| Time Payment Charge Annual Rate | 18% |
| General Fee for Graduate Students (fall and spring semesters) | |
| 12 or more semester hours..... | \$600.00 |
| 9-11 or more semester hours | \$400.00 |
| 5-8 semester hours | \$320.00 |
| 1-4 semester hours | \$220.00 |
| General Fee for Graduate Students (each summer term)..... | \$220.00 |
| Transcripts..... | \$5.00 |
| Express Mail | \$25.00 |

University Identification Replacement\$15.00

The university does not levy additional fees for charges associated with the verification of student identity in distance education. Should the university charge such fees, students will be notified at the time of registration and enrollment by means of the university’s website listing fees, the student’s list of charges mailed to him or her upon completion of registration, or the student’s account accessed through HSU Central.

Graduation Fees

Thesis Processing Fee (proofreading and binding)\$190.00

Physician Assistant Program Tuition, Fees and Other Expenses

<https://www.hsutx.edu/academics/holland-school-of-sciences-and-mathematics/graduate/physician-assistant/pa-program-tuition-and-fees/>

\$9000.00/semester (block tuition) x 7 +

Fees: (per 2016-2017 Graduate Handbook)

Departmental Examination Fee (per semester).....\$40.00

Departmental Laboratory Fee (per semester).....\$80.00

Technology Fee (per semester).....\$200.00

General Fee (per semester).....\$325.00

Total Fees (per semester) \$645.00 x 7

Typhon Fee: \$90.00 – one time

Total Estimated Tuition & Fees: ~ \$68,000.00 (\$67,605.00 currently) Same for Resident & Non-Resident

*Note – Semester for the PA Program means 3 per year Spring, Summer, Fall (mini-mesters included).

Costs of books, equipment & living expenses will vary based on student choice/lifestyle. Electronic book options, purchase of used books, and/or equipment or rental of textbooks may offset costs.

School of Nursing Graduate Program Fees

NURS 6441

Laboratory Fee.....\$100.00

Malpractice Insurance Fee.....\$16.00

Security Fee.....\$65.00

| | | |
|-----------|--------------------------------|----------|
| | Drug Testing Fee..... | \$35.00 |
| | Exam Fee | \$55.00 |
| NURS 6443 | | |
| | Laboratory Fee..... | \$100.00 |
| | Malpractice Insurance Fee..... | \$16.00 |
| | Exam Fee | \$55.00 |
| NURS 6442 | | |
| | Laboratory Fee..... | \$100.00 |
| | Clinical Supplies Fee..... | \$200.00 |
| NURS 6434 | | |
| | Laboratory Fee..... | \$100.00 |
| | Clinical Supplies Fee..... | \$200.00 |
| NURS 6451 | | |
| | Laboratory Fee..... | \$100.00 |
| | Malpractice Insurance Fee..... | \$16.00 |
| | Exam Fee | \$55.00 |
| NURS 6452 | | |
| | Laboratory Fee..... | \$100.00 |
| NURS 6453 | | |
| | Laboratory Fee..... | \$100.00 |
| NURS 6450 | | |
| | Laboratory Fee..... | \$100.00 |
| | Malpractice Insurance Fee..... | \$16.00 |

Residence Hall Meal Plans (per semester)

Students living in residence halls are required to carry a meal plan during the academic year. All new students will be assigned to an unlimited meal plan, and adjustments to the meal plan can be made with the business office by the 8th day of classes. After the 8th day of classes, refunds are not available. Appeals to the meal plans for diet or other restrictions can be made with the Dean of Students before the 8th day of each semester. Residence hall unlimited meal plans do not roll over from one week to the next. Residence Hall block meal plans are designed to be used throughout the semester of purchase. Dining dollars do roll over from fall to spring semester as long as a meal plan is purchased for spring. All dining dollars expire on the last day of finals for the spring semester and do not carry forward from year to year.

| | |
|--|-----------|
| Unlimited meal plan (with \$125 dining dollars)..... | \$2470.00 |
| Unlimited meal plan (with \$50 dining dollars)..... | \$2400.00 |
| Block 225 meals/semester (with \$100 dining dollars) | \$2180.00 |
| Block 175 meals/semester (with \$150 dining dollars) | \$1870.00 |

Commuter Meal Plans (per semester)

For those who live locally or live in our campus apartments or houses, we encourage you to consider buying a block of 50 or 80 meals per semester. Commuter meal plans do not roll over from one semester to the next. Dining dollars do roll over from fall to spring semester as long as a meal plan is purchased for spring. All dining dollars expire on the last day of finals for the spring semester and do not carry forward from year to year. Commuter Meal Plans can be shared with guests or visiting parents.

| | |
|--|----------|
| Commuter 50 (50 meals per semester with \$50 dining dollars) | \$410.00 |
|--|----------|

Commuter 80 (80 meals per semester with \$75 dining dollars)\$640.00

Cowboy Cash

Cowboy Cash are funds a student loads onto their student ID to be used for residence hall laundry, the bookstore, or for food and drinks at any of our campus locations including Gilbert’s Coffee Shop in the library. You can load any amount with a minimum of \$10. These funds do carry forward as long as you are continuously enrolled at HSU. Any unused funds at the time of graduation or separation from HSU are forfeited. The cost of individual meals in the Dining Hall are as follows:

| | |
|-----------------|-------------------|
| Breakfast | \$7.00 (plus tax) |
| Lunch | \$8.75 (plus tax) |
| Dinner | \$9.00 (plus tax) |

Summer Meal Plans

The dining hall is closed for the May Term, and will open up for limited hours during Summer I and II.

REFUND POLICY

Individual Courses Dropped

Registration with the University is considered a contract-binding students for charges for the entire semester. No refunds will be made on individual courses dropped after the closing date of official registration each semester.

Credit Balance

Refunds will be disbursed as quickly as possible to those students who have a credit balance refund. Once the university receives the funds and credits the account, a student may request a credit balance refund. Please allow one week to process a refund check.

Withdrawal

A student who desires to withdraw from the university must obtain the proper forms from the Registrar’s Office. The following refunds will be made upon complete withdrawal from the university. (Does not apply to May Term or “Individual Courses Dropped.”)

No Refund on Fees

The only expenses eligible for refund are tuition, room, and meals according to the following schedule:

May Term

Tuition refund on the first day of class is 100% with no refund thereafter.

Summer I and II

| | |
|-----------------------------|------|
| First and second day..... | 100% |
| Third day..... | 90% |
| Fourth and fifth day | 80% |
| Sixth and seventh day | 70% |

Fall and Spring Semesters

| | |
|---|------|
| First and second day..... | 100% |
| Third through eighth day | 90% |
| Ninth through sixteenth day..... | 70% |
| Seventeenth through twenty-fourth day | 50% |

The Following Schedules are required by the Federal Government

Student Receiving Title IV* Financial Aid AND Returning to HSU

Refund of all institutional charges according to the following schedule.

| | |
|--------------------------|------|
| First Class Day..... | 100% |
| Through Eighth Day | 90% |
| Through 19th Day | 50% |
| Through 38th Day | 25% |

Student Receiving Title IV* Financial Aid AND New to HSU

Refunds of all institutional charges according to the following information: Receive a prorated refund rounded down to the nearest 10% of all charges through 60% of the semester.

Title IV financial aid includes, but is not limited to, Federal Pell Grant, Federal Supplemental Educational Opportunity Grant (SEOG), Federal Perkins Loan, Federal College Work Study, and Federal Direct Loans and Graduate PLUS loans.

BOOKSTORE

The University Bookstore supplies the needs of the students for all academic materials. In addition to textbooks and school supplies, the store also offers many convenience and personal needs items and souvenirs. Credit terms for students are available for academic items only. All other sales must be cash or credit card.

CAMPUS HOUSING

Hardin-Simmons offers a number of convenient and cost-effective housing options for Graduate and Married students! Housing options include residence halls, the Wolf and University Place apartments, and nearly 60 university-owned houses. Space is limited, so apply today!

HSU has a wide variety of houses and the process to sign up for housing is easy! Please contact the Residence Life Office TODAY to inquire about housing and for any questions you may have via e-mail at residencelife@hsutx.edu or via phone at 325.670.1252.

Housing rates for the 2017 – 2018 university year are as follows:

| | |
|--|--|
| Residence Hall Room | \$1950.00 (meal plan required) |
| Residence Hall Private Room | \$2925.00 (meal plan required) |
| Apartment or House Shared Room | \$1100.00 (plus utilities) |
| Apartment or House Standard Private Room | \$1300.00 (plus utilities) |
| Apartment or House (1Bed/1Bath) | \$2200.00 (plus utilities) |
| May Term Housing | \$315.00 per session |
| Summer I and Summer II Housing | \$325.00 per session |
| Campus House (Families Only) | \$350.00 and Up (depending on unit) (plus utilities) |

Please note that rates are subject to change and are only guaranteed when a lease or housing agreement is signed

Additionally, a limited number of graduate assistantships are available through Student Life that offer free housing and a small stipend. Please inquire with the HSU Career Center for more information on GA positions.

TITLE IX

If you experience, observe, or hear of an incident involving sexual assault or rape on or off campus, please immediately contact the HSU Police Department (325) 670-1461 as well as the campus Title IX coordinator, Stacey Martin (325) 671-5766.

FINANCIAL AID

Graduate Scholarships and Fellowships

Each graduate program is allotted a number of graduate scholarships and fellowships which may be awarded upon the recommendation of the program directors and approval of the Dean of Graduate Studies.

Graduate scholarships may be awarded to cover tuition for up to nine hours of credit each semester. Graduate fellowships may be awarded. Students receiving full fellowships will be expected to work in their department or on other assignments at least 5 hours per week throughout the semester.

Inquiries about scholarships and fellowships should be directed to the program director. Students who wish to hold a fellowship as well as a campus job will need to receive approval prior to beginning work by the Work Study Coordinator in the Financial Aid Office.

Graduate Theological Education Scholarships

Various forms of financial aid are available for graduate students in theology. For information see the Logsdon Seminary Catalog or contact the Office of the Dean of Logsdon School of Theology.

Institutional Aid

The following are available through the Office of Enrollment Services:

- Church Match Grant

Government Aid Programs

The following are available through the Office of Enrollment Services:

- Federal Perkins Loans
- William D. Ford Federal Direct Loan Program
- Federal Work Study

Private student loans are available for students enrolled at least half-time and meet lender-specific credit requirements. Additional information about these loans can be found at <http://www.hsutx.edu/offices/financial-aid/private-loans/>.

Financial Aid Enrollment Requirements

The number of hours in which students are enrolled have a direct impact upon federal financial aid eligibility. In order to be eligible for full-time financial aid, graduate students must be enrolled in nine or more hours during a long semester (see Ed.D., DMin, Math, and KSPR for exceptions). Those enrolled for seven to eight hours will be considered half-time. Those enrolled in three credits of Thesis hours only will be considered half-time. According to federal regulations, students must be enrolled in at least six hours during a long term to receive federal financial aid. During the period which encompasses the short terms (May Term, Summer I, and Summer II), students must take a total of six hours to be eligible for financial assistance.

Withdrawing from the university in consecutive long semesters (fall, spring) will result in a review of satisfactory progress toward a degree. According to federal and university guidelines, students not demonstrating progress toward a degree are not eligible for financial aid.

University Financial Aid Policies

Financial assistance is awarded for one year at a time. Separate financial aid applications (FAFSA) must be filed each year. Application materials are available in October for the coming academic year.

Financial assistance is committed only to students who are accepted into a degree program. Students applying for graduate fellowships and or graduate scholarships must hold provisional or full admission to a graduate program.

All institutional aid, including departmental awards, are HSU-tuition-specific.

The university cooperates in making funds provided by both the federal and state government available to students for grants, employment, and loans. HSU must administer the federal and state programs within prescribed regulations.

All government programs are dependent on funding by federal and state governments. Awards are subject to funding by legislation and are not binding on the university if such programs are not funded.

All applications and requests for information regarding federal and state assistance should be directed to the Office of Enrollment Services, HSU Box 16050, Abilene, TX 79698.

A student can only receive financial aid for repeat of the same course one time for a maximum of two attempts.

To view HSU's Financial Aid policies, visit www.hsutx.edu/offices/financial-aid/policies

Veterans Benefits

The coordination of benefits for veterans is the responsibility of the Office of the Registrar, which offers assistance to veterans and dependents of veterans. In accordance with the laws regarding veterans in Chapters 30, 31, 34, and 1606 of Title 38 in the United States Code, assistance benefits to veterans and other eligible persons will be discontinued when the student ceases to make satisfactory progress toward the completion of his/her training objectives. Students placed on probation who receive VA benefits must show academic improvement every semester they continue on probation.

ENDOWED SCHOLARSHIPS AND GRANTS

Drs. Robert and Dorothy Barnes Endowed Scholarship

Faculty members at Hardin-Simmons University since 1977, Drs. Robert and Dorothy Barnes endowed this scholarship fund in 1983 for graduate students in counseling and human development. An alumnus of HSU, Dr. Robert Barnes has served as chairman of the HSU Department of Counseling and Human Development since 1980. Selection of recipients will be made by the chairman of the HSU Department of Counseling and Human Development on the basis of dedication to the counseling profession and potential for contributing to the discipline of psychological counseling as a healing art.

Conn Bentley Memorial Grant

This grant was endowed in 1974 by Mr. and Mrs. B. C. Bentley in memory of their sons. Postgraduates, graduate students, and undergraduates are eligible. The recipient will be selected by the dean of the Irvin School of Education on the basis of a definite commitment to certification in the field of gifted and talented education and a need for financial aid.

J. M. Cunningham Endowed Ministerial Scholarship

This scholarship was established in 1988 by J. M. "Buck" Cunningham of Lubbock, Texas. Recipients will be juniors, seniors, or graduate students from the First Baptist Church of Lubbock who are preparing for a preaching ministry. Recipients shall be chosen by the director of financial aid, the dean of the Logsdon School of Theology, and two elected members of First Baptist Church

of Lubbock.

Dehnel Endowed Scholarship

This endowed scholarship was given in 1986 by Raymond and Novella Dehnel of McCamey, Texas, in memory of Ruby Atwood (X24) a longtime Lubbock high school teacher, and Blonnye Foreman, a Southern Baptist aviation missionary to Brazil. The recipient should be a graduate student seeking at least a minor in psychology. Selection will be made by the Financial Aid Office in consultation with dean of graduate studies and the faculty of the HSU Psychology Department.

Danna Dillingham Endowed Memorial Scholarship

Danna Dillingham was graduated posthumously from Hardin-Simmons University in 1989 with a Bachelor of Education degree. It was her intention to enter HSU's graduate program in counseling. Following her untimely death in April 1989, Drs. Robert and Dorothy Barnes, along with Danna's family and friends, established this scholarship in her memory. It will be awarded annually to graduate students in counseling and human development. Selection will be made by the chairman of the HSU Department of Counseling and Human Development. Eligibility criteria include academic excellence and dedication to the counseling profession.

Drs. Bedford and Oneta Furr Endowed Scholarship

Established by Drs. Bedford and Oneta Furr in 1986 "in profound gratitude to God for His manifold blessing," this scholarship will provide financial support for worthy graduate students majoring in counseling and human development. Selection of recipients will be made by the chairman of the HSU Department of Counseling and Human Development.

Gearld Bingham Physician Assistant Endowed Scholarship

This scholarship was initially established by a gift from Dr. and Mrs. George Dawson honoring the memory of Gearld Bingham. In addition to the initial gift, other memorial donor gifts were added to the scholarship fund. Proceeds from the fund will provide financial support for graduate students accepted and enrolled in the Physician Assistant program at HSU. Gearld's life spanned 68 years from November 18, 1946 - November 16, 2015 when he went to be with the Lord. He was born in McAlester, Oklahoma to Eugene and Gearldine Bingham and grew up in Burkburnett, Texas. He attended and graduated from Howard Payne University, where he met Pam Sutterfield whom he married on August 25, 1968 in Midland, Texas. They were blessed with 47 beautiful years together. Gearld enjoyed teaching high school biology and chemistry and was Chairman of the Science Department at Sam Rayburn High School in Pasadena, Texas until he decided to follow his passion for medicine. He attended Baylor College of Medicine in Houston and graduated as a Physician's Assistant in 1977, and was immediately hired by Dr. George A. Dawson. He practiced with Dr. Dawson for almost 25 years when Dr. Dawson retired. Gearld served his community as a Physicians Assistant for 38 years before retiring from the practice with Dr. Rae Ann Hamilton on October 30, 2015.

Dr. and Mrs. O. E. Harper Endowed Scholarship

This scholarship was established in 1982 by Dr. and Mrs. O. E. Harper of Abilene, Texas. Proceeds from the fund will provide financial support for worthy graduate students majoring in counseling and human development. Recipients shall be selected by the chairman of the HSU Department of Counseling and Human Development. Dr. Harper, who died in 1989, was a native of Mississippi and a prominent Abilene physician until his retirement in 1980. Mrs. Harper was a member of the faculty in the HSU Department of Counseling and Human Development from 1983 to 1999.

Gladys Rhodes Huddleston Endowed Memorial Scholarship

This scholarship was established in 1992 to honor the memory of Mrs. Huddleston. She was a graduate of HSU with BA in 1932 and MEd in 1952. She devoted her life to education, having spent

her career as a school teacher and her retirement as a tutor, substitute teacher, and adult education teacher. Recipients of this scholarship shall be graduate students in the Irvin School of Education with preference given to current teachers. Recipients of this need-based scholarship will be selected by the dean of the Irvin School of Education.

Ingerson Memorial Graduate Fellowship/Scholarship

This fellowship was established in 1994 by a bequest from the will of Dr. Earl Ingerson. An HSU 1928 summa cum laude chemistry graduate, Dr. Ingerson received an MA in geology from HSU in 1931, a PhD in geology from Yale University, and did post-doctoral work in structural petrology in Innsbruck, Austria. Dr. Ingerson served on the staff of the Carnegie Institution Geophysical Laboratory in Washington, DC, was chief of the geochemical and petrology branch of the U. S. Geological Survey, professor of geology at the University of Texas at Austin, and associate dean of the Graduate School from 1961–1964. In addition to his distinguished international career in geology and geochemistry, Dr. Ingerson coached the HSU tennis team to the Texas championship in 1926. Recipients will be in the environmental management program, selected by program faculty and program director.

Dr. Clyde T. Jetton Endowed Memorial Scholarship

The Clyde T. Jetton Endowed Scholarship was established by his son, Ronald Clyde Jetton, in 1987. Dr. Jetton was graduate dean and a member of the HSU faculty for 29 years. The income from this endowment is to be awarded annually to a deserving graduate student in psychology who shows evidence of financial need and has at least a 3.0 grade point average. The award will be made by the Financial Aid Office upon recommendation by the dean of graduate studies.

Dr. Bertie Kingore Gifted and Talented Scholarship

This scholarship was established by the Irvin School of Education in 1991. The recipient will be selected from among those students working toward the gifted and talented endorsement. Selection will be made by the director of the gifted program in consultation with the dean of the Irvin School of Education.

Susan Kay Livingston Endowed Scholarship

This scholarship was established in 1996 by Mr. and Mrs. D. V. Livingston of DeLeon, Texas, in honor of their daughter. Recipients shall be physical therapy majors who must maintain a minimum 2.5 GPA. Recipients shall be chosen by the head of the HSU Physical Therapy Department.

Dr. Lois E. Martin Endowed Memorial Scholarship

This scholarship was established by Jois Elizabeth Ross and Kenneth Gebhard Martin, children of Dr. Lois E. Martin, with initial funds coming from the prestigious Minnie Stevens Piper Award for distinguished educators and the Hugh Roy Cullen Award for excellence in teaching, honors which Dr. Martin earned in 1980. Joining the faculty of Hardin-Simmons University in 1964, Dr. Martin founded the program in counseling and human development and served as department head until her death in 1980. The scholarship is awarded annually to a student who is majoring in counseling and human development. Selection will be made by the chairman of the HSU Department of Counseling and Human Development on the basis of dedication to the counseling profession. Special consideration will be given to previous recipients of this scholarship.

The Mary Paxton Pender Graduate Music Scholarship

The Mary Paxton Pender Graduate Music Scholarship Endowment was given in her memory by family and friends of the family. The scholarship is to be awarded to a graduate student who is majoring in voice, piano, or choral conducting. The award will be made by the School of Music Scholarship Committee in consultation with the dean of the School of Music. Mary Paxton was born in Abilene in 1893 and attended Simmons Academy and Simmons College, graduating in

1911. She married Herman Arthur Pender who also attended Simmons College. She served as a trustee of Hardin-Simmons University for 28 years, following in the footsteps of her father, George Lee Paxton, for whom Cowden-Paxton Hall was named. Mary Paxton Pender, a great patron of the arts, was particularly interested in the School of Music and its students. She was named a patroness by Sigma Alpha Iota national women's fraternity. This scholarship is in recognition of her many years of support for Christian education and music.

Hubert C. and Grace V. Toombs Endowed Memorial Graduate Scholarship

Hubert and Grace Toombs established this scholarship through two gift annuities in 1990 and 1997. The scholarship will benefit promising and/or exceptional students in graduate programs. The dean of graduate studies, in consultation with the Graduate Council, will select recipients of this scholarship. Eligibility will include a minimum GPA of 3.0 for an initial award and 3.5 to renew the scholarship.

Watts Alpha Chi Endowed Scholarship

This scholarship was established in 1967 by the members of Alpha Chi honoring Dr. Otto O. Watts, longtime head of the HSU Chemistry Department, and his wife, Lela May. With this scholarship Alpha Chi members honored the Watts for a lifetime of service as sponsors of Alpha Chi. Recipients shall be worthy graduate students having financial difficulties. They must have an overall undergraduate GPA of 3.0 and are selected by the sponsor of Alpha Chi and the dean of graduate studies

HONORS AND AWARDS

Hemphill Graduate Honor Award

The HSU Graduate School recognizes the outstanding master's/doctorate candidate at the May commencement exercises with the Hemphill Graduate Honor Award. This award recognizes the graduate who has excelled in his/her academic studies, possesses character and behavior consistent with the university's purpose, and exhibits potential for significant contribution to his/her chosen field. The recipient is selected by the Graduate Council. This award has been endowed by the late Dr. Lee Hemphill and the late Mrs. Lunelle Nix Hemphill. Dr. Hemphill served as vice president of development and was a vice president emeritus.

Graduate Dean's Award of Excellence

The HSU Graduate School recognizes the outstanding master's candidate at the December commencement exercises with the Graduate Dean's Award of Excellence. This award recognizes the graduate who has excelled in his/her academic studies, possesses character and behavior consistent with the university's purpose, and exhibits potential for significant contribution to his/her chosen field. A committee of graduate program directors in conjunction with the dean of graduate studies selects the recipient. This award is funded by an anonymous endowment.

HONOR FRATERNITIES AND SORORITIES

Several organizations with local, state, and national affiliation are open to graduate students at Hardin-Simmons University. Membership is earned by achievement or standing.

- Alpha Kappa Psi, Eta Kappa Chapter, national professional business fraternity
- Alpha Mu Gamma, Gamma Zeta Chapter, national collegiate foreign language honor society
- Kappa Delta Pi, Xi Sigma Chapter, national society in education
- Phi Mu Alpha-Sinfonia, Theta Lambda Chapter, national professional male music

- fraternity
- Pi Alpha, The National Honor Society for Physician Assistants
 - Pi Gamma Mu, Texas Theta Chapter, international social science fraternity
 - Pi Kappa Lambda, national music honor society
 - Sigma Alpha Iota, Gamma Phi Chapter, international professional fraternity for women in music
 - Sigma Delta Pi, Beta Sigma Chapter, national Spanish honor society
 - Sigma Tau Delta, Xi Epsilon Chapter, national literary fraternity
 - Psi Chi, national honor society in psychology, open to majors and minors who meet GPA requirements

ADMISSION

ENTRANCE REQUIREMENTS

Completed Bachelor's Degree

Admission to HSU Graduate Study requires a completed bachelor's degree from a regionally accredited college or university. The degree must contain a minimum of 42 advanced semester hours (courses designed for juniors and seniors). Hours given for life experience may not be counted toward the 42-hour requirement. Students presenting degrees with less than 42 advanced hours must satisfy all other entrance requirements and complete sufficient undergraduate upper-level hours before they may be admitted.

Each student must submit official transcripts from all colleges and universities attended.

Official transcripts may be delivered electronically to Megan.B.Verette@hsutx.edu or mailed to:

Office of Admission
HSU Box 16050
Abilene TX 79698

Test Scores

Official test scores, if required, must be transmitted to the Office of Admission directly from the testing service. Some programs do not require the GRE or GMAT if the student meets the academic requirements for full or provisional admission.

Degree Admissions Criteria

Specific admissions criteria are listed in the degree program sections of the catalog.

APPLICATION PROCESS

Time Limit for Application

Application materials and credentials will be retained by the Office of Admission for one year past the semester for which the application is made.

Application Materials

Materials submitted for application are confidential. Students should not request copies of transcripts, test scores, or letters of recommendation from the Office of Admission or the Office of the Registrar.

Meningitis Vaccination

Texas legislation mandates that every new student and new transfer under the age of 22 to any Texas university, regardless of living on campus or off campus, will be required to have a

Meningitis Vaccination sometime within the 5 years prior to the first class day and at least 10 days prior to the first class day. In addition, HSU requires every new incoming student under 22 years of age provide proof of the meningitis vaccine prior to registering for classes. (A returning student following a break in enrollment of at least one fall or spring semester is also considered a new student.) Exceptions to this law would be:

1. The student is enrolled only in online or other distance education courses; or
2. The student is enrolled in a continuing education course or program that is less than 360 contact hours, or continuing education corporate training; or
3. The student is enrolled in a dual credit course which is taught at a public or private K-12 facility not located on a higher education institution campus; or
4. The student is incarcerated in a Texas prison.

A student is not required to submit evidence of receiving the Meningitis Vaccine if the student submits to HSU:

1. An affidavit or certificate signed by a physician who is duly registered and licensed to practice medicine in the U.S., stating that in the physician's opinion, the vaccine would be injurious to the health and well-being of the student; or
2. An affidavit signed by the student stating that the student declines the vaccine for reasons of conscience, including a religious belief. Students must use the official Texas Department of State Health Services (DSHS) form. It may be ordered electronically. The form is then mailed from DSHS to the student, and it may take up to two weeks to receive it. It must be completed, notarized and provided to Hardin-Simmons University Nurse's office. It is the student's responsibility to complete the DSHS form and have it notarized. The site to request the form is: <https://corequest.dshs.texas.gov/>

The latter exemption does not apply during a disaster or public health emergency, terrorist attack, hostile military or paramilitary action, or extraordinary law enforcement emergency declared by a Texas Department of State Health Services authority and is in effect for the location of the university the student attends. Texas law states that acceptable evidence of your Meningitis Vaccination must include:

1. Student's name and date of birth.
2. Month, day, year the vaccine was administered.
3. Signature or stamp of the physician or his/her designee, or public health personnel; OR
4. An official immunization record generated from a state or local health authority (as from the Texas Public Health Department); OR
5. An official record received from school officials, including a record from another state.
6. The student has to have received the vaccine or a booster during the 5-year period preceding the first day of class.

The vaccine can be obtained through the health department, some pharmacies, and perhaps some private physicians. It is important you consult your physician regarding the need for the Meningitis Vaccine to prevent bacterial meningitis

Criminal Record/Activity

Previous criminal activity may influence admission to the university. The application requests information about past criminal activity. The effect of such past activity depends on its nature and the program. The university may refuse continued admission or terminate admission for students who become involved in criminal activity while at HSU. Misrepresenting past or present criminal activity may result in immediate termination from the university.

INTERNATIONAL STUDENTS

Additional requirements apply to international students. International students must apply early in order to allow for the completion of both the admission process to the university and the requirements of the United States Bureau of Citizenship and Immigration.

1. Complete the graduate admission application. Application deadline for fall semester enrollment is April 1. Application deadline for spring enrollment is September 1.
2. Submit the required credentials. All required credentials must be either original documents or photocopies signed and stamped by a school or government official. Please note that each graduate program has required supplemental items to submit as well.
 - a. Non-refundable \$150 application fee <https://commerce.cashnet.com/HSUTXADM>
 - b. One of the following as proof of English proficiency if your native language is not English (students seeking Texas Teacher Certification must provide the required TOEFL score):
 - An official transcript showing the completion of one year of full-time study at a school located in the United States
 - An official statement of the completion of one year of full-time study at a school where English is the official language of instruction
 - An official TOEFL score of 550 on the paper-based exam, a 213 on the computer-based exam or a 79 on the internet-based TOEFL (iBT). TOEFL scores must be sent directly from the testing agency. HSU school codes: TOEFL-6268
 - c. Official transcript showing a conferred bachelor's degree. If degree is not from the United States, an evaluation of the transcript must take place to determine HSU equivalency. Contact the HSU graduate international liaison for help at (888) 478-1222.
3. Complete all required international forms.
 - a. Statement of financial backing and a notarized bank statement to provide evidence of available financial resources.
 - b. SEVIS I-90 fee. This fee is required by the United States Department of Homeland Security.
4. Complete health form at www.hsutx.edu. If you cannot provide documentation of health care coverage, you will be required to purchase insurance, and the premium will be added your account.
5. The university requires that all international students post a deposit of U.S. \$1,000 before an I-20 is issued. An I-20 will not be issued until the deposit is posted. The international deposit of U.S. \$1,000 may only be utilized toward payment of the student's final semester's expenses and will not be released at an earlier date. If an international student graduates, transfers to another school, or decides to leave Hardin-Simmons University for any other reason, the deposit will be applied to the balance due to HSU and any residual amount refunded to the student. Should an I-20 be issued and a student fail to enroll, the deposit is

forfeited by the student.

HSU requests that all materials be sent in together. Partial application packets will not be considered. Upon receipt of all required materials, credentials will be evaluated and a decision will be made regarding admission to Hardin-Simmons University. Approved applicants will receive a letter of notification.

Once you have been approved for admission to Hardin-Simmons University, and once your U.S. \$1,000 deposit has been received, an I-20 will be mailed to you. This document, along with a valid passport and evidence of support- usually a bank statement or affidavit of support- must be taken to the nearest U.S. Embassy or Consulate. Upon arrival of these documents, the Embassy or Consulate will issue a student visa for your entry into the U.S. as an F-1 Foreign Student.

**An HSU taught hybrid course is considered at "face to face" course.*

PROFESSIONAL TEACHER CERTIFICATION

A student desiring to obtain a professional certification (one requiring graduate leveling work or a master's degree) must apply for graduate study and receive the approval of the dean of the Irvin School of Education or the university certification officer and the dean of graduate studies.

SECOND MASTER'S DEGREE

A student may transfer a maximum of six hours from a previously completed master's degree toward a second master's degree (consult section on transfer work in this catalog). Official transcripts of both undergraduate and graduate work are required. The student must complete a minimum of 60 hours on the two degrees. (For the Master of Divinity degree's policy for transfer work from a previous master's degree in religion, please see Logsdon Seminary Catalog).

ADMISSION POLICY

The University reserves the right to deny admission, suspend, or refuse readmission to any student who does not fully comply with admission procedures, whose application gives evidence that the student would find the aims and objectives of the University incompatible with his/her lifestyle, who does not meet his/her financial obligations to the University in a manner satisfactory to the University Controller, or whose admission or continued enrollment is deemed to be undesirable for any reason. The University reserves the right to refuse or cancel a student's admission or to direct his/her activities in the University if the student's physical and/or mental health status indicates that such action is essential for safeguarding fellow students, faculty and staff. However, no student shall be denied admission, suspended, or refused readmission by reason of race, age, physical or academic disability, color, sex, national origin, or religion.

Full Admission

Hardin-Simmons University admits to its graduate degree programs applicants who exhibit potential to succeed in an academically challenging graduate environment. Admission requires the endorsement of the program director and approval of the dean of graduate studies. Their decisions are based upon evaluation of the applicant's undergraduate transcript and additional criteria which may include standardized test scores (GRE, GMAT, and/or TOEFL), professional experience, personal and professional references, essays or writing samples, and interviews with the program director. Since the purposes and demands of the programs vary, each program establishes its own application requirements. These requirements are stated at the beginning of the degree program sections of this catalog.

In the evaluation of applications, substantial weight is normally given to the undergraduate

academic record and, when required, standardized test scores. Each application, however, is evaluated individually and careful consideration is given to applicants who present other evidence of graduate potential. Applicants who have recently completed undergraduate work, for example, may expect that their academic record will serve as the principal indicator of graduate potential. Alternatively, applicants who have had time to establish a record of effective professional experience beyond their undergraduate experience may expect that to be given significant consideration as well.

Provisional Admission

Applicants whose materials are difficult to evaluate, lack the required materials, or necessary undergraduate prerequisites may be admitted provisionally. Students granted provisional admission may earn full admission upon the completion of 12 hours of graduate study with a cumulative GPA of at least 3.0 and/or the completion of all undergraduate prerequisite work. Students who have been granted provisional admission for a graduate degree program must receive full admission in order to continue beyond 12 hours of graduate study, unless otherwise specified by individual program. International students are not eligible for provisional admission.

Post Graduate

This is a special status for students who neither apply to nor are admitted to any graduate degree or certificate program but wish to take a limited number of courses. In order to be granted postgraduate admission, the student must submit a transcript showing possession of an undergraduate degree from a regionally accredited institution of higher education.

Students who wish to complete a second undergraduate degree should apply through Enrollment Services. Those who wish to begin or complete teacher certification should apply to the university through the Office of Admission; they will also apply for Teacher Certification and register for classes through the Irvin School of Education. All other postgraduate students should apply online and register in the Office of Admission.

No student classified as postgraduate may take more than 12 graduate hours before receiving provisional or full admission unless enrolled in a certificate program. Postgraduate status does not imply admission to any graduate degree program and most are not eligible for financial aid. International students are not eligible for this status.

Notification

Official notification of admission or non-admission is communicated solely by the Office of Admission.

Appeals

Students wishing to appeal an admission decision should first consult with the program director. If the student is not satisfied, an appeal may be made to the dean of graduate studies, then to the Graduate Council, and finally to the provost.

Orientation

At the beginning of the fall term, the Office of Graduate Studies conducts a student orientation for new graduate students. During this time, graduate school policies and procedures are explained and representatives from Graduate Studies, the Business Office, Information Management, and the Library introduce services available to graduate students and discuss important policies, procedures, and deadlines. All new graduate students are invited to attend.

APPLICANTS WITH DISABILITIES

Hardin-Simmons University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. Eligible students seeking

accommodations should contact the coordinator as soon as possible in the academic term which they are seeking accommodations. The coordinator shall prepare letters to appropriate faculty members concerning specific, reasonable academic adjustments for the student. The student is responsible for delivering accommodation letters and conferring with faculty members. The coordinator shall consult with the student and with HSU faculty and staff to ensure delivery of appropriate support services and shall serve as liaison between the student and the faculty member as needed.

AUDITS

A student applying for admission to audit a class must complete an application, submit the \$50 application fee, a student health form and furnish a letter of permission from the instructor of the course. There is a \$50 per semester-hour audit fee. Students over the age of 65 can audit courses at no charge. The audit application is processed in the Office of the Registrar.

ACADEMIC POLICIES

Grading System

Grades in graduate courses indicate performance with respect to the quality of work at the graduate level. Please note that only graduate level courses are included in the graduate grade point average (GPA). Accordingly, students in graduate courses should be aware that grades are based upon more stringent criteria than those for undergraduate courses. Possible grades are:

| Grade* | Explanation | Grade (Quality) Points |
|---------------|--------------------|-------------------------------|
| A | Excellent | 4 |
| B | Good | 3 |
| C | Fair | 2 |
| D | Poor | 1 |
| F | Unacceptable | 0 |
| I | Incomplete | |
| IP | In Progress | |
| W | Withdrew | 0 |
| WP | Withdrew Passing | 0 |
| WF | Withdrew Failing | See Note |
| CR | Credit | |
| NC | No Credit | |

*A student who earns a grade of D, F, or WF will be placed on academic probation

Grades of I and IP

A student who has substantially completed a course but is lacking certain essentials of performance, due to circumstances beyond his/her control, may be given a grade of I. To obtain a grade in the course, the student must complete all requirements specified by the instructor by the end of the next long semester (fall or spring) following the date the grade was assigned. Failure to complete the requirements by this time will result in a grade of F.

The grade of IP is available only when, by design, course work extends beyond the semester or term in which the course is scheduled. This grade implies satisfactory progress and is used primarily in internship, travel, and individual research courses. A grade of IP is not counted as an attempt in calculating grade point average and will convert to a grade of F after five years.

Statute of Limitations on Changes in an Academic Record

The statute of limitations for any change in an academic record is one year from the date of the

closing of the semester in question. Included are such items as grade changes and incompletes. *Note: No student may graduate with an I or IP grade on his/her transcript. Any grade change must be reported to the Registrar's Office at least two weeks prior to the end of the semester of graduation. It is the responsibility of a candidate for graduation to complete any course in which an Incomplete or In Progress grade was given in sufficient time for the faculty member to grade the student's work.*

Grades of CR and NC

The grade of CR is given for Thesis, Thesis Renewal, and Professional Project. CR denotes satisfactory progress as determined by the instructor or thesis advisor.

The grade of NC is given for selected courses such as Thesis and Thesis Renewal. NC denotes no credit due to lack of satisfactory progress as determined by the instructor or thesis advisor.

Note: CR and NC do not count in calculating the student's grade point average.

Class Attendance

Students, whether present or absent, are responsible for all material presented in or assigned for courses, and will be held accountable for such material in the determination of course grades. Absences for athletic or school related participation are counted as any other absence, and all absences, whether athletic-related or not, should not exceed 25% of the class meetings and/or laboratory sessions scheduled for a course. Regular and punctual attendance, therefore, is expected and essential to success in a course.

Accordingly, absence from more than 25% of class meetings and/or laboratory sessions scheduled for a course (including absences because of athletic participation) is regarded as excessive, and a grade of F may be assigned as deemed appropriate by the professor.

Grade Reports

Grade reports are posted on HSU Central at the close of each semester and at the end of each summer term.

Withdrawal During a Semester

A student who finds it necessary to withdraw from the university before the end of the semester must secure the proper form for withdrawal through the Office of the Registrar. The form requires approval by the Business and Financial Aid Offices. If procedure is not followed, the student is automatically assigned a grade of F in all courses. However, no student may withdraw after the last date of withdrawal specified in the academic calendar.

Acceptable Academic Progress

(Criteria for acceptable academic progress may be superseded by program-specific guidelines. Please see individual programs for details.) In order to maintain acceptable academic progress, graduate students must maintain a 3.0 grade point average in all graduate work (when courses are repeated, only the most recent grade will be used to calculate grade points and semester hours) and may not obtain a grade of D, F, or WF in any graduate work. Should any of these situations occur, the student will be placed on academic probation.

Financial aid has requirements regarding minimum completion of hours. Withdraw from a course (or courses) will affect the student's eligibility for financial aid in subsequent semesters. (*See page 14.*)

Academic Probation

When placed on academic probation, the student's graduate advisory committee must consider the student's potential for successful completion of the program and make a recommendation to the dean of graduate studies. A student may not be graduated while on academic probation. To return to good academic standing, the student must satisfy the dictates of their graduate advisory

committee and possess a GPA of 3.0 or better.

Grade Appeal Process

A student, who believes that the grading policy for a class has been unfairly administered, resulting in a course grade lower than expected, has the right to appeal the professor's decision on the grade. The following process is for appealing a course grade only, not for grades on individual projects or tests.

For an appeal to be considered valid, each of the following steps must be taken in the order listed.

1. Discuss the matter with the professor. If at all possible, the matter is reconciled at this point.
2. If dissatisfied with this discussion, the student voices the concern to the program director in a conference scheduled by the student. The program director discusses the matter with the professor; another attempt is made to reconcile the matter. (If the professor is the program director, proceed to step three).
3. If the issue is not resolved to the student's satisfaction, the student submits a formal, written appeal to the dean of the academic area. The following must be included in the graduate student's appeal:
 - a. A cover letter requesting reconsideration of the grade.
 - b. A straightforward narrative (one to three pages) detailing the circumstances surrounding the contested grades, with special emphasis given to reasons why the student believes the grade is unwarranted.
 - c. All graded projects in the class (tests, essays, projects, etc.) that are in the student's possession.
 - d. The student's personal record of attendance in the class.
4. The program director forwards a recommendation on the matter to the dean of the academic area upon notification that the student has filed a grievance.
5. In writing, the dean of the academic area formally apprises the professor of the student's grievance and gives a summary of the points of concern.
6. The professor submits to the dean of the academic area a written response, which includes the projects in the professor's possession, grades on all work done in the course, and a copy of the class syllabus with the contested policy highlighted.
7. The dean of the academic area will meet with each party separately and may schedule a joint appointment with the two parties in order to attempt a solution.

Petitions for exceptions to academic policies, other than for grade appeals, may only be made in writing to the dean of graduate studies. The graduate dean, in consultation with members of the Graduate Council, will make the final determination. No petitions will be considered from students on academic probation or suspension with a GPA below 3.0.

If the student feels that additional appeal is necessary, then the last line of appeal is to the Graduate Studies Grievance Committee. The grievance committee is appointed by the Graduate Council from nominations submitted to them by the dean of graduate studies.

GRADUATE STUDIES GRIEVANCE COMMITTEE

Membership of the Grievance Committee

The committee includes three graduate faculty professors from different academic areas with one specified to be the chair and two graduate students recruited from the Graduate Student Advisory Council. The chair of the committee will schedule meetings and preside during deliberations.

Neither the professor nor the student will have counsel at the meetings.

Duties of the Grievance Committee

The grievance committee will review all pertinent materials before the formal meeting and convene at a convenient time for the purpose of hearing the case. The grievance committee may request oral presentations by the parties. The committee will then convene in an executive session to reach a decision in the matter. The chair of the committee will inform in writing the student, faculty member, and the provost of the decision of the committee. If a grade is to be changed, the provost will see that the proper forms are filled out in the Registrar's Office.

The ruling of this committee is final.

Procedures for Handling Student Grievances (other than grades) with Fellow Students, Faculty, or Staff

Refer to page 60 of the HSU Student Handbook.

COURSE AND CREDIT REQUIREMENTS

Graduate Course Numbers

- 5000–5999 denotes graduate courses taught concurrent with an undergraduate courses (see notes below).
- 6000–7999 denotes graduate courses taught for graduate credit only.

Note: A graduate student may earn graduate credit in a 5000-level course only if that course is being offered by a member of the graduate faculty and only if he/she has permission from his/her graduate advisor. A student desiring graduate credit in a 5000-level course is expected to do more work and better quality work than that done by a student enrolled for undergraduate credit.

Note: The second number in 5000-level courses in performance in the School of Music does not denote number of credit hours.

The course level or class is indicated by the first digit in the course number. The second digit indicates the semester hour value of the course (except in MUPS courses). The third and fourth digits indicate the departmental sequencing of the course and make it a unique number within the department or subject area.

The semester hour is the unit of course credit at Hardin-Simmons University.

Credit Hour Policy and Procedure

This policy is designed to assure consistency in awarding academic credit at Hardin-Simmons University in conformity with commonly accepted standards in higher education and in accordance with federal regulations. In the following definition, HSU utilizes the Carnegie Unit, a generally recognized measurement for awarding academic credit, as a means to express the institution's definition of a credit hour.

Definition of credit hour

Using the Carnegie Unit as a commonly accepted standard, Hardin-Simmons University defines a credit hour, recorded by the university as a semester hour, in terms of instructional time and associated class preparation. Each credit hour reflects one hour of instructional time per week for a total of 15 instructional hours per semester. Graduate students are expected to spend a minimum of 3 hours in class preparation for each credit hour. Thus students are expected to spend a minimum of approximately 4 hours engaged in learning per week per semester for each credit hour.

The application of this definition of credit hour must be equivalent throughout the curriculum. Faculty are responsible for assuring that at least a reasonable approximation of a comparable amount of work consistent with this definition of credit hour is represented in all academic activities for which the university awards academic credit, including, but not limited to, distance education, blended courses, practice, internships, laboratory work, travel courses, and studio work. In

establishing equivalency, faculty should consider course content, method of delivery, pedagogical methods, and measurement of intended student learning outcomes, academic calendars, degree levels, and other factors to assure equivalency.

The university grants credit only for courses approved by the academic policies established by the university and taught by faculty approved by the university. The process for approving course credit involves individual faculty members developing a new course proposal which is then vetted by the department and the curriculum committee of the appropriate college or school. If approved, the course proposal is sent to the Academic Committee of the University for discussion and final approval. In some cases the protocol requires approval of the University faculty. The process for approving course credit for graduate classes follows the same procedure with the exception that once approved by department and college/school, the course is sent to the Graduate council for discussion and approval, and finally to the Graduate Faculty for approval.

Course Levels

In all graduate programs, at least one-half of the courses must be 6000 level courses.

Maximum Course Load

Students wishing to enroll for more than nine semester hours should consult with the academic advisor to consider whether the workload will negatively affect academic performance.

Students wishing to take more than 12 hours of graduate study in a long term or more than six hours in a summer term must receive approval of the advisor and the dean of graduate studies.

Transfer Credit

Work completed before the student applies for admission at HSU, or completed at another institution after admission to HSU, may transfer if, 1) it is graduate work from a regionally accredited institution of higher education; 2) an official transcript of the work is on file in the Office of Graduate Studies; 3) the work was completed during the last 10 years; and 4) it is approved by the appropriate program or department. A maximum of 12 semester hours of approved graduate work may be transferred provided the student did not complete the previous degree. A maximum of six semester hours may be transferred from a previously completed degree.

For the Master of Divinity degree's special policy for transfer work and for transfer work from a previous master's degree in religion, please see Logsdon Seminary Catalog. For the Physical Therapy policy for transfer work, see page 125

Distance Education for Out-of-State Enrollment

On October 29, 2010, the U.S. Department of Education (USDOE) released new program integrity regulations. One of the regulations focused on the need for an institution offering distance education, including practicums, seminars, test proctoring, online courses and degree studies, to acquire authorization from any state in which it operates. This authorization is required to maintain eligibility for students of the state to receive federal financial aid.

From October 2010, HSU has demonstrated a "good faith effort to comply in each state in which it serves students. States with regulations in place expect that institutions already be in compliance with their regulations before serving any students in their state.

On October 29, 2015, the State of Texas was approved by the Southern Regional Education Board (SREB) to join the State Authorization Reciprocity Agreement (SARA) under the administration of the Texas Higher Education Coordinating Board. In late Fall 2015, HSU was able to start the application process to join the SARA agreement for the State of Texas and is a

current member of the SARA agreement in the State of Texas.

Hardin-Simmons University lists all states on our website that are part of the SARA agreement affording HSU permission to enroll students from these states in online coursework. We are working closely with non-SARA participating states to receive authorization.

What This Means

Before accepting enrollments from students residing in a non-SARA state, HSU must be in compliance with the distance learning regulations of the states in which students reside while enrolled. Some states require universities to seek approval before enrolling their residents, and the approval processes can be expensive and time intensive.

What Hardin-Simmons University Is Doing

HSU continues to work to obtain authorization from other non-SARA states. However, due to authorization and review processes associated with some states, we may be limited in our ability to accept some distance learning course enrollments. Please visit our website at www.hsutx.edu/online/ or contact the Provost Office, (325) 670-1210 to inquire about the current status of your state with regard to this USDOE state authorization requirement. Depending on the status of your state of residence regarding this requirement, HSU may notify you that you are not eligible to register for HSU distance education courses. In this case, Hardin-Simmons University will provide assistance in finding alternatives.

COMPLETION

Graduation Requirements

Graduation requirements are found under the curriculum heading of each program.

Thesis

The student whose program requires a thesis must register for Thesis after receiving approval from his/her graduate advisor. The student's committee approves the thesis topic and supervises the writing. Programs differ on style and requirements. Students must follow all guidelines for the thesis set by both the department/program and the Office of Graduate Studies. A thesis preparation guide is available from the Office of Graduate Studies.

After beginning work on the thesis, continuous enrollment in Thesis or Thesis Renewal is required for all fall and spring semesters until the thesis is completed and accepted by the Office of Graduate Studies. Summer enrollment is required if the student anticipates working on the thesis or completing his/her thesis during either summer term. The student must meet all departmental and Office of Graduate Studies deadlines and requirements. A thesis processing fee is assessed.

Diploma Card

The deadline for filing Diploma Cards in the Registrar's Office is listed in the Academic Calendar in the front of this catalog. Students filing a diploma card after this date will be charged a late fee. The student should inform the Program Director if his/her graduation date changes.

Participation in Graduation Exercises

All candidates for degrees are requested to participate in the commencement ceremony. Candidates must be enrolled in all courses required to complete the degree, including Thesis and Thesis Renewal (if applicable). Incomplete grades must be completed by the deadlines of April 15 (May graduation) and November 15 (December graduation). Students with any graduation requirements not completed by these dates will be excluded from walking at their respective graduation ceremony.

Financial Obligations to the University

Students are required to settle all accounts in a manner satisfactory to the university controller before a diploma will be awarded.

LIBRARY

THE UNIVERSITY LIBRARIES

The Rupert and Pauline Richardson Library and the Smith Music Library serve as resource centers for the educational program by providing the materials, databases, and services necessary to support the curriculum of the University. The libraries maintain a robust website with databases, print and e-books, subject guides, “how to” videos, contact information and service hours, which are easily available: <http://www.hsutx.edu/library>.

Librarians, who have extensive professional expertise, are available in the library, by phone 325-670-1578, by live-person-chat, by text--AskHSULib to 66746, and via email at hsuref@hsutx.edu.

LIBRARY RESOURCES

The Hardin-Simmons University Libraries’ online catalog and databases are available 24/7 from the university webpage. The library’s discovery tool *Research Roundup* simplifies searching by providing a one-step process. HSU libraries provide access to over 530,000 physical items, 45,000 full-text journals, thousands of electronic books, and subscribes to hundreds of print journals. Our membership in the Abilene Library Consortium adds access to over 2 million items via a shared catalog of the collections of HSU, Abilene Christian University, McMurry University, Howard Payne University, and the Abilene Public Library. A reciprocal agreement among these libraries provides students the use of every collection. There are also TexShare resources available from across the state and an interlibrary loan service to request materials from around the world.

TECHNOLOGY

The libraries provide computers in collaborative and single user settings as well as networked and wireless printers in color and black and white, wireless connectivity, scanners, projectors, photocopiers, lamination services and telefax.

GRADUATE STUDENTS

Check out period on HSU items is one month with a current HSU ID.

STUDENT SERVICES

The university provides a number of services to students. Among these are the various student activities, library privileges, and student publications. Student activities include intercollegiate athletic contests, productions of the Van Ellis Theater, various on-campus activities, intramurals and club sports, lectures, student organizations (including Greek), and student publications which include the Brand, a student newspaper, and the Corral, an annual magazine. Please see our website for a comprehensive list of Student Services: <http://www.hsutx.edu/student-life/> Some of the more notable areas are described in further detail below:

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website for a comprehensive list of Student Services: <http://www.hsutx.edu/student-life/>. Some of the more notable areas are described in further detail below:

Student Activities

At HSU, our Student Activities office plans and implements many activities for campus clubs and organizations as well as for all current and Prospective HSU students! Not only are there events consistently occurring throughout campus, but there are several student-planning groups that develop and use student leaders and their talents.

Outside of campus events, HSU also has a thriving Greek Life as well as several other clubs and/or organizations that tie to academics, athletics, or special interests. Each Spring semester begins with a long list of blow-out events that grab the attention of students. This atmosphere of potential opportunities for involvement demonstrates HSU's commitment to an inclusive environment and to the provision of co-curricular leadership opportunities for students.

Intramurals and Recreation

Intramurals and Recreation are intended for the entire HSU Community and primarily afford an opportunity for experiential learning through active participation. We serve to cultivate lifetime recreational skills, to integrate students socially in an activity setting, and to foster a spirit of sportsmanship and fair play among participants and spectators. Intramurals and Recreation offers a variety of opportunities for individuals of all abilities. Individuals and organizations participating in Intramurals and Recreation should do so with the attitude that good sportsmanship and fair play are an integral part of the activity.

Campus Ministry

Baptist Student Ministries is housed in the Connally Missions Center on campus. The BSM is staffed by a director and an office manager. The mission of the BSM is to minister to the spiritual needs of the students of Hardin-Simmons University. The BSM seeks to provide a context for spiritual engagement, formation, and renewal with the hope that all HSU students might have a fully developed relationship with Jesus Christ. The BSM provides both on-campus and off-campus ministry opportunities along with local, regional, and international mission experiences. In addition to these, the BSM provides regular spiritual formation experiences. The BSM also helps connect students with local faith communities in Abilene. A student volunteer leadership team organizes and carries out the ministries of the BSM with the guidance of the BSM director.

Career Services

The office of Career Services provides current students and alumni with career development opportunities beginning their first year at Hardin-Simmons University. Career Services offers a wide variety of workshops, events, and services to promote career readiness. Workshops and events range from Job Search Strategies workshops to events such as job fairs and networking events with alumni. Services offered include resume review, interview practice, and a host of assessments. Administration and interpretation of assessments are given to provide students opportunities to develop a career plan. Additionally, access to an online job board is provided to students and alumni to search for part-time jobs, full-time employment, and internships. Educational programs related to career readiness are presented to courses over the course of the

academic year on almost a weekly basis. The office is staffed with a full time director with a master's degree in College Students Affairs and a graduate intern from the Clinical Counseling & Marriage and Family Therapy Master's program. The Career Services Office is located on the second floor of Moody Center.

Athletics

The athletic department has over 400 students participating with 18 varsity athletic teams that are in the American Southwest Conference as a member of NCAA Division III. The ASC has members in Texas, Arkansas, Mississippi and Louisiana and is one of the largest conferences in Division III. The college experience is a time of learning and growth – a chance to follow passions and develop potential. For student-athletes in Division III, this happens most importantly in the classroom and through earning an academic degree. The Division III experience provides for passionate participation in a competitive athletics environment, where student-athletes push themselves to excellence and build upon their academic success with new challenges and life skills. Academics has always been a priority for the student- athlete at HSU. For the fall, 2016 semester, 57% of the athletes had a grade point average of a 3.0 or higher. Over the years HSU has enjoyed tremendous success in the athletic arena as the school has six National Championships and has won over 122 conference championships.

Advising Center

Though open to any student, the Center specifically serves the needs of undergraduate students who have not declared a major, non-degree students, transfer students who do not have a major, and those individuals needing or considering changing their field of study. Among other services, the Center provides information on how to fulfill HSU's core curriculum requirements, academic counseling on how to complete major/minor requirements, advising for part-time and short-term students, academic advising for those placed on suspension, advising students admitted on a contract, coordination of Student Success Seminars, and the production of student and faculty advising resources. The Center is staffed by two full-time advisors and a graduate student on the second floor of Sandefer Hall. See the HSU Academic Advising Center on the web for more information about the Advising Center.

Disability Services

The Office for Students with Disabilities is staffed by a full-time Director who has a master's degree in education. The Office complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1974. HSU provides reasonable accommodations for any student who makes a disclosure of a disability and provides appropriate documentation. The Director works individually with students to determine appropriate and reasonable accommodations. The Office employs a part-time Graduate Assistant to administer testing accommodations for appropriate students. Included in the testing responsibility of this Office is CLEP examinations which are administered to both current and prospective students. The HSU website contains more information about the [Office for Students with Disabilities](#). The office is located on the second floor of Sandefer.

Counseling

The Office of Counseling Services is staffed by a full-time Licensed Professional Counselor and serves the entire student body at HSU. All full or part-time students are eligible to receive free, confidential, and voluntary services, including consultation, evaluation, psychotherapy, and crisis support services as needed. Psychotherapy sessions are the mainstay of The Office of Counseling Services, though at this time students with low risk are often referred to the graduate clinic on campus.

The Office of Counseling Services is available for on-call crisis assessments, and assists in the facilitation of hospitalization of students in the most severe mental health distress, as well as the follow-up needed to re-enter the campus community. Additionally, the office is able to provide referrals for off-campus psychiatric and counseling services.

The University Counselor serves as the Chief Mental Health Officer for the University, and consults for the HSU Care Team to best provide wrap-around support to the most at-risk students. This Office can be found on the second floor of the Moody Student Center.

Student Engagement

The office of Student Engagement aims to assist undergraduate students on a path towards student success at Hardin-Simmons University. The Office efforts are focused on academic support, mentoring and retention initiatives, and other student-support events. Academic Support aims to provide both free peer-to-peer tutoring for undergraduate students as well as mentoring opportunities for all incoming students. The retention events are designed as checkpoints for students through their journey at HSU towards graduation. Student Engagement also utilizes software called Beacon to assist in the tracking and monitoring of current HSU students for retention and persistence endeavors. The office is staffed by a full time associate dean with a master's in education and a full time coordinator with a master's in education and a license in professional counseling.

Campus Police

During Stampede students may pick up their parking decals. The Police will unlock or jump start vehicles on campus. Escorts are provided from dusk to dawn for the safety of anyone walking on campus at night. The officer will escort students to any on-campus parking area or building, including residence halls. Campus police offers two auto-checks during the year at Thanksgiving and Spring Break for student's safety while traveling off campus. Campus police will also assist in any Law Enforcement matters, or answer any Law Enforcement questions. Campus police will assist in any traffic accidents on campus. The Police office can be found in the basement of the Moody Student Center.

Title IX

The Title IX Coordinator strives to keep the safety of our students at highest priority. Not only does the Title IX Coordinator facilitate sexual harassment and assault cases, she also educates the campus community on how to promote and maintain a healthy and safe environment at HSU. The Title IX Coordinator offices on the second floor of the Moody Student Center.

Multicultural & International Student Support

The international and multicultural affairs represent, enhance and impact the face of diversity across campus by enriching HSU with unique multicultural experiences. We create programs, foster discussion and engage in cultural trips to help Hardin-Simmons university embrace diversity and grow with our diverse population. We provide support to the international student population with services such as Opt training, transportation to doctor visits, store and much more.

GRADUATE PROGRAMS

MASTER OF ARTS

- English
- Family Ministry
- Clinical Counseling and Marriage & Family
- Dual Degree in Family Ministry and Clinical Counseling and Marriage & Family
- History
- Religion

MASTER OF BUSINESS ADMINISTRATION

- Master of Business Administration, Generalist
- Master of Business Administration in Sport Business

MASTER OF BUSINESS ADMINISTRATION IN ENTREPRENEURSHIP

MASTER OF SCIENCE IN INFORMATION SCIENCE

MASTER OF DIVINITY

MASTER OF EDUCATION

- Counseling and Human Development
- Gifted and Talented Education
- Reading Specialist Education
- Kinesiology, Sport, and Recreation

MASTER OF MUSIC

- Church Music
- Music Education
- Performance
- Theory and Composition

MASTER OF PHYSICIAN ASSISTANT STUDIES

MASTER OF SCIENCE

- Environmental Management
- Mathematics

MASTER OF SCIENCE IN NURSING

- Family Nurse Practitioner
- Nursing Education
- Nursing Post Master's Certificate

DOCTORATE IN LEADERSHIP

DOCTOR OF MINISTRY

DOCTOR OF PHYSICAL THERAPY

CYNTHIA ANN PARKER COLLEGE OF LIBERAL ARTS

English

Dr. Jason King, Program Director

The Master of Arts degree in English prepares students for further graduate work, teaching, creative writing, or other related opportunities. The degree consists of a major in English. A minor is optional; however, a minor is not recommended for students anticipating doctoral work in English. If a student chooses to include minor hours, minor fields include counseling and human development, education, finance and economics, history, family ministry, psychology, and religion. English may also be offered as a minor on the Master of Education degree. The department will consider other minors upon student request.

Prerequisites

Students must hold a bachelor's degree from an accredited college or university and present 18 upper-division hours in English. Students who do not present 18 upper-division English hours will take leveling work prescribed by the program director. Students required to complete leveling work will receive provisional admission.

Admission Criteria

Applicants for the Master of Arts degree in English must hold a bachelor's degree from a regionally accredited college or university. Admission to the program requires the program director's endorsement, which will be based on evaluation of the following elements:

1. Prior academic performance, evaluated in regard to (1) overall GPA, (2) GPA in all course work in English, (3) overall Upper-level GPA, (4) fulfillment of necessary prerequisites, (5) previous graduate course work, and (6) the dates of completion of previous academic work.
2. If required, a score on the verbal subtest of the Graduate Record Examination (GRE). Required only if evidence of undergraduate academic performance is insufficient to clearly suggest the potential for success at the graduate level.
3. Writing sample. A research paper from an undergraduate advanced English course will suffice.
4. Three letters of recommendation.

Early Admission Option

Undergraduates attending HSU who have completed all English courses required for a major in English may, with permission of the program director, take up to six hours in English at the 5000 or 6000 level during their senior year and, if completed with a grade of C or higher, apply these hours toward the Master of Arts degree in English from HSU; however, permission to take graduate-level English courses as an undergraduate does not mean automatic admission to HSU's Graduate Program in English. Regular application procedures to the graduate program would be necessary following the completion of the undergraduate degree.

Foreign Language Requirement

A student pursuing an MA in English must show proficiency in the reading of at least one foreign language approved by the department of English. The requirement may be credited if a student has successfully completed, either as an undergraduate or as a graduate student, three courses in one foreign language, for example, SPAN 1401, SPAN 1402, and SPAN 2301. Alternatively, a student may satisfy the requirement by passing a translation exam, which can be arranged with the program director.

Graduation Requirements

Graduation from the English Program involves the successful completion of the curriculum, successful completion of thesis (if applicable), successful completion of comprehensive exam, and successful completion of three courses (or equivalent) of a foreign language.

Acceptable Academic Progress

In order to maintain acceptable academic progress in the English graduate program at HSU, students must maintain a 3.0 grade point average in all graduate work and may not obtain a grade of D, F, or WF in any graduate work. Should any of these situations occur, the student will not be allowed to continue work in the English program.

Curriculum

Option I: Thesis Program

Concentration in either English Literature, American Literature, or English Language (30 hours; up to 12 hours may be in optional minor field). A committee put together by the student, with the approval of the program director, of three English faculty will supervise the thesis and assess the student on the comprehensive exam; one member will direct the student throughout the thesis research and writing process.

Area of Concentration

Student chooses from English Literature, American Literature, or the English Language.

| | |
|--|---|
| ENGL 6391 Methods of Research | 3 |
| ENGL 6392 Thesis | 3 |
| Three hours in English in the area of the thesis | 3 |

Supporting Course Work

| | |
|---|-----------|
| Six hours in English outside the Area of the Thesis | 6 |
| Three additional hours in English | 3 |
| Further study in English or minor | 12 |
| TOTAL..... | 30 |

Option II: Creative Thesis Program*

Concentration in Creative Writing (33 hours; 12 hours may be in an optional minor field). A committee formed by the program director, in cooperation with the student, will assess the student on the comprehensive exam; the director of Creative Writing will be the student's advisor-director in the writing of the creative thesis.

Area of Concentration

Creative Writing

| | |
|--|---|
| ENGL 6391 Methods of Research | 3 |
| ENGL 6392 Thesis (creative) | 3 |
| ENGL 5315 Creative Writing | 3 |
| ENGL 5316 Advanced Creative Writing | 3 |
| ENGL 6327 Directed Studies in Creative Writing | 3 |

Supporting Course Work

| | |
|---|-----------|
| Six hours in English outside the Creative Writing concentration | 6 |
| Further study in English or minor | 12 |
| TOTAL..... | 33 |

Note: Contact the director of Creative Writing for admission process and other aspects of the Creative Writing Option. Entrance into this option is not normally granted until after completion of ENGL 5315 and ENGL 5316 and then only by permission of the director of Creative Writing.

Option III: Non-Thesis Program
(36 hours—12 hours may be in an optional minor field)

Area of Concentration

Student chooses from English Literature, American Literature, or the English Language.

ENGL 6391 Methods of Research3

Six (minimum) hours in English in the area of concentration6–12

Supporting Work

Minimum of six hours in English but outside the area of concentration6–12

Further study in English or minor12

TOTAL.....36

Note: Candidates in all programs are not simply specialists; they are expected to offer a diverse background of study in the major. For minors for the MA in English, see Graduate Minors section in this catalog.

Comprehensive Exam

During the semester before completion of course work for the degree, students should obtain a reading list to guide them in preparing for the comprehensive exam. A committee approved by the program director in cooperation with the student will evaluate the student’s performance on this exam. Students selecting a thesis option should expect to take the examination after acceptance of the thesis.

Results of comprehensive exams in English will be posted as one of the following:

1. Pass with Distinction: The student proves exceptional mastery of the material.
2. Pass: The student successfully proves mastery of the material.
3. Fail: The student is unable to prove mastery of the material and has six months to sit for another exam. No degree will be granted should a second failure occur.

Thesis

Students selecting the thesis program prepare their theses in accordance with the guidelines of the department of English (MLA) and the Office of Graduate Studies. The thesis is supervised by a committee of three faculty members approved by the program director and approved by the dean of Graduate Studies. Once the student begins work on the thesis, continuous enrollment in either Thesis or Thesis Renewal is required for all fall and spring semesters until completion. Summer enrollment is required if the student anticipates working on the thesis or completing his/her degree during either summer term. Note: A thesis processing fee is assessed.

Time Limit

All requirements for the master’s degree in English must be completed within five years from semester of initial admission.

Minor

Students offering English as a minor on the Master of Arts degree or Master of Education degree are required to complete 12 semester-hours of English. The program should be balanced from the fields of American and British literature and the English language.

Courses

Note: By action of the Graduate Council and graduate faculty, all students must have a minimum of 50% of their curriculum in 6000-level courses.

The English Language

ENGL 5101 English in High School (1-1-0)

Philosophy, history, and theory underlying the content of secondary English courses. Required of

all students seeking certification in English 8–12. Observation hours required.

ENGL 5302 Issues in Grammar (3-3-0)

Contemporary issues in English grammar. Examines the influences on, the development of, and the use of the rules governing English usage.

ENGL 5315 Creative Writing (3-3-0)

Workshop program in writing poetry and fiction. Class limited to 15 students total.

ENGL 5316 Advanced Creative Writing (3-3-0)

Workshop in writing poetry and fiction. Class limited to 15 students total. Prerequisite: Permission of instructor or completion of English 5315. *Note: instructor permission may require submission of writing to the instructor for approval.*

ENGL 5318 Studies in Compositional Theory (3-3-0)

Study of the development of compositional theories, focusing on various topics in rhetoric including history, research, and curriculum development. Emphasis may vary each time the course is taught.

ENGL 5321 Introduction to Linguistics (3-3-0)

Introduction to the study of the process by which we acquire, understand, and use language. Introduces the major aspects of this discipline: phonology, morphology, syntax, semantics, and sociolinguistics.

ENGL 6322 History of Rhetoric (3-3-0)

A critical analysis of historically significant writings in Rhetoric. Topics may vary and include writings from classical, medieval, Renaissance, and Enlightenment Rhetoric.

ENGL 6323 Issues in Literature and Theory (3-3-0)

A study of literary criticism and theory since Plato. Emphases will vary with professor. Possible emphases: Ancient to Medieval, Renaissance to Enlightenment, Romantic to Modern, Contemporary.

ENGL 6327 Directed Studies in Creative Writing (3-3-0)

A writing tutorial with the director of Creative Writing. Prerequisite: ENGL 5315 Creative Writing Workshop, ENGL 5316 Advance Creative Writing Workshop.

English Literature

ENGL 5303 Modern Drama (3-3-0)

A study of the development of modern drama from 1850 to the present. Emphasis on play analysis, criticism, background, styles, and themes.

ENGL 5304 Medieval Period (3-3-0)

A study of the principal works of Chaucer, his language and poetry; selected studies in significant Middle English writings.

ENGL 5306 Shakespeare (3-3-0)

An intensive study of the major works, with some emphasis on background, criticism, and interpretation.

ENGL 5308 The English Novel (3-3-0)

A study of representative novels of the 18th, 19th, and 20th centuries.

ENGL 5311 Modern Poetry (3-3-0)

An examination of 20th century American and British poetry. Studies include range, direction, and diversities of the work of selected poets.

ENGL 5312 The Seventeenth Century (3-3-0)

A study of the works of Milton and Dryden, poetic schools of Donne and Jonson, and prose writers—Bacon, Browne, Bunyan, and others.

ENGL 5319 Studies in Milton (3-3-0)

A close study of the major poetry and prose of John Milton; emphasis on literary, political, and theological contexts.

ENGL 5320 The Thought and Fiction of C. S. Lewis (3-3-0)

Close study of selected fiction and non-fiction of C. S. Lewis; emphasizes analysis of style, values.

ENGL 5322 Modern Fantasy (3-3-0)

A close study of representative novels; emphasizes the development of the genre from the 1860s to the present.

ENGL 5323 The Epic (3-3-0)

Analysis of the Epic as a genre, history of its development in Western literature through criticism and study of selected examples.

ENGL 5324 The Romantic Period (3-3-0)

Poetry of Wordsworth, Coleridge, Byron, Shelley, Keats, and others; the essays of Lamb, Hazlitt, DeQuincey, and others.

ENGL 5326 The Victorian Period (3-3-0)

Poetry of Browning, Tennyson, Arnold, and others; the prose of Arnold, Carlyle, and others.

ENGL 5328 Studies in Women Writers (British or American Lit.) (3-3-0)

Focuses on significant texts by British and/or American women writers. Themes such as love, marriage, motherhood, family, relationships, and mythical and archetypal representations—and broader concerns such as women's spirituality and creativity—will be discussed. The course could range over many genres: poetry, short fiction, drama, essay, novel, and memoir.

ENGL 6320 Studies in English Literature (3-3-0)

Selected studies of British literature. Topics may vary from readings of an author, a group of authors, a genre, a movement, a literary period, or a theme. May be repeated when topic varies.

ENGL 6321 Women's Studies (3-3-0)

Selected studies of works written by or about women. Emphasis may vary from a historical survey of works reflecting the evolution of a women's literary tradition, an in-depth analysis of selected authors, or a thorough study of one author. May be repeated when topic varies.

ENGL 6324 Studies in Twentieth Century Poetry (3-3-0)

Selected American, British, and/or Anglophone world poets and their works. Emphasis may vary from a historical survey of poets and their works, an in-depth analysis of selected poets, or a thorough study of one poet. The scope of the course could be the entire 20th century or limited to appropriate decades and literary movements. May be repeated when topic varies.

ENGL 6325 Studies in Twentieth Century Fiction (3-3-0)

Selected American, British, and/or Anglophone world fiction writers and their works. Emphasis may vary from a historical survey of fiction writers and their works, an in-depth analysis of selected authors, or a thorough study of one writer. The scope of the course could be the entire 20th century or limited to appropriate decades and literary movements. May be repeated as topic varies.

ENGL 6326 The Eighteenth Century (3-3-0)

Works of neo-classic English literature: Swift, Pope, Addison and Steele, Johnson, Boswell, and others.

American Literature

ENGL 5303 Modern Drama (3-3-0)

A study of the development of modern drama from 1850 to the present. Emphasis on play analysis, criticism, background, styles, and themes.

ENGL 5305 The American Novel (3-3-0)

A study of representative American novels with emphasis on social and literary thought.

ENGL 5307 Modern American Literature (3-3-0)

A study of American literature from between the two World Wars.

ENGL 5311 Modern Poetry (3-3-0)

Twentieth-century American and British poetry. Studies include range, direction, and diversities of the works of selected poets.

ENGL 5313 Early American Literature (3-3-0)

Colonial and Revolutionary periods' American literature, from pre-colonial to 1820.

ENGL 5317 American Romanticism (3-3-0)

Study of major American writers from Emerson to Dickinson, including Poe, Thoreau, Hawthorne, Melville, and Whitman.

ENGL 5325 American Literary Realism

Study of the realism movement in American Literature between the Civil War and World War I.

ENGL 5327 Studies in Southern Literature

Focus on significant texts by Southern authors from the 19th, 20th, and 21st, centuries. Issues such as race, religion, history, politics, traditions, identity, myth, folklore, and relationships may be discussed against a background of the South's complex and diverse culture. The course may range over many genres: poetry, short fiction, drama, autobiography, essay, and novels. Emphasis may vary each time the course is taught.

ENGL 5328 Studies in Women Writers (British or American Lit.) (3-3-0)

Focuses on significant texts by British and/or American women writers. Themes such as love, marriage, motherhood, family, relationships, and mythical and archetypal representations—and broader concerns such as women's spirituality and creativity—will be discussed. The course could range over many genres: poetry, short fiction, drama, essay, novel, and memoir.

ENGL 6302 Studies in American Literature (3-3-0)

A significant writer, movement, or period. May be repeated when topic varies.

ENGL 6313 Ethnic and Regional Literature (3-3-0)

A study of the literature of various ethnic groups such as Jewish, Black, Chicano (a) or of various regions of the United States such as New England, Mid-West, South, Southwest, or West. May be repeated when topic varies.

ENGL 6321 Women's Studies (3-3-0)

Selected studies of works written by or about women. Emphasis may vary from a historical survey of works reflecting the evolution of a women's literary tradition, an in-depth analysis of selected authors, or a thorough study of one author. May be repeated when topic varies.

ENGL 6324 Studies in Twentieth Century Poetry (3-3-0)

Selected American, British, and/or Anglophone world poets and their works. Emphasis may vary from a historical survey of poets and their works, an in-depth analysis of selected poets, or a thorough study of one poet. The scope of the course could be the entire 20th century or limited to appropriate decades and literary movements. May be repeated when topic varies.

ENGL 6325 Studies in Twentieth Century Fiction (3-3-0)

Selected American, British, and/or Anglophone world fiction writers and their works. Emphasis may vary from a historical survey of fiction writers and their works, an in-depth analysis of selected authors, or a thorough study of one writer. The scope of the course could be the entire 20th century or limited to appropriate decades and literary movements. May be repeated when topic varies.

Special Studies, Research, and Thesis

ENGL 5099 Special Studies (1-3 hours credit)

Study of special-interest topics not listed elsewhere in the catalog. May be repeated when topic varies.

ENGL 6099 Special Advanced Studies (1-3 hours credit)

Study of special-interest topics not listed elsewhere in the catalog. May be repeated when topic varies.

ENGL 6391 Methods of Research (3-3-0)

A course emphasizing tools and techniques of literary research. Prerequisite: Consent of advisor. Required of all MA in English students. Recommended as precursor to all other ENGL graduate work.

ENGL 6392 Thesis (3–3-0)

A thesis processing fee will be assessed. *Note: After beginning work on the thesis, continuous enrollment in Thesis or Thesis Renewal is required for all fall and spring semesters until completion of the thesis. Summer enrollment is required if the student anticipates working on the thesis or completing the degree during either summer term.*

ENGL 6193 Thesis Renewal (1-0-0)

A graduate student who has already enrolled for thesis credit (6392) must be continuously enrolled for all fall and spring semesters until completion of the thesis. Summer enrollment is required if the student anticipates working on the thesis or completing the degree during either summer term. 6193 does not apply toward the total semester hours required for the degree.

Clinical Counseling and Marriage & Family

Dr. Sherry Rosenblad, Program Director

This program is designed to prepare counselors for job opportunities in clinical settings including in-patient, out-patient, church counseling centers, university counseling centers, community mental health agencies and social services organizations and private practice. Students receive education and training to provide mental health services to individuals (children, adolescent, and adults), couples, and families. Diverse educational perspectives, distinctive pedagogy, and significant clinical experiences enable our graduates to develop a wide array of clinical skills which can be utilized with diverse client populations in a variety of settings. Since the ability to assess, monitor and modify one's strengths and weaknesses is a valued component to becoming a competent and effective counselor, our program includes various classroom opportunities that encourage our graduate students to enhance their self-awareness and growth. The Council for Accreditation of Counseling and Related Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education (CHEA), has granted accreditation to the following program in the Department of Psychology and Counseling at Hardin-Simmons University: Clinical Mental Health Counseling (M.A.).

CCMF MISSION STATEMENT

The mission of the Clinical Counseling & Marriage and Family graduate program is for faculty and students to collaborate in the pursuit of knowledge, clinical skills, and personal growth in an environment enlightened by faith, so that students will be prepared to provide the highest standard of professional counseling services to diverse populations.

CCMF GOALS

- Prepare students in understanding diverse views and cultures and promote ethical counseling with clients in a variety of work settings.
- Provide students with knowledge and skills in counseling theory, developmental issues, assessment, empirically-based research (including interventions), helping relationships and basic skills, and a holistic model in providing mental health services for individuals, couples, families, and groups.
- Promote and model a strong sense of professional identity, ethical clinical practice, and lifelong learning.
- Model and encourage integration of self, theory and practice.

CCMF Overarching Program Objectives

- Students will demonstrate knowledge of theoretical foundations of counseling, systematically articulating one's own professional counseling philosophy and theory, and integrating this into practice.
- Students will articulate how personal faith informs individual professional identity and practice as a therapist.
- Students will demonstrate ethical decision-making grounded in awareness of personal values, ethical standards of practice, and Texas legal statutes.

Multiple Mental Health Credentials

Course work and clinical experience requirements are designed to allow the student to pursue the following mental health credentials: Licensed Professional Counselor (LPC), Licensed Marriage and Family Therapist (LMFT) in Texas. The Clinical Counseling and Marriage & Family

Program also prepares students who desire to pursue a doctoral degree in the future.

Admission Criteria

Applicants for the graduate program in Clinical Counseling and Marriage & Family (CCMF) must hold a bachelor's degree from a regionally accredited college or university. A committee made up of Clinical Counseling and Marriage & Family Program (CCMF) faculty will make admissions decisions based upon a comprehensive review of applicants. The degree-seeking student will submit an application (including the required fee) electronically.

There are two options in the CCMF Program to select from:

- Students may choose the option for the M.A. in Clinical Counseling and Marriage & Family.
- Students have the option to complete the Dual Degree: M.A. in the CCMF Program and M.A. in Family Ministry from Logsdon Seminary. Applicants do not have to apply to both programs, but *this option must be selected* for proper processing of the application by both the CCMF and Family Ministry Programs. Applicants must be admitted to both programs to obtain the dual degree.

Students may pursue both the LPC and the LMFT in either the M.A. in CCMF or Dual degree. The electronic application on the HSU website is sent to the Office of Admission and processed. All required items must be submitted to the Office of Admission, or if applicable, uploaded to the applicants account before the completed application will be sent to the CCMF Program for review.

Required Items (Academics)

- Official transcripts from all colleges and universities attended; official transcripts must be sent directly from the applicant's college/university to the Office of Admission. **The following are minimal recommendations to be considered for admissions to the CCMF Program:**
 - a) A **grade point average** of **3.0** overall (undergraduate) or a **3.2** for the last 60 hours of undergraduate coursework.
 - b) **Twelve undergraduate hours in psychology** or a related field are required prerequisites. All undergraduate prerequisites and/or transfer work (graduate) must be approved by the CCMF Program Director and the Dean of Graduate Studies. Some leveling courses may be required.
- If an applicant does not have the required overall grade point average or for the last 60 hours of undergraduate coursework, the **GRE test** may be taken. **The following are minimal recommendations to be considered for admissions to the CCMF Program:**
 - c) A **Verbal Reasoning** score of **152**
 - d) A **Quantitative Reasoning** score of **149**
 - e) An **Analytical Writing** score of **3.9**

- **Three letters of recommendation** from references that can validate your potential for graduate study in counseling, as well as your appropriateness for the counseling profession. Two references are required from former professors; students applying from HSU are required to provide letters from professors who are outside of the CCMF Program and Psychology Dept. The third reference should be from a professional other than a family member. Students applying for the Dual Degree must provide letters that address the counseling component of the program; letters for the MA in Family Ministry are not sufficient.
- **A writing sample** will be required either before an interview or at the time of the interview (if applicant is invited for interview).

Applicants will apply and send all required items in by the semester deadline for entrance. Faculty will review all required components for each applicant, and those who are to be considered for admissions will be invited to campus for an interview with CCMF Program faculty. **A completed application does not guarantee an interview.**

Interview

Interviews may be in both group and/or individual format. Social interaction skills, questions focused on a) interest and motivation for a career as a licensed therapist, b) related work and life experience, c) awareness of applicant's own issues related to family and personal growth, and, d) integration of spirituality in counseling may be covered in the interview. Upon completion of the interview, admission decisions will be made based on a comprehensive review of all admissions information. **An interview does not guarantee admission into the program.**

Deadlines and Decisions

- All applicants who submit the required application documents by the initial deadline, March 1 for fall admission or October 1 for spring admission, will be given priority. After these dates, applications will be considered until available openings in the CCMF program are filled.
- Applicants will be notified between March 15 and August 1 for fall admission and between October 15 and December 5 for spring admission.

The HSU application must be completed online. Letters of recommendation and the writing sample may be uploaded to the application or sent to:

Office of Admission

Hardin-Simmons University

Box 16050

Abilene, TX 79698

Transfer Work

Applicants interested in transferring previous graduate work for HSU credit must submit the following for evaluation by CCMF Program faculty:

- Graduate transcripts

- Syllabi from courses

Only courses which are substantially equivalent to those in the CCMF Program and meet CACREP Objectives will be considered. A maximum of twelve semester hours may be transferred to meet HSU degree requirements.

Early Admission Option

This option is available to students attending HSU or other institutions with which the HSU CCMF master’s program has developed a cooperative agreement for early admissions. Qualified applicants may apply to the CCMF program during their third year of undergraduate course work. All admissions components described above must be submitted. If the applicant is accepted in the CCMF program, the student may then take up to six (6) hours of approved graduate level counseling and psychology courses during their senior year and apply them toward the MA in CCMF.

Graduation Requirements

Graduation from the Clinical Counseling and Marriage & Family Program involves successful completion of the following requirements: curriculum, clinical experience, a successful advancement to candidacy, satisfactory performance on the Counseling Performance Evaluation, and the passing the comprehensive examination.

Curriculum

CCMF 5310 Personality and Counseling Theories.....3
 CCMF 6302 Professional Orientation and Ethics3
 CCMF 6303 Individual, Family and Group Assessment.....3
 CCMF 6304 Basic Skills and Techniques in Counseling Individuals and Families.....3
 CCMF 6305 Advanced Research Methods.....3
 CCMF 6306 Practicum3
 CCMF 6338 Theories of Marriage Family and Couple Counseling..... 3
 CCMF 6339 Developmental Issues in Counseling Individuals and Families3
 CCMF 6340 Advanced Psychopathology I3
 CCMF 6341 Advanced Psychopathology II3
 CCMF 6345 Advanced Group Therapy.....3
 CCMF 6350 Advanced Ethical and Legal Issues in Counseling3
 CCMF 6354 Child and Adolescent Counseling.....3
 CCMF 6356 Counseling Diverse Populations3
 CCMF 6358 Vocational Development and Choice3
 CCMF 6360 Addictions3
 CCMF 6362 Clinical Mental Health Counseling in Community Settings.....3
 CCMF 6370 Internship (students will take twice).....6

Electives: Students must take at least one of the following electives:

CCMF/FMIN 6351 Premarital & Marital Therapy (must take this as an elective for LMFT license).... 3
 CCMF 6353 Advanced Human Sexuality (must take this as an additional elective for LMFT license)3
 CCMF 6363 Advanced Play Therapy.....3
Total60

Note: **Students desiring licensure as LMFT must take CCMF/FMIN 6351 Premarital &**

Marital Therapy and CCMF/FMIN 6353 Advanced Human Sexuality to meet state board requirements. They must also gain 75 direct hours with couples or families while in practicum and internship to apply for the LMFT license. Students desiring the LPC license may take any of the electives listed. Students desiring to obtain their Registered Play Therapy (RPT) credential may desire to take CCMF 6363 Advanced Play Therapy; this course along with additional coursework and clinical hours working with children and families will count toward the RPT.

Clinical Experience Requirement

Each student must accumulate 700 hours of clinical experience which includes counseling (individual, couple, family, and group), assessment, consultation, supervision, case review, and other types of internship activities. Of those, at least 280 must be direct client hours.

Advancement to Candidacy

Each student must receive recommendation for advancement to candidacy from his/her graduate advisory committee. The graduate advisory committee is composed of at least three CCMF/Psychology & Counseling faculty appointed by the director of the program. A student who has received full admission must make application for candidacy during the semester in which a student is enrolled in CCMF 6306: Clinical Supervision: Practicum. The program director will communicate the committee's decision to the student. The student may receive unconditional advancement to candidacy, conditional advancement with additional course work, research, or clinical experience required, or be denied advancement to candidacy and dropped from the program.

Comprehensive Examination

A final evaluation is required for graduation. In the student's last spring and summer terms before completion of the program, a comprehensive examination will be given. The graduate faculty in the CCMF program will review the student's performance on the Counselor Preparation Comprehensive Exam and written portfolio, meet with the student, and make a recommendation to the dean of graduate studies for final approval for graduation.

Time Limit

The student must complete all requirements for the MA in Clinical Counseling and Marriage & Family within seven years from semester of initial admission.

Clinical Counseling and Marriage & Family Minor

A general minor in Clinical Counseling and Marriage & Family requires 12 graduate hours in CCMF approved by the director of the HSU Psychology & Counseling Department.

Courses

Note: By action of the Graduate Council and graduate faculty, all students must have a minimum of 50% of their curriculum in 6000 level courses.

CCMF 5301 Directed Studies (3-X-X)

An opportunity for graduate students to study independent problems, examine a variety of topics, or perform research in selected areas of professional counseling and psychotherapy. Course may include field observations. Field observations must include an on-site supervisor. May be repeated at the discretion of the program chair.

CCMF 5310 Personality and Counseling Theories (3-3-0)

This course surveys systematically derived theories of counseling and personality from their origins in social discourse, philosophy, and psychology to the present time. Each theorist is presented biographically and the theory is considered with regard to its clinical, cultural, and ethical relevance and applications to diverse populations as well as the integrative impact of spirituality and religiosity on the development of the person.

CCMF 5350 Integration of Counseling and Christian Theology (3-3-0)

An examination of the process, content, and models for integrating counseling and theology by reappraising such issues as human nature, development, identity, social relationships, psychopathology in the light of both counseling and psychotherapy theories and Christian doctrine. CCMF 6099, Special Topics, Clinical Counseling and Marriage & Family (1-3 hours credit). Study of special-interest topics not listed elsewhere in the catalog. May be repeated when topic varies with the approval of the program chair.

CCMF 6302 Professional Orientation and Ethics (3-3-0)

History and philosophy of counseling and clinical mental health counseling, professional roles and functions, and professional organizations (including benefits, activities, etc.). Ethical standards of the counseling profession, professional credentialing, and other contemporary professional issues will be covered.

CCMF 6303 Individual, Family and Group Assessment (3-3-0)

The purpose of this course is to develop an understanding of the measurement and assessment of abilities, achievement, attitudes, interests, behavior, psychological disorders, counseling outcomes, suicide risk, and personality. Problems and principles of administration, scoring, and interpreting group (including couples & families) and individually administered tests will be covered. Utilization of test data for diagnostic, placement, predictive, and evaluative purposes will be explored. Students will learn elementary statistical principles and will be involved in test administration, scoring, and interpretation. A laboratory fee will be assessed to offset costs of replacement materials and test report protocols.

CCMF 6304 Basic Skills and Techniques in Counseling Individuals and Families (3-3-0)

This is an intensive experience to facilitate the acquisition of foundational skills essential to the counseling profession. Didactic and experiential activities will provide an understanding of and skill development in basic communication and interview skills, as well as an introduction to the practice of psychotherapy. Students will role play and videotape sessions. Students will review their skills and professional presentation throughout the semester. The faculty supervisor will provide on-going feedback. Students are encouraged to participate in 4-6 hours of personal individual therapy.

CCMF 6305 Advanced Research Methods (3-3-0)

The course will include advanced research topics and techniques relevant to clinical application. Research design, data analysis, statistical procedures, and program evaluation will be emphasized.

CCMF 6306 Clinical Supervision: Practicum (3-3-0)

The Clinical Supervision: Practicum is a one-term supervised counseling experience at an on-campus facility (Psychology and Counseling Center) and an off-campus site (agency or counseling practice in Abilene community) offering mental health services. Students will experience extended counseling relationships with a variety of individuals, couples, families, and groups under close supervision by program faculty and site supervisors. Students are expected to develop improved counseling skills and will obtain 100 clock hours over the course of the term (at least 40 are direct contact hours). Student skills will be measured by the Counseling Performance Evaluation (CPE; revised 5/3/12) students advancing to internship, CCMF 6370, may not receive any 0s on the evaluation.

CCMF 6338 Theories of Marriage, Family & Couple Counseling (3-3-0)

Introduction to historical proponents of systemic thought. The course focuses on the basic systemic models and theories including communication (MRI & Satir), intergenerational (Bowen), strategic (Haley) and structural (Minuchin). An overview of contemporary theories will also be presented. New developments and research in the field will be highlighted.

CCMF 6339 Developmental Issues in Counseling Individuals and Families (3-3-0)

This course is designed to aid students in understanding the nature and needs of individuals in the family system at all moral, cognitive, psychological, social and spiritual developmental levels. Intervention strategies in the complex developmental relationships among individuals in the family system will be presented. Counseling in the life cycle of the individual will be the primary focus.

CCMF 6340 Advanced Psychopathology I (3-3-0)

Methods and strategies for the assessment and diagnosis of psychological disorders using current DSM classifications and criteria. Practice at diagnosing psychological disorders will be done through case studies.

CCMF 6341 Advanced Psychopathology II (3-3-0)

The etiology of various psychological disorders will be discussed as well as theories of psychopathology, with an emphasis on the biopsychosocial model. Prevention and treatment (including counseling interventions and psychopharmacological interventions) of psychological disorders will be covered.

CCMF 6345 Advanced Group Therapy (3-3-0)

Examination of an integrative approach to working with groups, including group structure and process, group stages, treatment planning, goal setting, intervention and evaluation. Attention will be given to ethical, legal, and professional issues involved in group work. Students will observe, lead, and participate in a group therapy process; students are required to participate in a 10 hour group counseling experience.

CCMF 6350 Advanced Ethical and Legal Issues in Counseling (3-3-0)

Examines professional codes of ethics (ACA and AAMFT) as well as an overview of applicable laws (Texas Family Code, Health and Safety Code, Occupations Code, Administrative Code, etc.) in the practice of professional counseling. Study of current LPC and LMFT Board rules will be covered. The need for establishing a standard of care, liability insurance, adherence to an ethical decision-making model, and continuing education will be emphasized.

CCMF/FMIN 6351 Premarital & Marital Therapy (3-3-0)

An in-depth examination of the approaches and models of premarital and marital therapy including communication, family of origin, psychoanalytic, social learning-cognitive, and systems models. An overview of administration, scoring, and interpretation of selected premarital and marital adjustment inventories is included as well.

CCMF/FMIN 6353 Advanced Human Sexuality: Disorders and Treatment (3-3-0)

An examination of sexual dysfunction and treatment within the context of marital relationships. Treatment of sexual addiction, sex offenders, and sexual abuse is included.

CCMF 6354 Child and Adolescent Counseling (3-3-0)

Identification and treatment of child and adolescent disorders and dysfunctions. Emphasis is placed on psychological disorders, but includes problems of living faced by children and adolescents. Conceptualization and identification of numerous factors influencing the functioning of children and adolescents is emphasized.

CCMF 6356 Counseling Diverse Populations (3-3-0)

This seminar is designed to sensitize students to the roles of societal power disparities, therapist's racial identity and awareness, and client/cultural identity in counseling persons of diverse backgrounds. The dynamics of counseling clients who are African-American, Asian-American, Latino/a, Native American, gay/lesbian/bisexual/transgender, and persons with disabilities will be examined.

CCMF 6358 Vocational Development and Choice (3-3-0)

Career choice and development are considered as critical aspects of persons in material cultures where occupation is a major component of one's identity. Major career theories as well as a variety of career assessments will be addressed. Career concerns often addressed in counseling are presented and discussed along with the area of vocational guidance, occupational information, and preference inventories. Fee Required

CCMF 6360 Addictions (3-3-0)

This course examines theory, etiology, assessment and treatment of addictive disorders in the individual, marriage, couple, family and group modalities. Dynamics of alcohol abuse, other drugs, food, sexual, and other addictions will be presented. Students will learn evidence-based treatment practices associated with substance abused disorders.

CCMF 6361 Crisis, Trauma and Grief Counseling (3-3-0)

Theory and pragmatics of crisis, trauma and grief counseling are addressed; this included an overview of helping relationships with clients in crises, responding skills for building individual resilience as well as strong community. Professional response issues regarding prevention and intervention strategies will be discussed. The impact of trauma on development and appropriate intervention strategies will be learned. Grief and loss theories (basic and complex) as well as evidence-based interventions with individuals, couples, families and groups and groups are addressed.

CCMF 6362 Clinical Mental Health Counseling in Community Settings (3-3-0)

This course will include theoretical and applied information on the roles, policies, and current issues related to working in the community and a variety of mental health counseling and human services settings. Topics included are records management, business law as it applies to professional practice, insurance reimbursement process, and current LPC and LMFT board rules regarding practice.

CCMF 6353 Advanced Play Therapy (3-3-0)

Students will analyze theories of play therapy and develop competence in applying strategies for individual, group and filial play therapy with multicultural client populations.

CCMF 6365 Counseling the Aging Adult (3-3-0)

The course focuses on addressing in a clinical setting the various physical, social, spiritual, and/or psychological issues that often arise in the aging process. Specific attention will be given to providing students with the knowledge regarding the normal aging process using a bio-psycho-social-spiritual model. Students will develop clinical skills needed to assess and treat the most common emotional, cognitive and behavioral disorders that present in the aging adult.

CCMF 6370 Clinical Supervision: Internship (3-1-2; students repeat twice)

In Clinical Supervision: Internship students engage in field-based clinical experience at an on-campus facility (Psychology and Counseling Center) and off-site (public or private mental health organizations, agencies, or practices) as an experiential application and transition to professional, clinically oriented settings. The goal is attainment of counseling competency equivalent to that of an entry level mental health professional (LPC Intern or LMFT Associate). Students will provide primary components of counseling practice under the direct supervision of a site supervisor facilitated by a university instructor. Students will obtain 600 clock hours over the course of the two terms; 240 must be direct hours. Course may be repeated as necessary.

Note: Students in the MA in Clinical Counseling and Marriage & Family Program should be continuously enrolled in CCMF 6370 until completion of the clinical experience requirement.

Students must provide their own professional liability insurance.

Hardin-Simmons and Logsdon Seminary launched a licensure option in connection with the Master of Arts in Family Ministry (MAFM) in 2011. For seminary students seeking careers in counseling or marriage and family therapy, this program allows for simultaneous completion of both the Master of Arts in Family Ministry and the Master of Arts in Clinical Counseling and Marriage & Family (CCMF).

This 89 hour MAFM/CCMF dual degree program will provide ATS-accredited preparation for Christian ministry from Logsdon Seminary and training in counseling from Hardin-Simmons University's Clinical Counseling & Marriage and Family Program. Students in the dual degree program will complete coursework that satisfies the academic requirements of licensure as a professional counselor (LPC) and/or marriage and family therapist (LMFT) in Texas. Please refer to the separate Logsdon Seminary Catalog for additional information on prerequisites and coursework.

History

Dr. Don Taylor, Program Director

Hardin-Simmons University offers history as a major or a minor for the Master of Arts degree, and as a minor for the Master of Education degree.

Admission Criteria

Applicants for graduate study in history must hold a bachelor's degree from a regionally accredited college or university. Admission to the program requires the program director's endorsement, which will be based on the following requirements:

1. Prior academic performance, which will be evaluated in regard to (1) overall GPA (2) GPA in all course work in history, (3) overall upper level GPA, (4) fulfillment of necessary prerequisites (see below), (5) previous graduate course work, and (6) the dates of completion of previous course work.
2. Vita.
3. Three recommendations, at least two of which must speak to the applicant's academic potential and potential to succeed in the field of history.
4. Provide a quality sample of scholarly or critical writing.

Academic Standards

5. GPA of 3.0 in all upper-level course work (junior and senior level courses) OR overall undergraduate GPA of 2.70.
6. GPA of 3.0 in all undergraduate course work in history (a minimum of 18 hours in upper-division work).
7. Graduate Record Exam (GRE) score of 153 (500+ prior scale) or better on the verbal sub-test and a minimum score of 4.5 on the analytical writing section of the aptitude test is required of all applicants.

Prerequisites

Admission requires a minimum of 18 upper-level hours in history. All undergraduate prerequisites and/or transfer work must be approved by the director of the program and the dean of graduate studies.

Departmental Endorsement

Admission to the program requires review and recommendation by the director of the program after endorsement by the History Department faculty.

Application Deadline: October 15 for Spring admissions and February 20 for Fall admissions.

Curriculum

Upon acceptance into the graduate program in history, the graduate advisor and the student will prepare a tentative program of study. This tentative program will identify the specific courses the student will take to prepare for the oral examinations and the semesters during which those courses will be taken. The student may elect to concentrate his or her coursework in American, European, or Latin American history or a combination of the three. The tentative program of study will include:

Option I: Thesis Program (30 hours)

| | |
|---|-----------|
| MAJOR 12 hours of history..... | 12 |
| MINOR (approved) may be in history..... | 12 |
| HIST 6391 Thesis | 3 |
| HIST 6392 Thesis | 3 |
| TOTAL..... | 30 |

Thesis

During the last semester of course work, the student and the graduate advisor will agree on a thesis topic and a thesis advisor. The thesis advisor will be the graduate faculty member in history who specializes in the area in which the student wishes to write the thesis. The thesis advisor will closely supervise the preparation of the thesis and arrange for its reading and approval by the other members of the graduate history faculty. Turabian format will be used. Guidelines by the HSU Department of History and the Office of Graduate Studies must be followed. After beginning work on the thesis, continuous enrollment in Thesis or Thesis Renewal is required for all fall and spring semesters until completion of the thesis. Summer enrollment is required if the student anticipates working on the thesis or completing his/her degree during either summer term. *Note: A thesis processing fee will be assessed.*

Option II: Non-Thesis Program (36 Hours)

| | |
|---|-----------|
| MAJOR 24 hours of history..... | 24 |
| MINOR (approved) may be in history..... | 12 |
| TOTAL..... | 36 |

Foreign Language Requirement

A student pursuing an MA in history thesis option must show proficiency in the reading of at least one foreign language approved by the HSU Department of History. This requirement may be met by the satisfactory completion of 12 or more semester hours of undergraduate credit in a foreign language or its equivalent with a minimum overall GPA of 3.0. The language requirement must be fulfilled before the student may enroll in thesis.

There is no foreign language requirement for the Option II (non-thesis) program.

Advancement to Candidacy

The HSU History Department faculty review the student’s progress after 12 hours of graduate work has been successfully completed (3.0 GPA is required). The student will be advanced to candidacy unconditionally, advanced with certain restrictions or additional requirements, or denied candidacy and dropped from the program.

Comprehensive Exam

During the semester in which course work for the degree will be completed, the student will petition the graduate advisor in history to take the comprehensive oral examination. The graduate advisor in history will then arrange a time and place acceptable to all concerned. After the examination, the graduate advisor will present the results to the dean of graduate studies, who will notify the student of the results. If the student fails the examination, he or she may then petition the graduate advisor in history to schedule another examination during the next long semester after the failure. If the student fails to pass the comprehensive examination on the second attempt, he or she will be dropped from the program. Students selecting the thesis option should expect to take the examination after acceptance of the thesis.

Graduation Requirements

Successful completion of the curriculum, successful completion of thesis (if applicable), successful completion of comprehensive exam, and successful completion of 12 hours (or equivalent) of a foreign language.

Time Limit

Students must complete all requirements for the degree within five years from initial semester of admission.

Minor

A graduate minor in history may include six semester hours of advanced course work and must

also include six semester hours in seminar work.

Courses

Note: By action of the Graduate Council and graduate faculty, all students must have a minimum of 50% of their curriculum in 6000 level courses.

HIST 5099 Special Topics

Designed to meet special needs of individuals or special students. Offered as needed. May be repeated when topic is changed.

HIST 5301 Texas History (3-3-0)

Study of Texas from its discovery and exploration to the present with due emphasis on social and political subjects. Colonization and the Texas Revolution are accentuated and the last quarter of the 19th century receives special attention.

HIST 5302 The American West (3-3-0)

A study in the regional history of the Trans-Mississippi West from pre-European contact through the 20th century. Emphasis will be placed on the conquest, colonization, and development of the region as well as the intercultural and environmental relations among the diverse peoples vying for occupancy and opportunity in the American West.

HIST 5303 Colonial and Revolutionary America, 1492–1789 (3-3-0)

A thorough examination of the foundations of the American colonies, their development and regional differentiation, and their relationship to and eventual break with England.

HIST 5304 The Roots of Democracy, The United States, 1789–1840 (3-3-0)

A study of politics, economics, and culture in the Early Republic, this course will examine the development of party politics, the growth of capitalism, and the lives of ordinary Americans during this time, including women, African-Americans and Native Americans.

HIST 5307 The Old South and a Nation Divided (3-3-0)

A study of politics, economics, and culture during the mid-19th century in the United States, this course will examine the continuing divergence of two distinct regions and trace the divisive issues that culminated in civil war. Emphasis is also placed on the role that the war and reconstruction played in creating the modern patterns of industrial, political, and cultural America.

HIST 5308 From the Gilded Age and Progressive United States, 1877 to 1917 (3-3-0)

Study of the development of the United States from a mostly rural, agrarian society to an urbanized and industrialized world power. Emphasis on political, economic, social, and cultural history from the end of Reconstruction to the eve of U.S. involvement in World War I.

HIST 5309 World Wars, Roaring 20s, and Depression: United States, 1917–1945 (3-3-0)

Study of the development of the United States from the eve of U.S. involvement in World War I through victory in World War II. Emphasis will be on domestic and foreign policy as well as on economic, social, and cultural trends, which characterized the prosperous 1920s, the Great Depression, and two world wars.

HIST 5310 The United States Since 1945 (3-3-0)

An intensive study of the political, economic, and social forces that shaped the U.S. from World War II to the present. Special emphasis will be placed on both domestic and foreign policy. Particular emphasis will be given to the concept of limited war as used in Korea and Vietnam. The consequences of the Civil Rights Movement, the New Frontier, the Great Society, and other political and economic movements from Nixon to the present are included.

HIST 5312 Women in American History, 1600-Present (3-3-0)

A thorough examination of the lives, roles, progress and influence of women and the evolution of gender as an ideology in American history.

HIST 5321 Mexico and the Caribbean (3-3-0)

A study of the colonial heritage of the region and its emergence in the 20th century. A close look will be taken at the development of Mexico since 1810. Those developments will be related to the efforts of their neighbors in the Caribbean Basin.

HIST 5323 Latin America in the Twentieth Century (3-3-0)

A study of the development of Latin America in the 20th century both internally and externally. Special attention will be given to those problems which have delayed the progress of Latin America. The countries of Argentina, Chile, and Brazil will be used as examples of an emerging Latin America.

HIST 5345 Recent History of the Middle East (3-3-0)

A survey of Middle Eastern history from 1888 to the present. The course will focus on the social institutions of native Middle Eastern cultures and the impact on those cultures of modernization and Zionism.

HIST 5350 Modern France (3-3-0)

Survey of French history from 1715 to today.

HIST 5352 Renaissance and Reformation (also CHST 5352) (3-3-0)

The introduction will include the impact that medieval institutions and thought had on the period 1300 to 1650. Major emphasis will focus on the basic economic, social, and political changes in Europe during this time, including the flowering of a culture oriented toward ancient Greece and Rome and the religious crisis of the period—the Protestant Revolt and Catholic Reform.

HIST 5354 Ancient Greece and Rome to 133 BC (3-3-0)

A study of ancient Greek and Roman history from the Mycenaean Age to the emergence of a Roman empire. Emphasis will be placed on the social, political, religious, and intellectual development in the classical world from the early Helladic period of Greek history to the beginning of the Late Roman Republic. Attention will be given to the contributions of these cultures in the areas of government, scientific development, philosophy, religious thought, and the art of war.

HIST 5355 Rome: Republic to Empire, 146 BC - AD 476 (3-3-0)

An examination of Roman history from the Late Republic to the collapse of the Western Roman Empire. Emphasis will be placed on the social, political, religious, and intellectual development in the Roman world from the end of the Third Punic War to the demise of Roman political authority in Western Europe. Attention will be given to the contributions of this culture in the areas of government, scientific development, philosophy, religious thought, and the art of war.

HIST 5361 Modern Britain (3-3-0)

A survey of the history of England, the empire, and commonwealth since 1688, with emphasis on 20th century England. Special attention will be given to the social, political, intellectual, and diplomatic development of the English nation from a regional European power to a global empire, with final analysis on the United Kingdom as it enters the 21st century.

HIST 5363 History of Modern Germany, 1871 to Present (3-3-0)

A survey of German history from Bismarck to the present.

HIST 5366 Modern Russia (3-3-0)

A survey of Russian history from 1689 to the present. Special attention will be given to the structure and ideology of Imperial Russia, the origins and nature of the revolutionary movement which emerged in the 19th century and eventually evolved into the Bolshevik (Communist) Party, the Russian Revolution, and the Stalin period. The course will provide a balanced coverage of the political, diplomatic, social, economic, and intellectual heritage of modern Russia.

HIST 5369 The Social and Intellectual History of Modern Europe (3-3-0)

A survey of the evolution of European Social institutions, social movements, and the ideas underlying them from 1789 to the present. Major topics to be explored include Marxism, Utopian socialism, the evolution of liberal democracy, modernization, and totalitarianism.

HIST 5370 European Imperialism (3-3-0)

Study of the causes and consequences of the rise of the European overseas empires and their subsequent decline in the 20th century. Special emphasis will be focused on the British Imperial experience particularly in Africa and the Indian sub-continent. Attention will be paid to changes in European society and politics and their impact on colonial affairs, warfare, and aspects of race and colonial cultural relations.

HIST 5374 Modern Asia (3-3-0)

A study of 19th and 20th century Asian history (China, Japan, India) with emphasis on the impact the West has had on Asia and on developments in Southeast Asia.

HIST 5375 History of the Middle Ages (3-3-0)

Study of the creation of Europe from the fusion of the Roman world with the frontier cultures of northern Europe. Emphasis will be placed on the social and political evolution of the region from 400–1300 with attention to such topics as the rise of new technology, the impact of the Roman Catholic Church on society, the Crusades against Islam, and the ethos of chivalry as evidence of the emergence of a new expansionist civilization.

HIST 5099 Directed Studies (1–3 hours credit)

Subject to the approval of the department and the instructor, a graduate student may enroll to study a special area of history not being offered during that semester. The course may be repeated when the topic of study changes. The course will include outside readings, oral and/or written reports, and a research paper. Prerequisite: Graduate student status.

HIST 6099 Special Topics (1–3 credit hours)

Designed to meet special needs of individuals or special students. Offered as needed. May be repeated when topic is changed.

HIST 6301 Seminar in Early United States History (3-3-0)

Research and/or reading seminar in some aspect of U.S. history from colonial times through the war between the states. The subject matter will vary from time to time to reflect the interest of the professor. May be repeated when a different aspect of history is studied.

HIST 6302 Seminar in Recent United States History (3-3-0)

Research and/or reading seminar in some aspect of U.S. history from the war between the states to the present. The subject matter will vary from time to time to reflect the interest of the professor. May be repeated when a different aspect of history is studied.

HIST 6310 Seminar in Environmental History (3-3-0)

Intensive reading and research seminar into the ways in which human activities have influenced the ecological systems of the earth.

HIST 6321 Seminar in Latin American Studies (3-3-0)

Lectures and directed readings on Latin American topics. The field of study will vary from time to time, and the course may be repeated when a different phase is studied.

HIST 6361 Seminar in Ancient History (3-3-0)

Research and/or reading seminar in some aspect of ancient history from approximately 700 B.C. to 500 A.D. The subject matter will vary from time to time to reflect the interest of the professor. May be repeated when a different aspect of history is studied.

HIST 6362 Seminar in Medieval History (3-3-0)

Research and/or reading seminar in some aspect of medieval history from approximately 500 A.D. to 1500 A.D. The subject matter will vary from time to time to reflect the interest of the professor. May be repeated when a different aspect of history is studied.

HIST 6363 Seminar in Modern European History (3-3-0)

Research and/or reading seminar in some aspect of modern European history from approximately 1789 to the present. The subject matter will vary from time to time to reflect the interest of the professor. May be repeated when a different aspect of history is studied.

HIST 6371 Seminar in Asiatic Studies (3-3-0)

Lectures and directed readings on Far Eastern topics. The field of study will vary from the Traditional Far East, Modern China, Japan, and Southeast Asian topics. May be repeated when a different era or area is studied.

HIST 6391, 6392 Thesis (3-3-0)

A thesis processing fee will be assessed. *Note: After beginning work on the thesis, continuous enrollment in Thesis or Thesis Renewal is required for all fall and spring semesters until completion of the thesis. Summer enrollment is required if the student anticipates working on the thesis or completing the degree during either summer term.*

HIST 6193 Thesis Renewal (1-0-0)

A graduate student who has already enrolled for six hours of thesis credit (6391 and 6392) must be continuously enrolled for all fall and spring semesters until completion of the thesis. Summer enrollment is required if the student anticipates working on the thesis or completing the degree during either summer term. It does not apply toward the total semester hours required for the degree.

KELLEY COLLEGE OF BUSINESS

Master of Business Administration

Dr. Jennifer Plantier, Program Director

The MBA is a 45-hour program open to qualified students with bachelor's degrees, regardless of major. The objective of the Master of Business Administration (MBA) program is to prepare managers and leaders to manage successfully in a dynamic business environment. More specifically, the program provides advanced study in all functional areas of business: accounting, management information systems, economics, finance, marketing, and management. In addition, the program is designed to help students further develop and refine such important broad skills and abilities as analytical thinking, problem solving, computer applications, communications, and teamwork. Through lectures, papers, simulations, seminars, and case studies, the graduate student will enhance critical thinking and problem-solving skills while solving real world managerial problems.

The MBA can be completed fully online or in combination with hybrid courses to accommodate the changing needs of the student.

Admission Criteria

Requirements for Full Admission

To receive full admission to the program, students must provide:

1. An official score on the Graduate Management Admission Test (GMAT) which, combined with a student's undergraduate record, indicates the likelihood of success in the program. To be admitted to the program, the GMAT score plus 200 times the overall undergraduate GPA must equal or exceed 1,000. Note: All MBA applicants must submit an official GMAT score to the Office of Graduate Studies as part of the admission process. The GMAT must have been taken within the last five years prior to application. Students with undergraduate business degrees from a 4-year institution, and have a graduating GPA of 3.2 or better can discuss the possibility of having the GMAT waived.
2. Official transcripts from all schools attended.
3. An essay which demonstrates the ability to write at the graduate level or a score of 4 or better on the essay portion of the GMAT.
4. A detailed resume.
5. An interview (in person, online, or telephone) with the MBA Director.

International Students

A student whose native language is not English must provide an official TOEFL score of 550 on the paper-based exam, a 213 on the computer-based exam or a 75 on the internet-based TOEFL (iBT). TOEFL scores must be sent directly from the testing agency. HSU school codes: TOEFL-6268

Residency Requirements

A maximum of 12 semester-hours of approved graduate work may be transferred into the MBA program provided the student did not complete the previous degree. A maximum of six semester hours may be transferred from a previously completed degree. These courses must have been taken within 10 years prior to the first enrolled semester at HSU.

Curriculum

Foundational Courses

| | |
|---|---|
| BSAD 6310 Issues in Management and Marketing (waived for students with BBA)..... | 3 |
| BSAD 6311 Business Reporting & Finance | 3 |
| ISCI 6320 Advanced Business Analytics | 3 |
| BSAD 6330 Legal and Ethical Issues in Business (<i>waived for students with BBA</i>)..... | 3 |
| ECON 6330 Economic Analysis (<i>waived for students with BBA</i>) | 3 |

Core Courses

| | |
|---|-----------|
| ACCT 6311 Managerial Accounting | 3 |
| BSAD 6322 Quantitative Research Methods | 3 |
| ECON 6331 Managerial Economics..... | 3 |
| FINA 6341 Financial Management | 3 |
| MKTG 6364 Marketing Strategy..... | 3 |
| MGMT 6357 Management Strategy OR BSAD 6355 Entrepreneurial Strategy..... | 3 |
| <i>Core Curriculum</i> | 33 |
| Non-Thesis Program Core Curriculum | 33 |
| Approved Electives | 12 |
| Total Hours | 45 |

| | |
|---|-----------|
| Thesis Program Core Curriculum | 33 |
| Thesis | 6 |
| Approved Electives | 6 |
| Total Hours | 45 |

For a student with an undergraduate degree in business, nine hours of coursework may be waived: ECON 6330, BSAD 6330, and BSAD 6310. Some students without an undergraduate degree in business may have completed some business course work or have extensive experience in various areas of business. The program director may waive one or more foundational courses or substitute electives as deemed appropriate.

Graduation Requirements

A student is eligible for graduation from the MBA program when the student has achieved:

1. Successful completion of all course work required for the program.
2. A minimum cumulative GPA of 3.0, with no more than 2 C's and no D, F, or WF.
3. Successful completion of the comprehensive exam.
4. Satisfaction of all other criteria for acceptable academic progress as defined in this catalog under Academic Policies.

BBA-to-MBA Early Admission

BBA students who are approaching the senior year of undergraduate work are encouraged to apply to the BBA-to-MBA EAGL (Early Admission Graduate Learning) program. Admission requirements are the same as those for full admission to the MBA program, except that the cumulative GPA for all HSU coursework to date can substitute for the overall undergraduate GPA. Admitted students may take up to six hours of MBA coursework in their senior year to apply

toward their BBA degree. By completing the remaining MBA core curriculum, electives, and all other requirements of the MBA, the student may receive the master's degree upon the completion of 36 hours of graduate hour work that includes up to 6 hours taken as an undergraduate. The BBA degree will be awarded upon completion of all requirements for that degree program.

Undergraduates in Graduate Courses

In accordance with the standards of the Association of Collegiate Business Schools and Programs (ACBSP), courses in the MBA program must be normally reserved for graduate students admitted to the MBA Program. Exceptions will be made only under the following circumstances:

1. The undergraduate has been admitted into the BBA-to-MBA EAGL Program.
2. The undergraduate is a senior with a cumulative GPA of at least 3.2.
3. There is some extenuating circumstance which justifies allowing the undergraduate to take a graduate course.

Enrollment in the graduate course must be explicitly approved on a case-by-case basis either by the Director of the MBA program or by the Dean of the Kelley College of Business.

Time of Course Offerings

MBA courses are offered fully online with select courses also offered in a hybrid format. Classes are offered either in 8 week or 16 week formats. The calendar of course offerings allows a student the possibility of completing their MBA in as little as one year. Contact the MBA Director for additional information on the Fast Track option.

Comprehensive Exam

The Master of Business Administration's comprehensive examination will require knowledge of specific information drawn from accounting, finance, management, and marketing, or a combination of these, as well as some knowledge of international business, the legal and regulatory environment of business, ethics and social responsibility in business, statistical analysis, and economics. The student must successfully complete this exam (scale of 220 to 300) with a minimum score of 249. Should a student score below the minimum score, he/she will be required to pass a written and oral exam.

Thesis

Students selecting the thesis program must prepare their theses in accordance with the guidelines of the Kelley College of Business and the Office of Graduate Studies. A committee composed of three graduate faculty members will supervise the thesis. After beginning the thesis, the student must be continuously enrolled (fall, spring, and one summer term) for either Thesis or Thesis Renewal until completion. Students selecting this option must have the thesis completed and approved by the Kelley College of Business committee approximately six weeks prior to graduation. The approval process includes an oral defense of the thesis. The thesis program requires a minimum of six hours of thesis. Note: A thesis processing fee is assessed.

Time Limit

The student must complete the Master of Business Administration in five years from the semester of first admission.

Acton MBA in Entrepreneurship

Dr. Nancy Kucinski, Program Director

A full-time MBAE housed on its own campus in Austin, Texas, featuring a curriculum based on Harvard-style case discussions and the cohort approach to business education. For information contact the Kelley College of Business.

Tuition Payment Plan

\$4,500 deposit by July 14, \$15,000 by August 15, \$15,000 by November 15, \$15,000 by February 15.

Entrepreneurship Courses

MBAE 6301 - Discovery - 3 credit hours

Introduces students to Life of Meaning course by taking them through a process of personal and professional discovery. They will learn to evaluate their own strengths and weaknesses, while beginning to understand basic tools of leadership and business.

MBAE 6302 - Cash & Valuation I - 3 credit hours

Teaches students how to measure, coordinate and control how costs, profits and cash flow will change with volume and accurately report actual results to others.

MBAE 6303 - Customers I - 3 credit hours

Teaches students how to listen to customers, manage a sales team and analyze a market so they can predict and achieve revenue targets.

MBAE 6305 - Operations I - 3 credit hours

Teaches students how to make and deliver products that satisfy a customer's needs as effectively and efficiently as possible, including lessons on the difficulties of managing operations in the real world.

MBAE 6311 - Life of Meaning - 3 credit hours

Helps students discover a "calling" by exploring their talents, passions, and most deeply held beliefs and then set concrete goals that lead to lives full of meaningful contributions to others.

MBAE 6312 – Life of Meaning II - 3 credit hours

Our flagship course puts students in the shoes of real entrepreneurs as they face excruciating dilemmas throughout the lifecycle of a business: choosing an opportunity, launching a business, growing it and harvesting the rewards.

MBAE 6313 - Cash & Valuation II - 3 credit hours

Takes students on an advanced journey into financial concepts, including GAP and cash-based accounting, as well as corporate valuations, financial modeling and financial communications.

MBAE 6314 - Customers II - 3 credit hours

Teaches students how to listen to customers, manage a sales team, and analyze a market so they can predict and achieve revenue targets.

MBAE 6315 - Operations II - 3 credit hours

Teaches students sophisticated operational processes, by putting students in the shoes of entrepreneurs trying to optimize internal processes.

MBAE 6206 - Raising Money - 2 credit hours

Teaches students how to fund a business by raising the right amount of money, from the right people, at the right time, in the right form, at the lowest possible cost.

MBAE 6307 - Opportunity - 3 credit hours

Teaches students how to recognize attractive opportunities, determine the skills and assets required to succeed and honestly answer whether an opportunity fits their own talents, dreams, and lifelong goals.

MBAE 6308 - Launch - 3 credit hours

Teaches students how to gather the people and assets needed to launch a successful venture, craft a deal that adds value for all and survive the first year of operations.

MBAE 6309 - Growth - 3 credit hours

Teaches students to develop the systems, boundaries, and milestones that encourage sustainable growth.

MBAE 6321 - People - 3 credit hours

Give students hands-on experience in hiring, evaluating, coaching, and firing people so they can learn to lead an entrepreneurial team.

43 credit hours overall for the entire program

Master of Business Administration in Sport Business

Dr. Jennifer Plantier, Program Director

Hardin-Simmons University offers a specialized MBA for those interested in the business of sports. The objective of this program is to provide students with an emphasis in the business aspects of managing professional athletes and major/minor league facilities. The program follows the same curriculum for the MBA foundational and core courses. However, the 12 hours of electives consist of the sport business core and three hours of sport business electives.

Sport Business Core

KSPR 6314 Governing Agencies & the Law of Sport & Recreation (3-3-0)

An overview study of the governing agencies related to the administration and control of athletic competition and recreational services. Offers an analysis of major fundamental legal problems and issues confronting the sports & recreation professions, especially in the area of risk management.

KSPR 6315 Facilities Design and Management (3-3-0)

An examination of the principles and applications of sport and recreation management planning, designing, constructing, and maintaining indoor and outdoor athletic and recreational facilities. Students are exposed to facility operations and event management. Course includes travel lab.

KSPR 6316 Principles of Sport and Recreation Management (3-3-0)

An overview and analysis of the various components related to administration and management within the sport and recreation fields. Includes marketing, promotions, public relations communications, law, governing agencies, budgeting and fiscal management, personnel issues, computers, and risk management.

Sport Business Electives

KSPR 6307 Organization and Administration of Athletics (3-3-0)

A thorough study of the organization and management techniques of athletic programs. Topics include the role of athletics in education as indicated in purposes, administrative regulations, management techniques, procedural policies, legal liabilities, facility maintenance, and financial management.

KSPR 6308 Global Sport (3-3-0)

Designed to provide insights and background into the lifestyles, values, and aspirations of various cultural backgrounds and countries around the world related to recreation and sport.

KSPR 6357 Fitness Management (3-3-0)

An in-depth analysis of the fitness field. Addresses multiple content areas such as facility design, instruction techniques, program designs, personal training, and exercise prescription.

Master of Science in Information Science

Dr. Jennifer Plantier, Program Director

The objective of the Master of Science in Information Science program is to provide its graduates with the analytical, managerial, and technical skills to enhance the lives of the people and organizations within their sphere of influence.

Learning Outcomes:

In the process of successful completion of the Master of Science in Information Science program students will:

- analyze, design, and implement solutions to information systems projects and problems
- construct computer programs to automate tasks, to solve problems, and to interact with or augment existing systems
- demonstrate understanding of the impact of security concerns and measures as applied to the design and implementation of information systems
- utilize analytic techniques for using mainstream and emerging technologies to solve business problems
- develop and express an ethical framework from which technological challenges are addressed

Requirements for admission to MSIS

To be eligible for admission to the MSIS program, a student would need the following:

1. An undergraduate degree with a major or minor in business, information systems, computer science or other science field.
2. 3.0 GPA in undergraduate work or a previous Master's degree, or 5 years of work experience, or approval from the Program Director
3. All undergraduate and/or graduate transcripts (International students must have transcripts translated through WES)
4. Writing sample
5. International students must also follow the necessary requirements for admission into Hardin-Simmons University

*Note: No GMAT or GRE required.

Curriculum

The program provides a tightly prescribed list of courses that are progressive in nature. A cohort of students are admitted into the 2-year program each fall for the following course of study:

Fall Semester 1

| | |
|---|---|
| ISCI 5320 Database Systems | 3 |
| ISCI 6310 Applied Programming | 3 |
| ISCI 6321 Management Information Systems..... | 3 |

Spring Semester 1

| | |
|---|---|
| ISCI 5324 Networking | 3 |
| ISCI 5364 E Commerce | 3 |
| ISCI 6320 Advanced Business Analytics | 3 |

| | |
|---|----|
| Fall Semester 2 | |
| ISCI 5322 Information Systems Analysis & Design | 3 |
| ISCI 6330 Human-Computer Interaction..... | 3 |
| ISCI 6332 Introduction to Data Science | 3 |
| Spring Semester 2 | |
| ISCI 6335 Topics in Cybersecurity..... | 3 |
| ISCI 6340 Ethics & Technology | 3 |
| ISCI 6345 Capstone Project..... | 3 |
| TOTAL CREDITS | 36 |

Courses

These are HSU-only courses, and do not apply to Acton MBA in Entrepreneurship.

Accounting (ACCT)

ACCT 5099 Special Topics (3-3-0)

Designed to introduce new courses in accounting and to meet special needs of individual students. Offered as needed. May be repeated when topic is changed.

ACCT 5311 Auditing and Professional Responsibility (3-3-0)

A study of financial auditing standards and procedures to prepare accounting majors for public accounting. Theory and practice are combined to enable the student to better understand how audits are conducted and to prepare the student for the CPA examination. Students who have successfully completed ACCT 4311 cannot receive credit for this course.

ACCT 5319 Accounting Research and Analysis (3-3-0)

Using the Accounting Standards Codification and other electronic sources of authoritative accounting literature, students will prepare informal written responses to mini-cases, formal written responses using case studies, and financial and non-financial analyses using Microsoft Excel. Using the research and analysis techniques studied with the course, each student will select a specific topic of interest within a public company’s financial statement’s footnotes to research and will deliver an oral and written presentation on the subject at the end of the semester. Students who have successfully completed ACCT 4319 cannot receive credit for this course.

ACCT 5321 Governmental and Non-profit Entities (3-3-0)

A course in specialized financial accounting related to state and local governments and governmental agencies, and non-profit organizations. Introduces the theory and process of fund accounting and reporting in accordance with generally accepted accounting principles for these organizations. Students who have successfully completed ACCT 4321 cannot receive credit for this course.

ACCT 6311 Managerial Accounting (3-3-0)

An examination of cost accounting issues, planning and control of business operations, and uses of accounting data in managerial-decision making. Prerequisite: BSAD 6311.

ACCT 6099 Special Topics (1–3 hours credit)

Designed to introduce new courses in accounting and to meet special needs of individual students. Offered as needed. May be repeated when topic is changed.

Business Administration (BSAD)

BSAD 5099 Special Topics (3-3-0)

Designed to introduce other courses and to meet special needs of individual students. Offered as needed. May be repeated when topic is changed.

BSAD 6310 Issues in Management and Marketing (3-3-0)

An overview of the major topics in organizational behavior, organizational theory, human resource management, and management strategy as well as principles of marketing, distribution channels, consumer behavior, and market research. The course includes an analysis of global management and marketing issues.

BSAD 6311 Business Reporting and Finance (3-3-0)

A review of current financial reporting practices from the user's perspective. Emphasis is placed on interpretation, analysis, and the interrelationships of financial statement information. Comparisons are made with current U. S. generally accepted accounting principles and various international practices. In addition, the course provides foundational knowledge of corporate financial practices.

BSAD 6322 Quantitative Research Methods (3-3-0)

A study of methods and measurements of business research. Topics include techniques for problem identification, design of experiments, questionnaire design, observation forms, and sample selection procedures. Statistical analysis, interpretation, and communication of the results are performed and compiled into a comprehensive report. Current technological research methodologies will be used. Work using the SPSS statistical package is required.

BSAD 6330 Legal and Ethical Issues in Business (3-3-0)

An exploration of the legal environment of business, including coverage of traditional common law subjects such as contracts, property, and torts as well as laws and regulations governing advertising and sales, human resource management, and business formation. Each of these areas also present ethical issues which the course will cover alongside the legal issues, providing exposure to the major ethical theories and their application.

BSAD 6355 Entrepreneurial Strategy (3-3-0)

A case study course that examines entrepreneurship as a journey that begins with selecting worthy goals and ends with the harvesting of profits. Students draw upon an integrated knowledge-base which includes management strategy, marketing, accounting, economics, and finance. Learning notes, articles, and practice exercises introduce new techniques and propose conceptual frameworks to help analyze the cases.

BSAD 6356 International Business Strategy (3-3-0)

This course combines the study of cultural, economic, social, political, and legal forces affecting trade between the United States and nations in the global business environment. It also is used to integrate and apply the various business concepts, principles and strategies to the international business arena. Prerequisite: 12 graduate hours beyond the required foundational courses.

BSAD 6391, 6392 Thesis (3-3-0)

The compilation of the results of original research on an approved topic prepared and presented under the supervision of an assigned graduate committee. A thesis processing fee will be assessed. Note: After beginning work on the thesis, the student must be continuously enrolled in Thesis or Thesis Renewal until the thesis is completed.

BSAD 6193 Thesis Renewal (1-0-0)

A graduate student who has successfully completed six hours of thesis credit (6391 and 6392) must be continuously enrolled (fall, spring, and one summer term) until completion of the thesis. Thesis renewal does not apply toward the total semester hours required for the degree.

BSAD 6099 Special Topics (1–3 hours credit)

Designed to introduce other courses and to meet special needs of individual students. Offered as needed. May be repeated when topic is changed.

Economics (ECON)

ECON 5099 Special Topics (3-3-0)

Designed to introduce new courses and to meet special needs of individual students. May be taken as a class or an individual project. Offered as needed. May be repeated when topic is changed.

ECON 6330 Economic Analysis (3-3-0)

An extension of basic economic concepts introduced at the undergraduate level dealing with aggregate economic activity, consumer and producer theory, and the economics of international trade and finance.

ECON 6331 Managerial Economics (3-3-0)

Theories of demand, production, and cost, and their influences on decision-making in the public and private sector. Prerequisite: ECON 6330.

ECON 6332 Macroeconomics for Managers (3-3-0)

An examination of macroeconomic theory dealing with national income, employment, aggregate supply and demand, monetary and fiscal policy, and inflation with application to business in today's economic climate. Prerequisite: ECON 6330.

ECON 6099 Special Topics (1–3 hours credit)

Designed to introduce new courses in economics and to meet special needs of individual students. Offered as needed. May be repeated when topic is changed.

Finance (FINA)

FINA 5099 Special Topics (3-3-0)

Designed to introduce new courses and to meet special needs of individual students. May be taken as a class or an individual project. Offered as needed. May be repeated when topic is changed.

FINA 6341 Financial Management (3-3-0)

Issues relating to the financial management of the firm. Problems and cases in capital budgeting, optimal financial structure, and working capital management. Prerequisites: BSAD 6311, ISCI 6320.

FINA 6345 Investment Theory (3-3-0)

Integration of the theory and practice of investments with solutions of individual and institutional portfolio management problems. Provides a conceptual understanding of key theoretical developments in the fields of finance including decisions under risk within a world of uncertainty. Prerequisite: BSAD 6311, ISCI 6320.

FINA 6099 Special Topics (1–3 hours credit)

Designed to introduce new courses in finance and to meet special needs of individual students. Offered as needed. May be repeated when topic is changed.

Information Science (ISCI)

ISCI 5099 Special Topics (3-3-0)

Designed to introduce new courses and to meet special needs of individual students. May be taken as a class or an individual project. Offered as needed. May be repeated when topic is changed.

ISCI 5320 Database Systems (3-3-0)

Students will learn concepts and definitions foundational to modern database systems. Topics include the relational model, SQL, NoSQL, E-R modeling, and normalization. Concepts of database design and practice will be implemented using modern database management systems. Work in the computer lab required. Students who have successfully completed CSCI 4320 cannot receive credit for this course. A special topic or internship would be substituted.

ISCI 5322 Information Systems Analysis & Design (3-3-0)

This course provides an introduction to Systems Analysis and Design methodologies. Topics include analyzing the business case, system development life cycle, requirements modeling, data and process modeling, system architecture, and development strategies, with a focus on business process modeling and project management. Students will learn about output and user interface design, data design, systems architecture and implementation, and systems operation, support, and security. The course also includes hands-on experience with related software tools and the real-world system development projects. Work in Computer Lab required. Students who have successfully completed CSCI 4322 cannot receive credit for this course. A special topic or internship would be substituted.

ISCI 5324 Networking (3-3-0)

Students will obtain a comprehensive view of how computers are connected and how they achieve communication. Topics include the OSI Model, wireless networks, physical connections, local area networks, and the protocols that enable the Internet. Students will also learn networking terminology and will study a variety of networking applications. Work in computer lab required. Students who have successfully completed CSCI 4324 cannot receive credit for this course. A special topic or internship would be substituted.

ISCI 5367 E-commerce (3-3-0)

This course covers emerging online technologies and trends and their influence on the electronic commerce marketplace. E-commerce business models and internet marketing strategies will be covered. E-commerce trends and business strategies will be examined from a perspective of how they are changing current business models. Emphasis will be placed on identifying new business opportunities provided by these new e-commerce technologies. Web analytics and e-commerce

performance metrics will also be covered. Students who have successfully completed MKTG 4367 cannot receive credit for this course. A special topic or internship would be substituted.

ISCI 6310 Applied Programming (3-3-0)

Students will become proficient in constructing small-scale computer programs to solve a variety of problems. Topics include control structures, functions, arrays, objects, text manipulation, calculations, and interacting with production APIs. No prior programming experience is required. Solid analytical skills and tenacity are required.

ISCI 6321 Management Information Systems (3-3-0)

This course is about understanding, managing, and using information systems and technology to achieve business and organizational objectives. This course will provide you a set of concepts, frameworks, and best practices that will help you understand information systems (IS) and information technology (IT) from a business prospective. The focus of this course will be on the management aspects of IS & IT. Strategic planning for IS, IS acquisition, IS management, and security issues will be addressed from a business perspective. Case studies will be used. Students who have successfully completed BSAD 6321 cannot receive credit for this course.

ISCI 6330 Human Computer Interaction (3-3-0)

Students will be introduced to background theory and design principles that lead to successful human-computer interactions with emphasis on graphical user interfaces. Also, students will participate in implementation of interfaces in accordance with accepted design principles. Topics include human perception and processing, design methodologies, prototyping, implementation, and testing. Prerequisite: MSIS 6310

ISCI 6332 Introduction to Data Science (3-3-0)

Students will learn how to prepare, analyze, and create visualizations for large data sets. Topics include data manipulation, a statistics primer, machine learning concepts, information visualization, and programming techniques. Prerequisites: MSIS 6310; MSIS 5320

ISCI 6335 Topics in Cybersecurity

Students will be exposed to a broad range of topics in cybersecurity including and common threats, attacks, vulnerabilities and defenses. These topics will be considered at a variety of levels ranging from technical concerns to administrative and organizational issues. Prerequisites: MSIS 6310; MSIS 5324

ISCI 6340 Ethics & Technology (3-3-0)

Students will study ethical principles and their applications within technology. Ethical topics include personal responsibilities in IT roles, compliance issue, and issues related to the construction and distribution of technology.

ISCI 6345 Capstone Project (3-3-0)

The course requires students to use concepts and skills obtained from earlier courses to solve a substantial problem. Students will work in groups to design, implement, refine, and present the project. Prerequisites: MSIS 5322; MSIS 6330; MSIS 6332

ISCI 6099 Special Topics (3-3-0)

Designed to introduce new courses and to meet special needs of individual students. May be taken as a class or an individual project. Offered as needed. May be repeated when topic is changed.

Management (MGMT)

MGMT 5099 Special Topics (3-3-0)

Designed to introduce new courses and to meet special needs of individual students. May be taken as a class or an individual project. Offered as needed. May be repeated when topic is changed.

MGMT 5353 Law of Human Resource Management (3-3-0)

The exploration and analysis of the broad range of laws affecting employment decisions from recruitment and selection to termination. The course looks at the impact on HRM-decision-making of the common law as well as all the major statutes: the Civil Rights Acts of 1964 and 1991, the Family Medical Leave Act, the Americans with Disabilities Act, and more. Students who have successfully completed MGMT 4353 cannot receive credit for this course.

MGMT 5367 Advanced Organizational Theory (3-3-0)

Studies organizations as working systems of human beings attempting to achieve certain goals and objectives. Various theoretical approaches to viewing organizations are used. Topics include the open systems model, community planning, constituency development, organizational design models, organizational change processes, and the concept of self-renewing organizations. Students who have successfully completed MGMT 4367 cannot receive credit for this course.

MGMT 6351 Organizational Behavior (3-3-0)

The exploration of issues, theories, research, and problems in the management of human and organizational systems. Various ways of viewing organization are studied with emphasis on the human element in organizations. Topics may include organizational behavior, organizational culture, designing human resource systems, managing human and organizational resources, organizational change concepts, and the renewal process. Prerequisite: BSAD 6310.

MGMT 6355 Human Resource Management (3-3-0)

The study of contemporary issues in the management of human resources with emphasis on personnel administration and policy. Prerequisite: BSAD 6310.

MGMT 6357 Management Strategy (3-3-0)

A course which integrates the major subject-matter areas covered in the MBA core curriculum. Integration is accomplished within the context of studying the strategic management process. The course relies heavily on cases which deal with the wide range of policy, strategic, and implementation issues faced by companies operating in both domestic and international markets. Prerequisite: 12 graduate-hours beyond the required foundational courses.

MGMT 6099 Special Topics (1–3 hours credit)

Designed to introduce new courses in management and to meet special needs of individual students. Offered as needed. May be repeated when topic is changed.

Marketing (MKTG)**MKTG 5099 Special Topics (3-3-0)**

Designed to introduce new courses and to meet special needs of individual students. May be taken as a class or an individual project. Offered as needed. May be repeated when topic is changed.

MKTG 6364 Marketing Strategy (3-3-0)

Planning, implementing, and evaluating marketing strategies within the context of changing environmental conditions. Emphasis on customer selection, development of proper marketing mixes, and target markets. Prerequisite: BSAD 6310.

MKTG 6099 Special Topics (1–3 hours credit)

Designed to introduce new courses in marketing and to meet special needs of individual students. Offered as needed. May be repeated when topic is changed.

COLLEGE OF HUMAN SCIENCES AND EDUCATIONAL STUDIES

The Master of Education degree is offered to those who are interested in professional improvement through graduate study and to those seeking professional certification and/or state licensure. Graduate programs are available in counseling and human development, reading specialist, gifted and talented, advanced kinesiology and sport and recreation management.

Certification programs are available in the areas of counseling and human development, gifted and talented education, master reading teacher and reading specialist education.

Professional Certification

1. A student must hold the appropriate Texas Standard Certificate prior to completion of a Texas Professional Standard Certificate.
2. It is possible for a student to earn a Gifted and Talented Supplemental Certificate and Master Reading Teacher Certificate and not meet the requirements for a master's degree.
3. To be recommended for a Standard Professional Certificate, the student shall be required to achieve a satisfactory level of performance on one or more of the credentialing examinations in the area(s) of certification. The content to be tested and the criteria for mastery is prescribed by the State Board for Educator Certification. A student who satisfactorily completes a certification program will be eligible to take the Texas Examination of Educator Standards (TExES).
4. The State Board for Educator Certification will conduct a criminal record review of all certificate applicants.
5. All certificates must be applied for within three years of completion of certification requirements. If the three-year deadline expires, the student's certification program may be reviewed by the program director. If the director determines the student's program no longer meets current program requirements, additional course work may be required to update the student's professional knowledge and skills before the student is endorsed to sit for the credentialing examination(s).
6. To receive the Master of Education degree, a student must complete a degree program of at least 36 semester-hours (60 in counseling) as planned and approved by the graduate advisor.

Entrance Requirements

Prerequisites

1. Applicants for the Master of Education degree must hold a bachelor's degree from a regionally accredited college or university.
2. Students applying to the Gifted and Talented Education or Reading Education programs must present at least 18 semester-hours in professional education with a GPA of 3.0.
3. Students who do not hold valid teacher certification or who have never been admitted to an approved teacher education program must satisfy all requirements for admission to the teacher education program if pursuing a program leading to teacher certification.

Leveling Work

A student who does not have adequate undergraduate preparation for the intended major will be

required to complete appropriate leveling work. All leveling and prerequisite work must be finished before completion of 12 semester-hours of graduate work. All leveling work must be taken on the advice and approval of the student's graduate advisor.

Note: Entrance requirements vary for the different master's programs. See specific program sections for entrance requirements

Time Limit

All requirements for the Master of Education degree must be completed within five years from semester of initial admission.

Counseling and Human Development

Dr. Robert C. Barnes, Program Director

The HSU Department of Counseling and Human Development offers a professionally oriented degree program which prepares individuals for counselor positions in a variety of settings, including addictions rehabilitation facilities, community mental health agencies, related human service settings, private practice, public and private schools, and two-year or four-year colleges and universities. The program is committed to the enhancement of human development and emotional health across the lifespan. The program is also committed to promoting optimal potential in all individuals in order to facilitate their maximum participation in, and contribution to, a better society. With an emphasis on therapeutic counseling, the program encourages holistic, theoretical, pragmatic, and innovative intervention approaches. The program is dedicated to the preparation of professional counselors who are sensitive to the diversity and uniqueness of individuals, families, and communities by promoting the dignity, worth, potential, and well-being of all people.

COHD Mission Statement

The mission of the graduate program in Counseling and Human Development is to achieve excellence in preparing students representing diverse backgrounds to serve as professional counselors in addictions rehabilitation facilities, schools, and other settings as cited above. This holistic approach to counselor education is additionally enlightened by faith which challenges individuals intellectually in our culturally diverse, contemporary world.

Licensure as a Professional Counselor

Texas provides for licensing of professional counselors. Individuals who want to qualify as a Licensed Professional Counselor (LPC) must complete an appropriate 60 graduate semester hour master's degree program, achieve an acceptable score on the Texas Jurisprudence Examination, the National Counselor Examination (NCE), and complete a required post-master's degree supervised internship. HSU's MEd degree in Counseling and Human Development is designed to meet the required academic content areas as well as the practicum and degree required internship of the Texas State Board of Examiners of Professional Counselors, the national board requirements providing portability of licensure credentials, and the requirements involved in seeking future accreditation by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP).

Certificate Program for School Counselors

In addition to completing the MEd degree in counseling and human development, candidates for professional counselor certification by the State Board for Educator Certification must fulfill the following requirements: (1) hold a valid teacher's certificate, (2) complete two years of teaching experience, and (3) achieve a passing score on the Texas Examination of Educator Standards (TExES). For more information about counselor certification, contact the chairman of the HSU Department of Counseling and Human Development or HSU's teacher certification officer.

Admission Criteria

Applicants to the MEd program in counseling and human development must hold a bachelor's degree from a regionally accredited college or university. Admission to the program requires the Program Director's endorsement, which will be based upon evaluation of the following criteria:

1. Prior academic achievement, which will be evaluated with consideration given to (a) overall GPA, (b) overall upper-level GPA, (c) previous graduate course work, if any, (d) dates of completion of previous academic work, and (e) related professional experience.
2. A written statement of purpose concerning the applicant's reason for applying and how the completion of the program will serve the applicant's career goals.
3. Vita/Resume.
4. Three recommendations, at least one of which speaks to the applicant's academic potential

and one which speaks to the applicant's potential to succeed in the profession of counseling and psychotherapy.

5. An interview with the program director.

Prerequisites

There are no specified courses; however, the program director evaluates each applicant's academic background and may recommend specific courses.

Departmental Endorsement

A personal interview with the Program Director is required of all prospective graduate students in counseling and human development before admission to the Graduate School. Subsequent to the personal interview and a review of previously completed academic work, prospective students may be recommended for admission. Positive recommendation by the program director or designated representative is required for admission. Official notification of admission (or denial of admission) will be communicated by the Office of Graduate Studies.

Upon approval and recommendation of the Program Director in counseling and human development, students who do not meet any of the criteria listed may take additional upper-division semester-hours of course work in the behavioral sciences (e.g., psychology, sociology, social work, criminal justice, and education— also known as interdisciplinary studies). These semester-hours must be determined and approved by the program director in counseling and human development. A minimum GPA of 3.00 must be earned in these semester-hours of leveling work. Subsequent to successful completion of the required leveling work, students may be considered for recommendation by the program director for admission.

Curriculum

| | |
|---|-----------|
| COHD 6305 Introduction to Research Techniques | 3 |
| COHD 6310 Professional, Legal, and Ethical Responsibilities | 3 |
| COHD 6315 Child and Adolescent Development | 3 |
| COHD 6320 Psychological Aspects of Gerontology | 3 |
| COHD 6325 Advanced Educational Psychology | 3 |
| COHD 6330 Psychology of Mental Health | 3 |
| COHD 6333 Forensic Psychology in Addictions Counseling..... | 3 |
| COHD 6335 Professional Counseling I | 3 |
| COHD 6340 Professional Counseling II | 3 |
| COHD 6343 Professional Counseling III..... | 3 |
| COHD 6345 Group Counseling | 3 |
| COHD 6350 Cross-Cultural Counseling I | 3 |
| COHD 6353 Counseling with Couples and Families | 3 |
| COHD 6355 Substance Abuse Counseling | 3 |
| COHD 6357 Advanced Addictions Counseling..... | 3 |
| COHD 6358 Neuroscience in Addictions Counseling..... | 3 |
| COHD 6360 Career Counseling | 3 |
| COHD 6365 Assessment in Professional Counseling I | 3 |
| COHD 6370 Assessment in Professional Counseling II | 3 |
| COHD 6375 Practicum in Counseling | 3 |
| COHD 6376 Internship in Counseling | 3 |
| TOTAL | 60 |

Comprehensive Exam

All students must take a comprehensive examination during the last semester of graduate work. This

exam is administered and content determined by a comprehensive exam committee appointed by the program director and approved by the dean of graduate studies.

Graduation Requirements

Successful completion of the 60 graduate semester hour academic, practicum and internship requirements, followed by the successful completion of the comprehensive examination, fulfills the graduation requirements for the Master of Education degree in counseling and human development.

Courses

COHD 6099 Special Topics (1–3 hours credit)

Designed to meet special needs of individuals or special students. Offered as needed. May be repeated when topic is changed.

COHD 6305 Introduction to Research Techniques (3-3-0) (also EDUC 6301)

An orientation to the methodology and skills needed to conduct research. Emphasis is placed upon the preparation and submission of a formal research proposal in counseling, education, or psychology. Examples of quantitative and qualitative research designs and statistical methods will be included.

COHD 6310 Professional, Legal, and Ethical Responsibilities (3-3-X)

An introduction to the academic and professional discipline of counseling. A study of organizational patterns, administrative procedures, ethical standards, and legal responsibilities in providing counseling services in schools, addictions rehabilitation facilities, community agencies, and private practice. A field experience is required in settings appropriate to the student's educational goals.

COHD 6315 Child and Adolescent Development (also PSYC 6315) (3-3-0)

The life span from conception to young adulthood is studied with emphasis on biological, intellectual, psycho-social, and moral development. Also included are drug education, human sexuality education, and understanding the culturally different.

COHD 6320 Psychological Aspects of Gerontology (PSYC 6320) (3-3-0)

A study in adult personality development through the completion of the life cycle. This course includes the psychological, physiological, and emotional phenomena associated with aging. Adjustment processes and approaches to coping with various aspects of life-transitional counseling are emphasized.

COHD 6325 Advanced Educational Psychology (3-3-0)

This course includes theories of learning, motivation, classroom management, evaluation procedures, multicultural concepts, and effective planning for the exceptional learner.

COHD 6330 Psychology of Mental Health (PSYC 6330) (3-3-0)

This course includes a study of personality disorders and maladaptive behavior patterns. Emphases include recognizing causes and symptoms of adjustment problems, as well as learning preventive or remedial measures for dealing effectively with them. Included is a correlated study of the DSM-V.

COHD 6333 Forensic Psychology in Addictions Counseling

An in-depth study of psychological perceptions of criminal behaviors such as stalking, white-collar crimes, political terrorism, domestic violence, homicide and other felonious acts, and application of strategies, interventions and crime prevention for use by the mental health professional to promote change, responsible living and growth of the offenders.

COHD 6335 Professional Counseling I (3-3-0)

A study of theories and techniques of counseling and psychotherapy. Attention is given to the procedures and process of counseling individuals in educational settings, community agencies, church related settings, and private practice.

COHD 6340 Professional Counseling II (3-3-0)

A study of methodological approaches in counseling and psychotherapy with individuals. Includes Freudian, Adlerian (neo-Freudian), and existential humanistic theories with an emphasis on Viktor Frankl and his theory known as Logotherapy.

COHD 6343 Professional Counseling III

An in-depth study in applying existential humanistic theories of counseling with emphasis on Viktor Frankl whose theory introduces the significance of the human spirit in the healing process.

COHD 6345 Group Counseling (3-3-0)

Procedures and dynamics in facilitating group counseling and psychotherapy. Included in the course are group counseling theories with emphasis upon techniques and application, ethical responsibilities of the counselor, and current trends in school and agency settings.

COHD 6350 Cross-Cultural Counseling (3-3-0)

Developing counseling skills and strategies based on the special needs and characteristics of the culturally and ethnically different members of America's heterogeneous population.

COHD 6353 Counseling with Couples and Families (3-3-0)

An in-depth study of counseling methodologies relating to the social, cultural, and family issues of our contemporary society.

COHD 6355 Substance Abuse Counseling (3-3-X)

A study of alcohol and other contemporary drug-using behaviors, other addictive disorders, indications of abuse, methodologies for intervention, and resources for effective treatment. Field experiences are required.

COHD 6357 Advanced Addictions Counseling

Understanding and identifying symptoms of addictive behaviors seen with food, gambling, pornography, drugs, and others found in today's schools, industry, medical and other professions. Methods of effective treatment for our contemporary, diverse, and complex society.

COHD 6358 Neuroscience in Addictions Counseling

This course focuses on the relationship between the human brain and behavior. Special emphasis will be placed on providing students with an applicable understanding of how the most complex organ in the human body impacts maladaptive behaviors, common disorders and addictions.

COHD 6360 Career Counseling (3-3-X)

Combining theories of career development with current data concerning vocational opportunities in order to facilitate appropriate career planning utilizing a holistic approach. Field experiences are required.

COHD 6365 Assessment in Professional Counseling I (3-3-0)

A study of the nature, characteristics, and appropriate uses of psychological tests. Included are measurements of ability, aptitude, achievement, interest, and personality. Practical experience will be gained in the selection, administration, and interpretation of standardized tests used in contemporary counseling settings, agencies, and schools according to ethical considerations of the profession.

COHD 6370 Assessment in Professional Counseling II (3-3-0)

A study of the processes of selection, administration, scoring, and interpreting individual educational and intellectual assessment instruments. Includes supervised practical experiences in the areas of test administration and interpretation, and preparation of written assessment reports.

COHD 6375 Practicum in Counseling I (3-3-X)

Designed to give the graduate student in counseling and human development supervised experience in counseling. Field experiences involving a minimum of 100 clock hours, including a minimum of 40 hours of direct client contact, fulfill the practicum requirement of the Texas State Board of

Examiners of Professional Counselors. All students will be assessed a fee for professional liability insurance.

COHD 6376 Internship in Counseling II (3-3-X)

Designed to give the graduate or post-master's degree graduate student in counseling and human development an additional three semester-hours of supervised counseling experience to fulfill requirements of the National Board of Certified Counselors (NBCC), the Council for Accreditation of Counseling and Related Educational Programs (CACREP), as well as state and national licensure board requirements, which will include a minimum of 600 clock hours of supervised counseling experience of which a minimum of 240 clock hours of direct service contact. For students seeking School Counselor certification, 160 of the 600 clock hours of field experience are required by the State Board of Educator Certification to be in a school setting. Students seeking School Counselor certification must be approved by HSU's Teacher Education Council. All Practicum and Intern students will be assessed a fee for professional liability insurance.

One more course will be available as an elective for COHD students seeking school counselor certification.

COHD 6362 School Counseling

A preparatory course for graduates who will be serving as counselors in an educational setting at elementary and secondary levels. The course will emphasize current educational standards and legislative policies in the State of Texas, ethical practices for school counselors and issues facing schools today. Also included will be strategies applicable to working with students needing support with academic difficulties, behavioral problems, emotional issues or special needs. As well as fostering foster professional practices for working in collaboration with parents, faculty, and school administration to promote student success.

MR. AND MRS. W.B. IRVIN SCHOOL OF EDUCATION

Gifted and Talented Education

Dr. Mary Christopher, Program Director

Admission Criteria

Applicants for the Master of Education degree must hold a bachelor's degree from a regionally accredited college or university. Admission to graduate study in gifted and talented education and reading specialist requires meeting two of the three academic standards as listed below and receiving the endorsement of the program director.

Academic Standards (must meet two of the three)

1. GPA of 3.00 in all upper-level course work (junior and senior level courses) or overall undergraduate GPA of 2.70.
2. GPA of 3.00 in all undergraduate course work appropriate to the intended field of study.
3. Graduate Record Exam (GRE) score at or above the 50th percentile on the verbal sub-test.

Departmental Endorsement

Admission to the program requires review and recommendation by the director of the program. All undergraduate prerequisites and/or transfer work must be approved by the director of the program and the dean of graduate studies.

Curriculum

Gifted and Talented Education (GIED)

Students majoring in gifted education will complete the 36 hours listed below.

Core Requirements:

EDUC 5380 Digital Media and Curriculum Integration

EDUC 6301 Introduction to Research Techniques

EDUC 6305 Trend and Issues in Education

Content Requirements:

GIED 5397 Introduction to the Advanced or Gifted Learner

GIED 6309 Teaching Gifted Students in the Regular Classroom

GIED 6310 Assessment in Gifted Education

GIED 6311 Creativity

GIED 6313 Social/ Emotional Issues in Gifted Education

GIED 6314 Curriculum Development for Gifted

GIED 6315 Practicum in Gifted Literature

Education Electives 6 hours (selected in consultation with advisor)

Total Hours

36

Note: The student, in conjunction with his/her graduate advisor, develops a course of study which fits the interests and career objectives of the student.

Gifted and Talented Supplemental Certificate

Course requirements for the Texas Gifted and Talented Supplemental Certificate are contained within the Masters of Education Degree in Gifted Education. Individuals seeking this certification must hold a Texas teacher's certificate and must be admitted to graduate studies at Hardin-Simmons University. To be recommended for gifted and talented certification, an individual must

complete 12 hours of course work listed below, complete three hours of practicum or two years of teaching experience in a gifted program, and pass the TExES exam for gifted and talented supplemental certification. This recommendation may occur at any point in the master’s program when the student meets the requirements for certification.

Courses Required for Gifted and Talented Supplemental Certificate

| | |
|---|-----------|
| GIED 5397 Introduction to the Advanced or Gifted Learner | 3 |
| GIED 6311 Creativity | 3 |
| GIED 6314 Curriculum Development for Advanced or Gifted Learners..... | 3 |
| GIED 6315 Practicum in Gifted Education* | 3 |
| Select one course from the following | 3 |
| GIED 6309 Teaching Gifted Students in the Regular Classroom | |
| GIED 6310 Assessment in Gifted Education | |
| GIED 6313 Social and Emotional Issues in Gifted Education | |
| Total..... | 15 |

**Or two years successful classroom teaching experience in a program for gifted and talented students.*

Comprehensive Exam

A written and/or oral comprehensive exam is a requirement of all MEd candidates. The exam(s) should be scheduled with the graduate advisor during the last semester of course work. The content of the exam will be determined by the comprehensive exam committee composed of three faculty members recommended by the program director and approved by the Dean of Graduate Studies.

Graduation Requirements

Successful completion of the 36 graduate semester hour academic requirements, followed by the successful completion of the comprehensive examination, fulfills the graduation requirement for the Master of Education degree in Gifted and Talented Education.

Time Limit

All requirements for the Master of Education degree in gifted and talented education must be completed within five years from the semester of initial admission.

Courses

Note: By action of the Graduate Council and graduate faculty, all students must have a minimum of 50% of their curriculum in 6000 level courses.

Gifted Education (GIED)

GIED 5397 Introduction to the Advanced or Gifted Learner (3-3-0)

Focuses on a comprehensive, authentic study of the purposes, objectives, and practices of gifted education. Both theoretical and practical issues will be considered with particular emphasis on (1) characteristics and needs, (2) identification and assessment, and (3) procedures designed to meet academic needs across the curriculum for advanced students.

GIED 6099 Special Topics (1-3 hours credit)

Designed to meet special needs of individuals or special students. Offered as needed. May be repeated when topic is changed.

GIED 6309 Teaching Gifted Students in the Regular Classroom (3-3-0)

Addresses the dilemma of how to appropriately meet the needs of advanced or gifted students who already know a significant amount of the curriculum before instruction is initiated. Practical and workable solutions, based on research and practice, will be incorporated.

GIED 6310 Assessment in Gifted Education (3-3-0)

Investigates the nature, characteristics, and appropriate uses of assessment procedures and

instruments in the identification of gifted potential, the nurturing of advanced abilities, and the evaluation of materials and programs to serve the gifted. Practical experiences in authentic assessment and the use of standardized instruments will be incorporated.

Prerequisite: GIED 5397

GIED 6311 Creativity (3-3-0)

Includes a study of the history, theory, and application of creative thinking and creativity models in teaching elementary and secondary students. Students will learn to increase thinking and productivity while minimizing teacher preparation time through creative problem solving and its application in content areas. Methods for encouraging students' synthesis and evaluation levels of thinking across the curriculum will be explored.

GIED 6312 Child and Young Adult Literature (also READ 6312) (3-3-0)

See READ 6312 for course description.

GIED 6313 Social and Emotional Issues in Gifted Education (3-3-0)

Designed to investigate issues which impact advanced or gifted learners and gifted programs. Program prototypes and groupings for instruction which best meet the needs of advanced learners will be investigated. Topics include the role of the affective domain in gifted education, gifted special populations, perfectionism, underachievement, brain/intelligence research, and the role of parents in guiding the gifted.

GIED 6314 Curriculum Development for Advanced or Gifted Learners (3-3-0)

A consideration of the methodology and practices of curriculum development enables graduates to successfully develop a curriculum for advanced learners. Attention will be given to the differentiation of instruction and to a variety of models, strategies, learning experiences, and materials which can be adapted and integrated into an appropriate curriculum for gifted learners. Program prototypes and groupings for instruction which best meet the needs of advanced learners will be investigated. Prerequisites: GIED 5397 and GIED 6311.

GIED 6315 Practicum in Gifted Education (3-3-X)

Includes a directed teaching experiences in the application of concepts, strategies, materials, and evaluation procedures in a differentiated curriculum of gifted learners.

Prerequisites: GIED/READ 5397, GIED 6311, GIED 6314, and consent of instructor.

Education (EDUC)

EDUC 5380 Digital Media and Curriculum Integration

This course emphasizes twenty-first century skills including digital literacy, inventive thinking and collaboration. Students will explore the power of using multimedia projects by integrating digital products into a curriculum unit. Students will increase computer skills using software that combines a variety of multimedia including: text, still images, audio, video, video podcasting, and web publishing.

EDUC 6301 Introduction to Research Techniques (3-3-0)

An orientation to the methodology and skills needed to conduct research. Emphasis is placed upon the preparation and submission of a formal research proposal. Examples of quantitative and qualitative research designs and statistical methods will be included.

EDUC 6305 Trends and Issues in Education

This course explores the critical trends and issues studied and debated in the field of education. Students will examine current trends, historical origins, recurring issues, research findings, and resulting changes in policy, practice, and advocacy. Students will develop critical thinking and analysis skills needed to investigate and address educational issues.

**See Reading Education section for Reading course descriptions.*

Reading Education

Dr. Emily Dean, Program Director

Admission Criteria

Applicants for the Master of Education degree must hold a bachelor's degree from a regionally accredited college or university. Admission to graduate study in gifted and talented education and reading specialist requires meeting two of the three academic standards as listed below and receiving the endorsement of the program director.

Academic Standards

4. GPA of 3.00 in all upper-level course work (junior and senior level courses) or overall undergraduate GPA of 2.70.
5. GPA of 3.00 in all undergraduate course work appropriate to the intended field of study.
6. Graduate Record Exam (GRE) score at or above the 50th percentile on the verbal sub-test.

Departmental Endorsement

Admission to the program requires review and recommendation by the director of the program via a personal interview. All undergraduate prerequisites and/or transfer work must be approved by the director of the program and the dean of graduate studies.

Curriculum

Reading Specialist Education (READ)

Students majoring in reading specialist education will complete the 36 semester hours listed below and 160 internship hours.

Core Requirements:

EDUC 5380 Digital Media and Curriculum Integration.....3

EDUC 6301 Introduction to Research Techniques.....3

EDUC 6305 Trend and Issue in Education.....3

Content Requirements:

READ 6307 Change in Reading Instruction: Trends and Issues.....3

READ 6308 Assessment/Instruction I: The Emergent Reader.....3

READ 6309 Assessment/Instruction II: The Developing Reader.....3

READ 6310 Directing Reading Instruction.....3

READ 6312 Child and Young Adult Literature.....3

READ 6315 The Reading Specialist.....3

READ 6319 Assessment/Instruction III: The Disabled Reader.....3

Education Electives.....6

Total.....36

Master Reading Teacher Certificate

The master reading teacher is an individual who holds a Master Reading Teacher Certificate (MRTC) and whose primary duties are to teach reading and to serve as a reading mentor to other teachers. The Master Reading Teacher Certificate has been implemented as part of the Texas Reading Initiative to ensure that all Texas students are reading on grade level by the end of the third grade and that the reading knowledge and skills grow throughout their public school careers. The MRTC may be obtained in two ways:

1. An individual who holds a Reading Specialist Certificate must complete an SBEC approved Master Reading Teacher preparation program.

2. An individual must have a teaching certificate, at least three years of teaching experience, completed an SBEC approved Master Reading Teacher program, and pass the Master Reading Teacher Certification Exam.

At Hardin-Simmons, the master reading teacher candidate must complete 15 designated semester hours of reading instruction and 160 internship hours. Courses are READ 6307, 6308, 6309, 6310, and 6315. These 15 hours may be applied to the Reading Specialist Education Master of Education degree if the candidate pursues this master's degree upon completion of the MRTC. The program director for the Reading Specialist graduate degree and MRTC will advise the candidate appropriately.

Comprehensive Exam

A written and/or oral comprehensive exam is a requirement of all MEd candidates. The exam(s) should be scheduled with the graduate advisor during the last semester of course work. The content of the exam will be determined by the comprehensive exam committee composed of three faculty members recommended by the program director and approved by the Dean of Graduate Studies.

Graduation Requirements

Successful completion of the 36 graduate semester hour academic requirements, followed by the successful completion of the comprehensive examination, fulfills the graduation requirement for the Master of Education degree in Gifted and Talented Education or Reading Specialist Education.

Time Limit

All requirements for the Master of Education degree in gifted and talented education or reading specialist education must be completed within five years from the semester of initial admission

Reading Education (READ)

READ 5099 Special Topics (1–3 hours credit)

Designed to meet special needs of individuals or special students. Offered as needed and may be repeated when topic is changed.

READ 5301 Introduction to Multi-Sensory Language Instruction (3-3-0)

Students will receive basic training in teaching literacy skills. Emphases will include planning, designing, and implementing effective instruction for dyslexic and/or struggling readers.

READ 5302 Advanced Multi-Sensory Language Instruction (3-3-0)

Students will receive advanced training in teaching literacy skills. Emphases will include assessment of dyslexia, designing multisensory reading programs, and ethical issues related to public and private practice.

READ 6099 Special Topics (1–3 hours credit)

Designed to meet special needs of individuals or special students. Offered as needed and may be repeated when topic is changed.

READ 6304 The Brain and Literacy (3-3-0)

Includes a critical exploration of the structure and processes of the human brain, the role of these processes in literacy and learning, and the implications of brain research for educators. Emphases include the role of emotion in motivation and learning, environmental factors, brain disorders, and brain-based classroom applications.

READ 6305 Understanding & Working with Students of Diverse Cultures (3-3-0)

Explores theory and application of linguistic and cultural differences is used to strengthen multicultural and global perspectives. Novels by authors and researchers of different ethnic backgrounds who have focused on literacy learning and diverse cultures are used to study cultural perspectives and appropriate instructional strategies for multicultural classrooms.

READ 6307 Change in Reading Instruction: Trends and Issues (3-3-0)

Students will learn how to implement and evaluate research on current programs, methods and

resources in order to design effective literacy instruction for all students at the levels of early childhood through grade 12. Instruction for English Language Learners and theoretical foundations of literacy will also be covered.

READ 6308 Assessment and Instruction I: The Emergent Reader (3-3-0)

Students will learn the interrelated components of beginning reading, including oral language, phonological and phonemic awareness, alphabetic principle, word analysis, and concepts of print, and develop expertise in reading instruction at the primary level. Students will learn how to administer appropriate reading assessments for the emergent reader and use the results to design, inform, and adjust instruction to promote literacy.

READ 6309 Assessment & Instruction II: The Developing Reader (3-3-0)

Students will learn the interrelated components of comprehension, fluency, vocabulary development, oral/written language, and word analysis. Students will learn how to administer appropriate reading assessments for the intermediate/middle school or high school level, to design, inform, and adjust instruction to promote literacy.

READ 6310 Directing Reading Instruction (3-3-X)

Students are required to demonstrate proficiency in promoting parent and community involvement, coordinating literacy efforts among school personnel, and serving as mentors for less experienced teachers, through building mentoring relationships, guiding reflective conversations, and supporting literacy instruction.

READ 6312 Child and Young Adult Literature (also GIED 6312) (3-3-0)

Includes an exploration of the various genre of quality literature written for elementary, middle school, and secondary age students. Attention is given to award-winning literature, research, thematic integration, and instructional strategies designed to enrich all content areas while developing an enthusiastic, lifetime appreciation of children's and young adult literature.

READ 6315 The Reading Specialist (3-3-0)

Guides students to develop professional knowledge and leadership. The student will be assisted to learn how to plan and implement a developmentally appropriate research-based reading/literacy curriculum for all students, collaborate and communicate with educational stakeholders, and participate and take a leadership role in designing, implementing and evaluation professional developmental programs.

READ 6319 Assessment and Instruction III - The Disabled Reader

Students will learn the interrelated components of phonological awareness, phonics, fluency, vocabulary, comprehension, and oral/written language as they pertain to struggling and disabled readers. Students will learn how to administer formal reading assessments for the purpose of diagnosing reading disabilities and use the results to design, inform, and adjust reading instruction. Emphasis will be given to identification and treatment of reading difficulties, dyslexia, and reading disabilities.

**See Gifted and Talented for Education course descriptions*

Express Teacher Certification (ETC)

Dr. Raney Edmiston, Certification Officer

The Express Teacher Certification (ETC) Program allows students who have completed a bachelor's degree and who meet the requirements for admission into the HSU Teacher Preparation Program to complete teacher certification in a timely manner while earning graduate credit hours.

Cost of ETC Program

Students will pay the current HSU tuition rate. They may be eligible for financial aid to help with tuition costs. Contact the HSU Financial Aid Office for further information.

ETC Teacher Preparation Program Admission Requirements

Prior to admission to the ETC program, prospective ETC students must meet with the HSU certification officer to determine eligibility for the ETC program. At that time, the student must pay a \$50 fee for the certification officer to review the student's previous work and develop a postgraduate teacher certification plan. The ETC student must meet the requirements for admission into the HSU Teacher Preparation Program as follows:

2. Overall GPA: minimum 2.8 (must be maintained throughout the program).
3. Oral Proficiency: A or B in COMM 1301 or 1302 or successful completion of program-approved oral proficiency exam.
4. Content Field 12-15 hours: Students must have completed 12-15 hours in their content field. (15 hours for certification in math or science fields).
5. English Language Proficiency: Students must demonstrate English language proficiency through an informal interview and/or successful completion of the TOEFEL exam.
6. Interview: Students must complete a formal interview.
7. Candidate must successfully pass the PACT exam for their content field before admission and beginning any course work.

Content Field Requirements

ETC EC-6, 4-8, 7-12, & EC-12 students must pass the content field PACT TExES exam prior to admission to the ETC program. The State Board for Educator Certification (SBEC) allows degreed individuals who have not been enrolled in an Educator Preparation Program (EPP) to take Pre-Admission Content Test (PACT) to demonstrate content proficiency for possible admission into an EPP. Prospective ETC students must meet with the HSU certification officer to determine the appropriate PACT test to meet the content field requirements.

Note: Taking PACT does not ensure admittance into a program.

ETC for Students Seeking EC-12 or 7-12 Certification

Required Leveling Work

READ 3362 Reading Instruction for Adolescent Students (no graduate equivalent)

EDUC 3338 The Learning Environment (no graduate equivalent)

Required Courses

COHD 6325 Advanced Educational Psychology (15 hours of field experiences)

COHD 6315 Child and Adolescent Development

EDUC 5340 Current Issues in Special Education

EDUC 5371 Organization and Management for Teaching in the Secondary Classroom (15 hours of field experiences)

EDUC 5379 Capstone Course: The Professional Teacher

Student Teaching

EDUC 4622 EC-12 Student Teaching (for Art, Music, PE, Spanish, and Theatre certification) (no graduate equivalent)

Or

EDUC 4623 Student Teaching in the Secondary School (for all 7-12 certification) (no graduate equivalent)

Or

EDUC 5324 & 5325 Internship I & II

Total Undergraduate Hours..... 6-18

Total Graduate Hours..... 9-21

Total Hours for Certification.....27

Note: 15 graduate hours may be combined with a master's degree in another field of study, if approved by graduate program director in that field.

ETC for Students Seeking 4-8 Certification

Required Leveling Work

READ 3362 Reading Instruction for Adolescent Students (no graduate equivalent)

EDUC 3338 The Learning Environment (no graduate equivalent)

Required Courses

COHD 6325 Advanced Educational Psychology (15 hours of field experiences)

COHD 6315 Child and Adolescent Development

EDUC 5340 Current Issues in Special Education

EDUC 5371 Organization and Management for Teaching in the Middle Grades and Secondary Classroom (15 hours of field experience)

EDUC 5379 Capstone Course: The Professional Teacher Student Teaching

EDUC 4626 4-8 Student Teaching in the Middle Grades (no graduate equivalent)

Or

EDUC 5324 & 5325 Internship I & II

Total Undergraduate Hours..... 12-18

Total Graduate Hours..... 9-21

Total Hours for Certification.....27

Note: 15 graduate hours may be combined with a master's degree in another field of study, if approved by graduate program director in that field.

ETC for Students Seeking EC-6 Certification

Content Field: EC-6 ETC students are required to pass the Pre-Admission Certification Test (PACT) in Core Subjects prior to admission to HSU Teacher Preparation Program. EC-6 ETC students may not have enough hours in the Core Subjects field to take the content field test prior to beginning the program. The program director will determine eligibility to take the PACT test.

Required Undergraduate Courses

READ 3360 Beginning Literacy Development

READ 3364 Developing Comprehension and Inquiry Skills

READ 3393 Reading Assessment and Intervention

READ 4392 Organization and Materials for Reading (5 hours of field experiences)

EDUC 3338 The Learning Environment

ECED 4311 Theory and Foundations of Early Childhood Education (12 hours of field

experience)

Required Graduate Courses

COHD 6325 Advanced Educational Psychology (15 hours of field experiences)

COHD 6315 Child and Adolescent Development

READ 6305 Understanding and Working with Students of Diverse Cultures

EDUC 5340 Current Issues in Special Education

ECED 5315 Methods of Teaching Social Studies EC-6

ECED 5336 Teaching EC-6 Science

ECED 5331 Teaching EC-6 Math

EDUC 5379 Capstone Course: The Professional Teacher Student Teaching

EDUC 4320 Student Teaching in the Elementary (required but will receive undergraduate credit)

EDUC 4321 Student Teaching in Early Childhood

Or

EDUC 5324 & 5325 Internship I & II

Total Undergraduate Hours..... 24-30

Total Graduate Hours..... 18-30

Total Hours for Certification.....48

Note: 15 graduate hours may be combined with a master’s degree in another field of study, if approved by graduate program director in that field.

Standard Teacher Certification

Notwithstanding the fact that a candidate has been retained in teacher education to the point of completing all academic requirements, University recommendation for certification is contingent upon evidence of having fulfilled all requirements and standards of the HSU teacher education program. This is determined by a final review of the candidate’s complete record as concerns: (1) academic record, (2) student teaching or internship, (3) professional ethics, and (4) passing the state-mandated credentialing exam.

No student is eligible to be recommended for certification if he/she fails to meet Irvin School of Education benchmarks. Application for certification must be made through the office of the University Certification Officer, Irvin School of Education. It is the responsibility of the student to file a request for a teaching certificate. All certification requirements are subject to TEA/SBEC standards, rules, and regulations.

The Texas Commissioner of Education has the authority to suspend, revoke, or refuse to issue a teaching certificate for a person who has been convicted of a felony or misdemeanor for a crime which directly relates to the duties and responsibilities of the teaching profession. TEA/SBEC will conduct a criminal record search of all certificate applicants.

To be approved for a standard renewable certificate in the State of Texas, students shall be required to achieve a satisfactory level of performance on one or more examinations in the areas of preparation. The content to be tested and the criteria for mastery shall be prescribed for each certification area by TEA/SBEC. Those who pass the required credentialing exams, successfully complete the ETC program will be eligible to be recommended to TEA/SBEC for teacher certification.

Education (EDUC) Courses

EDUC 5324/5325 Internship I & II (3-X-X) involves teaching all day for the semester in an accredited school. To enroll in this course, the student must have completed all coursework except student teaching, have graduated, and be employed as a full-time classroom teacher in his/her certification field(s) by an accredited school district in the state of Texas. Hours earned will be awarded as graduate hours. Registration for this course is by permission of the dean only. Grade of (S) satisfactory or (U) unsatisfactory only given.

Prerequisites: COHD 6325, 6315, EDUC 3338, 5340, 5371, & 5379. fall; spring.

EDUC 5340 Current Issues in Special Education (3-3-0)

Orients the regular classroom teacher to the issues affecting the field of special education now and in the future. A variety of handicapping conditions will be explored. Methods and strategies for dealing with such conditions in a regular classroom will be introduced and the inclusion model will be emphasized. Field experiences in multiple settings will be provided. *fall; spring, summer I.*

EDUC 5371 Organization and Management for Teaching in the Middle Grades and Secondary Classroom (3-3-0)

This field-based course gives an overview of instructional strategies and techniques for teachers at the secondary level. Within this course, the students will be exposed to methods for teaching at the secondary level while developing skills through micro-teaching. An in-depth examination of the TEKS and the lesson cycle will be presented, including the rationale for and practice of lesson planning. 15 hours of field experience are included. Additional assignments will be required to receive graduate credit.

Prerequisites: COHD 6325, 6315. fall; spring.

EDUC 5379 Capstone Course: The Professional Teacher (3-3-0)

Serves as the culminating experience for the secondary education program. While focusing on issues and regulations in education, students are led to synthesize their knowledge, make decisions, and refine their expertise in order to make a smooth transition into the professional setting. A component of the course will involve the preparation of the student's professional portfolio. Additional assignments will be required to receive graduate credit.

Prerequisites: COHD 6325, 6315, EDUC 3338. fall; spring.

ECED 5331 Teaching EC-6 Math (3-3-0)

This course is designed to help EC-6 Generalist understand concepts and developmentally appropriate instructional strategies for math. Fundamental elementary math concepts such as development of early number concepts and number sense, number theory, operations, fractions and decimals, and problems solving is applied through active and investigative projects and activities. Students must complete two hours of field experience. *Prerequisites: COHD 6325, EDUC 3338. spring*

ECED 3336 Teaching EC-6 Science (3-3-0)

This course is designed to help EC-6 to understand and help apply hands-on and inquiry-based methods while teaching physical, life, earth, and space science content in EC-6 grades. This course requires an understanding of the EC-6 science Texas Essential Knowledge and Skills (TEKS) through effective instruction and assessment. Students will complete two hours field experience. *Prerequisites: COHD 6325, EDUC 3338. Seven hours of science (physical and natural) fall, spring.*

ECED 4315 Methods of Teaching Social Studies EC-6 Grades (3-3-0)

This course is designed to help students develop an understanding of the value of social studies as well as provide strategies for effective integration of the various social science disciplines. An

understanding of the vertical alignment of knowledge and skills within social science skills and how the teacher use the Texas Essential Knowledge and Skills (TEKS) in effective and responsive instruction and assessment. *Prerequisites: COHD 6325, EDUC 3338. fall, spring.*

Doctorate in Leadership

Dr. Mary Christopher, Program Director

The Doctorate in Leadership (Ed.D) offers a 57-hour program that prepares individuals to fill leadership roles in a variety of fields. It develops enlightened, ethical leaders through academic and practical experiences. Through study in a faith-based environment, graduates will embody skills, knowledge, and dispositions to bridge theories with research-based practices and become visionary leaders. In a hybrid, low-resident format, a student cohort group will meet on campus several times a semester with additional faculty/student interactions through supportive technology.

Prerequisites

Students must hold a bachelor's and master's degree in any field of study from an accredited university. Because of the interdisciplinary nature of the degree, the major focus of the master's degree need not be in the field of education. The students' previous work must include at least one course in graduate level research and statistics. If not, the student must complete EDUC 6301 or a similar course, as determined by the program director.

Admission Criteria

Applicants for the Doctorate in Leadership degree must hold a master's degree from a regionally accredited university. Admission to the program requires the program director's endorsement, which will be based on the following requirements:

- A minimum cumulative grade point average of 3.5 on a 4.0 scale at completion of a master's program
- A competitive score on the GRE (Graduate Record Examination) taken during the last 10 years (HSU GRE Code: 6268). Upon approval, scores from the GMAT (Graduate Management Admission Test), MAT (Miller Analogies Test), or other comparable nationally recognized aptitude tests may be substituted. Official copies from the national testing center must be sent directly to HSU Graduate Studies.
- Additional scores required for International students: a score of 250 on the computer version of TOEFL, a score of 5 on the TWE, and a score of 50 on the TSE. Official copies from the national testing center must be sent directly to HSU Graduate Studies.
- Recommendation forms from three persons qualified to assess the applicant's professional abilities, academic potential, and personal character. The recommendations must include the following individuals: one who holds a doctoral degree, one who served or is serving as the applicant's employer/supervisor, and one who is a professional colleague. Each person must submit the completed form directly to HSU Graduate Studies.
- A completed application packet, following the guidelines on the Doctorate in Leadership website, which includes the following:
 - Application form
 - Resume or curriculum vita
 - A 500-600 word personal statement
 - Signed ethics statement
 - Letter of Employer Support Form (if applicable)

- Release for conducting criminal background check
- Following a review of the application, applicants may be contacted to schedule a personal interview.

Admission Procedures and Checklist

Students must submit the \$50 application fee along with the application packet, by personal check, cashier’s check, money order, or online with a credit card. The application fee is waived for graduates of Hardin-Simmons. All materials (including application fee, application packet, official transcripts, test scores, and reference forms), must be received in the HSU Graduate Studies Office by the time and date noted in the admission packet. Specific admission procedures can be found at www.hsutx.edu/doctorateinleadership. Qualified applicants will not be considered for admission until their file is complete. Following a review of the application, applicants may be contacted to schedule a personal interview.

Transfer Credit

For consideration of transfer credit, the student must submit work that was completed prior to admission to the Doctorate in Leadership program to the program director. The director will review the work to determine equivalency to the courses required in the program. For transfer work to be considered, it must meet the following criteria: 1) the courses are doctoral level work from a regionally accredited university; 2) an official transcript of the work is on file in the Office of Graduate Studies; and 3) the work was completed during the last 10 years. If approved by the program director, a maximum of 12 hours may be transferred provided the students did not complete the previous degree. A maximum of 6 hours may be transferred from a previously completed doctoral degree.

University Financial Aid Policies

Doctoral-level students in the Leadership Program are considered full-time for federal financial aid purposes when enrolled in six hours for a long term; three hours qualifies for half-time in a fall or spring semester. Students who take a minimum of three hours during Summer I and/or Summer II are eligible for federal financial assistance. Contact Mrs. Bridget Moore at (325) 670-1482; HSU Box 16050, Abilene, Texas 79698; or bnmoore@hsutx.edu.

Curriculum Requirements

The Doctorate in Leadership program consists of 57 credit hours completed as part of a cohort group. Students will select one of the listed concentrations. A minimum of five students is required for a concentration to be offered within a particular cohort group.

Leadership Core – Total 24 credit hours

| | |
|--|---|
| LDSP 7310 Leadership Models | 3 |
| LDSP 7315 Strategic Planning | 3 |
| LDSP 7325 Leadership through the Ages | 3 |
| LDSP 7330 Servant Leadership..... | 3 |
| LDSP 7340 Ethical Decision-Making in Leadership..... | 3 |
| Summer Residencies | |
| LDSP 7320 Organizational Leadership | 3 |
| LDSP 7335 Trends in Leadership..... | 3 |
| LDSP 7345 Leadership in a Global and Cultural Context..... | 3 |

Research Courses– 15 credit hours

| | |
|---|---|
| EDUC 7330 Introduction to Research and Design..... | 3 |
| EDUC 7334 Quantitative Design, Statistics, and Analysis | 3 |

| | |
|--|---|
| EDUC 7338 Qualitative Design and Analysis..... | 3 |
| EDUC 8310 & 8320 Dissertation Project – 6 hours | 6 |
| EDUC 8225 Continuous Enrollment for Dissertation Project —2 hours (taken and repeated as needed to complete dissertation/professional project) | |

Students will choose one of the following concentrations:

| | |
|--|---|
| Concentration: Educational Leadership in Superintendentcy—18 credit hours | |
| EDAD 7320 The School Superintendentcy, Policy, and Politics | 3 |
| EDAD 7330 Instructional Development, School Improvement, and Practicum | 3 |
| EDAD 7340 Public School Finance and Practicum | 3 |
| EDAD 7350 Educational Facility Planning, Development, and Practicum | 3 |
| EDHE 7320 Pedagogy and Program Design in Higher Education..... | 3 |
| EDHE 7345/EDAD 7345 Critical Issues in Education..... | 3 |
| Concentration: Educational Leadership in the Health Care Professions- 18 credit hours | |
| EDHE 7320 Pedagogy and Program Design in Higher Education | 3 |
| EDHE 7330 Business Management and Finance in Higher Education | 3 |
| EDHE 7325 Assessment in Higher Education..... | 3 |
| EDHP 7335 Principles and Practice of Evidence-based Health Care..... | 3 |
| EDHE 7345 Critical Issues in Education..... | 3 |
| EDHP 7345 Political & Regulatory Influences on Health Care Professions Education..... | 3 |
| Concentration: Higher Education Leadership Courses—18 credit hours | |
| EDHE 7320 Pedagogy and Program Design in Higher Education | 3 |
| EDHE 7325 Assessment in Higher Education..... | 3 |
| EDHE 7330 Business Management and Finance in Higher Education | 3 |
| EDHE 7335 Legal Aspects of Higher Education | 3 |
| EDHE 7340 Student Services in Higher Education..... | 3 |
| EDHE 7345 Critical Issues in Higher Education..... | 3 |

Superintendent Certification Stand-Alone Program

The Leadership program offers coursework leads to Texas Superintendent Certification. The program includes 12 hours of coursework and the HSU Leadership Institute for School Administrators. The courses are delivered in a hybrid, low-residence format. Students will meet on campus a few weekends per semester with supportive/faculty student interactions supported by technology. The required HSU Leadership Institute occurs during the summer and will support the competencies for the Superintendent Certification. To be recommended for certification, the students must have a master degree posted on his/her transcript, hold a valid Texas Teacher Certification, hold a valid Texas Principal Certification, complete 12 hours of coursework, complete the HSU Leadership Institute for School Administrators, and pass TExES Examination #195.

Course Requirements:

| | |
|---|---|
| EDAD 7320 The School Superintendentcy, Policy, and Politics. | 3 |
| EDAD 7330 Instructional Development, School Improvement, and Practicum..... | 3 |
| EDAD 7340 Public School Finance and Practicum..... | 3 |

Required Workshop: HSU Leadership Institute for School Administrators

Professional Superintendent Certification

Notwithstanding the fact that a candidate has been retained in the superintendent certification program to the point of completing all academic requirements, University recommendation for certification is contingent upon evidence of having fulfilled all requirements and standards for the HSU certification program. This is determined by a final review of the candidate's complete record as concerns: (1) academic record, (2) practicum observation and evaluation, (3) professional ethics, (4) valid Texas Teacher's Certification, (5) valid Texas Principal's Certification, and (6) passing the state-mandated credentialing exam.

No student is eligible to be recommended for certification if he/she has a grade of C or unsatisfactory in his/her superintendent certification courses. Application for certification must be made through the Texas Education Agency followed by notification of the HSU Certification Officer, Irvin School of Education. It is the responsibility of the student to file the request for certification and pay all appropriate fees. All certification requirements are subject to TEA standards, rules, and regulations.

Graduation Requirements

Qualifying Exam

Upon completion of the 24-hour common leadership core and the first 9 hours of research courses, students will sit for a qualifying exam. The qualifying exam contains a criterion-referenced, open-ended response test which will be built on the objectives of each course. In addition, the students will respond to questions related to the Great Books List of required outside readings completed during the program. Students must pass the qualifying exam to advance to the dissertation phase of the doctorate. If the exam is failed, the student will be allowed to attempt the exam one additional time. The qualifying exam may not be taken more than two times.

Dissertation Defense

At the culmination of the doctoral degree, students will conduct and defend an independent dissertation under the guidance of a professor in their field of study. The defense will be evaluated by a committee comprised of at least one professor from the core leadership courses, one professor from the concentration field, and one other professor, along with the director of the doctoral program. If the student does not pass the first defense, he/she or she will be allowed a second attempt. If the student does not pass on a second attempt, his/her case must be reviewed by the program director and the Doctoral Program Advisory Committee to determine if he/she will be allowed a third attempt in the defense process. The students must pass the dissertation defense to advance to graduation. For international students in the Doctorate in Leadership program who are in the dissertation stage, University policy is that 3 credit hours of dissertation will be considered full time.

Academic Standards

Students must maintain a minimum GPA of 3.0. They must earn at least a C in a course to receive credit.

Time Limit

All work for the Doctorate in Leadership must be completed within six years of the first enrollment.

Courses

Leadership Core Courses

LDSP 7310 Leadership Models

This course will critically examine leadership theories and their application to current trends in organizational and systemic change. Faculty members and community leaders will facilitate an understanding of the bridge between the academy and the community in the study of effective leadership.

LDSP 7315 Strategic Planning

This course will guide students to manage the change process while optimizing human resources and facilities through shared vision, planning, and accountability. Students will study the grant writing process and practice writing a grant as part of this course.

LDSP 7325 Leadership through the Ages

In this course, students will examine and analyze historical leaders and philosophical concepts of leadership in relation to their positive and negative global impact. Students will consider the trends in leadership style embodied by these leaders and concepts.

LDSP 7330 Servant Leadership

This course will guide students in the understanding and application of the servant leader model. This model is couched in a spiritual understanding of human identity and mission, which solves problems, promotes personal development, and maximizes the effectiveness of organizations.

LDSP 7340 Ethical Decision-Making in Leadership

This course will examine ethics and values confronting leaders to determine how individual values drive behaviors and decisions. It will include a critical analysis of faith issues, ethical decision-making, and worldview frameworks by applying leadership skills to real world dilemmas.

LDSP 7320 Organizational Leadership --State

This course, which includes a brief summer residency in Austin, Texas, will immerse doctoral students in various professional agencies to operationalize their understanding of organizational structures. Action research projects completed in this course will lead students to hypothesize and draw conclusions regarding leadership in the professional setting. *Summer*

LDSP 7335 Trends in Leadership -- National

This course, which includes a brief summer residency in Washington, D.C., allows doctoral students to network with self-selected government agencies, non-profit organizations, religious affiliated groups, corporate headquarters, or other entities. This experience will deepen students understanding of the influence of effective leadership on human dignity and justice. Action research projects completed in this course will lead students to hypothesize and draw conclusions regarding leadership in a national setting. *Summer*

LDSP 7345 Leadership in a Global and Cultural Context -- International/Global

This course, which includes a brief summer residency abroad, focuses on developing future leaders who hold a worldview that addresses the interface of culture and society. Students will consider the impact of effective global leadership in varied cultural settings. Action research projects completed in this course will lead students to hypothesize and draw conclusions regarding leadership in an international setting. *Summer*

Research Courses

EDUC 7330 Introduction to Research and Design

This course serves as an introduction to educational research and design. It will teach research principles, methods, and critical thinking skills that apply to advanced statistical research methods, qualitative study, data collection, research analysis, and writing for publication. In addition,

students will study the philosophy and methods of action research and develop an action research proposal.

EDUC 7334 Quantitative Design, Statistics, and Analysis

This advanced course emphasizes research design and analysis of the descriptive and inferential statistic. Students will address factor analysis, path analysis, analysis of variance, analysis of covariance, and regression analysis. Students will be trained in the use of SPSS statistical package. Students will develop a quantitative research proposal within this course.

EDUC 7338 Qualitative Design and Analysis

In this course, students will study qualitative methods used in educational research and will apply that knowledge to real or designed problems. Students will analyze data gathered through qualitative methods, use coding procedures and qualitative data software, and demonstrate skills in interpreting and writing the results of qualitative research. Students will develop a qualitative research proposal within this course.

EDUC 8310 Dissertation I

This course begins the independent application of research, design, and methodology that leads to an original research study under the guidance of a professor in the field of study. The doctoral student will synthesize the knowledge and skills developed in previous research courses, core leadership courses, and concentration courses to develop and defend his/her proposal for the doctoral dissertation process. Prerequisite: Successful completion of Qualifying Exams. *Fall*

EDUC 8320 Dissertation II

This course is a continued, independent application of research, design, and methodology that leads to an original research study under the guidance of a professor in the field of study. The doctoral student will synthesize the knowledge and skills developed in previous research courses, core leadership courses, and concentration courses to design, implement, publish, and defend his/her doctoral dissertation. Prerequisite: Successful defense of Dissertation Proposal. *Spring*

EDUC 8225: Continuous Enrollment for Dissertation Project

This course allows the doctoral student to enroll in additional semesters to complete work on the dissertation as needed. The student will continue to work under the guidance of a professor in the field of study. Prerequisite: EDUC 8320.

Educational Leadership in Health Care Professions

EDHE 7320 Pedagogy and Program Design in Higher Education

This course links the essential theories of pedagogy to effective instructional practices and program design based on standards. Students will apply current concepts of teaching, learner characteristics, learning environments, and delivery systems to the design, development, and assessment of courses, programs, or core requirements based on trends and assessment data. Students will develop the skills to be effective mentors who facilitate professional growth.

EDHE 7325 Assessment in Higher Education

This course focuses on the philosophy and practice of effective assessment and evaluation in higher education. Students will design and implement assessment methods and practices that support state, regional, and federal accountability measures and lead to ongoing improvement in personnel and instructional practices in the local university setting. Particular emphasis will be placed on using data to drive change and the decision-making process.

EDHE 7330 Business Management and Finance in Higher Education

This course focuses on the study of roles, responsibilities, systems, and procedures in higher education business matters. Students will examine the sources of revenues, types of expenditures, budgeting and accounting practices, tuition pricing, human resource management, cost containment strategies, effects of the economy, and state and federal funding of higher education institutions.

EDHP 7335 Principles and Practice of Evidence-based Health Care

This course will focus on the search strategies and databases commonly used to answer clinical research questions and critique existing evidence according to Sackett's hierarchy of evidence. It will also provide students with the basic skills needed to build a scholarly record including scientific presentations, publications, and grant-writing.

EDHP 7340 Current Trends and Issues in Health Care Professions Education

This course will focus on contemporary topics and issues that specifically relate to the operation and outcomes of health professions education programs such as clinical education models, program assessment, faculty development and scholarship, faculty practice plans, distance education, service learning, cultural competence, professionalism, and the use of simulations and other forms of technology.

EDHP 7345 Political and Regulatory Influences on Health Care Professions Education

This course will address political and regulatory influences on the recruitment, education, and employment of health care professionals such as health care policies and legislation, reimbursement, fraud and abuse, professional licensure, and specialized accreditation.

Educational Leadership in Superintendency Courses

EDAD 7320 The School Superintendency, Politics, and Policy

This course involves a detailed study of the multiple roles and responsibilities of the chief school administrator including the leadership role with the community, school board, professional staff, and students. The course will include an emphasis on the political dynamics and policy development process impacting education. A 40 clock hour practicum will be required as part of the course.

EDAD 7330 Instructional Development, School Improvement, and Practicum

This course involves a study of research and state policy affecting instructional improvement in public school systems. Special emphasis will be placed on research-based accountability system, including curriculum planning and evaluation, professional development, and student assessment processes. A 40 clock hour practicum in a school setting focused on instructional design and school improvement will be required as part of the course.

EDAD 7340 Public School Finance and Practicum

The course will focus on the principles of school finance, budgeting, and accounting procedures. A 40 clock hour practicum in a school setting focused on school finance will be required as part of the course.

EDAD 7350 Educational Facility Planning, Development, and Practicum

The course will include study of major administrative systems in public schools including transportation, distribution and food service systems, management, health services, security, and safety-related issues. Topics also include the study of present and future budget and equipment needs of public school systems, including operations, maintenance, and planning for new facilities. A 40 clock hour practicum in a school setting focused on school finance will be required as part of the course.

EDHE 7345/EDAD 7345 Critical Issues in Education (cross-listed as EDHE 7345)

This course will investigate the duties, behaviors, and impact of the administrative leadership and organizational structure of various types of K-12 and higher education institutions. Students will consider the influence of academic, political, legal, governmental, financial, and community factors on institutional decisions and leader effectiveness. *Spring*

Higher Education Leadership Courses

EDHE 7320 Pedagogy and Program Design in Higher Education

This course links the essential theories of pedagogy to effective instructional practices and program design based on standards. Students will apply current concepts of teaching, learner characteristics,

learning environments, and delivery systems to the design, development, and assessment of courses, programs, or core requirements based on trends and assessment data. Students will develop the skills to be effective mentors who facilitate professional growth.

EDHE 7325 Assessment in Higher Education

This course focuses on the philosophy and practice of effective assessment and evaluation in higher education. Students will design and implement assessment methods and practices that support state, regional, and federal accountability measures and lead to ongoing improvement in personnel and instructional practices in the local university setting. Particular emphasis will be placed on using data to drive change and the decision-making process.

EDHE 7330 Business Management and Finance in Higher Education

This course focuses on the study of roles, responsibilities, systems, and procedures in higher education business matters. Students will examine the sources of revenues, types of expenditures, budgeting and accounting practices, tuition pricing, human resource management, cost containment strategies, effects of the economy, and state and federal funding of higher education institutions.

EDHE 7335 Legal Aspects of Higher Education

This course investigates the legislation and litigation, which forms the basis of education at the national, state, and local levels. Students will examine historical and current decisions rendered by federal and state courts concerning procedural and substantive due process, civil rights, special populations, parent and student rights, and contractual legalities.

EDHE 7340 Student Services in Higher Education

This course focuses on the theoretical basis and best practices of student services in higher education with particular emphasis on financial aid, retention, recruitment, student activities, support services, and residence life. Students will develop an understanding of the changing demographics and characteristics of college students in relation to academic, social, physical, and spiritual needs.

EDHE 7345/EDAD 7345 Critical Issues in Education (cross listed)

This course will investigate the duties, behaviors, and impact of the administrative leadership and organizational structure of various types of K-12 and higher education institutions. Students will consider the influence of academic, political, legal, governmental, financial, and community factors on institutional decisions and leader effectiveness.

SCHOOL OF KINESIOLOGY, HEALTH, AND RECREATION

Kinesiology, Sport, and Recreation Program

Dr. Lindsay Edwards, Program Director

The Kinesiology, Sport, and Recreation (KSPR) degree is designed to be a Christ centered applied studies and interdisciplinary program. This degree requires a minimum of 30 credits for completion and is delivered as a hybrid/online format.

Post-Graduate Career Opportunities

The KSPR degree prepares graduates for careers in areas of wellness, sport performance enhancement/strength and conditioning, health, fitness and recreation, facilities and programs, athletic administration, sport marketing, recreation, professional sport management, and coaching.

Admission Criteria

All applicants for the Master of Education degree must hold a bachelor's degree from a regionally accredited college or university. All candidates are evaluated on an individual basis. The evaluation criteria include but are not limited to undergraduate GPA (2.75 or 3.0 last 60 hours), undergraduate academic record, resume, writing sample, letters of recommendation, personal interview, and GRE scores (upon request).

Departmental faculty approval of all new student admissions may be required. Submission of a resume, three letters of recommendation (HSU students applying must have at least one of the three letters of recommendation from a faculty member in their major department), a written statement of professional purpose and goals, and a personal (or telephone) interview with the program director are required of all prospective graduate students in KSPR.

Applicants who do not meet admission criteria may still be eligible for provisional admission. Subsequent to the personal interview and a review of previously completed academic work, prospective students may be recommended for admission. Positive recommendation by the program director or designated representative is required for admission.

Official notification of admission (or denial of admission) will be communicated by the Office of Graduate Studies. Upon approval and recommendation of the program director, students who do not completely meet the criteria above may be assigned additional hours to take, above and beyond the minimum required for degree completion. These semester-hours must be determined and approved by the program director and the dean of graduate studies.

University Financial Aid Policies

Students in the Kinesiology, Sport, and Recreation Program are considered full-time for federal financial aid purposes when enrolled in six hours for a long term; three hours qualifies for half-time in a fall or spring semester. Students who take a minimum of three hours during Summer I and/or Summer II are eligible for federal financial assistance. Contact Mrs. Bridget Moore at (325) 670-1482; HSU Box 16050, Abilene, Texas 79698; or bnmoore@hsutx.edu.

Time Limit

All requirements for the master's degree in KSPR must be completed within five years from semester of initial admission.

Candidacy

All KSPR graduate students will have academic progress reviewed by the graduate coordinator each semester of graduate course work. Any student found to be lacking in communication skills (oral or written) during this review will be required to take additional courses in either or both areas before final approval for candidacy and graduation. Additionally, during each review any problems related to attitude, effort, and/or academic performance may be grounds for removal from the program.

Comprehensive Exam and Exit Interview

A comprehensive written exam will be scheduled during the last semester. Questions for the comprehensive exam will come from the core courses and courses within the student's area of interest. Exam and question format will be determined by the graduate faculty.

Students must attain a passing grade of 80% or better. If a student does not attain 80% remedial work may be required and another attempt at the exam will be given. The comprehensive exam process must be initiated within the first six weeks. If a passing grade is not attained students will

retake the exam after a three-week remedial period. Students will have two more attempts to meet the 80% passing rate. If 80% is not attained by the third attempt a student will need to consult with the program director regarding the necessary steps needed to graduate. Students will also complete an exit interview with the program director and other faculty as needed. Completion of the comprehensive written exam and exit interview must be completed two weeks prior to the end of the semester.

Graduation Requirements

Successful completion of 30 hours of course work (3.0 GPA), 80% or higher on the comprehensive exam, and an exit interview.

Degree Completion Requirements

Students are required to complete the following 9 hours:

Core Courses

| | |
|--|----------|
| KSPR 6391 Applied Professional Experience | 3 |
| KSPR 6305 Research Methods and Statistical Analysis | 3 |
| KSPR 6300 Current Trends & Professional Communication..... | 3 |
| Total | 9 |

*Students can choose the remaining 21 hours from the courses listed below. Recommendations are made based on industry and career goals, **although students are able to take courses from both areas of recommendations** to complete their 21 hours.

Recommended courses for students pursuing Coaching, Recreation and Sport Administration

| | |
|---|---|
| KSPR 6304 Instructional Strategies..... | 3 |
| KSPR 6314 Sport Law | 3 |
| KSPR 6307 Org. & Admin. Of Athletics | 3 |
| KSPR 6319 Outdoor Education | 3 |
| KSPR 6019 Outdoor Education Lab (MayTerm) | 3 |
| KSPR 6333 Graphic Design, Publ., & Photo..... | 3 |
| KSPR 6315 Facilities Design..... | 3 |
| KSPR 6316 Principles of Sport & Rec. Management | 3 |
| KSPR 6308 Global Sport..... | 3 |
| KSPR 6325 Philosophy & Foundation of Coaching..... | 3 |
| KSPR 6341 Sports Ministry..... | 3 |

Recommended courses for students pursuing Exercise Science and Human Performance

| | |
|---|---|
| KSPR 6301 Advanced Exercise Physiology..... | 3 |
| KSPR 6327 Exercise and Sport Psychology and Counseling..... | 3 |
| KSPR 6360 Sport Performance Enhancement..... | 3 |
| KSPR 6309 Biomechanics | 3 |
| KSPR 6361 Advanced Strength & Conditioning..... | 3 |
| KSPR 6326 Sport & Exercise Nutrition | 3 |

Course Descriptions

All KSPR students must have the following core classes: KSPR 6391 Applied Professional Experience, KSPR 6300 Current Trends & Professional Communication and KSPR 6305 Research Methods and Statistical Analysis.

Course Descriptions

KSPR 6391 Applied Professional Experience (3-0-3)

An internship of the student’s choice, approved by the program director, is required to gain

additional practical experience and other professional perspectives relevant to the declared career goals and interests of the student. This course is repeatable and can be taken one other time.

KSPR 6300 Current Trends and Professional Communication (3-3-0)

This course is designed for students to develop reading, writing and presentation skills as it relates to research in the field of sport, exercise and kinesiology. Students will learn how to critically analyze, synthesize, and communicate information in professional settings through written, online and oral experiences. The course will also discuss current trends in the various fields of Kinesiology, Sport and Recreation.

KSPR 6301 Advanced Exercise Physiology (3-3-0)

This course is concerned with human functions under the stress of muscular activity. Particular attention will be given to the areas of the respiratory and circulatory systems. The operations of various scientific instruments which measure components of physical fitness will be presented along with current research in human performance and sport physiology. Suggested prerequisites include anatomy and physiology, and/or exercise physiology, and/or kinesiology and/or instructor consent.

KSPR 6304 Instructional Strategies and Techniques (3-3-0)

Learning and teaching strategies appropriate for various contents, objectives, and instructional situations, including variables influencing learner behavior and approaches to optimizing the behavior of teachers, instructors, facilitators, and coaches are examined.

KSPR 6305 Research Methods and Statistical Analysis (3-3-0)

This course will discuss various quantitative and qualitative research designs and the statistical analysis associated with the various designs. Practical and theoretical consideration in the selection, construction, and administration of data collection devices and performance tests will be presented. Furthermore, students will interpret and present statistical information.

KSPR 6307 The Organization and Administration of Athletics (3-3-0)

A thorough study of the organization and management techniques of athletic programs. Topics include the role of athletics in education as indicated in purposes, administrative regulations, management techniques, procedural policies, legal liabilities, facility maintenance, and financial management.

KSPR 6308 Global Sport (3-3-0)

Designed to provide insights and background into the lifestyles, values, and aspirations of various cultural backgrounds and countries around the world related to recreation and sport.

KSPR 6309 Biomechanical Analysis (3-3-0)

Serves as an introduction to biomechanical concepts and their application to human movement with emphasis on sport skills utilizing the principles of mechanics, kinesiology, and cinematographical analysis. Suggested prerequisites include anatomy and physiology, and/or exercise physiology, and/or kinesiology and/or instructor consent.

KSPR 6310 Advanced Motor Learning and Sport Skills Performance (3-3-0) (Offered as needed)

Emphasizes the motor domain with concentration on human physical characteristics, play behavior, sports skills acquisition, and physical education. For teachers, coaches, and those concerned with human performance in motor activity.

KSPR 6312 Aspects of Recreational Sports Programming (3-3-0) (Offered as needed)

A practical experience course in the study of programming and design techniques in educational, sport, and recreational settings with special focus on organizational management, problem-solving, and creative design methods. Emphasis is on developing programming skills in a wide variety of recreational settings, youth sports, camps, summer camp programming, and

gerontology. Organizational communication processes, and program marketing are included. KSPR 6314 Governing Agencies & the Law of Sport and Recreation (3-3-0)

An overview study of the governing agencies related to the administration and control of athletic competition and recreational services. Offers an analysis of major fundamental legal problems and issues confronting the sports & recreation professions, especially in the area of risk management.

KSPR 6315 Facilities Design and Management (3-3-0)

An examination of the principles and applications of sport and recreation management planning, designing, constructing, and maintaining indoor and outdoor athletic and recreational facilities. Students are exposed to facility operations and event management. Course includes travel lab.

KSPR 6316 Principles of Sport & Recreation Management (3-3-0)

An overview and analysis of the various components related to administration and management within the sport and recreation fields. Includes marketing, promotions, public relations communications, law, governing agencies, budgeting and fiscal management, personnel issues, computers, and risk management.

KSPR 6319 Outdoor Education, Recreation, & Camp Management (3-3-0)

Focuses on the leadership role in outdoor programs and camps. Includes concepts, details, and procedures of planning programs, operational policies, personnel standards, risk management and liability. Includes a practicum experience in camp management and instructing outdoor recreation such as archery, canoeing, mountaineering, riflery, sailing, and camp games. Students who enroll in this course are also required to take KSPR 6019 Outdoor Education Lab which is offered during the Maymester.

Note: There is an additional lab fee above cost of class.

KSPR 6325 Philosophy & Foundations of Coaching in Society (3-3-0)

An in-depth study and analysis of the coaching profession, its influences on society, and how in turn, the profession has been influenced by society. Emphasis will include an understanding of the effects of coaching philosophies upon the levels of play as well as the types of sports. Additional foci will include establishing relationships and an examination of various coaching opportunities.

KSPR 6326 Sport and Exercise Nutrition (3-3-0)

Serves as introduction to the essential components of nutrition in relation to the health and wellness of human beings and their overall lifestyle development through stages of human growth and performance, especially in relation to sport. Includes the use of various scientific instruments related to human composition measure, exercise prescription, and lifestyle design.

KSPR 6327 Sport Psychology with a Christian Worldview (3-3-0)

This course offers an overview of the principles and foundations of psychological factors relating to the coaching profession from a Christian perspective. Also offered is an analysis of research and techniques related to developing peak performance currently in practice. Emphasis will be placed on both the need of sport psychology knowledge by coaches and the need for consultation with professional sport psychologists to enhance athletic performance while incorporating prayer and spiritual influence.

KSPR 6328 Exercise and Sport Psychology and Counseling (3-3-0)

This course examines the mental and emotional aspects influencing performance in sport and exercise settings. Students will investigate theories, variables and techniques that can influence the effectiveness of coaching or training individuals and how these can be practically implemented in sport, exercise or fitness related settings.

KSPR 6333 Graphic Design, Publications, and Photography (3-3-0)

Lab-based class emphasizing the blending of computer technology and art technology in the designing of professional brochures, media guides, and presentation materials.

KSPR 6341 Sport Ministry Programs (3-3-0) (Offered as needed)

Offers an overview of the various programs and associations related to Christian ministry through sport activities. Discussion centers on the use of sport as a medium for religious outreach and ethical character development. Also included is a required travel laboratory, with fee.

KSPR 6351 Student Personnel, Extracurricular Activities & Union Management (3-3-0) (Offered as needed).

Overview of the role recreational sport and activities play in college life. Emphasis is on program design, personnel, and management to enhance student development, leadership, and participation in extramural activities that compliment education. This includes an introduction on major related associations such as ACUI, NIRSA, NASPA, NODA, NACUSPA and others.

Also, the use of student union buildings and residence halls as activity centers of leisure time activities and alternate learning centers is discussed.

KSPR 6357 Fitness Management (3-3-0)

An in-depth analysis of the fitness field. Addresses multiple content areas such as facility design, instruction techniques, program designs, personal training, and exercise prescription for various populations.

KSPR 6360 Sport Performance Enhancement (3-3-0)

The course is a study of theoretical concepts and applications of activities for sport performance enhancement from various areas of sport science. Performance testing, evaluation and training will be explored for the purpose of development of the athlete/individual/and or team to optimum performance potential. Sport specificity will be examined. Suggested prerequisites include anatomy and physiology, and/or exercise physiology, and/or kinesiology and/or instructor consent.

KSPR 6361 Advanced Strength and Conditioning (3-3-0)

The course is a comprehensive study of strength training and conditioning for athletic or elite physical performance. Emphasis is given to the following areas of strength training and conditioning: (1) scientific principles, (2) testing and evaluation, (3) practical demonstration and instruction of exercise techniques and prescription, (4) program design, (5) facility organization and administration. The course content includes knowledge, skills and abilities related to the NSCA's Certified Strength and Conditioning Specialist certification and other leading certifications of strength training and conditioning. Suggested prerequisites include anatomy and physiology, and/or exercise physiology, and/or kinesiology and/or instructor consent.

KSPR 5099, 6099 Special Topics (1–3 hours credit)

Special topics courses are designed to meet specific educational needs related to kinesiology, sport and recreation. Designed to meet special interests within Kinesiology, Sport and Recreation. Offered as needed. May be repeated when topic is changed

COLLEGE OF FINE ARTS

Master of Music

Dr. Melody Rich, Program Director

The School of Music offers the Master of Music degree with majors in performance, music education, theory/composition, and church music. The Master of Music degree is designed to:

1. Continue the development of individual talents, interests, and philosophies.
2. Extend professional competence in the areas of education, conducting, music ministry, composition, and/or performance.
3. Acquaint the student with techniques of research in music.

The degree requires a minimum of 30 hours; however, additional hours may be required to meet the standards for a particular area of study.

Admission Criteria

Applicants for graduate study in music must hold a bachelor's degree from a regionally accredited college or university with recognized standing in the National Association of Schools of Music.

Admission to the program requires the program director's endorsement, which will be based on evaluation of the following elements:

1. Prior academic performance, which will be evaluated in regard to (1) overall GPA, (2) two letters of recommendation detailing undergraduate work or professional experience, (3) GPA in all course work in music, (4) overall upper level GPA, (5) fulfillment of necessary prerequisites (see below), (6) previous graduate course work, and (7) the dates of completion of previous academic work.
2. Evidence of facility in the organization and expression of ideas in English.
3. Demonstrate by examination, skills, and capacities in written harmony, sight-singing, melodic, harmonic, and rhythmic dictation, and history and literature of music.
4. The examining committee of the School of Music may require or recommend undergraduate courses for the removal of deficiencies before a student may register for graduate credit in certain fields of study.
5. Students must provide evidence of completed undergraduate prerequisites for each graduate course in the area.
6. Special entrance requirements for various majors in the Master of Music degree:
 - a. Performance
 - i. Prospective performance majors must qualify by audition for graduate study. See School of Music website for specific dates. Although new students may choose to take applied lessons for a semester or two before auditioning, only applied study credits earned after official acceptance will apply toward the degree. Only 6000 level performance study will count toward the MM (performance) degree. Students who have not yet passed the entrance audition must enroll for performance study at the 5000 level.
 - ii. Students should submit a complete list of repertoire and programs of recitals, indicating such numbers as the candidate is prepared to perform for admission.
 - iii. Voice performance candidates must demonstrate proficiency in German, French, Italian, and English diction. The following style periods must be represented: Baroque, Classical, Romantic, and Modern. Each student must sing the following: one operatic aria (original language or English), one oratorio/cantata aria (original language or English), one French art song

(original language), one German art song (original language), one Italian or Spanish art song (original language), and one art song in English.

- b. Music Education. The student must demonstrate:
 - i. Skill in conducting.
 - ii. Proficiency in voice (vocal emphasis).
 - iii. Proficiency on one instrument and functional ability in a secondary instrument, (instrumental emphasis).
 - iv. Evidence of an understanding of contemporary philosophies of music education.
**All students who apply for the master's degree in music education must arrange for an interview with the music education department head.*
- c. Theory and Composition. The student must:
 - i. Demonstrate by examination the ability to realize figured bass and harmonize a melody at the piano.
 - ii. Demonstrate proficiency in at least one foreign language approved by the School of Music.
 - iii. Submit several recent original scores for approval by members of the composition faculty and/or others appointed to the board by the head of the theory-composition department.
- d. Church Music. The student must:
 - i. Demonstrate by examination proficiency in keyboard, voice, or band/orchestral instrument
 - ii. Demonstrate by examination skill in conducting.
 - iii. Show evidence of aptitude for a career in church music ministry through references and an interview.

Provisional Admission

Provisional admission may be granted to a student before taking auditions and entrance examinations, or if one or more parts of the entrance exams are not passed. Such provisional admission allows the student to begin taking graduate course work, with the stipulation that full admission is earned before the student is allowed to continue beyond 12 hours of graduate work. Full admission is earned by successfully completing all parts of the exam and any assigned leveling work, and must be earned within 12 months of beginning graduate study at HSU. Further explanation of admissions policies can be found in the admissions section of this catalog.

Early Admission Option

Students in their undergraduate senior year who meet the entrance requirements for the graduate music program, may be admitted to the program and take up to six hours of music graduate course work to count toward the Master of Music degree.

Additional Requirements for Music Degrees

Solo and ensemble performance may be required on all graduate degrees in music. The MUPS courses with 5000-level numbers are used in the music education and theory/composition degrees to satisfy the performance study requirements. Only 6000-level numbers may be used to satisfy performance studies requirements for the performance degree.

Students making a grade of D, F or WF in any required course will not be allowed to continue in graduate studies.

Graduation Requirements

In order to receive the Master of Music degree, students must complete all required courses

including any leveling work, successfully complete the comprehensive examination, and successfully complete the culminating work of the particular degree option (recital, thesis, composition, or final project).

Performance

Instrumental, Vocal, or Conducting Emphasis

Major Field

MUPS (6000 level) Performance Study9

MUPS 6101 Recital1

MUHL 6241 Directed Independent Studies in Music Literature.....2

Music Core

MUTC 6231 Individual Projects in Music Analysis2

MUPC 5311, 5321, 5331, 5341, 5351, 5361, or 5371, 5381

(Pedagogy—major performance area).....3

MUHL 5315, 5325, 5335, 5345, 5355, 5365, or 5375, 5385

(Performance Literature—major performance area).....3

MUHL 5241, 5242, 5243, or 52442

MUTC 6236 Advanced Orchestration (conducting majors only).....0–2

Supportive Courses

MUHL 6341 Introduction to Research Techniques.....3

MUTC (see Note 1: MUTC Curriculum Selection List)4–5

MUHL 5241, 5242, 5243, 5244, 5247, or 5299*2

TOTAL PERFORMANCE DEGREE30–33

**Note: MUHL 5099 courses will NOT substitute for required period courses in the Music Core Performance Study courses may be repeated for credit*

Recital

With the advance approval of the graduate committee, all performance majors will present a public recital covering a variety of styles, including a major work or works for the particular medium. A scholarly and original analysis of the various works included on the program must be presented in thesis form as part of the recital requirement. The major professor will be responsible for determining the focus and scope of the paper. In order for performance students to be approved for graduation, the recital and the analytical paper must be judged by the student’s committee to be satisfactory in the areas of public appearance, proper form, and quality.

Music Education

The Master of Music degree with a major in music education is designed to give students an opportunity to improve musicianship skills, pursue in-depth study of repertoire and pedagogy in the chosen area, and to develop a broad knowledge of current issues in music education.

Two degree options are available in the Master of Music (music education) degree:

Thesis Option

The traditional thesis program provides the student with a broad background in music history and literature, theory, and applied studies. The thesis is an original study of some aspect of music education in a philosophical, historical, or empirical mode. The thesis option is strongly recommended for students who may pursue doctoral studies, and for those interested in music supervision and administration.

Major Field

MUSI 6227 Supervision of Public School Music.....2

| | |
|--|-----------|
| MUSI 6324/6325 Intro to Music Education Research/Current Issues in Music Education Research..... | 6 |
| MUSI 6391, 6392** Thesis | 6 |
| Music Core | |
| MUSI 6226 Advanced Conducting*..... | 2 |
| MUPS (5000 level) Performance Study* | 4 |
| MUTC 6231 Individual Projects in Musical Analysis..... | 2 |
| MUHL 5241, 5242, 5243, 5244, or 5247 | 2 |
| Supportive Courses | |
| MUHL 6341 Introduction to Research Techniques..... | 3 |
| MUTC (see Note 1: MUTC Curriculum Selection List) | 4 |
| MUHL 5241, 5242, 5243, 5244, 5247, or 5099 | 2 |
| TOTAL MUSIC EDUCATION..... | 33 |

**May be repeated for credit*

***Prerequisite to MUSI 6391: committee approval of prospectus.*

Non-Thesis Option

The non-thesis program is intended for experienced teachers who have demonstrated expertise in the field, and who wish to pursue concentrated studies in a particular area of music education.

This option differs from the traditional program in two respects:

1. In place of a thesis, the student will choose a block of electives in one teaching area (band, orchestra, choir, instrumental pedagogy, or general music). Electives may include applied music, conducting studies, classes in rehearsal techniques, pedagogy and literature, or workshops in music.
2. The culmination of this degree will be a practicum demonstrating professional activity and a final report on some aspect of music pedagogy, repertoire, or curriculum. The professional activity may consist of a teaching demonstration, conducting an ensemble rehearsal and performance, or performing a solo recital. The practicum project and electives should be from the same teaching area (band, orchestra, choir, instrumental pedagogy, or general music).

Major Field

| | |
|---|-----------|
| MUSI 6124/6125** Music Education Seminar | 2 |
| MUSI 6321 History of Music Education in America | 3 |
| Choose 7 hours from Music Education Electives: | |
| MUSI 6227 Supervision of School Music | 2 |
| MUSI 6331 Psychology of Music Learning | 3 |
| MUSI 52X2*** Pedagogy and Literature for Educators | |
| Brass, Woodwind, String, Perc., Voice | 2 |
| MUSI 5295 Rehearsal Techniques | |
| Band, Orchestra, Choir | 2 |
| MUPS 6000 level* Performance Studies (only students approved for recital) | 4 |
| MUSI 5129, 5229, 5329*** | |
| Workshop in Music Education..... | 1–3 |
| TOTAL MAJOR FIELD..... | 12 |

Music Core

| | |
|--|---|
| MUHL 6341 Introduction to Research Techniques..... | 3 |
| MUTC 6239 Advanced Ear Training | 2 |
| MUHL 5241, 5242, 5243, 5244, 5247, or 5099 | 2 |

| | |
|--|-----------|
| MUPS 6226 Conducting ** | 1-4 |
| MUPS 51X1 Performance Study** | 1-4 |
| TOTAL MUSIC CORE | 11 |
| Supportive Courses | |
| MUSI 6232 Music Education Practicum** | 2 |
| Choose 5 hours from: | |
| MUSI 6099 Special Studies Music Education | 1-3 |
| Recital* | 1 |
| MUPS 6181 Conducting Lessons | |
| Other music classes (up to 2 hours credit for ensembles) | |
| Education courses (upon approval of program director) | |
| TOTAL SUPPORTIVE COURSES | 7 |
| TOTAL HOURS | 30 |

**Recitals require departmental approval and 4 additional hours of applied music at the 6000 level.*

***Prerequisite to MUSI 6125: Introduction to Research Techniques (MUHL 6341).*

***Prerequisite to MUSI 6232: committee approval of prospectus.*

****May be repeated for credit when course content varies.*

Rotation of Courses

Fall Odd Years

MUSI 6321 History of Music Education in America

MUSI 6124, 6125 Music Education Seminar I, II

Spring Even Years

MUSI 6331 Psychology of Music Learning

MUSI 5310 Band Literature

Fall Even Years

MUSI 6321 History of Music Education in America

MUSI 6124, 6125 Music Education Seminar I, II

MUSI 52X2 Pedagogy and Literature for Educators

Spring Odd Years

MUSI 5295 Rehearsal Techniques

MUSI 6227 Music Supervision

MUSI 5320 Choral Literature

Teacher Certification

The Master of Music (music education) degree is designed for certified teachers who have received an undergraduate degree in music education or its equivalent. Graduate students who wish to obtain a professional teaching certificate while pursuing a master's degree must consult with the certification officer in the Irvin School of Education.

Holders of out-of-state certificates who wish to obtain a Texas Teacher's Certificate are advised to contact the Texas Education Agency, Division of Professional Education and Certification, 512.463.8976.

Theory and Composition

Major Field-Theory Emphasis

MUTC 5234 Schenkerian Analysis

MUTC 5235 Post-tonal Analysis

MUTC 6391 Thesis.....

| | |
|--|-----------|
| MUTC 6392 Thesis..... | 3 |
| Subtotal | 10 |
| Major Field-Composition Emphasis | |
| MUTC 6233 Advanced Composition | 2 |
| MUTC 6234 Advanced Composition | 2 |
| MUTC 6391 Thesis..... | 3 |
| MUTC 6392 Thesis..... | 3 |
| Subtotal | 10 |
| Secondary Field–Theory Emphasis | |
| MUTC 6233 Advanced Composition | 2 |
| MUTC 6234 Advanced Composition | 2 |
| MUPS 6101 Recital | 1 |
| Subtotal | 5 |
| Secondary Field–Composition Emphasis | |
| MUTC 5234 Schenkerian Analysis | 2 |
| MUTC 5235 Post-tonal Analysis | 2 |
| MUPS 6101 Recital | 1 |
| Subtotal | 5 |
| Supportive Courses (both fields of emphasis) | |
| MUTC 5233 History of Music Theory | 2 |
| MUHL 524X Music History and Literature | 2 |
| MUTC 5333 Music Theory Pedagogy..... | 3 |
| MUTC 6235 Advanced Counterpoint..... | 2 |
| MUTC 6236 Advanced Orchestration | 2 |
| MUHL 6341 Introduction to Research Techniques..... | 3 |
| MUPS 5XXX (see Note 1 to follow)..... | 1 |
| Subtotal | 15 |
| Total | 30 |

Note: Must attain proficiency in performance study equivalent to the completion of 31X1 of a music education principal

Two-Year Course Rotation

Fall Even-Numbered Years

MUTC 6236 Advanced Orchestration

MUTC 5333 Theory Pedagogy

Spring Odd-Numbered Year

MUTC 5235 Post-Tonal Theory

MUTC 6235 Advanced Counterpoint

Fall Odd-Numbered Years

MUTC 5234 Schenkerian Analysis

Spring Even-Numbered Years

MUTC 5233 History of Music Theory

MUTC 6233 Advanced Composition is offered every fall.

MUTC 6234 Advanced Composition is offered every spring.

MUTC 6239 Advanced Ear Training and MUTC 5236 Music Theory Review are offered every spring as needed

MUTC 6391, 6392 Thesis are offered every term.

Recital Requirement

All students pursuing the degree of Master of Music in Theory and Composition must produce a compositional recital of forty-plus minutes of music (one hour total running time). 75% of the music for the recital must have been composed in MUTC 6233 and MUTC 6234

Advanced Composition. The student is responsible for scheduling the recital date through the School of Music office, creating professional -level scores and parts, and developing the recital program that conforms to School of Music guidelines.

Church Music

Major Field

| | |
|---|-----------|
| MUCM 5351 Music and Worship (Fall, even years) | 3 |
| MUCM 6351 Church Music Education (Fall, odd years)..... | 3 |
| MUCM 6252 Church Music Materials and Methods (Spring, even years) | 2 |
| MUCM 5327 Survey of Congregational Song (Spring, odd years) | 3 |
| MUCM 6353 Church Music Literature (Fall, odd years) | 3 |
| TOTAL MAJOR FIELD..... | 14 |

Music Core

| | |
|--|---|
| MUHL 6341 Introduction to Research Techniques (Spring semester)..... | 3 |
| MUTC 63xx Graduate level Theory | 3 |
| MUHL 52xx Graduate level Music History | 2 |
| MUPS 5181 Conducting I (take 2 hours credit) | 2 |

Performance or Ministry Project Options

Option 1(performance emphasis)

| | |
|---|---|
| MUPS 6181 Conducting II (take 2 hours credit) | 2 |
| MUPS 6101 Conducting Recital..... | 1 |

Option 2 (ministry emphasis)

| | |
|---|---|
| MUCM 5099 Special Studies in Church Music | 2 |
| MUCM 60XX Research Project | 1 |

| | |
|------------------------------|-----------|
| TOTAL MUSIC CORE..... | 13 |
|------------------------------|-----------|

Theology Core

| | |
|---|---|
| CHST 6300 Introduction to Christian History..... | 3 |
| THEO 6399 Introduction to Christian Theology | 3 |
| BIBL 6331/6332 Interpreting the Old Testament | 3 |
| BIBL 6311/6312 Interpreting the New Testament | 3 |
| Any three hours from MNST, MISS or FMIN courses | 3 |

| | |
|---------------------------------|-----------|
| TOTAL THEOLOGY CORE..... | 15 |
|---------------------------------|-----------|

Supportive Courses

| | |
|---|-----|
| Graduate-level music electives from | 4-5 |
|---|-----|

MUPC 5321 Pedagogy of Voice (must be taken if not taken as undergrad)

MUCM5246 History of Church Music in America (Spring, even years)

MUCM 5256 Worship Planning and Leadership (Spring, odd years)

| | |
|------------------------|---|
| MUTC 52xx Theory | 2 |
|------------------------|---|

| | |
|---------------------------------------|------------|
| TOTAL SUPPORTIVE COURSES | 6-7 |
|---------------------------------------|------------|

| | |
|---------------------------------|--------------|
| TOTAL CHURCH MUSIC | 48-49 |
|---------------------------------|--------------|

Rotation

MUCM 6351 Fall, odd numbered years

MUCM 6353 Fall, odd numbered years

MUCM 5351 Fall, even numbered years

MUCM 6252 Spring, even numbered years

MUCM 5246 Spring, even numbered years

MUCM 5327 Spring, odd numbered years

Other Requirements and Notes

Students who have not had courses in vocal pedagogy and/or hymnology on the undergraduate level will be required to take these courses as their graduate-level music electives for this degree.

Thesis

A thesis is required for both the music education (thesis option) and theory/composition degrees. A committee, composed of three faculty members recommended by the program director and the dean of graduate studies, supervises the student's thesis. The student must prepare a prospectus for the thesis topic to be approved by both the student's committee and the dean of graduate studies prior to beginning the project. The student must follow the guidelines and deadlines prescribed by both the HSU Department of Music (Turabian) and the Office of Graduate Studies. After beginning work on the thesis, continuous enrollment for either Thesis or Thesis Renewal is required for all fall and spring semesters until completion of the thesis. Summer enrollment is required if the student anticipates working on the thesis or completing his/her degree during either summer term. Note: A thesis processing fee is assessed.

Comprehensive Exam

All Master of Music degree candidates must successfully pass a written and/or an oral comprehensive examination. The details for each will be approved by the student's committee. The written document must be distributed to committee members at least two weeks prior to the examination.

Time Limit

All requirements for the master's degree in music must be completed within five years from semester of initial admission.

Minor in Music

For a minor in music on the Master of Education degree, a student must demonstrate by examination, skills and capacities in written, oral, and keyboard harmony; sight-singing; melodic, harmonic, and rhythmic dictation; history and literature of music. In addition, the student must evidence an understanding of the philosophies of music education, of the learning processes, of child growth and development, and a working knowledge of skills and materials for teaching music in the public school.

The examining committees of the School of Music may require the auditing of undergraduate courses for the removal of deficiencies before registering for graduate credit in certain courses.

A minimum of 12 hours of music courses is required for the minor in music. These are selected from the four areas in music by the program directors in music in order to complement the major emphasis of each individual student. Music requirements for a minor in music will be selected from the following:

Music Education

MUSI 6227 Supervision of Public School Music

MUSI 6124 Seminar in Music Education MUSI

6221 History of Music Education in America

Music Theory

MUTC 5099 Independent Studies in Music Theory-Composition

MUTC 6231 Individual Projects in Musical Analysis

MUTC 6233, 6234 Advanced Composition
MUTC 6235 Advanced Counterpoint
MUTC 6236 Advanced Orchestration

Music History and Literature

MUHL 5241 Music of the Renaissance and Early Baroque Eras
MUHL 5242 Music of the Late Baroque and Classic Eras
MUHL 5243 Music of the Romantic Era
MUHL 5244 Music of the Twentieth Century
MUHL 5247 Music in America
MUHL 5099 Special Studies in Music History
MUHL 6241 Directed Independent Studies in Music Literature
MUHL 6341 Introduction to Research Techniques

Church Music

MUCM 5327 Survey of Congregational Song
MUCM 5351 Music and Worship
MUCM 6351 Church Music Education
MUCM 6353 Church Music Literature

Courses

Note: By action of the Graduate Council and graduate faculty, all students must have a minimum of 50% of their curriculum in 6000 level courses.

Church Music (MUCM)

MUCM 5246 History of Church Music in America

A survey of the history of church music in the United States from the 16th century to the present. The course will cover music as diverse as psalm tunes, slave songs, camp meeting songs, gospel songs, and contemporary church music practices (spring, even years).

MUCM 5256 Worship Planning and Leadership

A practical course designed to give hands-on experience in the planning and implementation of worship. Working with Baptist Student Ministries, the Logsdon School of Theology, and the School of Music, students will plan and implement worship services through the chapel venues in a variety of styles under the close supervision of the head of the HSU Church Music Department. Students will become thoroughly familiar with both liturgical and free church worship and music styles and how to effectively implement them (spring, odd years).

MUCM 5327 Survey of Congregational Song

The study of congregational song and its historical development. Areas of study include biblical backgrounds, poetic features, liturgies, psalmody, hymnody, and contemporary corporate song. Analysis of the planning and use of song in corporate worship will also be explored (spring, odd years).

MUCM 5351 Music in Worship

A survey of the biblical foundations and the theological, aesthetic, and philosophical issues concerning music in worship and the role of music in modern Christian worship practice (fall, even years).

MUCM 6252 Church Music Materials and Methods

A comprehensive study of the available resources and administrative techniques required in the day-to-day operation of a complete church music program. Areas of study will include but will not necessarily be limited to handbells, orchestra, choral ensembles—both youth and adult, solo and ensembles. Administrative responsibilities such as budget building, time management, and staff

relations will also be discussed (spring, even years).

MUCM 6351 Church Music Education

A seminar focusing on educational concepts, specifically as they apply to the church-graded choir program. This course addresses philosophy of church music education, principles and concepts of education (as applied to both music and worship), and teaching techniques (fall, odd years).

MUCM 6353 Church Music Literature

A survey of church music literature and its use in the contemporary church. The study focuses primarily on sacred choral literature, but also addresses solo literature and instrumental literature (fall, odd years).

MUCM 5099/60xx Special Studies in Church Music and Research Project

An in-depth private study of an area of music ministry of particular interest to the student. This course is an intensive research class with culmination in a scholarly research paper and lecture recital on the chosen area of study.

MUHL 6341 Introduction to Research Techniques

A course designed to familiarize the graduate student with research methods and bibliographic resources in the field of music. (Spring)

MUPS 5181 6181 Graduate Conducting

The study of techniques involved in the realization and interpretation of musical scores and large and mixed ensembles. Evaluation will be based on the ability to conduct the musical literature studied during the course. Where time and scheduling permit, students will be given the opportunity to conduct one of the university's ensembles, either in rehearsal or performance.

BIBL 6311/6312 Interpreting the New Testament

Introduction to the interpretation of the New Testament, focusing on background issues, interpretive methodologies, biblical content, and theological implications for the church.

BIBL 6331/6332 Interpreting the Old Testament

Introduction to the interpretation of the Old Testament, focusing on background issues, interpretive methodologies, biblical content, and theological implications for the church.

CHST 6300 Introduction to Christian History

A study of the development of Christianity from its inception until the present. Particular emphasis will be given to the Christian church's place in and influence on the histories of Europe, North America, South America, Africa, Asia, and Australia.

THEO 6399 Introduction to Christian Theology

A special topics course that introduces the graduate student to the development of Christian theology throughout history, with a particular Baptist distinctive.

Music History and Literature (MUHL)

MUHL 5241 Music of the Renaissance and Early Baroque Eras (2-2-0)

A survey of music from Dunstable to Schuetz, with particular consideration of the influence of the Reformation upon church music.

MUHL 5242 Music of the Late Baroque and Classic Eras (2-2-0)

A survey of music from the pre-Bach period through the time of Haydn and Mozart, with emphasis upon the transition from baroque idioms to the sonata idea.

MUHL 5243 Music of the Romantic Era (2-2-0)

A survey of music from 1800–1900, the music of Beethoven to the Impressionists. Consideration will be given to the importance of literary associations with music in the works of the Romanticists and to the trend in the art leading to the character piece, programmatic music, the music drama, and the symphonic poem.

MUHL 5244 Music in the Twentieth Century (2-2-0)

A survey of the various trends in music of the 20th century from Debussy and the Impressionists to the present.

MUHL 5247 Music in America (2-2-0)

A survey of the history of music in the United States, both cultivated and vernacular. Topics will range from the music of Native Americans to the most recent techniques of the American avant-garde.

MUHL 5099 (for 1, 2, or 3 hours) Special Studies in Music History and Literature

Specialized topics in music history and literature. May be repeated as topic is changed.

MUHL 53X5 Performance Literature

A survey and study of the music literature appropriate to a student's concentration. (The X in the course number will be replaced with the appropriate instrument designation.)

MUHL 6099 (for 1, 2, or 3 hours) Special Studies in Music History and Literature

Specialized topics in music history and literature. May be repeated as topic is changed.

MUHL 6241 Directed Independent Studies in Music Literature (2-2-X)

Performance and stylistic analysis of works in all areas of the musical literature of the student's major performing medium. A broad review of the literature through performance, consideration of performance practices, musical forms, tonal resources, and sociological implications of the style will suggest an area as a subject for a document on a particular area of literature. The document should exhibit a capacity for sound critical evaluation and should be supported by adequate research sources as well as the performance of the music. This course is required of all graduate applied literature majors. Prerequisite: Permission of the instructor. Offered as needed.

MUHL 6341 Introduction to Research Techniques (3-3-0)

A course designed to familiarize the graduate student with research methods and bibliographic resources in the field of music. (Only offered in spring semester each year.)

Performance—Class (MUPC)

MUPC 5311, 5321, 5331, 5341, 5351, 5361, 5371 Pedagogy (major performance area) (3-3-0)

A study of current and historical pedagogical procedures and practices as they relate to each particular area of concentration.

Performance—Private Instruction (MUPS)

MUPS 5111, 6111 Piano

MUPS 5121, 6121 Voice

MUPS 5131, 6131 Organ

MUPS 5141, 6141 Strings

MUPS 5151, 6151 Brass

MUPS 5161, 6161 Woodwinds

MUPS 5171, 6171 Percussion

MUPS 5181, 6181 Conducting

Note: Performance study in the previously listed areas is designed to extend the development of techniques and repertoire to a high level of independence on the part of the student. Students in Music Education and Theory/Composition programs may take 5000 level MUPS courses. Students in Performance must take 6000 level MUPS courses.

MUPS 5181 6181 Conducting

The study of techniques involved in the realization and interpretation of musical scores for large and mixed ensembles. Evaluation will be based on the ability to conduct the musical literature studied during the course. Where time and scheduling permit, students will be given the

opportunity to conduct one of the University's ensembles, either in rehearsal or performance.

Prerequisite: Admission.

Note About Performance Courses

- (½ hour instruction = 1 hour credit)
- (1 hour instruction = 2 hours credit)
- (1-½ hour instruction = 3 hours credit)
- The number of credit hours will be displayed on the student's transcript.

Instrumental Ensemble (MUEI)

MUEI 5101 University Concert Band (1-0-5)

To be taken for at least two semesters at the graduate level. A large ensemble designed for the study and performance of a wide variety of wind band literature. Occasionally features a special guest artist. Tours are scheduled in the spring. Open to all University students by audition. Five one-hour rehearsals each week. (Fall, spring.)

MUEI 5131 HSU Collegiate Orchestra (1-0-4)

To be taken for at least two semesters at the graduate level. A large ensemble open to all University students by audition. It performs four to six concerts per year at various locations, including the Paramount Theatre and the Abilene Civic Center. Study and performance of standard orchestra literature. Two two-hour rehearsals each week. (Fall, spring.)

MUEI 51X1 Chamber Music (1-0-2)

Chamber music is a flexible organization designed to study and perform standard chamber music repertoire for various combinations of instruments. Open to all students by audition. (Fall, spring.)

MUEI 5191 Piano Ensemble (1-0-2)

Piano Ensemble is designed to develop sight reading skills at the piano and to give instruction in chamber music performance and/or accompanying. (Fall, spring.)

Vocal Ensembles (MUEV)

MUEV 5101 HSU Chorale (1-0-5)

To be taken for at least two semesters at the graduate level. A large ensemble designed for study and performance of major choral works. Open to all University students. (Fall, spring.)

MUEV 5111 Concert Choir (1-0-5)

To be taken for at least two semesters at the graduate level. Large ensemble designed for study and performance of representative works from choral schools since the 16th century. Tours are scheduled for this group each year. Open to all University students by audition. (Fall, spring.)

MUEV 5121 Simmons Classic (1-0-3)

To be taken for two semesters at the graduate level. Study and performance of vocal chamber music from 16th century to present, contemporary Christian music, and vocal jazz. School concerts, civic appearances, television. Open only to Concert Choir members by audition. Three rehearsals each week. (Fall, spring.)

MUEV 5131 Opera

Practical application of technical and performing aspects of the production of opera and opera excerpts. Basic principles of rehearsal, stagecraft and performance. (Fall, Spring)

MUPS 6101 Recital

Preparing and presenting a public performance. Minimum length—one hour.

Music Education (MUSI)

MUSI 5099 (for 1, 2 or 3 hours) Special Studies in Music Education

Specialized topics in music education. May be repeated as topic is changed.

MUSI 5129, 5229, 5329 Workshop in Music

A workshop designed to acquaint the musician with the most recent materials and methods in music education. Credit depends on length of workshop.

MUSI 52X2 Pedagogy and Literature for Educators (2-2-0)

Correlation of materials and methods of instruction for teaching woodwind, brass, string, percussion, or general music students. Solo and small ensemble literature is emphasized. Taught by specialists in each of the fields. Permission of instructor required.

MUSI 5310 Band Literature. A survey of Band Literature with an emphasis on the Texas Prescribed Music List and selecting and rehearsing music for ensembles at different levels. (Spring even years)

MUSI 5320 Choral Literature. This course provides a survey of choral repertoire with an emphasis on selecting and rehearsing music for church and school ensembles. (Spring odd years)

MUSI 6099 (for 1, 2 or 3 hours) Special Studies in Music Education

Specialized topics in music education. May be repeated as topic is changed.

MUSI 6124, 6125* Seminar in Music Education (1-1-0)

Survey of current trends and problems in music education. The development of a music education project through original research and experimentation, culminating in a prospectus for the practicum project. *Prerequisite: MUHL 6341. (Fall)

MUSI 6321 History of Music Education in America (3-3-0)

A survey from 1620 to the present of leading personalities, indigenous and black music, trends and concepts in music education, with an examination of the influence of music from European, indigenous, and black cultural contexts upon contemporary music education. (Fall)

MUSI 6226 Advanced Conducting (2-2-X)

Special problems in conducting related to the performance of larger instrumental or choral works, with the development of additional skills in score reading and analysis.

MUSI 6227 Supervision of Public School Music (2-2-X)

A study of the function of music supervision and its relation to the total school program. Extensive survey of the methods and materials available for in-service training. (Spring, odd years)

MUSI 6331 Psychology of Music Learning (3-3-0)

This course will examine psychology of learning as applied to musical behavior, physical factors that affect musical perception, and techniques for measuring musicality in individuals. The application of these principles will be studied in a survey of international teaching methods. (Spring, even years)

MUSI 6232 Music Education Practicum (2-2-X)

Supervised preparation of professional activity in public schools or other venues leading to the culminating demonstration of professional accomplishment. May consist of preparation for publication, performance, music education presentations, etc. in an appropriate venue. Prerequisite: committee acceptance of prospectus.

MUSI 5295 Rehearsal Techniques (2-2-0)

Principles of music performance using large ensembles. Concentration on UIL literature for middle school or high school level ensembles, pedagogical approaches, reading sessions, scoring and arranging for school ensembles. May be repeated for credit when topics vary.

MUSI 6324 Introduction to Music Education Research

A survey of music education research in the United States and its application in the teaching field.

MUSI 6325 Current Issues in Music Education Research

Readings assigned from current journals in the field for class discussion and analysis. Students will identify a research interest in their teaching area and present findings to the class throughout

the semester, culminating in a prospectus (formal proposal and rationale) for continued research toward the thesis.

MUSI 6391, 6392 Thesis (3-0-0)

An exposition of a problem relating to the pedagogy of music developed through the organization and analysis of specific bodies of teaching materials or through original experimentation and correlation with a philosophy of music education. The student must follow the guidelines of the School of Music (Turabian) and the Office of Graduate Studies. A thesis processing fee is assessed. Note: After beginning work on the thesis, continuous enrollment in Thesis or Thesis Renewal is required for all fall and spring semesters until completion of the thesis. Summer enrollment is required if the student anticipates working on the thesis or completing his/her degree during either summer term.

MUSI 6193 Thesis Renewal (1-0-1)

A graduate student who has successfully completed six hours of thesis credit (6391 and 6392) must be continuously enrolled for all fall and spring semesters until completion of the thesis.

Summer enrollment is required if the student anticipates working on the thesis or completing his/her degree during either summer term. The course does not apply toward the total semester hours required for the degree.

Music Theory and Composition (MUTC)

MUTC 5099 (for 1, 2 or 3 hours) Special Studies in Music Theory/Composition

Specialized topics in music theory/composition. May be repeated as topic is changed. Prerequisite: Consent of instructor.

MUTC 5233 History of Music Theory (2-2-0)

Survey of the history of music theory. Students will explore theoretical issues from antiquity to the modern period. Prerequisites: Successful completion of the core undergraduate courses in harmony and form and analysis. (Spring, even years)

MUTC 5234 Schenkerian Analysis (2-2-0)

Introduction to Schenkerian analysis of tonal music. Includes large-scale tonal relationships, the connection between harmony and counterpoint, and how these topics relate to musical form. Prerequisites: Successful completion of the core undergraduate courses in harmony, form and analysis, counterpoint, and orchestration. (Fall, odd years)

MUTC 5235 Post-tonal Theory (2-2-0)

Advanced study of set and 12-tone theory. Students will apply these concepts in the analysis of post-tonal music. Prerequisites: Successful completion of the core undergraduate courses in harmony and form and analysis. (Spring, odd years)

MUTC 5236 Music Theory Review (2-2-0)

Overview of tonal theory and form and analysis. Introduction to acoustics, post-tonal music, and non-western music. (Spring)

MUTC 5333 Pedagogy of Theory (2-2-0)

Study of methods and materials for teaching music theory. Includes the practical application of course topics in student teaching of undergraduate theory courses. Prerequisites: Successful completion of the core undergraduate courses in harmony and form and analysis. (Fall, even years)

MUTC 6239 Advanced Ear Training (2-2-0)

Development of aural skills with an emphasis on chromatic harmonic and melodic dictation and singing. Additional emphasis on the development of score reading. Prerequisites: Successful completion of the core undergraduate courses in harmony, ear training, and form and analysis. (Spring)

MUTC 6099 Special Studies in Music Theory/Composition (1, 2 or 3 hours)

Special topics in music theory/composition. May be repeated as topic is changed. Prerequisite: Consent of instructor.

MUTC 6231 Individual Projects in Musical Analysis

Directed study of special topics in analysis. Prerequisite: Consent of instructor.

MUTC 6233, 6234 Advanced Composition (2-2-X)

Composition of large forms using traditional and contemporary techniques. Performance of student compositions is included. Prerequisites: Successful completion of the core undergraduate courses in harmony, form and analysis, composition, and orchestration.

MUTC 6235 Advanced Counterpoint (2-2-0)

Extensive study and composition of 19th through 20th century counterpoint. Performance of student compositions is included. Prerequisites: Successful completion of the core undergraduate courses in harmony, form and analysis, counterpoint, and orchestration. (Spring, odd years)

MUTC 6236 Advanced Orchestration (2-2-X)

Study of and scoring for large ensembles concentrating on literature of the 19th and 20th centuries. Prerequisites: Successful completion of the core undergraduate courses in harmony, form and analysis, counterpoint, and orchestration. (Fall, even years)

MUTC 6391, 6392 Thesis (3-3-0)

The thesis requirement is designed to provide the student with an opportunity for advanced research (theory emphasis) or composition (composition emphasis).

1. A student with a theory emphasis will produce a substantial research document in which he or she explores a topic selected in consultation with a faculty advisor.
2. A student with a composition emphasis will compose an original composition, of which the form and ensemble complement are selected in consultation with a faculty advisor.
3. Prose elements of the thesis document must follow the guidelines of the School of Music (Turkian) and the Office of Graduate Studies. A thesis processing fee is assessed.

Composition emphasis students will also be required to present a substantial paper/lecture on a theoretical research topic chosen by the student in consultation with a faculty advisor. The paper/lecture can be integrated into the curriculum in one of the following classes: Advanced Counterpoint, Advanced Orchestration, History of Music Theory, Post-tonal Analysis, Schenkerian Analysis, and Theory Pedagogy.

Note: After beginning work on the thesis, continuous enrollment in Thesis or Thesis Renewal is required for all fall and spring semesters until completion of the thesis. Summer enrollment is required if the student anticipates working on the thesis or completing the degree during either summer term.

MUTC 6193 Thesis Renewal (1-0-0)

A graduate student who has successfully completed six hours of thesis credit (6391 and 6392) must be continuously enrolled for all fall and spring semesters until completion of the thesis. Summer enrollment is required if the student anticipates working on the thesis or completing the degree during the summer term. It does not apply toward the total semester hours required for the degree.

PATTY HANKS SHELTON SCHOOL OF NURSING

Master of Science in Nursing

Valerie Miller, Graduate Program Chair

Through the Patty Hanks Shelton School of Nursing, Hardin-Simmons University offers the Master of Science in Nursing degree. The program outcomes are:

1. Demonstrate proficiency in a specific practice area.
2. Develop strategies that incorporate theories and models from nursing and related disciplines for advanced practice.
3. Implement scientific inquiry to replicate, validate, and test theories relevant to nursing.
4. Analyze cultural, social, ethical, economic, and political perspectives that influence the healthcare delivery system.
5. Integrate the multi-roles of the nurse for interdisciplinary practice and advancement of optimum healthcare delivery.
6. Integrate critical thinking skills into oral and written communications.

Functional Tracks Available with MSN

| | |
|--------------------------------|-------------------|
| Education..... | 33 Semester Hours |
| Family Nurse Practitioner..... | 44 Semester Hours |
| Post Master's Certificate..... | 23 Semester Hours |

Admission Criteria

Applicants for the Master of Science in Nursing degree must hold a Bachelor of Science in Nursing degree from a regionally accredited school or university whose nursing program is NLN or CCNE accredited.

Full admission to graduate study in nursing requires meeting the three academic standards as listed below and receiving the endorsement of the program director.

Academic Standards

1. Overall undergraduate GPA of 3.0.
2. GPA of 3.00 in all undergraduate course work in nursing.

Provisional Admission

Provisional admission to graduate study in nursing requires meeting one of the two GPA academic standards listed above and obtaining departmental endorsement. Students granted provisional admission must maintain a 3.0 GPA during their first nine hours of graduate study.

Departmental Endorsement

Admission to the MS in Nursing requires the following to be submitted to or conducted by the School of Nursing:

1. Licensure to practice as an RN in Texas and in good standing with the Board of Nurse Examiners.
2. Minimum of one year of clinical nursing practice.
3. Three letters of recommendation. Recommendations should be obtained from supervisors having knowledge of your clinical skills, work ethic and style, and/or professors attesting to your academic achievements and potential success in a graduate nursing program.
4. Completion of PHSSN application. (<http://www.nursingcas.org/>)
5. Interview with program director and or faculty.
6. A completed PHSSN health form and proof of current immunization status.
7. Current ACLS (Advanced Cardiac Life Support Certification) is required for Family Nurse Practitioner students prior to beginning clinical courses.

Academic Standards Once Admitted

Current PHSSN student handbook states: “Students are expected to maintain a GPA of 3.0 in all graduate courses. Clinical courses require a B to pass and progress in further clinical courses in the program (AHA, Skills, all FNP courses). Failure of the same course twice will result in permanent dismissal from the program. A maximum of two C grades (in any courses) constitutes permanent dismissal from the program.”

MSN Core Curriculum

| | |
|--|-----------|
| NURS 6330 Policies & Strategies for Healthcare Delivery | 3 |
| NURS 5430 Advanced Pathophysiology..... | 4 |
| NURS 6441 Pharmacotherapeutics for Nurses in Advanced Practice..... | 4 |
| NURS 6442 Advanced Health Assessment | 4 |
| NURS 6443 Nursing Theories and Research for Advanced Healthcare Delivery . | 4 |
| TOTAL CORE..... | 19 |

Specialty Focus Courses

Education

| | |
|--|-----------|
| NURS 6350 Curriculum Design & Development | 3 |
| NURS 6449 Instructional Methods, Testing, Measurements | 4 |
| NURS 6352 Roles of the Nurse Educator..... | 3 |
| NURS 6450 Education Practicum | 4 |
| TOTAL CORE..... | 14 |

Note: Student must meet any prerequisites for approved hours.

Family Nurse Practitioner Track

| | |
|---|-----------|
| NURS 6340 Role Development for Advance Practice | 3 |
| NURS 6434 Skills for Advanced Practice Nurses | 4 |
| NURS 6451 Family Nurse Practitioner I (228 Clinical Hours)..... | 4 |
| NURS 6452 Family Nurse Practitioner II (228 Clinical Hours)..... | 4 |
| NURS 6453 Family Nurse Practitioner III (144 Clinical Hours)..... | 4 |
| TOTAL CORE..... | 19 |

University Support Courses (Electives- 6 hrs required)

| | |
|---|----------|
| NURS 6343 Epidemiology for Advanced Nursing Practice..... | 3 |
| Nursing Elective..... | 3 |
| TOTAL HOURS ELECTIVE..... | 6 |

Post-Master APN Certification

The School of Nursing offers a Post-master Certification as an Advanced Practice Nurse with a Family Nurse Practitioner focus. The applicant must make an appointment with the program director to determine any leveling work needed. Applicants must have a Master of Science in Nursing degree from an accredited program and an unrestricted, current Texas RN license.

The applicants MSN transcript will be reviewed by the program director to determine course requirements for completion. At a minimum, applicants must successfully complete the following courses:

- NURS 6451 FNP I
- NURS 6452 FNP II
- NURS 6453 FNPIII
- NURS 6442 Advanced Health Assessment
- NURS 6434 Skills for the APN

NURS 6340 Role Development for Advanced Practice

Graduation Requirements

A student is eligible for graduation from the MSN program when the following criteria have been met:

1. Minimum cumulative GPA of 3.0.
2. Successful completion of all course work required for the chosen degree.

Time Limit

Students must complete all requirements for the degree within six years of the initial semester of acceptance into the program. All course work must be completed to be able to participate in the graduate commencement.

Courses

Note: By action of the Graduate Council and graduate faculty, all students must have a minimum of 50% of their curriculum in 6000 level courses.

NURS 5340 Healthcare Missions

Elective nursing course exposing students to concepts in cross-cultural healthcare, and introducing the concept of servant-leadership in that context. The course will lay the foundation of healthcare strategies, which can be used to serve and evangelize in cross-cultural environments. Topics include culture shock, transcultural nursing, and methods used to start and maintain healthcare clinics in transcultural or faith based setting. Includes 25 clinical hours of a nursing mission experience.

NURS 5430 Advanced Pathophysiology

Scientific concepts of pathophysiology essential to diagnostic reasoning, clinical decision making, and management of disease states. Emphasis placed on concepts related to genetic, cellular, biochemical pathophysiology and common disease processes affecting major systems. Course designed to meet the educational needs of graduate nursing students.

NURS 6099 Special Topics (1–3 hours credit)

Designed to meet special needs of individuals or special students. Offered as needed. May be repeated when topic is changed.

NURS 6330 Policies and Strategies for Advanced Healthcare Delivery

Focuses on health policy and the role of the health professions in the development, implementation, and influence on advanced healthcare delivery. Factors influencing health policy to be addressed include: ethics, demographics, delivery, social, political, scientific, fiscal, and other concerns. Health policy is analyzed in relation to cost-effectiveness or cost-benefit ratio. The effects of theories and research on health policy, healthcare programs, priorities of healthcare, source and numbers of providers, healthcare research, and funding sources will be addressed.

NURS 6340 Role Development for Advanced Practice

Analysis of role theories and application to the multi-dimensional roles of the nurse in advanced practice. Emphasis on integration of these roles in the healthcare system.

NURS 6350 Curriculum Design and Development

Focus on concepts and theories basic to content and curriculum development in an academic or client-centered setting.

NURS 6352 Roles of the Nurse Educator

Students will examine the various activities inherent in the role of the nurse educator with emphasis on the development and use of traditional and creative teaching and evaluation methods.

NURS 6434 Skills for Advanced Practice Nurses

Builds on previous knowledge gained in microbiology, physiology, advanced pathophysiology, and pharmacotherapeutics for nurses in advanced practice. Focuses on application of laboratory methods, diagnostic methods, and primary care procedures for the advanced practice nurse role.

NURS 6441 Pharmacotherapeutics for Nurses in Advanced Practice

Focuses on the pharmacologic and pharmacokinetic principles applicable to frequently prescribed drugs in advanced nursing practice. The emphasis of study is on pharmacologic agents used in the prevention and management of common acute or recurrent health problems.

NURS 6442 Advanced Health Assessment

Develops and refines technical skills, critical thinking, and diagnostic reasoning in performing accurate comprehensive health assessments. Students perform health histories, physical examinations, and selected laboratory tests. Emphasis is on distinguishing normal variants from pathological changes across the lifespan. (20 clinical hours.)

NURS 6443 Nursing Theories and Research for Advanced Healthcare Delivery

Analysis and critique of selected theories from nursing and other disciplines as related to the evidence-based research process. Scientific concepts, methods, ethical/legal concerns, and essential research techniques will be introduced for application to advanced nursing practice.

NURS 6449 Instructional Methods, Testing and Measurements

Provides an overview of evaluation techniques that enables nurses to plan and implement a variety of education-related evaluation approaches including test construction, item analysis, teaching effectiveness and clinical performance appraisals. Emphasis is on classroom/clinical instruction and evaluation and includes instructional technology.

NURS 6450 Education Practicum

Practical experiences that apply teaching/learning principles and theories, and evaluation methods in classroom and clinical settings. Practicum is supervised by experienced faculty and includes seminar discussion focusing on solution to contemporary issues in nursing education.

NURS 6451 Family Nurse Practitioner I

Study of the major concepts and therapies necessary to implement the FNP role in primary healthcare. Emphasis is on analysis and application of research, theories, health policy, and clinical skills essential to health promotion, disease prevention, and early detection and management of health problems across the lifespan. Clinical experiences in selected primary care sites. 228 clinical hours.

NURS 6452 Family Nurse Practitioner II

Progressive analysis of concepts and therapies used in the assessment and management of acute and chronic health issues of women and pediatric clients. Exploration of professional, legal, cultural, and ethical issues relating to these special populations. Clinical experiences relating to obstetrics, gynecology, and pediatrics are emphasized. 228 clinical hours.

NURS 6453 Family Nurse Practitioner III

Progressive analysis of concepts and therapies used in the assessment and management of the psychiatric and geriatric client. Clinical practicum in selected primary health sites provides the opportunity to explore and apply knowledge and skills in guided family practice context. This final clinical course in the FNP track requires students to integrate and apply all previous attained knowledge relating to the APN roles. 144 clinical hours.

NURS 6343 Epidemiology for Advanced Nursing Practice

Presents a traditional survey of the investigative principles and methods used to establish disease outbreaks and other public health problems, and to quantify their impact on human populations. Five conceptual domains will be explored including: historical perspectives and their significance; professional roles; research methodologies; disease processes; screening and prevention; and ethics and culture.

HOLLAND SCHOOL OF SCIENCES AND MATHEMATICS

Environmental Management

Dr. Mark A. Ouimette, Program Director

This program is designed to prepare graduates to assume management positions in the environmental service/compliance sector of public and private enterprises. It is an interdisciplinary program, drawing on a spectrum of campus-wide expertise, to craft a series of environmental management courses specifically designed for the program, always with real-world application in mind. Two degree tracks are available; a thesis track and a professional track, which utilizes an internship to bridge the graduate's transition from the academic to the professional world.

Admission Criteria

Applicants for graduate study in Environmental Management must hold a bachelor's degree from a regionally accredited college or university. Admission to the program requires the program director's endorsement, which will be based on evaluation of the following elements:

1. Prior academic performance, which will be evaluated in regard to: 1) overall GPA; 2) GPA in natural sciences; 3) overall upper level GPA; 4) previous graduate course work; and 5) fulfillment of necessary prerequisites (see below). An overall GPA of 2.7 or a GPA of 3.0 in either natural science courses, upper-level courses, or graduate courses is considered the norm.
2. If required, a Graduate Record Exam (GRE) score for the verbal and quantitative subsets or a full scale Graduate Management Admission Test (GMAT) score. Scores at the 50th percentile or higher are considered the norm.
3. A writing sample (personal essay) concerning the applicant's reason for applying and how the completion of the program will serve the applicant's career goals.
4. Occupational experience in either the environmental or health and safety field (include in the writing sample #3).
5. An interview with the program director.

Early Admission Option (Combined BS/MS Degrees)

This option is for undergraduate students at HSU who are enrolled in the environmental science minor and desire to pursue the MS degree in environmental management (ENVM). With proper scheduling, it is possible for a student to acquire both BS and MS degrees within five years.

Students in their senior year who meet the entrance requirements for the ENVM program may be admitted to the program and take ENVM courses for graduate credit. Six hours of ENVM course work (to include ENVM 5311) will count toward the student's baccalaureate degree and reduce the hours required for the MS degree as long as a minimum of 30 hours is completed for the MS degree.

Successful applicants may then attempt an additional nine semester hours of graduate course work, completing the first year of the ENVM program. Students who pursue this early admission option and are not subsequently admitted to the ENVM program or do not complete the program, will receive their baccalaureate degree, provided that all undergraduate degree requirements are met.

Prerequisites

While interdisciplinary in nature, and accepting candidates with a variety of undergraduate degrees, this program is technical and scientific. Two semesters each of biology, chemistry, and geology, or the equivalent, are ideal for admission. Students lacking all or part of these requirements, however, may still enroll in the program. Two environmental science courses are required for the program (ENVM 5311 and 6311).

Note: The program director in consultation with the student will determine if other prerequisite course work is lacking and indicate the leveling work (if any) which will be required. Substitution and/or equivalency decisions for the listed prerequisite courses or transfer of any graduate hours must be recommended by the program director and approved by the dean of graduate studies.

Graduation Requirements

Successful completion of the curriculum, successful completion of thesis (if applicable), and successful completion of the comprehensive examination fulfills the requirements of the degree.

Transfer Credit

Work completed before the student applies for admission at HSU, or completed at another institution after admission to HSU may transfer if: 1) it is graduate work from a regionally accredited institution of higher education; 2) an official transcript of the work is on file in the Office of Graduate Studies; 3) the work was completed during the last 10 years; and 4) it is approved by the appropriate program or department. A maximum of six semester hours may be transferred from a previously completed degree.

Curriculum

Core Curriculum

| | |
|--|-----------|
| ENVM 5099 Short Courses | 3 |
| ENVM 5311 Environmental Science I | 3 |
| ENVM 5340 Environmental Laws and Regulations | 3 |
| ENVM 6308 Water Resources Management..... | 3 |
| ENVM 6311 Environmental Science II..... | 3 |
| ENVM 6320 Toxicology and Industrial Hygiene..... | 3 |
| ENVM 6260 Pollution Detection Methodology | 2 |
| ENVM 6370 Environmental Risk Assessment..... | 3 |
| ENVM 6371 Environmental Management Simulation..... | 3 |
| ENVM 6172 Environmental Management Seminar..... | 1 |
| TOTAL HOURS | 27 |

Professional Track

| | |
|--|-----------|
| Core Curriculum | 27 |
| ENVM 6473 Environmental Management Internship..... | 4 |
| ENVM 6099 Special Topics | 3 |
| TOTAL HOURS | 34 |

Thesis Track: *see note below

| | |
|--------------------------|-----------|
| Core Curriculum | 27 |
| Thesis | 6 |
| TOTAL HOURS | 33 |

Note: The thesis track may require additional leveling work beyond that required as prerequisites for admission to the program.

Thesis

Under close supervision, the student will complete original research of a topic to be determined jointly by the student and thesis advisor, with the approval of the program director. The thesis advisor will be a graduate faculty member chosen by the student and approved by the program director. Once the student begins work on the thesis, continuous enrollment in either Thesis or Thesis Renewal is required for all fall and spring semesters until completion of the thesis. Summer enrollment is required if the student anticipates working on the thesis or completing his/her degree during either summer term. *Note: A thesis process fee is assessed.*

Comprehensive Exam

During the final nine hours (or final semester) of course work, the student should request in writing to his/her faculty advisor permission to take the comprehensive exam. The exam will be administered by a committee of three graduate environmental management faculty recommended by the program director and approved by the dean of graduate studies.

Time Limit

All work required for a Master of Science degree in environmental management must be completed within a period of five years from semester of first admission.

Courses

Note: By action of the Graduate Council and graduate faculty, all students must have a minimum of 50% of their curriculum in 6000 level courses.

ENVM 5099 Short Courses (1–3 hours credit)

A special topics course which is concentrated, highly specific, and imparts time labile information. A lab and materials fee may be assessed.

ENVM 5311 Environmental Science I (3-3-0)

An introduction to the principles and issues of environmental science with an emphasis on the management of physical and biological resources for sustained human development.

ENVM 5340 Environmental Laws and Regulations (3-3-0)

A survey of federal, state, and local environmental regulatory agencies and the regulations that are required by these agencies. Course requires Internet access.

ENVM 6099 Special Topics (1–3 hours credit)

A course designed to meet special educational opportunities. The course may be repeated as subject matter changes.

ENVM 6172 Environmental Management Seminar (1-1-0)

Weekly meetings consisting of speakers/directed discussions on current issues in environmental trends. Prerequisite: Instructor's consent. Course requires Internet access.

ENVM 6260 Pollution Detection (2-1-1)

A survey of laboratory and field techniques for pollution detection with an emphasis on interpretation of results and quality control parameters. Prerequisites: ENVM 6102 and ENVM 6103, or equivalent, or permission of instructor.

ENVM 6308 Water Resources Management for Environmental Managers (3-3-0)

A comprehensive study of water resources management of aquifers, rivers, and lakes with applications for the environmental manager. Focuses on several key western rivers, lakes and aquifers of the U.S.

ENVM 6311 Environmental Science II (3-3-0)

A detailed look into principles and issues of environmental science with an emphasis on the management of earth and natural resources for sustained human development.

ENVM 6315 Hydrology for Environmental Managers (3-3-0)

A comprehensive study of hydraulic characteristics of soil, rocks, aquifers, rivers, and lakes with applications for the environmental managers. Water law will be explored for both surface and subsurface applications.

ENVM 6320 Toxicology and Industrial Hygiene (3-3-0)

An introduction to the principles of toxicology and industrial hygiene with an emphasis on the management of a safe and healthy work environment and the regulations pertaining thereto. Prerequisites: Consent of director. Course requires Internet access.

ENVM 6370 Environmental Risk Assessment (3-3-0)

A survey of economic/ecology issues involved in development and maintenance of the environment. Topics include risk assessment, optimal resource utilization, externalities, regulatory and policy issues of the environment, pollution, and the impact of economic growth on the environment. Course requires Internet access.

ENVM 6371 Environmental Management Simulation (3-3-X)

An interactive workshop utilizing computer simulation and group discussion to develop cognitive skills. Prerequisite: ENVM 5340. Requires Internet access.

ENVM 6391, 6392 Thesis (3-3-0)

A thesis processing fee will be assessed. *Note: Continuous enrollment in Thesis or Thesis Renewal is required for all fall and spring semesters until completion. Summer enrollment is required if the student anticipates working on the thesis or completing the degree during either summer term.*

ENVM 6193 Thesis Renewal (1-1-0)

A graduate student who has already enrolled for six hours of thesis credit (6391 and 6392) will be expected to be continuously enrolled for all fall and spring semesters. Summer enrollment is required if the student anticipates working on the thesis or completing the degree during either summer term.

ENVM 6473 Environmental Management Internship (4-0-4)

Exposure of the student to the practice of environmental management in a professional setting. Prerequisite: Consent of director. Course requires Internet access.

Master of Science in Mathematics

Dr. Andrew Potter, Program Director

This program is designed for teachers who desire to earn a Master of Science in Mathematics. Graduates will be well qualified to teach College Algebra, Calculus, Linear Algebra, and Introduction to Statistics for dual credit and at the college level by combining previous teaching experience and 33 graduate hours in mathematics.

To allow students to continue to work while in the program, the classes are scheduled over three summers and two intervening school years. Classes are offered with a blend of on campus and on line meetings minimizing time and expense of being away from work and family obligations.

Admission Criteria

The Masters of Science of Mathematics has three major components: Real Analysis, Mathematical Statistics and Mathematical Modeling.

To succeed in our program, a high school teacher should know and love mathematics with a working knowledge of calculus, desire to be in a graduate mathematics program, and have the time and determination to succeed. The admission process is designed so that prospective teachers can demonstrate they possess all three qualities.

Requirements for Admission: Admission into the graduate program requires the program director's endorsement, which will be based on an evaluation of the following elements:

1. An undergraduate degree in mathematics, or closely related field, from a regionally accredited college or university, with an accumulative GPA in mathematics of 3.0 out of a 4.0 scale is recommended. An official transcript is required. If the degree was not earned within the last three years, the applicant must demonstrate they currently have a strong working knowledge of calculus and the ability to handle upper level undergraduate mathematical thought, including proofs.
2. Graduate Record Exam scores for the verbal and quantitative subsets at the 50th percentile or higher.
3. Two letters of recommendation discussing the applicant's ability to do graduate work in mathematics while teaching fulltime.
4. An interview with Program Director.

The purpose of admission requirements is to ensure that the applicant demonstrates a strong potential and ability in mathematics so she/he will be likely to succeed in a graduate level mathematics program while teaching full time. The Department of Mathematics realizes such potential and ability may be demonstrated in a variety of ways. We encourage all applicants to discuss their application to the program with the Department of Mathematics.

Graduation Requirements

Successful completion of the curriculum, successful completion of thesis (if applicable), and successful completion of the comprehensive examination fulfills the requirements of the degree.

Transfer Credit

Work completed before the student applies for admission at HSU, or completed at another institution after admission to HSU may transfer if: 1) it is graduate work from a regionally accredited institution of higher education; 2) an official transcript of the work is on file in the Office of Graduate Studies; 3) the work was completed during the last 10 years; and 4) it is approved by the appropriate program or department. A maximum of 12 semester hours may be transferred provided the student did not complete the previous degree. A maximum of 6 semester hours may be transferred from a previously completed degree.

University Financial Aid Policy

Students in the Masters of Science in Mathematics program are considered full-time for federal financial aid purposes when enrolled in three hours.

Curriculum

Core Curriculum

| | |
|--|-----------|
| MATH 5101: History of Mathematics I | 1 |
| MATH 5102: History of Mathematics II | 1 |
| MATH 5301: Introduction to Topology | 3 |
| MATH 5302: Advanced Topics in Calculus I..... | 3 |
| MATH 5304: Advanced Topics in Calculus II..... | 3 |
| MATH 6305: Linear Algebra | 3 |
| MATH 6312: Mathematical Statistics I..... | 3 |
| MATH 6313: Mathematical Statistics II..... | 3 |
| MATH 6320: Mathematical Modeling with Differential Equations I..... | 3 |
| MATH 6321: Mathematical Modeling with Differential Equations II..... | 3 |
| MATH 6340: Real Analysis I..... | 3 |
| MATH 6341: Real Analysis II..... | 3 |
| MATH 6150: Comprehensive Review and Exam | 1 |
| TOTAL HOURS | 33 |

Thesis Option*

**Note: The thesis track will require approval from the department and may require additional leveling work beyond that required as prerequisites for admission to the program.*

The program offers a thesis option for students planning to continue to a Ph.D. program in mathematics at a different university. Under close supervision, the student will complete research of a topic to be determined jointly by the student and thesis advisor, with the approval of the program director. The thesis advisor will be a graduate faculty member chosen by the student and approved by the program director. Once the student begins work on the thesis, continuous enrollment in either Thesis or Thesis Renewal is required for all fall and spring semesters until completion of the thesis. Summer enrollment is required if the student anticipates working on the thesis or completing his/her degree during either summer term. Note: A thesis process fee is assessed.

Comprehensive Exam

During the final semester of course work, the student will take the comprehensive exam. The exam will be administered by a committee of three graduate faculty recommended by the program director and approved by the dean of graduate studies.

Time Limit

All work required for a Master of Science in Mathematics degree must be completed within a period of five years from semester of first admission.

Courses

MATH 5101 History of Mathematics I

The historical development of mathematics in a cultural context. Emphasis will be on the developments of algebra and analytical geometry up to the discovery of calculus.

MATH 5102 History of Mathematics II

The historical development of mathematics in a cultural context. Emphasis will be on the developments of differential and integral calculus.

MATH 5301 Introduction to Topology

Topological spaces, continuous functions, metric spaces, connectedness, compactness, separation axioms, fundamental group, covering spaces, metrization theorems. The focus of the course is on proving theorems.

MATH 5302 Advanced Topics in Calculus I

Topics Advanced Topics in Calculus I: Sequences and series of functions, multiple integrals, improper multiple integrals, functions of several variables, extreme value problems, and implicit function theorems. The focus of this course will be the proofs of calculus and advanced computational skills.

MATH 5304 Advanced Topics in Calculus II

Topics Advanced Topics in Calculus II: A continuation of MATH 5302.

Prerequisite: MATH 5302 or permission of instructor

MATH 6150 Comprehensive Review and Exam

Summary review of topics from MATH 6305, 6310, 6312, 6313, 6320, 6340, and 6341 with a comprehensive exam.

MATH 6305 Linear Algebra

Matrix algebra, eigenvalues and eigenvectors, canonical forms, orthogonal and unitary transformations, and quadratic forms. Proofs and applications of these concepts.

Prerequisite: MATH 5301 or permission of instructor

MATH 6310 Combinatorics

Topics of combinatorics will be covered. These may include: recurrence relations, inclusion-exclusion, modular arithmetic, ordered and unordered selections, coding theory, and others. A focus of this course is on proving theorems

MATH 6312 Mathematical Statistics I

Random variables, probability, sampling distributions, limiting distributions, point estimation, interval estimation.

Prerequisite: MATH 5302 or permission of instructor

MATH 6313 Mathematical Statistics II

A continuation of MATH 6312. Hypothesis testing, general linear models, analysis of variance, empirical methods.

Prerequisite: MATH 6312 or permission of instructor

MATH 6320 Mathematical Modeling with Differential Equations I

The course emphasizes applications of modeling and analysis for deterministic and stochastic biological systems. Analysis includes equilibria, stability, phase-plane methods, limit-cycles, bifurcations, separation of variables. Applications include but are not limited to continuous and discrete-time models for population growth, epidemiology, predator-prey, age-structure, Markov chains, and others.

Prerequisite: MATH 5302 or permission of instructor

MATH 6321 Mathematical Modeling with Differential Equations II

A continuation of Mathematical Modeling with Differential Equations I.

Prerequisite: MATH 6320 or permission of instructor

MATH 6340 Real Analysis I

Borel sets, measure and measurable sets, measurable functions, and the Lebesgue integral.

Prerequisite: MATH 5301 and MATH 5302 or permission of instructor

MATH 6341: Real Analysis II

A continuation of Real Analysis I. Function spaces, abstract measure, and differentiation.

Prerequisite: MATH 6340 or permission of instructor

MATH 6391, 6392 Thesis (3-3-0)

A thesis processing fee will be assessed. Note: Continuous enrollment in Thesis or Thesis Renewal is required for all fall and spring semesters until completion. Summer enrollment is required if the student anticipates working on the thesis or completing the degree during either summer term.

Prerequisite: Permission of the Program Director

MATH 6350 Graduate Seminar in Mathematics

Seminar includes students and faculty exploring areas of special interest in mathematics. May be repeated with departmental approval.

MATH 6193 Thesis Renewal (1-1-0)

A graduate student who has already enrolled for six hours of thesis credit (6391 and 6392) will be expected to be continuously enrolled for all fall and spring semesters. Summer enrollment is required if the student anticipates working on the thesis or completing the degree during either summer term.

Prerequisite: MATH 6392 or permission of instructor

Master of Physician Assistant Studies

Jennifer Eames, MPAS, DHSc, PA-C

Founding Physician Assistant Program Director

The Hardin-Simmons University PA Program is dedicated to academic excellence in medical education. Our mission is to develop compassionate PA leaders who are committed to lifelong learning and community service. Working together as part of a greater healthcare team, our graduates will deliver exceptional healthcare to patients in West Texas and worldwide.

Physician Assistant Program Goals

Recruit outstanding PA students that will display a commitment to community service.

Prepare PA students for the practice of medicine as exemplified by maintaining a high pass rate on the national certifying examination and attainment of employment after graduation.

Provide training opportunities for PA students in rural and underserved medical arenas.

Physician Assistant Program Admission Criteria

Applications are accepted by applying to CASPA (Centralized Application Service for Physician Assistants). A new class begins each fall semester.

| | |
|--|--------------|
| Bachelor's degree from a regionally accredited college or university | |
| GPA minimum | 3.0 |
| Science GPA | 3.0 |
| GRE | Required |
| Health Care Experience | Recommended |
| Proposed Class Size | 24-30 |
| Program Length | 27 months |
| Overview of Prerequisite Requirements | Hours |
| Anatomy | 4 |
| Biology | 8 |

| | |
|-------------------|---|
| Chemistry | 4 |
| English | 3 |
| Microbiology | 4 |
| Organic Chemistry | 4 |
| Psychology | 3 |
| Physiology | 4 |
| Sociology | 3 |
| Statistics | 3 |

Physician Assistant Program Curriculum

The Physician Assistant curriculum will be delivered on a full-time basis for a total of 27 months. Students will matriculate as a cohort (30 students) into a 12-month academic phase, followed by 13 months of clinical education. Final semester (2 months) is didactic.

YEAR ONE: DIDACTIC

CREDIT HOURS

Semester: Fall

| | |
|--|---|
| PA 6402 Human Anatomy | 4 |
| PA 6404 Medical Interview and Physical Examination | 4 |
| PA 6206 Preventive Medicine & Patient Education | 2 |
| PA 6208 Introduction to Health Professions & PA Practice | 2 |
| PA 6310 Physiology & Pathophysiology I | 3 |
| PA 6112 Medical Ethics | 1 |
| PA 6214 Clinical Medicine I | 2 |

Semester: Spring

| | |
|---|---|
| PA 6416 Clinical Medicine II | 4 |
| PA 6312 Physiology & Pathophysiology II | 3 |
| PA 6218 Diagnostic Methods | 2 |
| PA 6220 Patient Assessment I | 2 |
| PA 6224 Pharmacology & Medical Therapeutics I | 2 |
| PA 6228 Behavioral Medicine | 2 |
| PA 6130 Cross Cultural Health | 1 |
| PA 6232 Clinical Laboratory Science | 2 |
| PA 6234 Research & Evidence-Based Medicine | 2 |

Semester: Summer

| | |
|--|---|
| PA 6418 Clinical Medicine III. | 4 |
| PA 6226 Pharmacology & Medical Therapeutics II | 2 |
| PA 6222 Patient Assessment II. | 2 |
| PA 6236 Care for Special Populations | 2 |
| PA 6538 Clinical Skills | 5 |

YEAR TWO: CLINICAL

Clinical Rotations include 5 weeks (5 credit hours each) in the following:

Family Medicine / Pediatrics / Women’s Health / Mental Health / Internal Medicine / General Surgery/Emergency Medicine /Elective 1 / Elective 2 / Professional Development

Semester: Fall

| | |
|-----------------------------------|----|
| Clinical Rotations 1,2, & 3 | 15 |
|-----------------------------------|----|

Semester: Spring

| | |
|-----------------------------------|----|
| Clinical Rotations 4,5, & 6 | 15 |
|-----------------------------------|----|

Semester: Summer

| | |
|-----------------------------------|----|
| Clinical Rotations 7,8, & 9 | 15 |
|-----------------------------------|----|

Semester: Last Fall Prior to Graduation

| | |
|---|---|
| Clinical Rotation 10 | 5 |
| PA 6458 Professional Practice Preparation | 4 |
| PA 6362 Capstone | 3 |
| PA 6264 Health Policy, Billing, & Coding | 2 |

Year One: Didactic Year Totals 53

Year Two: Clinical Year Totals 59 112 Hours

Physician Assistant Program Course Descriptions

PA 6402 Human Anatomy 4 credits

Students will be given the opportunity to acquire advanced knowledge of the anatomical structures of the human body, including but not limited to the head and neck, thorax, abdomen, pelvis, and extremities. Goals include developing knowledge essential to understand how anatomy relates to function. Students will be required to identify anatomic structures, distinguish normal from abnormal structures, and appreciate the complexity of the human body. Introductory information will be provided as to clinical application of anatomic variations from normal and the means by which these variations can contribute to disease. A clinical application lab will correspond to the lecture course. Laboratory includes study of a human cadaver.

Goals: The student will be given the opportunity to: 1) develop knowledge essential to understand how human anatomy relates to function; 2) to identify anatomic structures; 3) distinguish normal from abnormal structures; and 4) appreciate the complexity of the human body.

PA 6404 Medical Interview and Physical Examination 4 credits

This course is designed to introduce students to the art of medical history taking and physical examination. This encompasses the skills of medical interviewing and other forms of communication with patients, their families, and their caregivers. Students will learn the components of a complete

medical history. In addition, they will learn interviewing skills that will allow them to efficiently elicit a patient history in an accurate and empathetic manner. This introductory course on physical assessment also includes instruction on performance of complete physical examination, and development of critical thinking and decision-making skills needed to assess adult patients' mental and physical status. Assessment of common and important symptoms is covered including the relevant regions and systems of skin, head, neck, neurological system, thorax and lungs, heart, musculoskeletal system, abdominal exam, and genitourinary systems. Demonstrations and practical laboratory application reinforce the PA's ability to perform a comprehensive physical examination. The laboratory allows the student an opportunity to practice the skills needed to perform a complete physical on the body regions covered in the lecture.

Goals: The student will be given the opportunity to: 1) communicate skillfully with patients using appropriate interviewing techniques; 2) collect a thorough medical history; 3) demonstrate proper use of instruments and techniques used in performing the physical examination; 4) correlate and apply information acquired in anatomy, physiology, and other courses with application and importance in the performance for physical examination and medical interviewing; 5) analyze abnormal physical examination and interview findings; and 6) correlate essentials of historical data with physical examination findings.

PA 6170 Global Health 1 credit

This elective course prepares students for international health care delivery through a study of principles related to development globally. Health practices and policies in global settings as well as how best to interact with international populations in health care settings will be discussed. Focus will be on theoretical preparation of the student attitude development for work in a remote setting.

Goals: The student will be given the opportunity to: 1) examine the critical global health issues; 2) describe the historical and cultural factors that influence health and development, 3) demonstrate awareness for the roles and responsibilities in health care teams in difference global health settings, 4) describe basic principles of public and population health, social determinants of health, and inequalities in health, and 5) explore the influence of major international and global organizations on the theory, policy, and practice of global health.

PA 6206 Preventive Medicine & Patient Education 2 credits

This course provides a broad overview to familiarize Physician Assistant students with the basic concepts of public health and preventative medicine. Epidemiological concepts include the distribution, prevalence, causation, mode of transmission, dissemination, control, and preventative countermeasures of infectious and non-communicable diseases; and environmental occupational, behavioral, and chronic disabling conditions. Patient education techniques are reviewed with emphasis on quality of care and patient safety.

Goals: 1) apply principles of preventive medicine and epidemiology in the primary care setting 2) identify resources that provide preventive and community health services; 3) identify health promotion and disease prevention factors that can influence patient safety; 4) discuss the importance of screening practices and identification of risk factors for disease prevention; 5) identify population specific issues regarding geriatric and pediatric patients; 6) recognize issues regarding underserved and indigent medical care; 7) identify resources in the community, state, and nation regarding patient education, and provider access; 8) Communicate skillfully with patients using appropriate patient education techniques; and 9) develop patient education methods.

PA 6208 Introduction to Health Professions & PA practice 2 credits

This course presents an introduction/overview of the Physician Assistant (PA) profession. This course addresses a variety of topics in physician assistant professional development including emphasizing professionalism, intellectual honesty, and the PA's role in health care delivery as a member of an interdisciplinary team. Additional emphasis is placed upon the inception, history, and evolution of the PA profession throughout the fields of medicine and surgery; PA relationships with the supervising physician, the patient; responsibilities including the concepts of privilege, confidentiality and informed consent. The student will also explore media and medicine topics, licensing, hospital credentials/liability, malpractice insurance.

Goals: The student will be given the opportunity to: 1) examine the role of the physician assistant in health care delivery and the scope of PA practice; 2) interpret health policy and law; 3) review the physician assistant profession and its history; and 4) recognize the PA role in interprofessional health care.

PA 6310 Physiology & Pathophysiology I 3 credits

This course is the first course of a two-semester sequence in which the student will build upon information learned in the basic physiology prerequisite courses. General review of physiologic concepts and systems will be undertaken. Class sessions will focus on an in-depth look at human physiology with an emphasis on cellular and subcellular mechanisms of normal and abnormal function including medical genetics. Introductory information will be provided as to clinical application of anatomic and physiologic variations from normal and the means by which these variations can contribute to disease.

Goals: The student will be given the opportunity to: 1) examine the mechanisms of human disease and injury using body system approach; 2) integrate physiologic and genetic principles with emphasis on epidemiology, etiology, pathophysiology, clinical manifestations, diagnosis, treatment, prevention, and prognosis; 3) evaluate clinical problems using basic problem-solving skills; 4) apply learned techniques and principles to develop diagnostic skills; and 5) acquire advanced knowledge relating to physiologic systems involved in disorders treated by primary care professionals.

PA 6312 Physiology & Pathophysiology II 3 credits

This course is the second course of a two-semester sequence in which the student will build upon information learned in the basic physiology prerequisite courses. General review of physiologic concepts and systems will be undertaken. Class sessions will focus on an in-depth look at human physiology with an emphasis on cellular and subcellular mechanisms of normal and abnormal function including medical genetics. Introductory information will be provided as to clinical application of anatomic and physiologic variations from normal and the means by which these variations can contribute to disease.

Goals: The student will be given the opportunity to: 1) examine the mechanisms of human disease and injury using body system approach; 2) integrate physiologic and genetic principles with emphasis on epidemiology, etiology, pathophysiology, clinical manifestations, diagnosis, treatment, prevention, and prognosis; 3) evaluate clinical problems using basic problem-solving skills; 4) apply learned techniques and principles to develop diagnostic skills; and 5) acquire advanced knowledge relating to physiologic systems involved in disorders treated by primary care professionals.

PA 6112 Medical Ethics 1 credit

This course examines, in detail, the moral, social and ethical issues physician assistants face and

reviews the ethical dimensions in health care. In this course, students examine the ethical responsibilities of a medical professional and debate ethical issues. Students also discuss the physician assistant and patient relationship in detail, covering the importance of maintaining dignity, beneficence, nonmaleficence, justice, autonomy, and confidentiality. Case review will be utilized to apply learned principles. Special attention is given to care at the end of life.

Goals: The student will be given the opportunity to: 1) examine ethical principles as they relate to health care, 2) review and interpret cases with inherent ethical dilemmas, and 3) prepare to deliver care to patients at the end-of-life while preserving dignity and patient autonomy.

PA 6214 Clinical Medicine I 2 credits

This course is the first in a three-course sequence and is designed to teach students clinical medicine in an integrated and multidisciplinary approach. The course will be primarily lecture based with supplementary case discussions. Lectures will be done in system-based sequences and include instruction in the genetic/familial patterns of disease. The sequences will discuss mechanisms of disease, clinical presentation of disease, approach to diagnosis of disease, and use of various agents used in the management of disease as well as health promotion.

Goals: The course is designed specifically to prepare the student for supervised clinical practice. The student will be given the opportunity to: 1) recognize and interpret clinical signs and symptoms of disease; 2) differentiate between abnormal and normal physiologic processes; 3) interpret results obtained by analysis of body tissues and fluids; 4) interpret basic diagnostic procedures and radiographic procedures; 5) utilize clinical data to develop pharmacologic and non-pharmacologic management plans; 6) utilize clinical data to develop basic pharmacologic management plans; and 7) apply principles of evidence-based medicine.

PA 6416 Clinical Medicine II 4 credits

This course is the second in a three-course sequence and is designed to teach students clinical medicine in an integrated and multidisciplinary approach. The course will be primarily lecture based with supplementary case discussions. Lectures will be done in system-based sequences and include instruction in the genetic/familial patterns of disease. The sequences will discuss mechanisms of disease, clinical presentation of disease, approach to diagnosis of disease, and use of various agents used in the management of disease as well as health promotion. (3 hour lecture + 1 hour lab)

Goals: The course is designed specifically to prepare the student for supervised clinical practice. The student will be given the opportunity to: 1) recognize and interpret clinical signs and symptoms of disease; 2) differentiate between abnormal and normal physiologic processes; 3) interpret results obtained by analysis of body tissues and fluids; 4) interpret basic diagnostic procedures and radiographic procedures; 5) utilize clinical data to develop pharmacologic and non-pharmacologic management plans; 6) utilize clinical data to develop basic pharmacologic management plans; and 7) apply principles of evidence-based medicine.

PA 6418 Clinical Medicine III 4 credits

This course is the third in a three course sequence and is designed to teach students clinical medicine in an integrated and multidisciplinary approach. The course will be primarily lecture based with supplementary case discussions. Lectures will be done in system-based sequences and include instruction in the genetic/familial patterns of disease. The sequences will discuss mechanisms of disease, clinical presentation of disease, approach to diagnosis of disease, and use of various agents used in the management of disease as well as health promotion. (3 hour lecture + 1 hour lab)

Goals: The course is designed specifically to prepare the student for supervised clinical practice. The

student will be given the opportunity to: 1) recognize and interpret clinical signs and symptoms of disease; 2) differentiate between abnormal and normal physiologic processes; 3) interpret results obtained by analysis of body tissues and fluids; 4) interpret basic diagnostic procedures and radiographic procedures; 5) utilize clinical data to develop pharmacologic and non-pharmacologic management plans; 6) utilize clinical data to develop basic pharmacologic management plans; and 7) apply principles of evidence-based medicine.

PA 6416 & 6418 Clinical Medicine II & III Lab 1 hour

This course allows students to meet weekly for case based laboratories. These laboratories will be small groups facilitated by faculty group facilitators. The facilitator will have students work through case studies that correspond to current lecture sequences. The student will be given introductory information and must elicit the necessary information from the facilitator to lead to the formulation of an appropriate differential diagnosis, diagnosis, and management plan. This lab will require that students incorporate patient history, physical assessment, scientific concepts, and diagnostic studies to ultimately come to a logical differential diagnosis and final diagnosis. Students will then be required to utilize their knowledge of clinical therapeutics and disease to develop a rational plan of management. Medical decision making and logic will be a key focus in lab sessions.

Goals: The course is designed specifically to prepare the student for supervised clinical practice. The student will be given the opportunity to: 1) recognize and interpret clinical signs and symptoms of disease; 2) differentiate between abnormal and normal physiologic processes; 3) interpret results obtained by analysis of body tissues and fluids; 4) interpret basic diagnostic procedures and radiographic procedures; 5) utilize clinical data to develop pharmacologic and non-pharmacologic management plans; 6) utilize clinical data to develop basic pharmacologic management plans; and 7) apply principles of evidence-based medicine.

PA 6218 Diagnostic Methods 2 credits

This course will provide a comprehensive overview of two basic diagnostic methods and treatments (Electrocardiogram (ECG) and Radiology). The course provides a comprehensive overview of electrocardiography with a focus on recognition of abnormalities, emphasizing the electrical system of the heart, enabling the student to identify normal/abnormal wave shape of 12 lead EKGs using a systematic approach to ECG analysis. The second component of the course focuses on radiologic imaging designed to assist Physician Assistant students to understand, appropriately select, and correctly interpret the many imaging modalities and techniques currently available for examination and treatment of patients.

Goals: The student will be given the opportunity to demonstrate the ability to: 1) determine the heart rate and rhythm on a 12-lead EKG; 2) determine the axis and measure the intervals; 3) identify benign arrhythmias; 4) identify the lethal arrhythmias and understand the effects of the drugs used to manage these arrhythmias; 5) recognize the various types, locations, and degrees of severity of acute myocardial infarctions; 6) recognize EKG manifestations of serum electrolyte disturbances; 7) interpret basic radiographic images; and 8) recognize the importance of an appropriate and timely referral when abnormalities are detected on imaging or ECG.

PA 6220 Patient Assessment I 2 credits

This is part 1 of a 2 part course series in which students will learn how to properly document medical interviews and other patient encounters. This course on patient assessment focuses on patient

communication skills, techniques of interviewing and performance of complete physical examination, development of critical thinking and decision-making skills needed to assess adult patients' mental and physical status. It continues and builds upon assessment of common and important symptoms. Students will be put into practice initial physical examination skills and techniques as well as hone early documentation skills. This course includes critiqued presentation of patient data in both oral and written form.

Goals: The student will be given the opportunity to demonstrate the ability to: 1) elicit historical information from selected patients; 2) perform the appropriate physical examination of the patient; 3) develop an appropriate write-up for the patient that documents history and physical findings; 4) construct an assessment and management plan for the patient incorporating the history and physical findings; 5) utilize appropriate medical terminology, abbreviation, and nomenclature for documentation; 6) gain appreciation for the significance of the data gathered in formulating management plans for the care of the patient; 7) apply principles of evidence-based medicine; 8) present the information gathered clearly and concisely, either verbally and/or in writing to the supervising faculty member (s); and 9) identify patient safety issues and the role of risk management in patient care.

PA 6222 Patient Assessment II 2 credits

This is part 2 of a 2 part course series in which students will learn how to properly document medical interviews and other patient encounters. The focus this term is development of comprehensive written notes including differential diagnoses and treatment plans for patients. This course builds on previously learned skills in patient communication, techniques of interviewing and performance of complete physical examination, development of critical thinking and decision-making skills needed to assess adult patients' mental and physical status. It continues and builds upon assessment of common and important symptoms. Students will practice physical examination skills and techniques as well as hone documentation skills. This

course includes critiqued presentation of patient data in both oral and written form.

Goals: The student will be given the opportunity to demonstrate the ability to: 1) elicit historical information from selected patients; 2) perform the appropriate physical examination of the patient; 3) develop an appropriate write-up for the patient that documents history and physical findings; 4) construct an assessment and management plan for the patient incorporating the history and physical findings; 5) utilize appropriate medical terminology, abbreviation, and nomenclature for documentation; 6) gain appreciation for the significance of the data gathered in formulating management plans for the care of the patient; 7) apply principles of evidence-based medicine; 8) present the information gathered clearly and concisely, either verbally and/or in writing to the supervising faculty member (s); and 9) identify patient safety issues and the role of risk management in patient care.

PA 6224 Pharmacology & Medical Therapeutics I 2 credits

This course is the first in a two-course sequence. The course is designed to teach students pharmacology and medical therapeutics in an integrated and multidisciplinary approach. This course will include an overview of the scientific principles of clinical pharmacology. Therapeutic specific lectures will be included to cover an in-depth discussion of the pharmacology and use of various agents used in the management of disease. An understanding of the actions, reactions and toxicology of the various pharmacologic agents will be emphasized.

Goals: The student will be given the opportunity to: 1) identify the classes of drugs used to treat

diseases commonly encountered in clinical practice; 2) identify classes of drugs commonly used to manage emergent conditions; 3) recognize the prototype and commonly used drugs in each class; 4) identify the basic pharmacodynamics properties of each class of drugs and the mechanism of action and important consequences of using each class of drugs; 5) recognize the signs and symptoms of common adverse effects and of possible toxic or life-threatening effects; 6) identify precautions or contraindications to the use of a drug; 7) identify significant drug-drug interactions; 8) recognize the importance of patient safety and education in determining compliance, avoidance of potential problems, and success of therapy; 9) use resource materials for determining proper usage of chemotherapeutic agents; and 10) understand the role of the physician assistant in writing prescriptions.

PA 6226 Pharmacology & Medical Therapeutics II 2 credits

This course is the second in a two course sequence. The course is designed to teach students pharmacology and medical therapeutics in an integrated and multidisciplinary approach. This course will include an overview of the scientific principles of clinical pharmacology. Therapeutic specific lectures will be included to cover an in-depth discussion of the pharmacology and use of various agents used in the management of disease. An understanding of the actions, reactions and toxicology of the various pharmacologic agents will be emphasized.

Goals: The student will be given the opportunity to: 1) identify the classes of drugs used to treat diseases commonly encountered in clinical practice; 2) identify classes of drugs commonly used to manage emergent conditions; 3) recognize the prototype and commonly used drugs in each class; 4) identify the basic pharmacodynamics properties of each class of drugs and the mechanism of action and important consequences of using each class of drugs; 5) recognize the signs and symptoms of common adverse effects and of possible toxic or life-threatening effects; 6) identify precautions or contraindications to the use of a drug; 7) identify significant drug-drug interactions; 8) recognize the importance of patient safety and education in determining compliance, avoidance of potential problems, and success of therapy; 9) use resource materials for determining proper usage of chemotherapeutic agents; and 10) understand the role of the physician assistant in writing prescriptions.

PA 6228 Behavioral Medicine 2 credits

This course explores the psychologic health of individuals and how it interacts with overall wellbeing. The students will be given the opportunity to identify normal physical, sexual, social, and psychological processes and distinguish these from processes due to illness and injury. The students will then be taught to clinically assess patients' state of mental health and development and develop treatment plans. Topics covered will include the classification of common mental illnesses set forth in the *Diagnostic and Statistical Manual of Mental Disorders* and emphasis on timely recognition and the importance of appropriate referrals to collaborate with other health care professionals in the management of patients with mental illness.

Goals: The student will be given the opportunity to: 1) demonstrate knowledge of various mental-health and behavior based disorders; 2) discuss categories of behavioral disorders; and 3) develop treatment plans for patients including pharmaceutical therapies and referral for specialized counseling when indicated.

PA 6130 Cross Cultural Health 1 credit

This course will explore a broad spectrum of patient types which the physician assistant will be providing care for in practice. Age, culture, language, lifestyle, and religion all have considerable

impact on how patients access and respond to healthcare services. In addition the physician assistant student's own background and beliefs will form the basis of their attitudes and behaviors.

Goals: The student will be given the opportunity to: 1) understand the definitions of culture, race and ethnicity and their use in medical literature; 2) recognize health disparities and factors that contribute to their existence by race/ethnicity, gender, socioeconomic status, sexual orientation, and disability; 3) apply an understanding of the socio-cultural factors that may affect the patient encounter; 4) understand his/her personal cultural values and biases; and 5) understand the operation and effect of stereotyping on communication, decision-making, compliance and health outcomes.

PA 6232 Clinical Laboratory Science 2 hours

This analytic procedures course will discuss the most recent or commonly performed techniques in the clinical laboratory. Clinical chemistry principles, ordering, and interpretation of diagnostic tests, procedures, and correlations are discussed to provide information for appropriate clinical intervention.

Goals: The student will be given the opportunity to: 1) interpret laboratory studies common in medical practice; 2) appropriately order laboratory screenings on patients when indicated; and 3) interpret results of clinical laboratory data.

PA 6234 Research & Evidence-Based Medicine 2 hours

This course is to teach students how to access and interpret medical literature. As lifelong learners, physician assistants must be able to locate, understand and apply concepts derived from the medical literature as they relate to the treatment of their patients. This course will focus on an evidence-based medicine approach to interpreting medical literature. Students will review how to best search medical databases to efficiently locate appropriate material.

Goals: The student will be given the opportunity to: 1) interpret and evaluate scientific studies in the health professions; 2) develop and construct a research proposal; 3) learn how to obtain the faculty, school, and institutional approvals necessary to conduct research; and 4) perform a literature review process.

PA 6236 Care for Special Populations 2 hours

Review of care for special populations including pediatric patients, geriatric patients, obstetric, surgical patients, and patients in the emergency department. Instruction on genital and rectal exams through simulation and standardized patients will also be undertaken. Course provides the Physician Assistant student, as a future healthcare practitioner, an excellent understanding of the expanding areas of pediatrics and geriatrics and prepares the Physician Assistant student to appropriately evaluate, diagnose, monitor, treat, counsel, and refer vulnerable patients. This course also explores various types of medical and surgical conditions that are present in a modern day emergency department and prepares the Physician Assistant student to evaluate, treat, and monitor such conditions. Students are provided mechanisms to evaluate resources that are needed and available to provide appropriate ambulatory, emergency, and tertiary care services in a hospital setting.

Goals: This course is designed to prepare the student for supervised clinical practice. The student will be given the opportunity to: 1) recognize health-related and psychosocial variations among vulnerable populations including geriatric and pediatric patients; 2) learn principles of genital and anal examinations; and 3) discuss principles of surgical and emergency medicine settings that vary from traditional outpatient and inpatient care delivery to patients.

PA 6538 Clinical Skills 2 hours

This course provides students fundamental concepts and skills required to perform common clinical procedures based on current practice standards. Students will receive knowledge of key indications, contraindications, risks, and benefits of procedural skills often performed in various practice settings. A basic review of the appropriate anatomy and physiology will be included. The laboratory environment will provide students an opportunity to perform and practice these procedures.

Goals: This course is designed to prepare the student for supervised clinical practice. The student will be given the opportunity to: 1) identify the indications for performing specific clinical procedures; 2) perform the appropriate procedures; 3) counsel the patient regarding both procedures and management; 4) successfully perform resuscitative procedures under simulated clinical conditions; 5) complete electronic medical record training and patient tracking training; 6) prepare for clinical practice through appropriate training on professionalism and expectations of the clinical year; and 7) update immunization records and other necessary credentialing requirements for the clinical year.

YEAR TWO COURSES: Can be taken in any sequence- 3 per semester**PA 6548 Internal Medicine 5 credits**

This rotation focuses on the medicine that treats diseases in adult patients of various organ systems by other than surgical means. The emphasis is on adult illnesses and lifetime continuity of care through health promotion, disease prevention, and evidenced based medical therapy.

Goals: The student will be given the opportunity to demonstrate the ability to: 1) elicit, organize, and record data both for a comprehensive and problem-oriented patient evaluation; 2) order or recommend appropriate laboratory, radiologic, and other diagnostic studies; 3) interpret physical exam and diagnostic data; 4) formulate management plans for the patient problems; 5) follow patients' progress by reviewing their records and periodically reevaluating their condition; 6) assist the physician in appropriate procedures; 7) counsel and educate the patient about health maintenance issues; 8) understand and institute necessary emergency medical care, when indicated; 9) apply previously acquired knowledge in the management of patients; 10) apply principles of evidence-based medicine; 11) apply data gathering techniques and participate in designing and/or collecting data in clinical trials; and 12) make written and oral presentations of selected patient conditions. (5-week rotation)

PA 6540 Family Medicine 5 credits

This rotation provides clinical experience with manifestations of common diseases and chronic illness. The emphasis is on providing care to patients throughout the life span, from infancy through adolescence and adulthood. The focus will include healthcare promotion and disease prevention as well as the initial and ongoing treatment of primary care disorders.

Goals: This course is designed to emphasize student training in primary care disciplines. The student will be given the opportunity to: 1) examine how to manage complex problems in the primary care area; 2) discuss knowledge acquired during this and other clinical rotations and how it will benefit the primary care setting; and 3) discuss how this knowledge benefits the physician and patient in the primary care setting. (5-week rotation).

PA 6542 Pediatrics 5 credits

This rotation will expose students to pediatric problems and disease, including common illnesses of childhood, congenital and acquired disease processes, normal and pathological developmental

achievements and psychosocial issues. This rotation may include care delivered in inpatient or outpatient settings.

Goals: The student will be given the opportunity to: 1) examine how to manage conditions affecting children including opportunities in pediatrics; 2) perform histories, physical examinations, and patient counseling/education, where applicable; 3) assist the provider in appropriate procedures; 4) counsel and educate the patient and caregivers about health maintenance issues; 5) evaluate and institute necessary emergency medical care, when indicated; 6) apply previously acquired knowledge in the management of patients; 7) apply principles of evidence-based medicine; and 8) make written and oral presentations of selected patient conditions. (5-week rotation).

PA 6544 Women's Health 5 credits

This rotation will expose the student to issues in women's health through the life span. Areas of exposure include prenatal care, reproductive endocrinology, gynecology and gynecologic oncology, family planning and other aspects of women's health. The basic operations of obstetrics and gynecology are explored to allow a fundamental understanding of the technical procedures involved. Some rotations may include delivery participation, however this is not required.

Goals: The student will be given the opportunity to: 1) examine how to manage conditions affecting women including opportunities in obstetrics, gynecology, and well-care; 2) perform histories, physical examinations, and patient counseling/education, where applicable; 3) assist the provider in appropriate procedures; 4) counsel and educate the patient and caregivers about health maintenance issues; 5) evaluate and institute necessary emergency medical care, when indicated; 6) apply previously acquired knowledge in the management of patients; 7) apply principles of evidence-based medicine; and 8) make written and oral presentations of selected patient conditions. (5-week rotation).

PA 6546 Mental Health 5 credits

This rotation provides students exposure to evaluation, diagnosis, and treatment of acute and chronic psychiatric disorders. This rotation may be conducted in an inpatient or outpatient setting.

Goals: The student will be given the opportunity to demonstrate the ability to: 1) elicit, organize, and record data both for a comprehensive and problem-oriented patient evaluation; 2) formulate management plans for the patient problems; 3) counsel and educate the patient about health maintenance issues; 4) appropriately document patient conditions. (5-week rotation)

PA 6560 Professional Development 5 credits

This course is designed to prepare PA students for their futures as health care providers. The course will include both clinical and professional topics. The students will be given the opportunity to examine the importance of communication and interprofessional teamwork in the clinical and administrative environment. The students will then identify certification and licensure requirements for graduation and beyond and identify/discuss the PA role in the promotion and dissemination of research. Additionally, students will develop skills to foster the concept of lifelong learning, demonstrated by the development of study materials for the national board examination. (5-week rotation).

Goals: 1) Gain awareness of teamwork and interprofessional care that benefits patients, 2) Review all topics learned in course of PA study for preparation for national examination, 3) Demonstrate principles of lifelong learning, 4) Review certification guidelines and maintenance requirements for licensure; and 5) discuss various PA roles including those in scholarly publishing.

PA 6550 Surgery 5 credits

This rotation focuses on the area of medicine that deals with the manual and operative procedures for the correction of deformities, injuries and disease. The surgery rotation must include a component of inpatient surgical management, pre-operative, intra-operative, and postoperative care. This course is designed to provide the Physician Assistant student with an introduction to the many new surgical techniques that are available. Suturing, anesthesia, major and minor surgery specific to various body regions are taught through experiences with patients. New innovations in laser therapy and laparoscopic techniques are evaluated. Pre- and postoperative evaluation and care of the patient are integrated into this course. Surgical procedures, techniques, and instruments will be explored.

Goals: The student will be given the opportunity to: 1) understand the indications, contraindications, possible complications, and limitations in the management of surgical conditions; 2) understand the indications and limitation of various diagnostic procedures; 3) assist effectively with necessary procedures in the pre- and post-operative periods; 5) assist in all particulars delegated by the supervising practitioner; 6) apply previously acquired problem solving skills in the management of patients; 7) apply principles of evidence-based medicine; and 8) make written and oral presentations on selected patient conditions. (5-week rotation)

PA 6552 Emergency Medicine 5 credits

This rotation will expose the student to the diagnosis and treatment of patients presenting to the emergency department with acute health issues. In this often critical care environment, students will be faced with problem solving and the need to rapidly assess patients with a variety of presentations. Students will be exposed to the practice of utilizing emergency departments both for ambulatory care and primary care. This course explores various types of medical and surgical conditions that are present in a modern day emergency department and prepares the Physician Assistant student to evaluate, treat, and monitor such conditions. A generalist approach to providing emergency care along with injury prevention is explored.

Goals: The student will be given the opportunity to: 1) prepare and present patient records in an organized fashion appropriate for the emergency department; 2) understand the indications, contraindications, possible complications, and limitations in the management of emergent conditions; 3) understand the indications and limitation of various diagnostic procedures; 4) assist effectively with necessary procedures in the emergency setting; 5) assist in all particulars delegated by the supervising practitioner; 6) apply previously acquired problem-solving skills in the management of patients; 7) apply principles of evidence-based medicine; and 8) make written and oral presentations on selected patient conditions. (5-week rotation)

PA 6554 & 6556 Clinical Elective I & Clinical Elective II 5 credits

These rotations will provide the student an opportunity to pursue additional study in an area of particular interest to the student. This rotation may be conducted in a medical or surgical. These course are designed to increase and enhance student learning during the clinical phase of the Physician Assistant Program. These courses will provide instruction and assessment on areas of clinical practice to help enrich the graduate PA to be a competent clinician. (Two 5 week rotations)

Goals: The student will be given the opportunity to: 1) deepen their knowledge in a medical or surgical specialty; 2) provide care to patients in an area of specialty interest/focus to prepare them for practice after graduation; and 3) demonstrate skills learned in didactic and clinical training phases of study in the PA curriculum in a patient-care setting.

PA 6458 Professional Practice Preparation 4 credits

The course will include an extensive didactic review of medical topics in a system based approach. Preparation for employment through structured activities and workshops will be undertaken. Application for licensure procedures and board-certification will be emphasized.

Goals: The student will be given the opportunity to demonstrate the ability to: 1) exhibit their clinical skills and review didactic knowledge learning throughout the curriculum; 2) prepare for successful completion of the national certification examination through lectures, assignments, and self-learning; 3) recognize the importance of national certification, state licensure maintenance, and continuing medical education requirements; and 4) prepare for employment.

PA 6362 Capstone 3 credits

This course is designed to be a capstone course in the physician assistant curriculum. It is designed to review and evaluate knowledge and skills deemed essential for successful completion of the program and entry into the PA profession. Evaluations will be conducted to assess knowledge, skills, critical thinking, problem solving, communication with patients, and professionalism. Students will present research findings of project started in first didactic year.

Goals: The student will be given the opportunity to 1) Assimilate research from previous twelve months for presentation and critique. 2) Disseminate knowledge to peers gained through course of program study, and 3) Demonstrate application of skills and knowledge gained throughout PA program.

PA 6264 Health Policy, Billing, & Coding 2 credits

This course is designed to be an overview of health policy including public and private programs for patient access to care as well as pay systems. New guidelines for appropriate coding of care delivered and testing ordered for best patient and employer outcomes will be detailed. Penalties for inappropriate billing will be reviewed and honesty/fair-patient dealings stressed.

Goals: The student will be given the opportunity to demonstrate the ability to: 1) appropriately code and bill for a patient encounter, 2) comprehend the various systems in place for reimbursement of services, 3) exhibit an awareness of health policy and changing patterns over time, and 4) identify resources for further study on the topic in the future.

Doctor of Physical Therapy (DPT)

Dr. Janelle K. O'Connell, PT, PhD, DPT, CEEAA, FTPTA, LAT ATC, Program Director of Physical Therapy and Director of Graduate Studies in Physical Therapy

Hardin-Simmons University is pleased to offer a seven-semester Doctor of Physical Therapy (DPT) degree. This entry-level professional degree prepares the graduate to be eligible for licensure and entry into the profession as a physical therapist. It is not necessary for applicants to hold a master's degree to pursue the DPT. Applications are generally accepted a year in advance by applying to PTCAS (Physical Therapy Central Application System: www.ptcas.org) between July 1 and November 1. A new class begins each fall semester. There are two options for admission to the physical therapy program at Hardin-Simmons University: the early admission option and the post baccalaureate option.

Accreditation

The Doctor of Physical Therapy Program at Hardin-Simmons University is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE) of the American Physical Therapy Association. Post-professional degree programs offered through the Department of Physical Therapy are not eligible for, or subject to, CAPTE accreditation. Commission on Accreditation in Physical Therapy Education 1111 North Fairfax Street Alexandria, VA 22314 (703) 706-3245; accreditation@apta.org; www.capteonline.org

Post Baccalaureate Option

The applicant must have earned an undergraduate degree from a regionally accredited college or university and have completed the required prerequisite courses prior to beginning the physical therapy program.

Early Admission Option

This option is available for students attending HSU or other institutions with which the program in physical therapy has developed a cooperative agreement for early admission: a current list of institutions participating in the early admission option can be obtained by calling or emailing the department (ptoffice@hsutx.edu). Students pursuing the early admission option complete most of their requirements for a degree in biology/kinesiology as specified by the institution where they are enrolled. These requirements include courses needed for the major in biology/kinesiology, minor in an area of their choice and university core/general education/liberal arts requirements. In addition, students complete all courses needed to fulfill the prerequisite courses for the physical therapy program. Students make application to PTCAS during their third year. If accepted into the physical therapy program, selected upper division science course work during the first semester of the professional phase of the physical therapy program will count toward the undergraduate major in biology/kinesiology.

Transfer Credit

Due to the curricular design (cohort) and financial structure of the DPT program (price/semester), it is extremely challenging to transfer into this program. Individuals will be considered on a case-by case basis if the following conditions can be met: 1) graduate work from a regionally accredited institution of higher education; 2) and official transcript of the work is on file in the Office of Graduate Studies; 3) the work was completed during the last 10 years; 4) approval by the

Program Director; 5) an open seat exist in the class the prospective student is transferring to. In general, the transfer student would likely sit through all courses in the curriculum, although some may not need to be retaken for credit. Tuition would remain the same no matter how many courses were being taken for credit. A maximum of one-third of the total hours required in physical therapy may be transferred provided the student did not complete the previous degree and that the transferring course work is approved by the Program Director.

General Requirements for Early Admission & Post Baccalaureate Option Plans

Letter grades are required in all prerequisite courses. Pass/fail or credit/no credit grades are not acceptable. Online courses may be acceptable for non-science pre-requisite courses but must be approved by the PT Director of Admissions. Prerequisite courses completed 10 years or more prior to the time of application are not acceptable. Applicants are encouraged to complete their science pre-requisites at a four-year university and only two science courses will be accepted from a community college. Average prerequisite and cumulative GPAs of admitted students are >3.5/4.0

Required Prerequisite Courses

1. A sequence of either Biology I & II OR Anatomy & Physiology I & II: two courses of general biology (including zoology) for science majors, with laboratory OR two courses of A&P (A&P I & A&P II)
2. Chemistry: two courses of general chemistry for science majors, with laboratory.
3. Physics: two courses for science majors, with laboratory. (Does not have to be calculus based physics)
4. Statistics: one course from any discipline.
5. Psychology: Two courses; should be related to human psychology: recommended: general psychology, life span (developmental) OR abnormal psychology.
6. Anatomy: one course of human or comparative anatomy (with laboratory preferred) at the 300 or 400 level OR another upper level human biology course.
7. Physiology: one course of human or mammalian physiology (with laboratory preferred) at the 300 or 400 level OR another upper level human biology course.

Note: Completion of prerequisite course work does not guarantee admission to the PT program at HSU. Six of nine prerequisite Science/Stat courses must be completed before a seat offer can be considered.

Additional Requirements

1. GRE (Graduation Record Exam)
2. Knowledge of the profession as demonstrated by two letters of recommendation from two different physical therapists practicing in two different settings.
3. Transcripts from all universities where college courses have been taken.

Selected applicants are required to interview. Medical terminology is required as a post-selection requirement.

Graduation Requirements for Class of 2018

The program of study for the Doctor of Physical Therapy degree consists of 118 credit hours (119 with elective) in a 28-month period over 7 consecutive semesters. Courses in basic sciences,

physical therapy sciences, professional values, evidence-based practice and research, and 38 weeks of experiential professional activities (clinical rotations) are included.

Curriculum

Fall I

| | | |
|----------------------------------|--|-----------|
| PHYT 7101 | Orientation to the Physical Therapy Profession | 1 |
| PHYT 7142 | Professional Seminar I | 1 |
| PHYT 7281 | Critical Inquiry I..... | 2 |
| PHYT 7303 | Applied Physiology I..... | 3 |
| PHYT 7305 | Clinical Kinesiology I | 3 |
| PHYT 7401 | Clinical Anatomy I..... | 4 |
| PHYT 7421 | Introduction to Clinical Diagnosis & Management I..... | 4 |
| TOTAL SEMESTER HOURS..... | | 18 |

Spring I

| | | |
|----------------------------------|---|-----------|
| PHYT 7204 | Applied Physiology II | 2 |
| PHYT 7222 | Introduction to Clinical Diagnosis & Management II..... | 2 |
| PHYT 7232 | Diagnostic Screening | 2 |
| PHYT 7302 | Clinical Anatomy II..... | 3 |
| PHYT 7306 | Clinical Kinesiology II..... | 3 |
| PHYT 7307 | Neuroscience I..... | 3 |
| PHYT 7382 | Critical Inquiry II | 3 |
| TOTAL SEMESTER HOURS..... | | 18 |

Summer I

| | | |
|----------------------------------|---|--------------|
| PHYT 7133 | Diagnostic Imaging | 1 |
| PHYT 7343 | Professional Seminar II | 2-3 |
| PHYT 7326 | Clinical Diagnosis & Management III: Neurological I..... | 3 |
| PHYT 7371 | Experiential Professional Activity I..... | 3 |
| PHYT 7423 | Clinical Diagnosis & Management I: Musculoskeletal I | 4 |
| PHYT 7425 | Clinical Diagnosis & Management II: Cardiovascular & Pulmonary..... | 4 |
| TOTAL SEMESTER HOURS..... | | 17-18 |

Fall II

| | | |
|----------------------------------|--|-----------|
| PHYT 7134 | Pharmacology..... | 1 |
| PHYT 7184 | Professional Project I | 1 |
| PHYT 7208 | Neuroscience II | 2 |
| PHYT 7229 | Clinical Diagnosis & Management VI: Integumentary..... | 2 |
| PHYT 7244 | Professional Seminar III..... | 2 |
| PHYT 7324 | Clinical Diagnosis & Management IV: Musculoskeletal II..... | 3 |
| PHYT 7334 | Clinical Diagnosis & Management VII: Pediatrics & Geriatrics | 3 |
| PHYT 7427 | Clinical Diagnosis & Management V: Neurological II..... | 4 |
| TOTAL SEMESTER HOURS..... | | 18 |

Spring II

| | | |
|----------------------------------|--|-----------|
| PHYT 7170 | Experiential Professional Activity - Campus Clinic | 1 |
| PHYT 7185 | Professional Project II | 1 |
| PHYT 7230 | Clinical Diagnosis & Management VIII: Multiple Systems | 2 |
| PHYT 7283 | Critical Inquiry III | 2 |
| PHYT 7428 | Healthcare Management..... | 4 |
| PHYT 7872 | Experiential Professional Activity II..... | 8 |
| TOTAL SEMESTER HOURS..... | | 18 |

| | |
|------------------------------------|--|
| Summer II | |
| PHYT 7102 | Professional Development1 |
| PHYT 7873 | Experiential Professional Activity III.....8 |
| Total Semester Hours9 | |
| Fall III | |
| PHYT 7245 | Professional Seminar IV.....2 |
| PHYT 7874 | Experiential Professional Activity IV8 |
| PHYT 7875 | Experiential Professional Activity V.....10 |
| TOTAL SEMESTER HOURS.....20 | |
| DEGREE TOTAL118-119 | |

Fall I

PHYT 7101 Orientation to the Physical Therapy Profession

Designed to introduce the new student to the history of Physical Therapy and its professional organizations, core values of physical therapy, departmental policies and procedures including essential professional behaviors, minimal abilities, care and handling of human specimens, medical terminology and infection control. Students will complete assessments to determine learning styles, personality styles and preferred communication styles.

PHYT 7142 Professional Seminar I (1-1-0)

Application of professional behaviors of leadership, group interaction, learning theory, and teaching methods in clinical situations; roles of physical therapists; current issues in physical therapy.

PHYT 7281 Critical Inquiry I (2-2-0)

An introduction to research methods and evidence-based practice as it relates to physical therapy. Topics will include validity, reliability, level of measurement, formulating research questions and searching for and interpreting of evidence-based practice. Literature searches will focus on finding the highest level of evidence for practice to be used to discuss patient management for development of critical thinking skills.

PHYT 7303 Applied Physiology I (3-2-2)

The first of a two-semester course sequence involving the study of the homeostasis of organ systems, as well as acute and chronic responses of these organ systems to exercise and work. Application of physiology to healthy populations with reference to those with disease will be emphasized. Topics include physiology of bed rest, cellular physiology, autonomic nervous system, energy metabolism, neuromuscular system, endocrine system, energy metabolism, body composition, nutrition and ergonomics.

PHYT 7305 Clinical Kinesiology I (3-2-2)

Focuses on the study of human motion with the emphasis on application of biomechanics and functional anatomy and their relationship to the fundamental understanding of musculoskeletal evaluation and exercise concepts. Studies include the principles of kinematics and kinetics as well as the osteokinematics, arthrokinematics, and accessory joint movements of the vertebral column, upper extremity and lower extremity.

PHYT 7401 Clinical Anatomy I (4-2-4)

Regional study of human gross anatomy utilizing dissection of the human cadaver. There is an emphasis on arthrology, osteology, gross neuromuscular and vascular anatomy of the upper and lower limbs. Emphasis is on general relationships between structures and applied anatomy relevant to the practice of physical therapy.

PHYT 7421 Introduction to Clinical Diagnosis and Management I (4-2-4)

Clinical science course involving initial patient evaluation and formulation of physical therapy diagnosis, utilization of non-invasive screening procedures; biomechanical functional evaluations utilizing joint range of motion and manual muscle testing; patient transfer and positioning; infection control; gait training; introduction to therapeutic massage, the healing touch, and techniques of documentation.

Spring I

PHYT 7204 Applied Physiology II (2-1-2)

The second course in a two-part series. Involves the study of the intact organism with emphasis on the processes that control and regulate important properties of living systems. Homeostasis of organ systems, as well as perturbations of homeostasis, particularly the acute and chronic effects of exercise will be examined. Topics including the cardiovascular systems, respiratory system, renal system, thermoregulation, gastrointestinal and reproductive systems will be studied.

PHYT 7222 Introduction to Clinical Diagnosis & Management II

Clinical Science course involving pain evaluation and electrodiagnostic testing; application of physical agents, including thermal agents and electro-therapy; use of spinal traction; and soft tissue mobilization.

PHYT 7232 Diagnostic Screening (2-2-0)

The examination and differential diagnosis of disease and disorders associated with specific body systems as it pertains to physical therapy examination. Special tests of different joints will be included.

PHYT 7302 Clinical Anatomy II (3-2-2)

Regional study of human gross anatomy utilizing dissection of the human cadaver with an emphasis on the abdominal and pelvic viscera, posterior abdominal wall, thorax, lungs, heart, neck, head and face. General relationships between structures and applied anatomy relevant to the practice of physical therapy will be discussed.

PHYT 7306 Clinical Kinesiology II (3-2-2)

The second course in a two-semester series, which will focus on the study of human motion with emphasis in biomechanics and functional anatomy and their relationship to the fundamental understanding of exercise concepts and musculoskeletal evaluation applied to the spine, posture, and gait. Evaluation and determination of variations in posture, gait, and spine including osteokinematics, arthrokinematics and accessory joint movements are addressed. Emphasis will include integration of spinal function with static and dynamic posture and normal and abnormal gait patterns.

PHYT 7307 Neuroscience I (3-2-2)

Study of the anatomical substrate related to function of the nervous system. Particular attention is given to gross and sectional anatomy of the brain, brainstem, spinal cord, and the related neural pathways for the motor and somatosensory systems.

PHYT 7382 Critical Inquiry II (3-2-0)

A continuation of Critical Inquiry I with topics to include ethics of research, principles of scientific writing, components of the research proposal, experimental and non-experimental designs, concepts of statistical inference and data analysis using computer software. Selection of a professional project and submission of a proposal to the Institutional Review Board will occur if required. Projects may take the form of: 1) assisting a faculty member with research; 2) developing and/or delivering an educational program for a targeted audience; 3) completion of a review on evidence-based practice in physical therapy; 4: a comprehensive review of the literature on a topic

of choice; 5) compilation of a series of case studies with strategic focusing on outcomes; 6) development of a product line in physical therapy; 7) other projects proposed by the student if it stimulates and enhances the student's learning. All professional projects must be agreed upon by the student's professional project advisor with expectations set forth in a contract.

Summer I

PHYT 7133 Diagnostic Imaging

The study of Diagnostic Imaging as it pertains to orthopedic, neurological and cardiopulmonary diseases and disorders commonly treated by physical therapists. Reading and interpreting and explaining X-rays, MRI, CAT scans, etc. will be included.

PHYT 7343 Professional Seminar II (3-2-0)

The second course in a series developed to help the physical therapy student understand their professional responsibilities. This course will focus on application of teaching styles and methods, role delineation in physical therapy, psychosocial issues in patients with functional limitations and disability and the effects of culture and social support on client interaction and well-being. Integrated clinical experiences include participation in a week-long camp for people with disabilities as well as an elective opportunity to participate in a global outreach project."

PHYT 7326 Clinical Diagnosis and Management III: Neurological I (3-2-2)

Examination, evaluation, treatment and program planning for adults with spinal cord injury/disease and balance vestibular disorders, perspective of pathological, medical, and surgical considerations and physical therapy interventions. Focuses on dysfunction of the spine and extremities in relation to trauma, degenerative changes, and overuse syndromes in recreation, sports, and industry. The physical therapy management of upper and lower extremity amputations in adults and children is also addressed.

PHYT 7371 Experiential Professional Activity I (3-0-X)

Students will be assigned to a clinical site and a clinical instructor for application of skills accumulated during the curriculum. While in the clinic, students will have the opportunity to assume a patient load where they will be responsible for examination, evaluation, diagnosis, prognosis, intervention and outcome planning. A variety of learning experiences will be encouraged to help the student develop as a professional.

PHYT 7423 Clinical Diagnosis & Management I: Musculoskeletal (4-2-4)

The first in a two-course sequence dealing with the management of patients with problems of the musculoskeletal system. Emphasizes the pathological, medical and surgical considerations, and physical therapy interventions associated with the upper quarter.

PHYT 7425 Clinical Diagnosis & Management II: Cardiovascular & Pulmonary (4-2-4) Deals with the cardiac, pulmonary and vascular systems, including discussion of pathological, medical, surgical, evaluative and therapeutic intervention. Emphasis is placed on the importance of the comprehensive evaluation of these systems on all patients, particularly traditional orthopedic and neurological patients. Special emphasis is placed on caring for acutely ill patients with cardiac, pulmonary or vascular disease and their safe progression through outpatient or home rehabilitation

Fall II

PHYT 7134 Pharmacology (1-1-0)

The study of the primary drug classes and the physiologic basis of their action. Drugs will be discussed according to their general effects and the type of disorder they are routinely used to treat as it relates to physical therapy. Interactions, beneficial effects and adverse side effects will be

addressed.

PHYT 7184 Professional Project I (1-1-0)

The first of two semesters allotted for completion of the student's professional project. Projects may take the form of: 1) assisting a faculty member with research; 2) developing and/or delivering an educational program for a targeted audience; 3) completion of a review on evidence-based practice in physical therapy; 4) a comprehensive review of the literature on a topic of choice; 5) compilation of a series of case studies with strategic focusing on outcomes; 6) development of a product line in physical therapy; 7) other projects proposed by the student if it stimulates and enhances the student's learning. All professional projects must be agreed upon by the student's professional project advisor with expectations set forth in a contract.

PHYT 7208 Neuroscience II (2-2-0)

Study of the neuroanatomical substrate related to normal function of higher brain centers. Particular attention is given to selected lesions within the nervous system and the resulting signs and symptoms.

PHYT 7229 Clinical Diagnosis and Management VI: Integumentary (2-1-2)

Examination, evaluation and intervention of the integumentary system. Special emphasis will be given to chronic vascular wounds, pressure ulcers, lymphedema and prevention of integumentary disorders.

PHYT 7244 Professional Seminar III (2-2-0)

The third course in a series developed to help the physical therapy student understand their professional responsibilities. Principles of ethical decision-making, ethical code of conduct, current major trends in healthcare as they relate to ethical decision-making and bio-ethical dilemmas will be emphasized, along with recognizing and reporting abuse.

PHYT 7324 Clinical Diagnosis & Management IV: Musculoskeletal II (3-2-2)

The second course in a two-course sequence dealing with the musculoskeletal system from the perspective of pathological, medical and surgical considerations, and physical therapy interventions. Focuses on dysfunction of the spine and extremities in relation to trauma, degenerative changes, and overuse syndromes in recreation, sports, and industry. The physical therapy management of upper and lower extremity amputations in adults and children is also addressed.

PHYT 7334 Clinical Diagnosis and Management VII: Pediatrics & Geriatrics (3-2-2)

Problems of the musculoskeletal, neuromuscular, cardio-pulmonary and integumentary systems differ for the pediatric and geriatric population. This course will focus on examination, evaluation, interventions and program planning specific to these age groups.

PHYT 7427 Clinical Diagnosis and Management V: Neurological II (4-2-4)

Examination, evaluation, intervention and program planning for adults with cerebrovascular accident, traumatic brain injury, cognitive disorders and degenerative disorders of the nervous system.

Spring II

PHYT 7170 Experiential Professional Activity—Campus Clinic (1-0-X)

Students will be scheduled in the campus clinic activities on various Fridays throughout their semesters on campus for clinical observations and practice of skills accumulated during the curriculum. While in the clinic, students will have the opportunity to practice examination, evaluation, diagnosis, prognosis, intervention and outcome planning skills. A variety of learning experiences will be encouraged to help the student develop as a professional.

A minimum of 40 Campus Clinic hours are required for this course.

PHYT 7185 Professional Project II (1-1-0)

A continuation of the student's professional project. The primary focus will be on the completion of data collection and data analysis, along with preparation for presentation (oral and/or written).

PHYT 7230 Clinical Diagnosis and Management VIII: Multiple Systems (2-1-1)

Physical therapy examination, evaluation and treatment approaches for infectious disorders, oncology, metabolic disorders and degenerative conditions affecting multiple systems. Special consideration will be given to the pathological, medical and surgical considerations of the diseases and disabilities. Patient problems will be provided that stress professional decisions across the life span.

PHYT 7283 Critical Inquiry III (2-2-0)

A continuation of Critical Inquiry I & II. Emphasis on integration of material learned throughout the curriculum utilizing case studies and evidence-based application of prognosis, diagnosis, and interventions.

PHYT 7428 Healthcare Management (4-4-0)

Autonomous practitioners are required to understand the ever-changing healthcare field. Will prepare students to maximize their opportunities for reimbursement and establish a private practice. Topics for discussion include healthcare delivery systems, strategic planning, financial management, legal aspects of healthcare delivery including documentation, personnel and resource management, marketing and service management.

Professional Values

PHYT 7872 Experiential Professional Activity II (8-0-X) Students will be assigned to a clinical site and a clinical instructor for application of skills accumulated during the curriculum. While in the clinic, students will have the opportunity to assume a patient load where they will be responsible for examination, evaluation, diagnosis, prognosis, intervention and outcome planning. A variety of learning experiences will be encouraged to help the student develop as a professional.

Summer II

PHYT 7102 Professional Development (1-1-0)

Students will have the opportunity to become involved in extracurricular activities that will broaden their knowledge base while serving others. Elements of professional behaviors will be stressed.

PHYT 7873 Experiential Professional Activity III (8-0-X)

Students will be assigned to a clinical site and a clinical instructor for application of skills accumulated during the curriculum. While in the clinic, students will have the opportunity to assume a patient load where they will be responsible for examination, evaluation, diagnosis, prognosis, intervention and outcome planning. A variety of learning experiences will be encouraged to help the student develop as a professional.

Fall III

PHYT 7245 Professional Seminar IV (2-1-0)

The fourth course in a series developed to help the physical therapy student understand their professional responsibilities. Emphasis will be on preparation for licensure and continuing professional development, continuing competency requirements and opportunities for involvement in clinical education and specialized clinical practice.

Evidence-Based Practice and Research

PHYT 7874 Experiential Professional Activity IV (8-0-X)

Students will be assigned to a clinical site and a clinical instructor for application of skills accumulated during the curriculum. While in the clinic, students will have the opportunity to assume a patient load where they will be responsible for examination, evaluation, diagnosis, prognosis, intervention and outcome planning. A variety of learning experiences will be encouraged to help the student develop as a professional.

PHYT 7875 Experiential Professional Activity V (10-0-X)

Students will be assigned to a clinical site and a clinical instructor for application of skills accumulated during the curriculum. While in the clinic, students will have the opportunity to assume a patient load where they will be responsible for examination, evaluation, diagnosis, prognosis, intervention and outcome planning. A variety of learning experiences will be encouraged to help the student develop as a professional.

Logsdon Seminary

Logsdon Seminary is a distinct entity within the Logsdon School of Theology of Hardin-Simmons University. The mission of the seminary is to prepare servant leaders for Christian ministry through an academically challenging theological education centered on the Lordship of Christ, guided by the authority of Scripture, and focused on the global mission of the church.

Logsdon Seminary offers three graduate theological degrees that prepare men and women for professional ministry. The Master of Divinity is the foundational graduate degree for persons who anticipate ministry leadership within a local church and other settings. The Master of Arts in Family Ministry equips persons for educational and personal ministry in a local church setting with special emphasis on family relationships and needs. The Doctor of Ministry provides the highest level of professional preparation for ministry. The degree emphasizes the integration of theological reflection and practice, supervision and mentorship, and servant leadership that draws on spiritual and missional formation in both church and minister. Logsdon Seminary and its three degrees are accredited by the Association of Theological Schools in the United States and Canada (10 Summit Park Drive, Pittsburgh, PA 15275-1103; phone: 412.788.6505; website: www.ats.edu).

Logsdon Seminary and the Department of Psychology and Counseling provide a dual degree option for students seeking careers in counseling or marriage and family therapy. The dual degree program allows for simultaneous completion of both the Master of Arts in Family Ministry and the Master of Arts in Clinical Counseling and Marriage & Family (CCMF).

The 89 hr. MAFM/CCMF dual degree program will provide ATS-accredited preparation for Christian ministry from Logsdon Seminary and fully accredited training in counseling and marriage and family therapy from Hardin-Simmons University's Department of Psychology. Students in this dual program will complete coursework that satisfies the academic requirements for licensure as a professional counselor and/or marriage and family therapist in Texas and in most states.

Please refer to the separate Logsdon Seminary Catalog and to the CCMF section of the Graduate Catalog for additional information on prerequisites and coursework.

For descriptions of Logsdon Seminary's degrees, admissions requirements, financial information, and other matters consult the Logsdon Seminary Catalog or the Seminary's website at www.logsdonseminary.org, or contact Logsdon Seminary at (325) 670-5866 or (325) 670-5841.

MINORS AND SUPPORT AREAS

Graduate Minors

A minor for the Master of Arts degrees, which allow for a minor, consists of 12 or more hours of graduate-level work (at least one-half at the 6000-level) in the proposed minor field. Minors are offered in communication, as well as all major areas. The choice of the proposed minor must be approved by the graduate advisor of the major department.

Communication (COMM)

Communication is offered as a minor on the Master of Arts degree or as a minor on the Master of Education degree. A minor consists of 12 or more hours of graduate-level work (at least one-half at the 6000-level) approved by the program director and the department head of the minor area.

COMM 5301 Rhetorical Analysis (3-3-0)

The analysis and evaluation of public speeches, including historical and contemporary speeches and styles of criticism.

COMM 5302 Studies in Communication: (3-3-0)

A study of contemporary approaches to communication theory. Course content will vary from semester to semester. May be repeated as topic varies.

COMM 5305 Organizational Communication (3-3-0)

The study of communication in organizations and the role of the professional in those structures. Prerequisite, one of the following: Speech Communication, Communication for Teachers, or equivalent, or permission of instructor.

COMM 5308 Trends in Communication (3-3-0)

The study of current trends that influence the discipline of communication.

COMM 6301 Research in Communication (3-2-X)

Introduction to research as it relates to the literature, history, and experimentation in communication.

COMM 6302 Problems of Communication (3-3-X)

A study of the problems of communication and the literary, historical, critical, and quantitative and qualitative research methodologies applicable to the field.

INTERNET CODE OF ETHICS

All users of Internet via Hardin-Simmons University's agreement with our Internet Service Provider (ISP) must agree to observe and follow the policies listed below. FAILURE TO FOLLOW THESE POLICIES COULD RESULT IN THE LOSS OF ACCESS PRIVILEGES WITH NO REFUND.

The following guidelines and policies do not cover all possible situations and problems; they have, however, been developed in an attempt to prevent problems. Please, for your sake, the protection of your access rights, the protection of HSU, and the protection/continued access via our ISP, ask about any questionable situations which are not covered by these guidelines and policies before acting.

Purpose

To enhance educational opportunities for HSU students, faculty, and staff with access to the Internet for educational purposes only.

Access Codes/Passwords

Access is based on per user system, meaning that your password and access are for you only. Allowing others to use your access may result in your losing access privileges.

Posting Information/Messages on the Internet

Your access may also be revoked if you:

1. Post any pornographic messages, images, etc. (It is a FEDERAL OFFENSE)
2. Post or send threatening, harassing, sexually explicit, or intentionally embarrassing messages.
3. Use email for business purposes, i.e., "for profit" ventures.
4. Initiate or participate in chain letters or pyramid schemes.

Ownership of Email

Hardin-Simmons University owns any messages sent or received through access provided by HSU. While mail sent via the U.S. postal system is considered private and confidential, the same is not currently true of email. According to federal law, if you post email messages on a service provided by someone else, they can and do hold the right to inspect, alter, or otherwise control such messages. Please understand that it is not the intent of HSU to "snoop" in your email messages, censor you, or resort to other such repressive measures. Please remember that HSU could be ultimately held responsible for the messages you may send or receive.

Hacking or Interference with other Computer Systems

Automatic and immediate suspension of your access will occur if it is determined that you (or anyone using your access) have attempted or succeeded in changing other programs, have gained unauthorized access to other data or databases, or have changed any information in any database or format for which you are not authorized (keep any written authorizations for your protection).

Viruses

Automatic and immediate suspension of your access will occur if it is determined that you (or anyone using your access) have attempted or succeeded in creating, participating, or intentionally promulgating any virus or other destructive or interfering programs, files, or commands.

Illegal Activity

Use of access for any illegal activity may result in the loss of access and in criminal prosecution.

Copying Files and/or Programs

Do not copy other authors' work, files, or programs without written consent (unless public copying rights are indicated). You must maintain the written consent for your protection. Burden of proof of permission to copy rests with the person copying.

Types of Unacceptable Uses/Messages

1. Messages that delay or interfere with others' work, education, or way of life.
2. Messages or efforts designed to market or sell products, services, etc. (no advertising).
3. Purchases made over the Internet for which HSU could be held responsible.
4. "Flaming" messages, i.e., messages which intentionally create high levels of network activity.
5. Downloading files which are so lengthy as to require more than a few minutes of online time.

Research

Use of Internet for research may need prior approval. Students should receive approval from their professor in advance. Faculty should be aware of professional ethics and behavior related to research, especially if using human subjects. Studies using human subjects may need prior review by the Institutional Review Board.

Revocation of Access

1. If your access is suspended, you may appeal if you think your access has been unjustly terminated.
2. The first line of appeal should be to the Associate V.P. for Technology Services
3. If you are still not satisfied, you may appeal to the Vice President of Finance.
4. If other disciplinary measures are taken by the Office of Student Life, appeals of those decisions must be made via the published process in the student handbook.
5. In any case, no refunds will be offered or given for loss of access.

Intellectual Property and Fair Use Guidelines

Hardin-Simmons University Copyright Policy

It is the policy of Hardin-Simmons University that faculty, staff, administrators, and students shall strive to obey Intellectual Property laws and licenses. The University is aware that the rights extended to our community by Fair Use are not delineated in Copyright Law. The Richardson Library's brochure "Intellectual Property and Fair Use Guidelines" provides guidelines that may be used to assist in staying within the boundaries of fair use.

Since individuals are at risk if they violate the Copyright Law and licenses of Federal law as noted in the US Code Title 17 section 504(c), each community member is responsible for evaluating his own risk. The act allows a judge to award statutory damages for copyright infringement of \$750 - \$30,000 per incident, \$150,000 for willful violations.

Ownership of Copyrights

Except as qualified below, a member of the university is entitled to ownership of copyright and royalties or other income derived from their works, including books, films, cassettes, software, works of art, or other materials.

Copyright shall be owned by the university, unless other arrangements are contracted, if production of the work:

- a. Used substantial university financial, staff, or other assistance
- b. Made extensive use of special or rare university holdings, such as rare book collections
- c. Made significant use of voice or image of students or staff in a product,
- d. Used substantial creative contribution by staff or students to the preparation of the product
- e. Used the name or insignia of the university or any of its units (other than for purposes of identification of individual faculty members) to identify or to promote the distribution of a product, or other identification or promotion that implies the approval or endorsement by the university or one of its units.

Whenever a copyrightable work is created by a member of the non-teaching staff as part of the individual's university responsibilities, the work shall be treated as a work-for-hire under the terms of the Copyright Act of 1976.

Student will own the copyrights to their theses, however, a student must, as a condition to a degree award, grant royalty-free permission to the university to reproduce and publicly distribute copies of his/her theses.

Fair Use Guidelines

There are four factors that determine Fair Use; (1) the purpose and character of the use, including whether such use is of a commercial nature or is for non-profit educational purposes; (2) the nature of the copyrighted work; (3) the amount and substantiality of the portion used in relation to the copyrighted work as a whole; and (4) the effect of the use upon the potential market for or value of the copyrighted work. This document was drafted with the assumption that the nature of usage is for supporting university curriculum. The guidelines below are designed to help identify the remaining requirements. Those wishing to use copyrighted materials for uses other than for supporting university curriculum should identify the applicable restrictions and abide by them.

For more information please see: http://www.hsutx.edu/library/fair_use_handout.pdf

ACADEMIC INTEGRITY POLICY

Students are expected to do their own academic work; therefore, academic dishonesty will not be tolerated. Faculty and students are encouraged to take an aggressive approach to combating acts of inappropriate academic behavior. Academic dishonesty occurs when a student submits the work of someone else as his/her own or has special information for use in an evaluation activity that is not available to other students in the same activity. Students who observe or become aware of violations of academic integrity are urged to report these violations to the professor in whose course the dishonest acts occur.

Examples include but may not be limited to the following:

1. Cheating on an examination:
 - a) Copying from another student's examination.
 - b) Possessing or using during an examination material not authorized by the person giving the exam.
 - c) Collaborating with or seeking aid from another student during an exam without permission from the instructor.
 - d) Knowingly using, buying, selling, stealing, transporting, or soliciting in whole or in part the contents of an unadministered examination.
 - e) Substituting for another student or permitting another student to substitute for oneself to take a test.
 - f) Obtaining an unadministered test or information about an unadministered test.
2. Plagiarism is the appropriation, buying, receiving as a gift, or obtaining by any means, another person's work and the unacknowledged submission or incorporation of it as one's own work. This could include the failure to specifically cite sources.

Penalties

Penalties may range from dismissal from the University to a lesser penalty. If the penalty is an F for the course in which the violation occurred, the F will count in the computation of the student's GPA even if the course is repeated.

Procedures for Violation

1. At the point of discovery, the instructor shall inform the student of the alleged violation of academic integrity and hear his/her explanation of the circumstances. If the instructor determines there is no violation, the case is dropped. If the instructor decides the violation is unintentional or minor, the instructor may decide to require the student to rewrite the paper in question, take a modified exam, or take some similar action. If, in the judgment of the instructor, the alleged violation is deemed to be serious and intentional, the instructor will follow the procedure outlined below in steps 2–5.
2. Before imposing a penalty for a violation, the instructor shall consult with his/her immediate supervisor and together they will agree on a penalty. The instructor shall then make a written report outlining the incident and the recommended penalty. A copy of the report shall be given to the supervisor, the head of the department and the dean of the school or college in which the course is offered, the Office of the Provost, the student and the student's advisor. The instructor shall inform the student, in writing, of the right to appeal the change of violating academic integrity.
3. From the point of discovery, and within 10 working days, the instructor shall complete the process outlined above.
4. The Office of the Provost shall maintain files of all violations of academic integrity.

5. The student has the right to appeal the charge of violating academic integrity and/or the penalty assessed in accordance with the following appeals process.

Procedure for Appeal

1. A student appealing a charge of academic integrity violation and/or a penalty must deliver a letter to the chair of the Grade Appeal and Academic Misconduct Committee, specifying the basis for the appeal, within 10 working days after receiving the instructor's written report.
2. The chair of the committee will schedule a meeting of the committee as soon as practical, after receipt of the letter of appeal, preferably within 10 working days. The chair will notify the student and the instructor of the meeting date and time.
3. Copies of the instructor's report and the student's letter of appeal will be provided to all members of the committee at least two working days before the day of the meeting.
4. The committee will review the materials submitted by both the student and the instructor before the formal meeting and convene at a time convenient for all involved for the purpose of hearing the two individuals present their cases. The committee will then convene in an executive session to reach a decision in the matter. The chair of the committee will inform, in writing, the student, the student's advisor, the instructor, the instructor's immediate supervisor, the head of the department and the dean of the school or college in which the course is offered, and the Office of the Provost of the decision.
5. If the appeal is denied, then the charge and the penalty is upheld. If an appeal of a charge of violating academic integrity is upheld, the case is dismissed. If an appeal of a penalty is upheld, then the committee will determine an appropriate penalty. The ruling of the committee is final. Action, or failure to take action, by an instructor or the Appeals Committee does not preclude disciplinary action by the University when appropriate.

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ABBREVIATIONS

BIBL Bible
CCMF Clinical Counseling and Marriage & Family Therapy
CMUS Church Music
COHD Counseling and Human Development
COMM Communication
EDHE Higher Education
EDUC Education
ENGL English
ENVM Environmental Management
FMIN Family Ministry
FNPR Family Nurse Practitioner
FPSY Family Psychology
GIED Gifted Education
HIST History
ISCI Information Science
KSPR Kinesiology, Sport, and Recreation
LDSP Leadership
MATH Mathematics
MBA Master of Business Administration
MBAE Master of Business Administration Entrepreneurship
MDIV Master of Divinity
MISS Missions
MNST Church Ministry
MPAS Master of Physician Assistant Studies
MSIS Master of Science Information Science
MUPC Music Performance Class
MUPS Music Performance Study
MUEV Music Ensembles (Vocal)
MUHL Music History and Literature
MUSI Music Education
MUTC Music Theory and Composition
NURS Nursing
PHIL Philosophy
PHYT Physical Therapy
PSYC Psychology
READ Reading
RSED Reading Specialist Education
RELI Religion
SOCI Sociology
SRMT Sports and Recreation Management
THEO Theology

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