

EAST TEXAS BAPTIST UNIVERSITY

One Tiger Drive • Marshall, Texas 75670-1498



GRADUATE
ACADEMIC CATALOG
June 1, 2016 - May 31, 2017

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The ETBU Catalog can be found online at www.etbu.edu.

East Texas Baptist University welcomes applications from prospective students who meet its requirements and qualifications without regard to race, creed, sex, color, or national origin.

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UNIVERSITY CALENDAR • 2016-17

SUMMER II TERM 2016

M.Ed. and M.A. in Counseling

MAY 26	THURSDAY	Admissions deadline for application to receive a "Permit to Register" for Summer II 2016
MAY 30	MONDAY	Deadline to clear the Business Office (<i>payment in full</i>). Students who have not cleared the Business Office may have their schedules dropped*
JUNE 6	MONDAY	Classes begin; LATE REGISTRATION BEGINS
JUNE 6	MONDAY	Last day to withdraw and receive 100% tuition/fee refund
JUNE 7	TUESDAY	LATE REGISTRATION ENDS (<i>Last day to add a class for academic credit</i>)
JUNE 7	TUESDAY	Last day to withdraw and receive 85% tuition/fee refund
JUNE 8	WEDNESDAY	Last day to withdraw and receive 60% tuition/fee refund
JUNE 9	THURSDAY	Last day to withdraw and receive 45% tuition/fee refund
JUNE 13	MONDAY	Last day to withdraw and receive 25% tuition/fee refund
JUNE 30	THURSDAY	Last day to drop a course or withdraw
JULY 8	FRIDAY	Final exams
JULY 11	MONDAY	Final grades due at noon

JUNE TERM 2016

*There will be no on-campus undergraduate courses offered in June 2016. However, travel courses may be offered.**For information on courses offered, please contact the Office of the Registrar at 903-923-2064.*

JUNE 1	WEDNESDAY	Deadline to clear the Business Office (payment in full)
JUNE 6-29		Classes meet
JUNE 30	THURSDAY	Final exams
JULY 5	TUESDAY	Final grades due at noon

LONG SUMMER II TERM 2016

M.B.A.

JUNE 22	WEDNESDAY	Deadline to clear the Business Office (<i>payment in full</i>) Students who have not cleared the Business Office may have their schedules dropped*
JUNE 23	THURSDAY	Admissions deadline for application to receive a "Permit to Register" for Summer II 2016
JUNE 27	MONDAY	Classes begin; LATE REGISTRATION BEGINS
JUNE 28	TUESDAY	Last day to withdraw and receive 100% tuition/fee refund
JUNE 29	WEDNESDAY	LATE REGISTRATION ENDS (<i>Last day to add a class for academic credit</i>)
JUNE 30	THURSDAY	Last day to withdraw and receive 85% tuition/fee refund
JULY 5	TUESDAY	Last day to withdraw and receive 60% tuition/fee refund
JULY 7	THURSDAY	Last day to withdraw and receive 45% tuition/fee refund
JULY 11	MONDAY	Last day to withdraw and receive 25% tuition/fee refund
AUG 5	FRIDAY	Last day to drop a course or withdraw
AUG 19	FRIDAY	Final exams
AUG 19	FRIDAY	Official date of Late summer graduation (<i>no commencement exercises</i>)
AUG 22	MONDAY	Final grades due at noon

JULY TERM 2016

*There will be no on-campus undergraduate courses offered in July 2016. However, travel courses may be offered.**For information on courses offered, please contact the Office of the Registrar at 903-923-2064.*

JUNE 29	WEDNESDAY	Deadline to clear the Business Office (payment in full)
JULY 5-27		Classes meet
JULY 28	THURSDAY	Final exams
AUG 2	TUESDAY	Final grades due at noon

AUG 19FRIDAY Official date of Late summer graduation (no commencement exercises)

SUMMER III TERM 2016

M.Ed.

MAY 30MONDAY Deadline to clear the Business Office (*payment in full*) Students who have not cleared the Business Office may have their schedules dropped*

JULY 11MONDAY Classes begin; LATE REGISTRATION BEGINS

JULY 11MONDAY Last day to withdraw and receive 100% tuition/fee refund

JULY 12TUESDAY LATE REGISTRATION ENDS (*Last day to add a class for academic credit*)

JULY 12TUESDAY Last day to withdraw and receive 85% tuition/fee refund

JULY 13WEDNESDAY Last day to withdraw and receive 60% tuition/fee refund

JULY 14THURSDAY Last day to withdraw and receive 45% tuition/fee refund

JULY 18MONDAY Last day to withdraw and receive 25% tuition/fee refund

AUG 11THURSDAY Last day to drop a course or withdraw

AUG 12FRIDAY Final exams

AUG 15MONDAY Final grades due at noon

AUGUST TERM 2016

AUG 3WEDNESDAY Deadline to clear the Business Office (*payment in full*); Students not cleared may have their schedules dropped*

AUG 7SUNDAY Residence halls open 1:00 p.m.

AUG 8MONDAY Classes begin; LATE REGISTRATION BEGINS

AUG 8MONDAY Last day to withdraw and receive 100% tuition/fee refund

AUG 9TUESDAY Last day to withdraw and receive 80% tuition/fee refund

AUG 9TUESDAY LATE REGISTRATION ENDS (*Last day to add a class for academic credit*)

AUG 10WEDNESDAY Last day to withdraw and receive 40% tuition/fee refund

AUG 16TUESDAY Last day to drop a course or withdraw

AUG 19FRIDAY Final exams for August Mini-Term

AUG 22MONDAY Final grades due by close of business today

AUGUST MINI-TERM I 2016

AUG 3WEDNESDAY Deadline to clear the Business Office (*payment in full*); Students not cleared may have their schedules dropped*

AUG 7SUNDAY Residence halls open 1:00 p.m.

AUG 8MONDAY Classes begin. (*Last day to add a class for academic credit*)

AUG 8MONDAY Last day to withdraw and receive 100% tuition/fee refund

AUG 9TUESDAY Last day to withdraw and receive 50% tuition/fee refund

AUG 11THURSDAY Last day to drop a course or withdraw

AUG 12FRIDAY Final exams for August Mini-Week I

AUG 15MONDAY Final grades due by close of business today

AUGUST MINI-TERM II 2016

AUG 3WEDNESDAY Deadline to clear the Business Office (*payment in full*); Students not cleared may have their schedules dropped*

AUG 15MONDAY Classes begin. (*Last day to add a class for academic credit*)

AUG 15MONDAY Last day to withdraw and receive 100% tuition/fee refund

AUG 16TUESDAY Last day to withdraw and receive 50% tuition/fee refund

AUG 18THURSDAY Last day to drop a course or withdraw

AUG 19FRIDAY Final exams for August Mini-Week II

AUG 22MONDAY Final grades due by close of business today

FALL TERM 2016

JUL 31	SUNDAY	Tiger Camp move-in
JUL 31-AUG 3	SUN-WED	Tiger Camp events
AUG 1	MONDAY	Deadline to clear the Business Office; Students not cleared may have their schedules dropped* (<i>payment due in full or 1st payment of the semester if participating in the 5 payment deferred plan</i>)*
AUG 15	MONDAY	1st payment due if participating in the 4 payment deferred plan*
AUG 17	WEDNESDAY	Welcome Week move-in 1:00 p.m. - 4:00 p.m.
AUG 17-21	WED-SUN	Welcome Week events
AUG 18	THURSDAY	Admissions Office deadline for applicants to receive a "Permit to Register" for Fall 2016
AUG 19	FRIDAY	Advising & Registration for all new students not already registered
AUG 20-21	SAT-SUN	Residence halls open for returning students 1:00 p.m. - 4:00 p.m.
AUG 22	MONDAY	Classes begin; LATE REGISTRATION BEGINS
AUG 23	TUESDAY	Last day to withdraw and receive 100% tuition/fee refund
AUG 30	TUESDAY	LATE REGISTRATION ENDS (<i>Last day to add a class for academic credit</i>)
AUG 30	TUESDAY	Last day to change a meal plan for Fall 2016
AUG 30	TUESDAY	Last day to withdraw and receive 85% tuition/fee refund
SEPT 1	THURSDAY	2nd payment due if participating in the 5 payment plan*
SEPT 2	FRIDAY	Last day to withdraw and receive 60% tuition/fee refund
SEPT 2	FRIDAY	Convocation
SEPT 5	MONDAY	Labor Day - University Holiday - No classes
SEPT 9	FRIDAY	Last day to withdraw and receive 45% tuition/fee refund
SEPT 16	FRIDAY	Last day to withdraw and receive 25% tuition/fee refund
SEPT 23-25	FRI-SUN	Family Weekend
OCT 1	SATURDAY	3rd payment due if participating in the 5 payment plan. 2nd payment due if participating in the 4 payment plan*
OCT 6-7	THURS-FRI	Fall Break - No Classes
OCT 10-14	MON-FRI	Mid-semester period
OCT 14	FRIDAY	Application deadline for graduation in Spring 2017 commencement program
OCT 17	MONDAY	Mid-term grades due at noon
OCT 21-23	FRI-SUN	Homecoming
OCT 31	MONDAY	Advance Registration for Spring 2017 begins
NOV 1	TUESDAY	4th payment due if participating in the 5 payment plan. 3rd payment due if participating in the 4 payment plan*
NOV 11	FRIDAY	Last day to drop a course or withdraw
NOV 22	TUESDAY	Classes dismissed for Thanksgiving Holiday at 5:00 p.m.; Residence halls close 6:00 p.m.
NOV 23-25	WED-FRI	Thanksgiving - University Holiday - No classes
NOV 27	SUNDAY	Residence halls open 1:00 p.m.
DEC 1	THURSDAY	Final payment due if participating in the 4 or 5 payment plan*
DEC 2	FRIDAY	Last regular class day
DEC 5-8	MON-THUR	Final exams
DEC 9	FRIDAY	Rehearsal for Fall Commencement 10:00 a.m.
DEC 10	SATURDAY	Fall Commencement, 10:00 a.m., Ornelas Spiritual Life Center; Official graduation date; Residence halls close at 6:00 p.m.
DEC 12	MONDAY	Final grades due at noon
DEC 22- JAN 2		Christmas & New Year's - University Holidays - No classes

FALL 2016 FLEX TERM I*M.B.A.*

AUG 1	MONDAY	Deadline to clear the Business Office (<i>payment in full</i>); Students not cleared may have their schedules dropped*
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AUG 18	THURSDAY	Admissions Office deadline for applicants to receive a “Permit to Register” for Fall 2016 Flex I
AUG 22	MONDAY	Classes begin; LATE REGISTRATION BEGINS
AUG 23	TUESDAY	Last day to withdraw and receive 100% tuition/fee refund
AUG 24	WEDNESDAY	LATE REGISTRATION ENDS (<i>Last day to add a class for academic credit</i>)
AUG 25	THURSDAY	Last day to withdraw and receive 85% tuition/fee refund
AUG 29	MONDAY	Last day to withdraw and receive 60% tuition/fee refund
AUG 31	WEDNESDAY	Last day to withdraw and receive 45% tuition/fee refund
SEPT 2	FRIDAY	Last day to withdraw and receive 25% tuition/fee refund
SEPT 5	MONDAY	Labor Day - University Holiday - No classes
SEPT 30	FRIDAY	Last day to drop a course or withdraw
OCT 6-7	THURS-FRI	Fall Break - No Classes
OCT 14	FRIDAY	Final exams
OCT 17	MONDAY	Final grades due at noon

BAS FALL TERM I 2016

AUG 1	MONDAY	Deadline to clear the Business Office (payment in full); Students not cleared may have their schedules dropped*
AUG 22	MONDAY	Classes begin; LATE REGISTRATION BEGINS
AUG 23	TUESDAY	Last day to withdraw and receive 100% tuition/fee refund
AUG 24	WEDNESDAY	LATE REGISTRATION ENDS (<i>Last day to add a class for academic credit</i>)
AUG 25	THURSDAY	Last day to withdraw and receive 85% tuition/fee refund
AUG 29	MONDAY	Last day to withdraw and receive 60% tuition/fee refund
AUG 31	WEDNESDAY	Last day to withdraw and receive 45% tuition/fee refund
SEPT 2	FRIDAY	Last day to withdraw and receive 25% tuition/fee refund
SEPT 15	THURSDAY	Last day to drop a course or withdraw
SEPT 23	FRIDAY	Final exams
SEPT 26	MONDAY	Final grades due at noon

BAS FALL TERM II 2016

SEPT 28	WEDNESDAY	Deadline to clear the Business Office (payment in full); Students not cleared may have their schedules dropped*
OCT 3	MONDAY	Classes begin; LATE REGISTRATION BEGINS
OCT 4	TUESDAY	Last day to withdraw and receive 100% tuition/fee refund
OCT 5	WEDNESDAY	LATE REGISTRATION ENDS (<i>Last day to add a class for academic credit</i>)
OCT 6	THURSDAY	Last day to withdraw and receive 85% tuition/fee refund
OCT 10	MONDAY	Last day to withdraw and receive 60% tuition/fee refund
OCT 12	WEDNESDAY	Last day to withdraw and receive 45% tuition/fee refund
OCT 14	FRIDAY	Last day to withdraw and receive 25% tuition/fee refund
OCT 27	THURSDAY	Last day to drop a course or withdraw
NOV 4	FRIDAY	Final exams
NOV 7	MONDAY	Final grades due at noon

FALL 2016 FLEX TERM II

M.B.A.

OCT 12	WEDNESDAY	Deadline to clear the Business Office (<i>payment in full</i>); Students not cleared may have their schedules dropped*
OCT 13	THURSDAY	Admissions Office deadline for applicants to receive a “Permit to Register” for Fall 2016 Flex Term II
OCT 17	MONDAY	Classes begin; LATE REGISTRATION BEGINS
OCT 18	TUESDAY	Last day to withdraw and receive 100% tuition/fee refund
OCT 19	WEDNESDAY	LATE REGISTRATION ENDS (<i>Last day to add a class for academic credit</i>)

OCT 20	THURSDAY	Last day to withdraw and receive 85% tuition/fee refund
OCT 24	MONDAY	Last day to withdraw and receive 60% tuition/fee refund
OCT 26	WEDNESDAY	Last day to withdraw and receive 45% tuition/fee refund
OCT 28	FRIDAY	Last day to withdraw and receive 25% tuition/fee refund
NOV 18	FRIDAY	Last day to drop a course or withdraw
NOV 22	TUESDAY	Classes dismissed for Thanksgiving Holiday at 5:00 p.m.; Residence halls close at 6:00 p.m.
NOV 23-25	WED-FRI	Thanksgiving - No classes
DEC 8	THURSDAY	Final exams
DEC 12	MONDAY	Final grades due at noon
JAN 5	THURSDAY	Last day to drop a course or withdraw
JAN 6	FRIDAY	Final exams
JAN 9	MONDAY	Final grades due at noon

BAS FALL TERM III 2016

NOV 9	WEDNESDAY	Deadline to clear the Business Office (payment in full); Students not cleared may have their schedules dropped*
NOV 14	MONDAY	Classes begin; LATE REGISTRATION BEGINS
NOV 15	TUESDAY	Last day to withdraw and receive 100% tuition/fee refund
NOV 16	WEDNESDAY	LATE REGISTRATION ENDS (Last day to add a class for academic credit)
NOV 17	THURSDAY	Last day to withdraw and receive 85% tuition/fee refund
NOV 21	MONDAY	Last day to withdraw and receive 60% tuition/fee refund
NOV 23	WEDNESDAY	Last day to withdraw and receive 45% tuition/fee refund
NOV 25	FRIDAY	Last day to withdraw and receive 25% tuition/fee refund
DEC 8	THURSDAY	Last day to drop a course or withdraw
DEC 16	FRIDAY	Final exams
DEC 19	MONDAY	Final grades due at noon

DECEMBER MINI-TERM 2016

DEC 9	FRIDAY	Deadline to clear the Business Office (payment in full); Students not cleared may have their schedules dropped*
DEC 12	MONDAY	Classes begin.
DEC 12	MONDAY	Last day to withdraw and receive 100% tuition/fee refund
DEC 13	TUESDAY	Last day to withdraw and receive 50% tuition/fee refund
DEC 15	THURSDAY	Last day to drop a course or withdraw
DEC 16	FRIDAY	Final exams
DEC 19	MONDAY	Final grades due by close of business today

WINTER MINI-TERM 2016

DEC 9	FRIDAY	Deadline to clear the Business Office (payment in full); Students not cleared may have their schedules dropped*
DEC 12	MONDAY	Classes begin.
DEC 12	MONDAY	Last day to withdraw and receive 100% tuition/fee refund
DEC 13	TUESDAY	Last day to withdraw and receive 80% tuition/fee refund
DEC 13	TUESDAY	LATE REGISTRATION ENDS (Last day to add a class for academic credit)
DEC 14	WEDNESDAY	Last day to withdraw and receive 40% tuition/fee refund
DEC 19- JAN 1		No scheduled classes
JAN 3	TUESDAY	Last day to drop a course or withdraw
JAN 6	FRIDAY	Final exams for Winter Mini-Term
JAN 9	MONDAY	Final grades due by close of business today

JANUARY MINI-TERM 2017

DEC 30.....	FRIDAY	Deadline to clear the Business Office (payment in full); Students not cleared may have their schedules dropped*
JAN 2.....	MONDAY	Classes begin.
JAN 2.....	MONDAY	Last Day to withdraw and receive 100% tuition/fee refund
JAN 3.....	TUESDAY	Last Day to withdraw and receive 50% tuition/fee refund
JAN 5.....	THURSDAY	Last day to drop a course or withdraw
JAN 6.....	FRIDAY	Final exams
JAN 9.....	MONDAY	Final grades due by close of business today

SPRING BREAK MINI TERM 2017

MAR 10.....	FRIDAY	Deadline to clear the Business Office (<i>payment in full</i>); Students not cleared may have their schedules dropped*
MAR 13.....	MONDAY	Classes begin.
MAR 13.....	MONDAY	Last day to withdraw and receive 100% tuition/fee refund
MAR 14.....	TUESDAY	Last day to withdraw and receive 50% tuition/fee refund
MAR 16.....	THURSDAY	Last day to drop a course or withdraw
MAR 17.....	FRIDAY	Final exams
MAR 20.....	MONDAY	Final grades due at noon

SPRING TERM 2017

DEC 30.....	FRIDAY	Deadline to clear the Business Office (<i>payment in full</i>); Students not cleared may have their schedules dropped* (<i>payment due in full or 1st payment of the semester due if participating in the 5 payment deferred plan</i>)*
JAN 4.....	WEDNESDAY	1st payment due if participating in the 4 payment deferred plan*
JAN 5.....	THURSDAY	Admissions Office deadline for applicants to receive a “Permit to Register” for Spring 2017
JAN 5.....	THURSDAY	Residence halls open for new freshmen and transfer students 1:00 p.m. - 4:00 p.m.
JAN 7-8	SAT-SUN.....	Residence halls open for returning students 1:00 p.m. - 4:00 p.m.
JAN 6.....	FRIDAY	Advising and registration for all students not already registered 8:30 a.m. - 3:30 p.m.
JAN 9.....	MONDAY	Classes begin; LATE REGISTRATION BEGINS
JAN 10.....	TUESDAY	Last day to withdraw and receive 100% tuition/fee refund
JAN 16.....	MONDAY	Martin Luther King, Jr Day - University Holiday - No classes
JAN 18.....	WEDNESDAY	LATE REGISTRATION ENDS (<i>Last day to add a class for academic credit</i>)
JAN 18.....	WEDNESDAY	Last day change a meal plan for Spring 2017
JAN 18.....	WEDNESDAY	Last day to withdraw and receive 85% tuition/fee refund
JAN 23.....	MONDAY	Last day to withdraw and receive 60% tuition/fee refund
JAN 31.....	TUESDAY	2nd payment due if participating in the 5 payment plan*
JAN 30.....	MONDAY	Last day to withdraw and receive 45% tuition/fee refund
FEB 6	MONDAY	Last day to withdraw and receive 25% tuition/fee refund
FEB 28.....	TUESDAY	2nd payment due if participating in the 4 payment plan. 3rd payment due if participating in the 5 payment plan*
FEB 27-MAR 3.....	MON-FRI.....	Mid-semester period
MAR 3	FRIDAY	Application deadline for graduation in Fall 2017 commencement program
MAR 6.....	MONDAY	Mid-term grades due at noon
MAR 10.....	FRIDAY	Residence halls close 6:00 p.m.
MAR 13-17	MON-FRI.....	Spring Break - University Holidays
MAR 19.....	SUNDAY	Residence halls open 1:00 p.m.
MAR 27.....	MONDAY	Advance Registration for Fall 2017 begins

MAR 31	FRIDAY	3rd payment due if participating in the 4 payment plan. 4th payment due if participating in the 5 payment plan*
APR 6	THURSDAY	Connexus
APR 7	FRIDAY	Last day to drop a course or withdraw
APR 14-17	FRI-MON	Easter Holidays - University Closed (<i>Classes resume Tuesday the 18th</i>)
APR 28	FRIDAY	Last regular class day
APR 30	SUNDAY	Final payment due if participating in the 4 or 5 payment plan*
MAY 1-4	MON-THUR	Final exams.
MAY 5	FRIDAY	Rehearsals for Spring Commencement 10:00 a.m. and 1:30 p.m.
MAY 6	SATURDAY	Spring Commencement 10:00 a.m. and 1:30 p.m. Ornelas Spiritual Life Center; Official graduation date; Residence halls close at 6:00 p.m.
MAY 8	MONDAY	Final Grades due at noon

SPRING 2017 FLEX TERM I

M.B.A.

DEC 30	SATURDAY	Deadline to clear the Business Office (<i>payment in full</i>); Students not cleared may have their schedules dropped*
JAN 5	THURSDAY	Admissions Office deadline for applicants to receive a “Permit to Register” for Spring 2017 Flex Term I
JAN 9	MONDAY	Classes begin; LATE REGISTRATION BEGINS
JAN 10	TUESDAY	Last day to withdraw and receive 100% tuition/fee refund
JAN 11	WEDNESDAY	LATE REGISTRATION ENDS (<i>Last day to add a class for academic credit</i>)
JAN 12	THURSDAY	Last day to withdraw and receive 85% tuition/fee refund
JAN 16	MONDAY	Martin Luther King, Jr Day - University Holiday
JAN 17	TUESDAY	Last day to withdraw and receive 60% tuition/fee refund
JAN 19	THURSDAY	Last day to withdraw and receive 45% tuition/fee refund
JAN 23	MONDAY	Last day to withdraw and receive 25% tuition/fee refund
FEB 17	FRIDAY	Last day to drop a course or withdraw
MAR 3	FRIDAY	Final exams
MAR 6	MONDAY	Final grades due at noon

BAS SPRING TERM I 2017

JAN 1	SUNDAY	Deadline to clear the Business Office (<i>payment in full</i>); Students not cleared may have their schedules dropped*
JAN 9	MONDAY	Classes begin; LATE REGISTRATION BEGINS
JAN 10	TUESDAY	Last day to withdraw and receive 100% tuition/fee refund
JAN 11	WEDNESDAY	LATE REGISTRATION ENDS (<i>Last day to add a class for academic credit</i>)
JAN 12	THURSDAY	Last day to withdraw and receive 85% tuition/fee refund
JAN 17	TUESDAY	Last day to withdraw and receive 60% tuition/fee refund
JAN 19	WEDNESDAY	Last day to withdraw and receive 45% tuition/fee refund
JAN 23	MONDAY	Last day to withdraw and receive 25% tuition/fee refund
FEB 2	THURSDAY	Last day to drop a course or withdraw
FEB 10	FRIDAY	Final exams
FEB 13	MONDAY	Final grades due at noon

BAS SPRING TERM II 2017

FEB 15	MONDAY	Deadline to clear the Business Office (<i>payment in full</i>); Students not cleared may have their schedules dropped*
FEB 20	MONDAY	Classes begin; LATE REGISTRATION BEGINS
FEB 21	TUESDAY	Last day to withdraw and receive 100% tuition/fee refund
FEB 22	WEDNESDAY	LATE REGISTRATION ENDS (<i>Last day to add a class for academic credit</i>)

FEB 23.....	THURSDAY	Last day to withdraw and receive 85% tuition/fee refund
FEB 27.....	MONDAY	Last day to withdraw and receive 60% tuition/fee refund
MAR 1.....	WEDNESDAY	Last day to withdraw and receive 45% tuition/fee refund
MAR 3.....	FRIDAY	Last day to withdraw and receive 25% tuition/fee refund
MAR 16.....	THURSDAY	Last day to drop a course or withdraw
MAR 24.....	FRIDAY	Final exams
MAR 27.....	MONDAY	Final grades due at noon

SPRING 2017 FLEX TERM II

M.B.A.

MAR 1.....	WEDNESDAY	Deadline to clear the Business Office (<i>payment in full</i>); Students not cleared may have their schedules dropped*
MAR 2.....	THURSDAY	Admissions Office deadline for applicants to receive a “Permit to Register” for Spring 2017 Flex Term II
MAR 6.....	MONDAY	Classes begin; LATE REGISTRATION BEGINS
MAR 7.....	TUESDAY	Last day to withdraw and receive 100% tuition/fee refund
MAR 8.....	WEDNESDAY	LATE REGISTRATION ENDS (<i>Last day to add a class for academic credit</i>)
MAR 9.....	THURSDAY	Last day to withdraw and receive 85% tuition/fee refund
MAR 10.....	FRIDAY	Residence halls close at 6:00 p.m.
MAR 13-17.....	MON-FRI.....	Spring Break - University Holidays
MAR 19.....	SUNDAY	Residence halls open 1:00 p.m.
MAR 20.....	MONDAY	Last day to withdraw and receive 60% tuition/fee refund
MAR 22.....	WEDNESDAY	Last day to withdraw and receive 45% tuition/fee refund
MAR 24.....	FRIDAY	Last day to withdraw and receive 25% tuition/fee refund
APR 6.....	THURSDAY	Connexus
APR 14-17.....	FRI-MON.....	Easter Holidays - University Closed (<i>Classes resume Tuesday the 18th</i>)
APR 21.....	FRIDAY	Last day to drop a course or withdraw
MAY 4.....	THURSDAY	Final exams
MAY 8.....	MONDAY	Final grades due at noon

BAS SPRING TERM III 2017

MAR 29.....	WEDNESDAY	Deadline to clear the Business Office (<i>payment in full</i>); Students not cleared may have their schedules dropped*
APR 3.....	MONDAY	Classes begin; LATE REGISTRATION BEGINS
APR 4.....	TUESDAY	Last day to withdraw and receive 100% tuition/fee refund
APR 5.....	WEDNESDAY	LATE REGISTRATION ENDS (<i>Last day to add a class for academic credit</i>)
APR 6.....	THURSDAY	Last day to withdraw and receive 85% tuition/fee refund
APR 10.....	MONDAY	Last day to withdraw and receive 60% tuition/fee refund
APR 12.....	WEDNESDAY	Last day to withdraw and receive 45% tuition/fee refund
APR 14.....	FRIDAY	Last day to withdraw and receive 25% tuition/fee refund
APR 27.....	THURSDAY.....	Last day to drop a course or withdraw
MAY 5.....	FRIDAY	Final exams
MAY 8.....	MONDAY	Final grades due at noon

SUMMER I TERM 2017

APRIL 26.....	WEDNESDAY	Deadline to clear the Business Office (<i>payment in full</i>); Students not cleared may have their schedules dropped*
MAY 1.....	MONDAY	Classes begin; LATE REGISTRATION BEGINS
MAY 1.....	MONDAY	Last day to withdraw and receive 100% tuition/fee refund
MAY 2.....	TUESDAY	LATE REGISTRATION ENDS (<i>Last day to add a class for academic credit</i>)
MAY 2.....	TUESDAY	Last day to withdraw and receive 85% tuition/fee refund

MAY 3	WEDNESDAY	Last day to withdraw and receive 60% tuition/fee refund
MAY 4	THURSDAY	Last day to withdraw and receive 45% tuition/fee refund
MAY 8	MONDAY	Last day to withdraw and receive 25% tuition/fee refund
JUNE 1	THURSDAY	Last day to drop a course or withdraw
JUNE 2	FRIDAY	Final exams
JUNE 5	MONDAY	Final grades due at noon
JUNE 9	FRIDAY	Early summer graduation date (<i>no commencement exercises</i>)

LONG SUMMER I TERM 2017

M.B.A.

APRIL 26	WEDNESDAY	Deadline to clear the Business Office (<i>payment in full</i>); Students not cleared may have their schedules dropped*
MAY 1	MONDAY	Classes begin; LATE REGISTRATION BEGINS
MAY 2	TUESDAY	Last day to withdraw and receive 100% tuition/fee refund
MAY 3	WEDNESDAY	LATE REGISTRATION ENDS (<i>Last day to add a class for academic credit</i>)
MAY 4	THURSDAY	Last day to withdraw and receive 85% tuition/fee refund
MAY 8	MONDAY	Last day to withdraw and receive 60% tuition/fee refund
MAY 11	THURSDAY	Last day to withdraw and receive 45% tuition/fee refund
MAY 15	MONDAY	Last day to withdraw and receive 25% tuition/fee refund
JUNE 9	TUESDAY	Last day to drop a course or withdraw
JUNE 20	TUESDAY	Final exams
JUNE 26	MONDAY	Final grades due at noon

MAY TERM I 2017

MAY 3	WEDNESDAY	Deadline to clear the Business Office (<i>payment in full</i>); Students not cleared may have their schedules dropped*
MAY 7	SUNDAY	Residence halls open 1:00 p.m.
MAY 8	MONDAY	Classes begin; LATE REGISTRATION BEGINS
MAY 8	MONDAY	Last day to withdraw and receive 100% tuition/fee refund
MAY 9	TUESDAY	LATE REGISTRATION ENDS (<i>Last day to add a class for academic credit</i>)
MAY 9	TUESDAY	Last day to withdraw and receive 80% tuition/fee refund
MAY 10	WEDNESDAY	Last day to withdraw and receive 60% tuition/fee refund
MAY 11	THURSDAY	Last day to withdraw and receive 45% tuition/fee refund
MAY 12	FRIDAY	Last day to withdraw and receive 25% tuition/fee refund
MAY 22	MONDAY	Last day to drop a course or withdraw
MAY 25	THURSDAY	Last class day
MAY 26	FRIDAY	Final exams for May term; Residence halls close at 6:00 p.m.
MAY 29	MONDAY	Final grades due at noon
JUNE 9	FRIDAY	Early summer graduation date (<i>no commencement exercises</i>)

MAY TERM II 2017

MAY 3	WEDNESDAY	Deadline to clear the Business Office (<i>payment in full</i>); Students not cleared may have their schedules dropped*
MAY 7	SUNDAY	Residence halls open 1:00 p.m.
MAY 8	MONDAY	Classes begin; LATE REGISTRATION BEGINS
MAY 8	MONDAY	Last day to withdraw and receive 100% tuition/fee refund
MAY 9	TUESDAY	Last day to withdraw and receive 80% tuition/fee refund
MAY 9	TUESDAY	LATE REGISTRATION ENDS (<i>Last day to add a class for academic credit</i>)
MAY 10	WEDNESDAY	Last day to withdraw and receive 40% tuition/fee refund
MAY 16	TUESDAY	Last day to drop a course or withdraw
MAY 19	FRIDAY	Final exams for May Mini-Term
MAY 22	MONDAY	Final grades due at noon

MAY MINI-TERM I 2017

MAY 3	WEDNESDAY	Deadline to clear the Business Office (payment in full); Students not cleared may have their schedules dropped*
MAY 7	SUNDAY	Residence halls open 1:00 p.m.
MAY 8	MONDAY	Classes begin. (Last day to add a class for academic credit)
MAY 8	MONDAY	Last day to withdraw and receive 100% tuition/fee refund
MAY 9	TUESDAY	Last day to withdraw and receive 50% tuition/fee refund
MAY 11	THURSDAY	Last day to drop a course or withdraw
MAY 12	FRIDAY	Final exams for May Mini-Week I
MAY 15	MONDAY	Final grades due at noon

MAY MINI-TERM II 2017

MAY 10	WEDNESDAY	Deadline to clear the Business Office (payment in full); Students not cleared may have their schedules dropped*
MAY 15	MONDAY	Classes begin. (Last day to add a class for academic credit)
MAY 15	MONDAY	Last day to withdraw and receive 100% tuition/fee refund
MAY 16	TUESDAY	Last day to withdraw and receive 50% tuition/fee refund
MAY 18	THURSDAY	Last day to drop a course or withdraw
MAY 19	FRIDAY	Final exams for May Mini-Week II
MAY 22	MONDAY	Final grades due at noon

BAS SUMMER TERM I 2017

MAY 10	WEDNESDAY	Deadline to clear the Business Office (payment in full); Students not cleared may have their schedules dropped*
MAY 15	MONDAY	Classes begin; LATE REGISTRATION BEGINS
MAY 16	TUESDAY	Last day to withdraw and receive 100% tuition/fee refund
MAY 17	WEDNESDAY	LATE REGISTRATION ENDS (Last day to add a class for academic credit)
MAY 18	THURSDAY	Last day to withdraw and receive 85% tuition/fee refund
MAY 22	MONDAY	Last day to withdraw and receive 60% tuition/fee refund
MAY 24	WEDNESDAY	Last day to withdraw and receive 45% tuition/fee refund
MAY 26	FRIDAY	Last day to withdraw and receive 25% tuition/fee refund
JUNE 15	THURSDAY	Last day to drop a course or withdraw
JUNE 23	FRIDAY	Final exams
JUNE 26	MONDAY	Final grades due at noon

*If Payment dates fall on a weekend or holiday, only online payments will be accepted for those dates.

ACCREDITATIONS

East Texas Baptist University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate and master's 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 East Texas Baptist University. The Commission on Colleges should be contacted only if there is evidence that appears to support an institution's significant non-compliance with a requirement or standard in *The Principles of Accreditation*. For all other inquiries see the contact information on page 2.

The University is authorized to certify teachers under authorization of the Texas Education Agency and is an accredited member of National Association of Schools of Music. The ETBU Nursing Program is accredited by the Commission on Collegiate Nursing Education and approved by the Board of Nursing for the State of Texas. The Athletic Training program is accredited by the Commission on Accreditation of Athletic Training Education.

OTHER MEMBERSHIPS

The University holds memberships in the American Association of Colleges of Nursing, the International Association of Baptist Colleges and Universities, the Independent Colleges and Universities of Texas, the Lilly Fellows Program, the Texas Association of Colleges for Teacher Education, the Texas Association of Music Schools, American Association of Collegiate Registrars & Admissions Officers, Texas Association of Collegiate Registrars & Admissions Officers, and Texas Association of Collegiate Veterans Programs Officials, the Council for Christian Colleges and Universities, the National Collegiate Athletic Association, the Council of Independent Colleges and Universities, the Consortium for Global Education, and the National Independent College and University Association. East Texas Baptist University is a member of the State Authorization Reciprocity Agreement (SARA) and is authorized to offer online courses in multiple states.

EAST TEXAS BAPTIST UNIVERSITY

2016-17 GRADUATE CATALOG

THE EAST TEXAS BAPTIST UNIVERSITY 2016-17 GRADUATE CATALOG is a statement of present policies. Information in this catalog is as complete and accurate as possible at the time of publication. Please consult the website at www.etbu.edu for past and future catalogs as well as changes required since publication. East Texas Baptist University reserves the right to amend, add to, or delete any or all policies, procedures, requirements, tuition, fees and charges, major requirements, course offerings, class schedules, teacher assignments, and any or all aspects of its educational and co-curricular programs at any time without prior notice which are published in this catalog. Departments are authorized to update for all enrolled students those approved requirements within a program which are considered necessary for meeting professional standards or requirements of various accrediting agencies. Degree requirements for students admitted under this catalog and continuously enrolled expire at the end of six academic years.

The value of programs offered in terms of achievement, employment, professional licensing, or other measures are in large part dependent on market conditions and factors beyond the University's control. The University makes no representation or contract that following a particular course or curriculum will result in specific achievement, employment, or qualification for employment, admission to degree programs, or licensing for particular professions or occupations.

Other university policies or regulations are located in the Student Handbook and through other materials available to students.

PRIVACY AND DISCLOSURE OF STUDENT RECORDS

ETBU is committed to complying with the Family Educational Rights and Privacy Act of 1974 (FERPA). Certain student information (called "Directory Information") has been determined as public information under the terms of the act. Directory Information may include release of name, address, telephone number, e-mail address, date and place of birth, photographic images, major field of study, participation in university sports and Activities, weight and height of athletic team members, dates of attendance, degrees and awards received, previous educational institutions attended, eligibility for or induction into honors societies programs, etc. Other information about a student is considered private and is protected by FERPA. Please note that even though certain information is considered Directory Information, ETBU is not required to release it, and our practice is to do so on a very limited basis and only after careful consideration of the need. At the age of 18, or whenever a student enrolls in an institution of higher learning, students are guaranteed the following rights:

- (1) The right to control who can access records through the student's signed written consent
- (2) The right to restrict access to Directory Information
- (3) The right to inspect and review education records
- (4) The right to seek to amend records if in error

Certain individuals with a "verified educational need to know" may access a student's educational records without consent, according to FERPA. For more information on who may access student records, refer to the FERPA policy. A Third-Party Release Form is available in the Office of the Registrar for ETBU students who wish to grant access to certain individuals for their records. A Request to Block Directory Information is also available in the Office of the Registrar for students who wish no information to be released.

A copy of the complete FERPA policy may be reviewed in the Office of the Registrar.

NON-DISCRIMINATION

East Texas Baptist University does not illegally discriminate in its programs or activities on the basis of race, color, national origin, sex, religion, disability, age, or status as a veteran or disabled veteran. The following administrator has been designated to handle inquiries regarding the non-discrimination policies:

Dr. Heather Hadlock, Vice President for Student Affairs
 East Texas Baptist University
 One Tiger Drive • Marshall, TX 75670-1498 • 903-923-2320

STUDENTS WITH DISABILITIES

ADMISSION

When seeking admission to East Texas Baptist University, a student with a disability should be aware of the admission standards. The standard admissions criteria also apply to students with disabilities who are interested in attending. Extended time ACT and SAT test scores will be accepted. Disability will not enter into the admissions decision.

ACADEMIC PROGRAM

East Texas Baptist University has no specific programs for students with disabilities. The appropriate academic support, deemed reasonable and necessary by law, will be provided to students with documented disabilities that have been accepted according to the university's admissions criteria. The student must understand that academic standards at East Texas Baptist University are rigorous.

A student may be considered unqualified for admission to a program if his/her disability would require individualized supervision or the lowering of program requirements. No modifications will be made and no substitute courses will be accepted if they would fundamentally alter the nature of the educational program. A requirement that is essential to a degree will not be waived.

FINANCIAL AID

All financial aid including federal, state, or private grants; scholarships; and loans will be administered without discrimination to any student, regardless of disability, who is admitted to East Texas Baptist University. The amount of financial aid may be affected by the reduced course load of any student, including that reduction which learning disabled students may require.

SELF-IDENTIFICATION

Students enrolled in an institution of higher education are required to self identify if they would like to request academic support services on the basis of a disability. East Texas Baptist University encourages a student with a disability to self identify after admission and provide required documentation along with a completed request for accommodation(s) to the Office of Academic Success and Graduate Services. Through self identification and the utilization of appropriate academic services, it is assumed that academic progress must be made.

DOCUMENTATION

Students are required to provide documentation of a learning or physical disability prior to the provision of academic support services or facility adjustments if they are requesting accommodations. In order to allow time for reasonable accommodation(s) and adequate coordination of services, the student is requested to provide documentation sixty days prior to the beginning of the initial semester. Documentation may be submitted at any time, but a late submission may delay approval of accommodation(s).

In the case of a medical disability of mobility, sensory, health, or physical limitations, a complete medical report and formal diagnosis from a physician is necessary. A student who wishes to identify himself or herself as having a disability must provide documentation of the disability from an appropriate licensed and qualified health professional. The documentation should specify the diagnosis and any recommended accommodations. The documentation should be dated within the past three years unless the disability is of a permanent nature.

ACADEMIC SUPPORT

After appropriate documentation has been provided to the Office of Academic Success and Graduate Services, the Disabilities Accommodations Committee meets to consider and authorize accommodation(s). Accommodations will be determined on an individual basis dependent upon documented need for services and the university's assessment of the individual's need as related to his or her academic program. These services may include liaison with faculty members, promotion of self-advocacy skills, and securing appropriate classroom accommodations. Study skills guidance and tutoring for some courses are also available.

At the student's request and upon receipt of a signed consent form, the appropriate faculty will be notified of specific accommodation(s). The student will then meet with his or her instructors to discuss the accommodation(s). If a student's request for accommodation(s) should change, it is expected that the student will complete and submit an update form in a timely manner.

Reasonable accommodation involves a level of shared responsibility, cooperation, and communication among faculty, staff, and students in order to ensure academic integrity and provide equal educational opportunities for students with disabilities.

If the university determines that a student should receive academic auxiliary aids and services, based on the university's determination of accommodations related to the academic program, the student will be required to apply for state and/or federal funds for which they may be eligible and to reimburse the university for expenses incurred. Examples of those sources include but are not limited to the Texas Rehabilitation Commission, the Texas Commission for the Blind, or the Veterans Administration.

MISSION STATEMENT

East Texas Baptist University is an institution affiliated with the Baptist General Convention of Texas since 1912. Our purpose is the development of intellectual inquiry, social consciousness, wellness, skills for a contemporary society, global awareness, and Christian character, for we believe that these endeavors prepare students to accept the obligations and opportunities to serve humanity and the Kingdom of God. Our primary focus is on quality academic programs in the humanities, natural and social sciences, fine arts, and selected professional areas. We are committed to Christian stewardship and to providing and maintaining an environment conducive to learning, leadership development, and academic excellence. We affirm that the liberal arts form the surest foundation for education and that the Christian faith provides the surest foundation for life.

We strive to serve students of varied ages and of diverse socioeconomic, geographic, cultural, ethnic, and religious backgrounds. We seek students who demonstrate a potential for success in our supportive and challenging environment. We employ Christian faculty who are dedicated to teaching, scholarship, advising, and service as they model the principles of the Christian faith. As a Baptist university we are committed to the integration of learning and Christian faith in the pursuit of truth.

THE VISION STATEMENT

The vision of East Texas Baptist University is to stand boldly as a committed Christ-centered institution of higher learning. In light of the distinct calling to Christian education, the University seeks to inspire and impact students through the renewing of minds and the transformation of hearts for the cause of Christ. The primary focus of the ETBU educational experience is the development of the whole student - intellectually, spiritually, emotionally, socially, and physically - in an unwavering commitment to the transformation of mind, spirit, and body.

BAPTIST HERITAGE

Christianity is the faith of enlightenment and intelligence. In Jesus Christ abide all the treasures of wisdom and knowledge. All sound learning is, therefore, a part of our Christian heritage. The new birth opens all human faculties and creates a thirst for knowledge. Moreover, the cause of education in the Kingdom of Christ is coordinate with the causes of missions and general benevolence, and should receive along with these the liberal support of the churches. An adequate system of Christian education is necessary to a complete spiritual program for Christ's people.

In Christian education there should be a proper balance between academic freedom and academic responsibility. Freedom in any orderly relationship of human life is always limited and never absolute. The freedom of a teacher in a Christian school, college, or seminary is limited by the pre-eminence of Jesus Christ, by the authoritative nature of the Scriptures, and by the distinct purpose for which the school exists.

THE HISTORY OF EAST TEXAS BAPTIST UNIVERSITY

The College of Marshall (COM) was officially chartered on October 22, 1912. The new two-year college was a tribute to the vision and resourcefulness of Rev. W.T. Tardy (Pastor of First Baptist Church of Marshall), who worked tirelessly for nearly a decade to create an institution of higher learning in Marshall. He stated, "I thought about the college by day and dreamed about it by night." Tardy negotiated the purchase of 100 acres of the original K. M. Van Zandt family plantation for \$25,000. Keeping 50 of the 100 acres on Van Zandt Hill in northwest Marshall, the college subdivided and sold the remaining property. Marshall's citizens subscribed another \$70,000, and the Baptist General Convention of Texas (BGCT) assumed control of the college, appropriating \$40,000 for buildings and furnishings. The trustees applied for and received a charter from the State of Texas in 1912, and Thurman C. Gardner, an early day Baptist Training Union leader, became the first president in 1913.

With the State of Texas charter in hand and the affiliation with the BGCT in place, construction of Marshall Hall was initiated on July 15, 1915. Of neoclassical architecture and completed in 1916, Marshall Hall crowned the highest point in Harrison County. The robust building was a self-contained educational facility with a ground floor gymnasium, main floor administrative offices, laboratories, and library, third floor classrooms, and a chapel/theatre on the top floor. Once the building was completed, the College was ready to open its doors to students for the summer term, which it did on Monday morning, June 4, 1917, under President Henry Eugene Watters (1916-1918). The college boasted a teaching faculty of nine members at that time. By the fall term of 1917, the cluster of buildings on the hill in Marshall was crowded with 374 full-time and part-time students who attended classes and also participated in campus organizations and athletic programs, including football and baseball. With World War I raging, a student cavalry unit drilled regularly on the college grounds.

Within one year of opening Marshall Hall, two dormitories were constructed. The dormitories were identical in structure, with one housing sixty boys and the other accommodating sixty girls. A single-story frame dining hall fed students three meals a day, including a dinner of "Muddy water, Chili, Grits," and, of course, "toothpicks for the men."

In 1924, Dr. Franklin S. Groner, the Secretary of the Baptist General Convention of Texas, conveyed the Baptists' commitment to assume the college debt if the Marshall Chamber of Commerce would supply \$12,500 annually for five years, enabling it to remain open. Leading the college during the trying days of the great depression, Dr. Franklin Groner (1928-42) assumed the presidency and instituted a permanent endowment program. In 1935, an additional 43 acres were purchased, including the land and buildings of the St. Joseph's Boys Industrial Orphanage, some of which was converted to men's housing. In 1938, Baptist layman and builder Fred Hale broke ground for Laura Groner Hall, a modern residence hall for women. A reduced replica of Mt. Vernon, the stunning structure stood complete in 1940, its austere construction having cost only \$10,500.

World War II robbed the campus of its men and resources. By 1943, only 137 students remained. In 1944, the trustees, making perhaps the most important decision in the institution's history, asked the Baptist General Convention of Texas to elevate the college to four-year status and to change the name to East Texas Baptist College.

A former pastor of First Baptist Church, Midland, Texas, Dr. Harvey Daniel Bruce (1942-1960), the college's ninth president, oversaw a vigorous postwar enrollment and building boom. Veterans arrived on campus, many bringing their families, and enrollment briefly surpassed 800. Prefabricated war surplus family housing was erected on the campus perimeter.

The college added Scarborough Chapel in 1948, which was built in the neo-Gothic style. Also added were Feagin Hall, a new men's residence facility; a cafeteria and student center; and additions to the women's residence hall, which was renamed for Merle Bruce, wife of the college president. Two ornate, neo-classical buildings were added in the 1950s, Sanderson Hall (now Craig Hall) to house the laboratory sciences departments, and Harvey Daniel Bruce Hall as the new library/administrative complex. Keys Gymnasium was built in 1960. In 1961 a new women's residence hall, named after Evelyn Linebery, with its long portico and roomy plantation-style architecture, was completed.

Dr. Bruce labored to establish a liberal arts tradition, along with strong degree programs in Bible and religion. His administration's crowning achievement came in 1957 when the Southern Association of Colleges and Schools granted accreditation to East Texas Baptist College.

Under Dr. Howard C. Bennett as president (1960-76), the academic program established enduring credibility. Dr. Bennett, the former pastor of First Baptist Church, Kilgore, oversaw construction of the new Howard C. Bennett Student Center in 1973.

Dr. Jerry Dawson (1976-85), who had been Graduate Dean at Southwest Texas State University, became the first professional educator to lead the college. By 1982, the postwar "baby boom" peaked and enrollment stood at 920 students. A spacious new president's home replaced the stately residence that Drs. Bruce and Bennett had occupied. After the opening of the Mamye Jarrett Library in 1979, H. D. Bruce Hall became available for the Religion and Teacher Education departments. Married students occupied several new brick housing units. Charles Fry Hall for Men was opened. As age claimed some of the original college buildings, the older men's dormitory, buildings of the old orphanage, and various frame and prefabricated structures were dismantled during the 1970s and 1980s. In 1984, the University Charter revision changed the institutional name to East Texas Baptist University.

With the resignation of Dr. Dawson in 1985, the Board of Trustees began a presidential search. Dr. Harvey D. Lewis (1985-86) served as "Acting President" to guide the University through the transition year.

Dr. Robert E. Craig (1986-1992), former president of two other Baptist institutions, became the first alumnus to serve as president. Under his leadership the University launched a building program of unprecedented proportions, including the Fred Hale Business Building in 1988-89. Other subsequent construction projects were the Jenna Guest Music Building, the Louise Ornelas Spiritual Life Center, major additions to the Bennett Student Center, construction of the Clifford Nelson Murphy Science Building, and the Mabee Housing Complex.

The untimely death of Dr. Craig in March 1992, only two months prior to his announced retirement, was followed by the leadership of Dr. Bob E. Riley (1992-2009), who had been President of the Howard County Junior College District in Big Spring, Texas. Under Dr. Riley, the University experienced record student enrollments.

The campus continued development under President Riley's leadership with the 1995 completion of the Dean Healthplex and Ornelas Gymnasium. Fall 1996 found the opening of The Joseph and Louise Ornelas Residential Complex and the renovation of Marshall Hall, which was completed in 1997. Meadows Hall, which houses the Murphy Instructional Technology Center and the Department of Mathematics was renovated and occupied beginning with the fall semester of 1999. The University Apartments opened in fall 2002, and the renovation of Scarborough Chapel into Scarborough Hall was complete in January 2004.

Dr. Samuel W. "Dub" Oliver (2009-2014), former Vice President for Student Life at Baylor University, was elected President effective June 1, 2009. Dr. Oliver is a professional educator and licensed minister and brought a wide range of experience in student life and higher education to East Texas Baptist University. In 2010, under Dr. Oliver's leadership, the University renewed approval to offer graduate programs with a Master of Arts in Religion and a Master of Education. The graduate program offerings were expanded in 2012 with the addition of a Master of Arts in Counseling and in 2013 with the addition of a Master of Business Administration. In 2011, the new Louise H. and Joseph Z. Ornelas Student Center opened and the former student center was completely renovated and renamed the Howard C. Bennett Student Commons.

During 2012, the University celebrated its 100th anniversary. Various events throughout the year commemorated the anniversary. Homecoming was a special time of celebration with a gala and fireworks show.

Dr. Lawrence Ressler (2014-15) served as interim president after the resignation of Dr. Oliver. Dr. Ressler oversaw the opening of the new freshmen residence, Centennial Hall, in August 2014.

Dr. J. Blair Blackburn became the University's thirteenth president effective June 2015. Dr. Blackburn came to ETBU from Dallas Baptist University after serving twenty years in various administrative positions including Executive Vice President. During his first year at ETBU, Dr. Blackburn led the university in the establishment of several new degrees including the Master of Education in College and University Leadership and the Master of Science in Kinesiology. He also established the community renewal program and established a campus-wide prayer ministry.

PRESIDENTS OF THE INSTITUTION

Thurman C. Gardner	1913-1916	Howard Clifton Bennett	1960-1976
Henry Eugene Watters	1916-1918	Jerry Floyd Dawson	1976-1985
John Strother Humphreys	1918-1921	Harvey D. Lewis (Acting President)	1985-1986, 1992
M. E. Hudson	1921-1924	Robert E. Craig	1986-1992
J. Wesley Smith (Acting President)	1924-1925, 1926-1928	Bob E. Riley	1992-2009
J. B. Oliver	1925-1926	Samuel W. "Dub" Oliver	2009-2014
Frank Shelby Groner	1928-1942	J. Blair Blackburn	2015-Present
Harvey Daniel Bruce	1942-1960		

THE ALUMNI ASSOCIATION

The University maintains an alumni office which serves as the primary link between the University and its graduates and former students.

Alumni are organized into a functioning body known as the Alumni Association of East Texas Baptist University. This Association is not only concerned with the welfare of graduates and former students of the institution but is vitally interested in developing a stronger university with a broad base of financial support. The scholarship serves to encourage families to make attending ETBU a family tradition. Students may apply for these scholarships during the spring semester.

The constitution of the Alumni Association offers two types of memberships: lifetime and annual. Further information regarding these memberships may be obtained from the Office of Alumni Relations.

THE CAMPUS

Located on Van Zandt Hill in the northwestern portion of Marshall, Texas, the university campus of over 200 acres occupies a site of scenic beauty. The buildings are grouped in a setting of native oaks and pines surrounded by sloping lawns. Evergreens and other shrubs employed in landscaping the grounds add to the natural beauty of the campus.

ANDERSON SPORTS COMPLEX, named to honor Marshall and Joan Anderson of Tenaha, Texas, includes all sports fields in the area: Young Field, Taylor Field, a soccer field, the sand volleyball court, and the intramural fields.

BRUCE HOME is the second president's home. The two-story house was designed and built by Dr. and Mrs. H. D. Bruce in 1949. Originally built in the center of campus, it was moved to the current location in 2005.

CARLILE-HOWELL HALL, a brick and steel building, is a multiple use facility dating from the early 1980s. It now serves as the field house for the football program and provides athletic offices.

CENTENNIAL HALL, opened in the fall of 2014, provides private and suite-style four-bedroom, two-bath student rooms along with a faculty-in-residence apartment and a residence hall director apartment. There are student study areas on each floor, two game rooms on the third floor, and a common area on the first floor.

CHARLES E. HERRINGTON SERVICE CENTER, located at the southwest corner of the University, houses the offices of Institutional Technology and Physical Facilities. It was dedicated on April 28, 2000, by Louise Ornelas and her husband, Joseph Z. Ornelas, as a memorial to Mrs. Ornelas' late brother.

CHARLES FRY HALL is a one-story residence hall for men. The facility was built in 1977 and completely renovated in 2008. The facility features apartment style living with the availability of five private rooms in each apartment that are fully furnished. There are no kitchen facilities associated with this residence hall.

CORNISH SOCCER FIELD was built in 2000, and named for Hal and Joyce Cornish. The field is located on the north edge of campus and is the home of the East Texas Baptist University soccer teams.

DAWSON HOUSE is the current president's home. The house was designed and built by Dr. and Mrs. Jerry Dawson. The colonial-style home was completed in 1977 and graces the campus from a high point on the north perimeter of the campus.

DEAN HEALTHPLEX, featuring the **ORNELAS GYMNASIUM**, which opened in May 1995, provides two kinesiology classrooms, offices for faculty and staff, four racquetball courts, and an exercise area equipped with technologically advanced training equipment.

EVELYN LINEBERY HALL was completed in 1961 and provides accommodations for single females. It has a formal parlor, laundry facilities, and an apartment for the director. Its neo-classical architecture and wide portico are distinctive features of classical configuration and beauty.

FEAGIN HALL is a four-story residence hall of colonial design that was completed in 1950. It features four-person suites with central bath.

FRED M. HALE BUSINESS BUILDING, occupied in the fall of 1989, houses the Fred M. Hale School of Business. Central to the building is its large multipurpose lecture hall.

HARVEY DANIEL BRUCE HALL, completed in 1956, is a two-story brick structure of Georgian colonial design. Originally a library and administrative center, it has been renovated to provide offices, laboratories, and classrooms for the Department of Teacher Education and Department of Kinesiology.

HOWARD C. BENNETT STUDENT COMMONS, a two-story structure originally constructed in 1973, underwent a complete renovation in 2011. The improved facility includes the University's main dining venues on the upper level and the expanded ETBU bookstore on the lower level. Also located in the BSC is Phillips Great Room, a meeting and dining space that can hold up to 144 people. In addition, offices for the dining services management team are located on the first and second floors.

HUDSON HALL is the first president's home. The house was built by Dr. M. E. Hudson in 1921. The president's living area was on the first floor and students were housed on the second floor.

JENNA GUEST MUSIC BUILDING, occupied in the fall of 1990, houses the Department of Music and Department of Theatre Arts. It provides classrooms for music instruction, rehearsal halls for theatre and choir, studio/offices for applied music instruction, practice rooms, a music technology center, the Kawai electronic piano laboratory, and the 168-seat Mabee Recital Hall. Theatre Arts academic, production, and administrative space, as well as visual arts administration, are housed in the Jenna Guest Building.

LOUISE H. AND JOSEPH Z. ORNELAS STUDENT CENTER opened January 2011 and serves as the focal point of campus life. This 32,000 square foot facility houses the offices for Student Affairs, dedicated space for student and University governance, game room, postal services, meeting rooms, Lampsato Chapel, formal banquet rooms, and specialty dining venues: Jazzman's and SubConnection.

MABEE HOUSING COMPLEX was completed in August 1992 and is a two-story, 126-bed apartment building for single male upperclassmen offering four private rooms per apartment with two three-bedroom apartments designed to accommodate mobility-impaired students. The wings open onto private courtyards leading to a commons area which contains an office, a laundry room, a social room, and an upstairs apartment for the director.

MAMYE JARRETT LIBRARY, occupied in 1979, was made possible by the generosity of Mamye Jarrett, a longtime resident of Garrison, Texas. The Library provides students access to over five million items available in print, audiovisual, and electronic formats and over one and a half million digitized images. Available services include research assistance, Interlibrary Loan, instruction in library usage and information literacy, private study groups and group study areas, and over forty computers for study and research. The library also maintains a virtual presence on the ETBU web site through which electronic library resources can be accessed from both on and off-campus. The Academic Center for Excellence (ACE) is located in the library.

MARSHALL HALL, a four-story brick building completed in 1916, was the first permanent structure erected on campus. It was partially renovated and air-conditioned during the summer and fall of 1985. It underwent complete renovations during the 1996-97 academic year and reopened for the Fall 1997 semester. It houses a tiered classroom, laboratory, and office facilities for the Department of Psychology and Sociology, as well as serving as the University Administrative Center.

MAXWELL STRENGTH TRAINING CENTER was completed in 2011. This 6,000 square foot building is designed to train students at ETBU in Olympic ground based weight training. The facility is also where the athletes competing in NCAA intercollegiate athletics are instructed in strength and weight training. Also housed in the facility is a 1500 square foot locker room utilized for visiting NCAA athletic teams.

MEADOWS HALL, built in 1949, received its third major renovation and reopened for the Fall 1999 semester. It houses the Murphy Instructional Technology Center, classrooms, and the Department of Mathematics and Department of Criminal Justice. The Office of International Education and the university's radio station are also housed in this building.

MURPHY SCIENCE BUILDING, newly occupied in the fall of 1991, provides classrooms, laboratories, and offices for the Department of Biology and Chemistry.

ORNELAS GYMNASIUM, opened in May, 1995, provides for intercollegiate athletic contests for both men's and women's basketball and for women's volleyball. It will seat 1,800 for athletic contests and up to 2,500 for special events. The facility includes an indoor jogging track, a fully equipped athletic training room, and ample locker room space for physical education classes, athletic teams, and faculty/staff. The "Tiger Room" is located at court level and provides an attractive location for meetings of the East Texas Baptist University Athletic Association, alumni, and friends of the University.

ORNELAS RESIDENTIAL CENTER was completed in June 1996 and is a two-story, 191-bed apartment building for single female upperclassmen. The center offers four private rooms per apartment with one three-bedroom apartment designed to accommodate mobility impaired students. A

spacious main lobby is located in the Center with two separate laundry facilities, private courtyards, office, storage room, and an apartment for the director.

ORNELAS SPIRITUAL LIFE CENTER, first occupied in July 1991, contains the 1,501-seat Baker Auditorium for the University community to convene for religious services, cultural and educational programs, and conferences. A multipurpose room, the Edwards Conference Center, provides additional facilities. Office space for the Division of Spiritual Development is also located in this building.

ORNELAS STADIUM, named for Joseph and Louise Ornelas of Tyler, the home of the East Texas Baptist University Tiger football team was completed in 2000.

REDWINE HALL was acquired from the Marshall Independent School District in 1989. The building now services the Instrumental Program and contains a 3,000 square foot band hall, faculty offices, practice rooms, and additional support space.

ROBERT E. CRAIG HALL is a two-story brick building of Georgian colonial architecture. Built in 1953, it formerly housed the science programs. It was extensively renovated in 1992 for the Department of Nursing and renamed for the former University president.

SCARBOROUGH HALL, dating from 1948, was originally built as Scarborough Memorial Chapel as a memorial to W. F. and Kara Scarborough and to Lee R. and Neppie Scarborough. Renovations completed in 2004 transformed Scarborough into a four-story academic building housing offices and classrooms for the School of Christian Studies, Department of Communication Studies, Department of Languages and Literature, and Department of History and Political Science.

TAYLOR FIELD, completed in 1997 and named for Earl and Louise Taylor of Linden, Texas, is the home of the East Texas Baptist University Lady Tigers softball team.

THE UNIVERSITY APARTMENTS, completed in 2002, have 96 male and 100 female beds arranged in a series of six separate buildings containing apartments that house four students in their own private room. The apartments are furnished with living room furniture, refrigerator and stove. In the center of the complex is the commons building which includes laundry facilities, two conference rooms for study and meetings, and a large lounge area furnished with tables, couches, snack bar, and big screen television.

VAN ZANDT APARTMENTS, completed in 1974, consists of 40 apartment units housed in five buildings on Van Zandt Street. They are equipped with ranges and refrigerators.

VETERANS MEMORIAL TENNIS COMPLEX, built in 2014 to honor military veterans, is located on the north edge of campus. The eight-court complex provides facilities for the University's intercollegiate tennis teams.

WARREN F. KEYS GYMNASIUM, built in 1960, provides additional space for intercollegiate athletics, intramural games, kinesiology classes, exercise and recreation areas. The gymnasium accommodates basketball, volleyball, badminton, and other student recreational activities.

WOODS FIELD, completed in 1966 and renovated in 2006, was named for Mildred and Lloyd Woods of Tenaha, Texas, and is the home of the East Texas Baptist University varsity baseball team.

YOUNG FIELD, built in 1994, was named for A. C. and Sibyl Young of Dekalb, Texas. This field is used for the outdoor intramural program, varsity practices, and events by off-campus patrons.

ADMISSION

POLICIES AND PROCEDURES

All students seeking admittance to any graduate program at East Texas Baptist University will make application through the University's Office of Graduate Admissions. The Office of Graduate Admissions' staff will work closely with the Program Director for the desired graduate program to coordinate the completion of the program candidate's admissions materials. The Office of Graduate Admissions oversees the approval of the University admissions process and will assist the respective graduate Program Director in the approval of the academic school admissions process. The student will be notified of the final admissions decision by mail by the University's Director of Graduate Admissions. Students wishing to appeal the admissions decision should make that appeal in writing to the Admissions and Financial Aid Committee. Students should contact the Office of Graduate Admissions for details on this process.

GENERAL ADMISSION POLICIES AND PROCEDURES

Applicants should meet the following minimum criteria for full admission to all graduate programs:

1. Hold an earned undergraduate degree from a U.S. college or university accredited by a regional accrediting agency or one recognized by the U.S. Department of Education and CHEA (Applicants with degrees from foreign universities will have to undergo a transcript equivalency evaluation).
2. Have a minimum cumulative overall grade point average of 2.50 and a minimum grade point average of 3.00 in their major field of study.
3. Students who have earned undergraduate degrees from foreign universities may be asked to submit evidence of a minimum score of 550 (paper-based), 213 (computer-based), or 79 (Internet-based) on the Test of English as a Foreign Language (TOEFL).
4. Exhibit good character, in the judgment of the University. East Texas Baptist University reserves the right to deny admission to any individual who has been convicted or adjudicated of a felony or a Class A (or equivalent) misdemeanor.
5. Be in agreement with the University's mission.
6. Meet additional program requirements or criteria established by the applicant's desired program or field of study.

Applicants must submit the following as a part of the general admission process:

1. A completed Graduate School Application for Admission accompanied by a \$50.00 nonrefundable application fee.
2. Official transcripts for all undergraduate and graduate coursework to East Texas Baptist University.
3. Any additional program admission requirements established by the applicant's desired program or field of study.

Applicants must meet all University and program due dates for submission in order to receive full consideration for admission. Once an applicant has submitted the required credentials, a decision regarding admission or denial of admission of the student to the University will be made in a timely manner.

CONTINGENT ADMISSION

Applicants who desire to begin classes but do not have enough time to submit all required application material may be eligible for contingent admission. The Program Director or Director of Graduate Admissions may approve the applicant to register and attend for one semester.

Students must have all of their outstanding application requirements submitted to the Office of Graduate Admissions before the last official day of their first semester. The student may not register for courses beyond their first semester until all application documentation has been received.

PROVISIONAL ADMISSION

Applicants that do not meet grade point average requirements and do not satisfy program prerequisites must be approved by the program director to be considered for provisional admission.

If after first semester a student fails to achieve a grade point average of 2.50, he/she will be ineligible to continue in the program and will be notified in writing. If after two semesters of consecutive enrollment, a student fails to satisfy the specified program prerequisites, he/she will be ineligible to continue in the program and will be notified in writing.

Provisional admission may also be granted to applicants who lack the required English proficiency, but who are otherwise qualified for admission to the program. Students granted provisional admission under these circumstances must enroll in the Intensive English Program (IEP) until they achieve the required level of English fluency as measured by the TOEFL, IELTS, or other measurement prescribed by the IEP Director. All International students enrolled in the IEP must maintain full-time status by enrolling in a combination of ESOL, undergraduate, and graduate courses as recommended by the IEP Director and approved by the graduate program director.

CONCURRENT ENROLLMENT

ETBU students who have completed 90 hours towards graduation, have a cumulative grade point average of 3.00 or higher, and have satisfied their specific program prerequisites, may enroll in up to nine graduate hours. Students may not register for more than six graduate hours per semester and may not enroll in more than a total of 16 credit hours for any semester in which a graduate course is taken.

TRANSFER OF CREDITS

Evaluation and awarding of transfer credit for graduate course work will be based on official transcripts from prior institutions after students have made application for admission to the University. The University accepts academic work from institutions listed in the American Council on Education publication, *Accredited Institutions of Postsecondary Education*, on the basis of a course-by-course evaluation.

Admitted students may request acceptance of transfer hours provided:

1. The student has achieved full University and program admission.
2. The hours are graduate hours in the desired graduate major or related discipline as determined by the Program Director or Dean, and deemed equivalent to courses in the selected graduate program.
3. Grades earned are at least “B” or higher.
4. The student provides the Program Director complete information about the course including goals, requirements, and assessments.

Students may be granted up to a maximum of twelve(12) hours of equivalent transfer work.

PROGRAM SPECIFIC ADMISSION REQUIREMENTS

Master of Arts in Counseling

Full admission to the Master of Arts in Counseling may be granted to applicants who meet the University’s minimum graduate admission criteria, satisfy the program prerequisites listed below, and receive the endorsement of the Program Director. Program prerequisites require at least nine hours in the field of psychology, of which three hours must be in abnormal psychology and three hours must be in a counseling related area. Any deficiency in hours must be satisfied by taking appropriate undergraduate counseling-related courses. Substitution and/or equivalency decisions for prerequisite courses or transfer of any graduate hours must receive the approval of the Program Director.

In addition to the general admission process, the application process for the Master of Arts in Counseling requires the applicant to

1. Submit two letters of recommendation.
2. Complete an interview with the Program Director and receive endorsement for admission to the program. Interviews may be completed via distance technology or in person, and scheduling will be flexible to accommodate potential students.

Provisional admission to the Master of Arts in Counseling may be granted to applicants who do not meet all of the program prerequisites but have received the endorsement of the Program Director. The required endorsement may be granted following a review of all relevant factors and when, in the judgment of the Program Director, there is sufficient evidence to clearly suggest the potential for success in a graduate-level program.

Provisional admission may also be granted to applicants who lack the required English proficiency, but who are otherwise qualified for admission to the program. Students granted provisional admission under these circumstances must enroll in the Intensive English Program (IEP) until they achieve the required level of English fluency as measured by the TOEFL, IELTS, or other measurement prescribed by the IEP Director. All International students enrolled in the IEP must maintain full-time status by enrolling in a combination of ESOL, undergraduate, and graduate courses as recommended by the IEP Director and approved by the graduate program director.

Students granted provisional admission must maintain at least a 2.50 grade point average during their first nine hours of graduate work to be eligible to receive full admission and continue their graduate study. If, after nine hours, a student fails to achieve at least a 2.50 grade point average, he/she will be ineligible to continue in the program and will be notified in writing.

Master of Arts in Religion and the Master of Arts in Christian Ministry

Full admission to either the Master of Arts in Religion or the Master of Arts in Christian Ministry may be granted to applicants who meet the University's minimum graduate admission criteria, satisfy the program prerequisites listed below, and receive the approval of the Program Director. Program prerequisites require at least eighteen hours in the field of religion, of which twelve must be upper-level undergraduate or graduate hours, from a regionally-accredited institution. These twelve upper-level hours must include a minimum of one course in scripture and one course in theology. Any deficiency in hours must be satisfied by taking appropriate undergraduate courses. Substitution and/or equivalency decisions for prerequisite courses or transfer of any graduate hours must receive the approval of the Program Director and the Dean.

In addition to the general admission process, the application process for either the Master of Arts in Religion or the Master of Arts in Christian Ministry requires the applicant to

1. Submit two letters of recommendation.
2. Submit a resume that includes an autobiographical essay which must include a personal statement of the applicant's academic pilgrimage, spiritual pilgrimage, academic goals, and why ETBU was chosen.

Provisional admission to either the Master of Arts in Religion or the Master of Arts in Christian Ministry may be granted to applicants who have the program prerequisites, receive the endorsement of the Program Director, but are deficient in one of the following graduate admission criteria or its equivalent:

- A minimum cumulative overall grade point average of 2.50.
- A minimum grade point average of 3.00 in the field of religion.

Provisional admission may also be granted to applicants who lack the required English proficiency, but who are otherwise qualified for admission to the program. Students granted provisional admission under these circumstances must enroll in the Intensive English Program (IEP) until they achieve the required level of English fluency as measured by the TOEFL, IELTS, or other measurement prescribed by the IEP Director. All International students enrolled in the IEP must maintain full-time status by enrolling in a combination of ESOL, undergraduate, and graduate courses as recommended by the IEP Director and approved by the graduate program director.

Students granted provisional admission must maintain at least a 2.50 grade point average during their first nine hours of graduate work to be eligible to receive full admission and continue their graduate study. If, after nine hours, a student fails to achieve at least a 2.50 grade point average, he/she will be ineligible to continue in the program and will be notified in writing. The required endorsement may be granted following a review of all relevant factors and when, in the judgment of the Program Director, there is sufficient evidence to suggest the potential for success in a graduate-level program. An interview may be required at the discretion of the Program Director.

Master of Business Administration

Full admission to the MBA in Entrepreneurial Leadership may be granted to applicants who meet the University's minimum graduate admission criteria, submit two letters of recommendation, and satisfy the program prerequisites. Program prerequisites require at least three hours of college-level credit in accounting and in finance with a grade of "C" or higher from a regionally-accredited institution. Any deficiency in hours must be satisfied by taking appropriate college-level courses or satisfactory completion of an appropriate course substitution as approved by the Dean of the School of Business.

Provisional admission to the MBA in Entrepreneurial Leadership may be granted to applicants who do not meet all of the program prerequisites. After reviewing all credentials (official transcripts and other relevant information), the Dean of the School of Business will determine if a student who does not meet the admission requirements should be accepted into the MBA in Entrepreneurial Leadership program on a provisional basis.

Provisional admission may also be granted to applicants who lack the required English proficiency, but who are otherwise qualified for admission to the program. Students granted provisional admission under these circumstances must enroll in the Intensive English Program (IEP) until they achieve the required level of English fluency as measured by the TOEFL, IELTS, or other measurement prescribed by the IEP Director. All International students enrolled in the IEP must maintain full-time status by enrolling in a combination of ESOL, undergraduate, and graduate courses as recommended by the IEP Director and approved by the graduate program director.

Students granted provisional admission must maintain at least a 2.50 grade point average during their first two Flex Terms of graduate work to be eligible to receive full admission and continue their graduate study. If, after two Flex Terms, a student fails to achieve at least a 2.50 grade point average, he/she will be ineligible to continue in the program and will be notified in writing.

Master of Education and the Master of Education in College and University Leadership

In addition to the University's minimum criteria for graduate programs, the admission process for the Master of Education and the Master of Education in College and University Leadership requires the applicant to meet the following criteria for full admission:

College and University Leadership:

1. Have a minimum cumulative overall grade point average of 2.60 in previous undergraduate/ graduate coursework
2. Submit two letters of recommendation

Curriculum and Instruction:

1. Have a minimum cumulative overall grade point average of 2.60 in previous undergraduate/ graduate coursework
2. Submit two letters of recommendation

Principal Certification:

1. Have a minimum cumulative overall grade point average of 2.60 in previous undergraduate/ graduate coursework
2. Submit two letters of recommendation
3. Submit proof of teacher certification (fax or email copy of teacher certificate)
4. Candidates will complete a formal interview with the program director and/or dean
5. Students wishing to enroll only in the 18 hours that are required to take the principal certification exam must already have completed a master's program. Original college transcripts demonstrating the completed master's degree must be submitted before a student can enroll in courses.

Sports and Exercise Leadership:

1. Have a minimum cumulative overall grade point average of 2.60 in previous undergraduate/ graduate coursework

2. Submit two letters of recommendation

Teacher Certification:

1. Have a current, satisfactory criminal background check.
2. Must have a minimum cumulative overall grade point average of 2.75 in previous undergraduate/ graduate coursework (as required by the Texas Education Agency).
3. Candidates will complete a formal interview with the program director and/or dean
4. Those wishing to obtain teacher certification are required to meet certain course and/or testing criteria based on the desired certification level:
 - Elementary certification (EC-6) applicants must have twenty-four hours in content area courses that include a combination of hours in mathematics, science, social studies, and English/language arts/reading or have passed the PACT exam in their teaching field. Elementary applicants not having twenty-four hours in a combination of these content areas will be required to take additional undergraduate courses for admittance consideration. These undergraduate hours will not count toward the master's degree. Students cannot enroll in graduate courses or be admitted until they have fulfilled these content knowledge requirements.
 - All-level (EC-12) and secondary certification (8-12) applicants must have twenty-four undergraduate hours in the content area they wish to teach, with twelve of these hours being upper-level (junior level or higher), or pass the PACT in their content area. All-level or secondary applicants who do not meet the twenty-four hour requirement must take additional undergraduate hours to fulfill this requirement. These undergraduate hours will not count toward the master's degree. Students cannot enroll in graduate courses or be admitted until they have fulfilled these content knowledge requirements.

Provisional admission to the Master of Education program may be granted to applicants under special circumstances. One of those circumstances would be applicants who lack the required English proficiency, but who are otherwise qualified for admission to the program. Students granted provisional admission under this circumstance must enroll in the Intensive English Program (IEP) until they achieve the required level of English fluency as measured by the TOEFL, IELTS, or other measurement prescribed by the IEP Director. All International students enrolled in the IEP must maintain full-time status by enrolling in a combination of ESOL, undergraduate, and graduate courses as recommended by the IEP Director and approved by the graduate program director. Provisionally admitted students must have at least a 3.00 grade point average at the completion of the first three courses to remain in the program. Otherwise, they will not be permitted to continue in the program.

ACADEMIC POLICIES

ENROLLMENT AND ATTENDANCE POLICIES

ACADEMIC DISCIPLINE

Conflicts involving matters of academic discipline will follow the academic appeals procedure described in the Student Handbook. These conflicts include, but are not limited to, cheating, plagiarism, student grievances related to academic assignments and classroom procedures, and violations of stated academic policies described in this catalog. All such incidents are required to be reported to the Vice President for Academic Affairs, who will refer to advisory guidelines outlined in the Student Handbook. Disciplinary measures may include dismissal from the University, failure of the class in question, failure of particular assignments, and/or disciplinary probation, which may include forfeiture of academic honors and/or involvement in certain academic and extracurricular programs.

Questions related to academic discipline should be referred to the Office of the Vice President for Academic Affairs.

ACADEMIC INTEGRITY

Students enrolled at East Texas Baptist University are expected to conduct themselves in accordance with the highest standards of academic honesty and integrity avoiding all forms of cheating, illicit possession of examinations or examination materials, unwarranted access to instructor's solutions' manuals, plagiarism, forgery, collusion and submissions of the same assignment to multiple courses.

Penalties that may be applied by the faculty member to individual cases of academic dishonesty by a student include one or more of the following:

- Failure of the class in question
- Failure of particular assignments
- Requirement to redo the work in question
- Requirement to submit additional work

All incidents related to violations of academic integrity are required to be reported to the Vice President for Academic Affairs and multiple violations of academic integrity will result in further disciplinary measures which could lead to dismissal from the University.

ACADEMIC LOAD

For purposes of financial aid, athletic eligibility, and campus housing, full-time status requires the student be enrolled in a minimum of six hours of graduate courses during traditional 15-week semesters and a minimum of three hours of graduate courses during summer terms. To be eligible for financial aid, a student must be enrolled in a minimum of three hours of graduate courses. ETBU will not recognize courses taken at other institutions concurrently as fulfilling this enrollment policy.

ACADEMIC OR COURSE WITHDRAWALS

A student may withdraw from a course or courses or from the University beginning with the first day through 75 percent of the semester without academic penalty.

To withdraw from a course or courses or from the University the student must secure a withdrawal form from the Registrar's Office, his/her advisor, or from the ETBU website, and follow the directions on the form, securing all required signatures. Withdrawal from a course (or courses) may affect the student's academic progress. Any refunds due to the student as a result of withdrawing from a course or from the University will be governed by the policies stated in the Refunds section of the Finances pages of this catalog. Failure to complete the official process will result in the forfeiture of any refund to which the student may be entitled. Any student who withdraws from or otherwise leaves the University without clearing his/her financial record (i.e., without having returned borrowed books and equipment, paid any outstanding fines, and settled other financial matters with the University) will be subject to the following restrictions until such time that the record is cleared:

1. The student will not be permitted to re-enroll.

2. The student will not be eligible to receive a transcript of academic work completed.
3. The student will not be issued a diploma.

Students called into active military duty during a semester will be allowed to withdraw from courses in which they are enrolled without penalty. Official military orders should be presented in the Office of the Registrar at the time a student must stop attending classes. Upon presentation of a copy of the student's official military orders, the student will have the following options:

1. The student may withdraw from a course or all courses with full refund of tuition and fees.
2. Depending on the point in the semester at which orders are received, the Vice President for Academic Affairs may permit final grades to be assigned based upon grades earned at that time.
3. Depending on the point in the semester at which orders are received, the student may request grades of Incomplete with no restriction on completion date.

ACADEMIC PROBATION/DISMISSAL FROM PROGRAM

For information on probation and/or dismissal from program, students should refer to the specific graduate program section of the catalog. Students on academic probation and/or those not making satisfactory academic progress (see Graduate Satisfactory Academic Progress section) are not eligible for participation in NCAA Division III athletics and may not be eligible for federal/state financial aid.

ADMINISTRATIVE WITHDRAWAL OF STUDENTS

Fraud or misrepresentation in any part of the admission or registration process, academic misconduct, social discipline, and special circumstances outside the control of the University may lead to the administrative withdrawal of a student. In the case of involuntary withdrawal, the chief administrative officers for Student Affairs, Enrollment Management, Administration Finance, or Academic Affairs may initiate the withdrawal process and all must be notified of the withdrawal.

CLASS ATTENDANCE

East Texas Baptist University is committed to the policy that regular and punctual attendance is essential to successful scholastic achievement. Attendance at all meetings of the course for which a student is registered is expected. To be eligible to earn credit in a course, the student must attend at least 75 percent of all class meetings.

1. Absences begin with the first meeting of a class, and students registering late incur absences from the first class meeting of the semester.
2. Students are responsible for all material covered in class meetings and are expected to meet all class requirements for the course.
3. Students who accumulate university-approved absences (athletic teams, musical organizations, other authorized groups) will be allowed to make up work missed as a result of that activity provided that:
 - A. the activity was properly scheduled,
 - B. the absence was authorized in advance, and
 - C. arrangements were made with their instructors prior to the absence.
 Such absences are, nonetheless, counted as classes missed.
4. The opportunity to make up work missed as a result of absences other than those identified in Item 3 above may be granted only when the instructor involved grants that privilege. Such absences should be documented by the student to the fullest extent possible.
5. Due to the nature of the content of some courses and some programs of study, more stringent attendance requirements may be required. Students should carefully follow all requirements contained in the course syllabi.

Students who exceed the absence limit in a course before the official withdrawal date will have the opportunity to withdraw from the class. Students in this situation who do not choose to withdraw on or before the official withdrawal date or who exceed the absence limit in a course after the official

withdrawal date will receive a grade of XF.

When a student has exceeded the absence limit for a class due to circumstances beyond his or her control, the student may appeal in writing. The appeal must follow the process detailed in the “Grade Appeals Process” in this catalog. No appeal will be heard after six weeks from the date the student is officially notified that the absence limit has been exceeded.

If a resident student is not attending classes he/she may be required to move out of the residence hall.

ONLINE STUDENTS

Attendance for all online students must be submitted on/before the first day of the 3rd week of the online course. In order to be considered as engaged and “attending” an online course, a student must at a minimum: 1) complete a discussion post or 2) submit an assignment to the instructor.

Accessing the material within the learning management system without completing an assessment is not considered attendance in online courses.

COURSE GRADES

Credit in each course is dependent upon completion of all academic assignments required for that course. Assigned work may include class recitation, daily written work, tests, library assignments, research papers, laboratory assignments, and other requirements which facilitate learning and which enable the instructor to evaluate the progress of each student. Students will be informed at the beginning of the semester as to course requirements and the criteria for the determination of the final grade.

Student progress is evaluated according to a grading system that differentiates levels of achievement, and reflects the student’s competencies with the subject matter and course skills. Although criteria for grading will vary with subject area and instructor, achievement is indicated by the following grades, which are given by the instructor and placed on the student’s permanent transcript.

A.....	Superior Quality.....	Four grade points per credit hour
B.....	Excellent	Three grade points per credit hour
C.....	Minimum Acceptable Graduate Level Work.....	Two grade points per credit hour
D	Fair/Below Graduate Standards	One grade point per credit hour
F	No Credit.....	No grade points
I	Incomplete
IP.....	In Progress

For courses that by design (as indicated in the syllabus) cannot be completed during the semester or term of registration. If a grade of “IP” remains on the transcript after one calendar year from date of enrollment, it will be administratively changed to a grade of “F.” A student may not graduate with an “IP” grade on the transcript.

W	Withdraw	
XF	Failure due to excessive absences	
CR.....	Credit.....	No grade or grade points
P	Passing.....	No grade points
NC	No Credit	No grade or grade points
NG.....	No Grade (Temporary – No grade submitted from instructor at time of posting)	

COURSE NUMBERING

University course numbers contain four digits. The first digit indicates whether the course does not count for credit toward a degree (0) or is primarily for freshmen (1), sophomores (2), juniors (3), seniors (4) or graduate students (5, 6); the second indicates the number of hours of credit; the third and fourth are a departmental designation. Course numbers containing a 7 as the third digit represent special topics courses and are not included in the catalog. Courses numbered in the 3000s and 4000s are considered to be advanced (upper division) courses.

COURSE PREREQUISITES

In order to ensure adequate student preparation for a particular course, prerequisites are established and listed after the course description. These prerequisites may be other numbered courses, academic standing, or instructor consent. Students should consult the catalog carefully and adhere

to the prerequisites. Permission to enroll in a course for which the student does not meet the published prerequisites must be obtained from the course instructor, the Program Director or the school dean.

COURSE SUBSTITUTION

As a part of a major, minor, or teaching specialization, all course substitutions must have the signature of the appropriate Program Director or Dean. Authorization forms are available in the Registrar's Office and online.

DEFINING AND AWARDED CREDIT HOURS

The credit hour is an approximate measure of a quantity of student learning and academic work based on student learning outcomes and evidenced by student performance. One credit hour must reasonably approximate three hours of academic work per week for approximately 15 weeks or an equivalent amount of academic work over an alternative period of time. These requirements for earning credit load will be specifically addressed in the course syllabus.

At East Texas Baptist University, traditional lecture-based courses are taught using a one credit hour to one class hour of instruction ratio for a period of a 15-week semester. Traditional courses may incorporate more web based interaction outside class time to meet the learning and instructional goals for the course and less synchronous class activities.

Condensed format schedules such as May or summer terms have the same expectations as a 15-week semester for the number of hours of academic work. The expectations for the achievement of intended student learning outcomes remain the same in both traditional and condensed timeframes.

Online courses may be taught in synchronous and asynchronous formats and credit hours are defined by the student learning outcomes and the course syllabus. These courses are planned to satisfy the same amount of academic work as a traditional 15-week course design. Students enrolled in these classes engage in an online community that requires posting to class discussion boards, prerecorded lectures, research projects, papers and collaborative assignments.

Practicum, clinical and experiential course credit may be determined by a mix of didactic and/ or field placement hours. While these formats offer flexibility, the principle of one credit hour reasonably approximating three hours of academic work per week for approximately 15 weeks is maintained through planned interactions resulting in student academic work and performance as defined by the student learning outcomes.

ESTABLISHMENT OF CREDIT HOURS FOR ONLINE, HYBRID, AND ACCELERATED COURSES

Student engagement is defined as the actual time in the classroom plus time spent on activities-related to the course, including but not limited to reading, conducting research, writing, and studying. This broad definition applies to all courses, regardless of the length of the course, location of instruction, or instructional format.

The semester hour is designated as the standard credit hour at ETBU. The semester hour equivalency for online, hybrid or accelerated courses is established using the Carnegie unit. The Carnegie unit is equivalent to 37.5 hours of student engagement for a C level student per semester hour.

In courses that include a face-to-face component (either accelerated or hybrid), the total class hours are added to the engagement equivalencies for the online portion of the course.

In online courses, equivalencies are calculated for all student activities in the course.

Using the established Carnegie unit: A 3-credit hour course will consist of at least 112.5 hours. Recommendations for course engagement hours are listed below:

Undergraduate: Engagement hours must be no less than 112.5 and should be no more than 120 hours for a 3 credit hour course.

Graduate: Engagement hours must be no less than 112.5 and no more than 150 hours for a 3 credit hour course.

DROPPING AND ADDING COURSES

The signed approval of the student's advisor is required to change a student's class schedule.

Changing sections of the same course, does not require advisor's approval. Additions to a student's schedule must be made during the add period (the first seven class days of the fall or spring semester or proportionate number of days for a short term).

GRADE APPEALS PROCESS

A student has a six-week period following the conclusion of a term in which to request a grade change or to appeal the assigned grade. The student must follow these steps:

1. The student should first consult with the faculty member who assigned the grade to attempt to resolve the misunderstanding or difference of opinion regarding the assigned grade.
2. If the matter is not resolved in the faculty-student conference, then the student may submit a formal written request to the appropriate Program Director. Students wishing to file a formal written request should complete the Grade Appeal Form found on the University's website. The Grade Appeal Form and documentation (copies of papers, grades, etc.) should be submitted to the Program Director. The Program Director will meet with the student and the faculty member to gather additional information as needed and attempt to resolve the issue. The Program Director will communicate the results in writing to the student and the faculty member. The Program Director will give priority treatment to the request.
3. If the student continues to be dissatisfied, the student may then appeal in the same manner to the Dean of the school which offers the course. The Dean will gather any additional information needed and attempt to resolve the difference of opinion as to the nature of the grade assigned. The Dean will communicate the results in writing to the student and the faculty member. The Dean will give priority treatment to the request.
4. If the student is still not satisfied, he or she may submit a Grade Appeal Form to the Vice President for Academic Affairs who will consider the nature of the appeal and the information gathered as well as the recommendations from the faculty member, Program Director and Dean. The Vice President for Academic Affairs, depending on the nature of the appeal, may refer the matter to the Deans Council or uphold the previous recommendation and communicate the decision to the student. The Vice President for Academic Affairs will give priority treatment to the request.
5. If the appeal is referred to the Deans Council, they may gather any additional information required to make a recommendation to the Vice President for Academic Affairs who will review the Council's recommendation.
6. The decision of the Vice President for Academic Affairs will be final and ends the appeal process.

GRADE POINT AVERAGE

In the 4-point system, as used at East Texas Baptist University, an "A" earns four grade points per credit hour, "B" earns three grade points per credit hour, "C" earns two grade points per credit hour, and "D" earns one grade point per credit hour.

The grade point average is determined by dividing the total number of grade points by the total number of credit hours attempted. When a course is repeated (unless the course is specified in the course description as repeatable for credit), the official grade is the highest grade received, and these hours and grade points will be used in computing the grade point average. All other grades for the same course will be disregarded in computing the student's grade point average; however, all courses repeated will be shown on the transcript with grades shown and zero hours credit.

GRADE REPORTS

Students have on-line access to view grades through Campus Connect. Students who desire a printed copy of their grades must file a request in the Office of the Registrar each semester or term for which a report is desired.

INCOMPLETE WORK

A student who has substantially completed a course but who lacks certain essentials of performance due to circumstances beyond his or her control may be granted an “I” (Incomplete). To request an Incomplete, the student must secure an Application for Grade of Incomplete from the Office of the Registrar and must secure the approval of the instructor. The instructor may award the Incomplete grade without a student request.

The Application for Grade of Incomplete must be filed with the Registrar before the grade of Incomplete may be placed on the student’s transcript. In determining eligibility for granting an Incomplete, the following guidelines will be utilized:

1. The student must have completed at least twelve weeks (or seventy-five percent of short terms) of classes.
2. The student must not lack more than one-half of the course requirements at the time that the contract is approved.
3. The student must not have exceeded the number of absences set forth in the catalog. If the absence limit has been exceeded, an appeal must be submitted to the Vice President for Academic Affairs, and if the appeal is approved, the student will be allowed to proceed with the Incomplete Contract.
4. All work must be completed within four months of the end of the term in which the contract is approved.

Successful completion of the Incomplete Contract will entitle the student to a regular grade. Failure to complete the Incomplete Contract will result in an automatic grade of “F”

REGISTRATION

Following admission to the University and receipt of a “permit to register,” students may register during approved times.

SEMESTER HOURS

The semester hour is the basis for assigning credit for academic work. The term is generally used to identify one class hour of attendance per week during a regular semester. Two to three hours of laboratory are generally equivalent to one hour of lecture or recitation.

TRANSCRIPTS

The student’s permanent official record of all academic work is referred to as the transcript. In order to comply with the Privacy Act of 1974, transcripts of credits will be supplied to all students and former students only when requested in writing. All financial obligations must be paid in full or loan notes current.

The Registrar’s Office should be notified at least three business days before the transcript is needed in order to obtain the necessary approvals before the transcript copy is made. During peak times, such as registration or graduation, or the beginning or ending of a semester, the process may be delayed. If the transcript is being mailed, additional notice should be given to allow for postal delays.

DEGREE REQUIREMENTS

GENERAL REQUIREMENTS FOR A GRADUATE DEGREE

1. Completion of a minimum of thirty semester hours.
2. A minimum cumulative GPA (Grade Point Average) as established by the appropriate graduate program.
3. A minimum grade of “C” on all courses in the major, minor, departmental core, and concentration (if applicable).
4. All other requirements as established by the appropriate graduate program.

TIME LIMIT FOR ALL DEGREES

Student may choose to graduate under the catalog in effect during the first semester of enrollment or any successive catalog. All catalog provisions expire after six years. Refer to the “Graduation Requirements” for each program for specific time limits.

PROCEDURE FOR AWARDING OF DEGREE

Degrees are awarded four (4) times a year (fall, spring, May, and summer) when all degree requirements have been completed. Participation in the graduation ceremony is optional. In order for the degree to be awarded, the student must have completed the following by the date listed in the University Calendar at the front of this catalog:

1. Submitted an application for graduation before the published deadline.
2. Satisfactorily completed all chapel requirements.
3. Satisfactorily completed all course and curricular requirements.

PROCEDURE FOR PARTICIPATION IN A GRADUATION CEREMONY

Ceremonies are held in December and May at the end of fall and spring semesters. Students may participate in either ceremony if:

1. They have submitted an application for graduation before the published deadline and
2. They lack no more than six hours of academic credit beyond current enrollment.

FINANCES

The fees below are for the academic year June 1, 2016 to May 31, 2017. The University reserves the right to change any of these charges at the beginning of any semester or term, provided economic conditions justify the change.

TUITION

Master of Education (credit or audit)	\$700 per hour
Master of Business Administration (credit or audit)	\$700 per hour
Master of Arts in Christian Ministry (credit or audit)	\$735 per hour
Master of Arts in Religion (credit or audit)	\$735 per hour
Master of Arts in Counseling (credit or audit)	\$735 per hour
Master of Science in Kinesiology (credit or audit)	\$700

GRADUATE STUDENT FEE

Graduate Student Fee 6 hours or more	\$150 per semester
Graduate Student Fee less than 6 hours	\$75 per semester

BOARD (FALL AND SPRING SEMESTERS)

14-Meal Plan with \$100 Flex Dollars	\$1,745 per semester**
10-Meal Plan with \$150 Flex Dollars	\$1,681 per semester**
5-Meal Plan with \$250 Flex Dollars	\$1,461 per semester**
Summer (May, June, July) terms	No Meal service available

** Does Not Include Applicable Sales Tax

CAMPUS HOUSING

Deposit	\$200
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Ornelas

Fall and Spring Terms	\$2,288 per term
May, June, and July Terms	\$520 per term

University Apartments

Fall and Spring Terms	\$2,392 per term
May, June, and July Terms	\$520 per term

Van Zandt Apartments (per month includes utilities and cable TV)

1 bedroom	\$718
2 bedroom	\$775
Houses (per month includes utilities)	\$816-1,040

APPLICATION FEE

Application Fee.....\$50

DEPARTMENTAL FEES

Education

Student Teaching Fee (if applicable, one semester).....\$500

Internship Fee (if applicable, per semester - two semesters required) ..\$500

Religion

Binding Fee\$75

OTHER FEES

Criminal Background Check Fee\$25

Parking Fee.....\$100 per year,
\$50 per semester

Late Graduation Filing Fee\$50

Laundry Fee\$65 per semester

Online Education Fee\$50 per course

Returned Check Fee.....\$25

DEFERRED PAYMENT OPTION FEES

Administrative Fee (Fall and Spring semesters only).....\$30 per semester

Late Payment Fee.....\$30 per payment

FACILITIES AND SERVICES/GRADUATE STUDENT FEE

The general student fee entitles students the use of the Dean Healthplex, the student center, the library, most laboratories, and check cashing services. In addition, this fee provides admission to athletic events, admission to most concerts and social activities, and includes selected student publications.

FLEX DOLLARS

Available with all meal plan options, flex dollars can be used in the Bennett Student Commons Cafeteria or to enjoy a variety of convenient on-the-go options at Jazzman’s and Subconnection in the Ornelas Student Center. Once the easy-to-use flex dollars are purchased, they offer a cashless form of payment accessible through the ETBU ID card.

PAYMENT OF CHARGES

A student’s tuition, fees, room, and board charges for each academic period are due and payable at the time of registration and prior to attending classes. Visa, Mastercard, Discover, and American Express may be used to make payments on student accounts. Payments in full may be made through the ETBU website with a credit card, savings account, or checking account. The University offers a deferred payment plan (for fall and spring semesters) which permits payment of each semester’s charges to be made in five installments. (The deferred payment plan is not available to international students during the first year of attendance.) Information about the payment plan is available in the University Business Office as well as online on the Business Office web page under “Payment Information.” The University may deny class attendance to students who fail to pay or make arrangements for their bill in accordance with University policy. Payment in full of all semester charges must be made in the Business Office before a student may enroll for an ensuing semester, obtain an official transcript or receive a diploma at graduation.

REGISTRATION

Registration is offered each semester to students in good standing with the University. All charges are due and payable upon the issuance of semester billing statements. To register for a term, payment must be made on or before the date published in the University Calendar. If payment is not received in the Business Office by the appropriate date, the registration will be revoked, the student will lose his or her class schedule, and the student will have to register again during the scheduled registration period.

UNIVERSITY BOOKSTORE

In general, purchases at the University Bookstore must be by cash, check, or credit card. However, students with financial aid/scholarships in excess of tuition, fees, room and board, may charge books and supplies for a limited time period at the beginning of each semester. This period will end one week after the last day to add a class, for Fall and Spring semesters, and one day after the last day to add a class for Summer I, II, or III terms.

STUDENT ACCOUNTS

Student accounts may include only charges for tuition, course related fees, housing, meal plans, and student insurance. Fees for parking fines, miscellaneous fees, disciplinary fines, library fines, etc. must be paid at the time the expense is incurred. Unpaid fines will be charged to the student account at the end of each semester.

DELINQUENT ACCOUNTS

If a student account becomes delinquent and is determined to be uncollectible, it may be necessary to submit the account to a third party for collection. All collection costs, including legal fees, will be charged to the student account balance. The University reserves the right to charge interest on all delinquent accounts.

REFUNDS

Registration with the University is considered a contract binding students for the entire academic period. A student finding it necessary to withdraw from the University must officially withdraw through the Registrar's Office. This official withdrawal must be accomplished before any consideration can be given by the Business Office for granting refunds. Failure to attend class or simply notifying an individual instructor of intent to withdraw will not be regarded as an official withdrawal.

A class day (or day of class) is defined as any weekday for which regular classes are scheduled. When a student in good standing withdraws or drops from classes for reasons approved by the administration, eligibility for refunds will be determined as follows:

FALL AND SPRING SEMESTER REFUND SCHEDULE

Tuition and Room Refunds

Through the second day of class.....	100%
During the third through seventh class day.....	85%
During the eighth through tenth class day.....	60%
During the eleventh through fifteenth class day.....	45%
During the sixteenth through twentieth class day.....	25%
After the twentieth class day.....	0%

Board Refunds

Prorated refund based on ten weeks. After the tenth week of the semester, there is no refund on the board.

SUMMER I, II, AND III TERM REFUND SCHEDULE

Tuition and Room Refunds

Through the first day of class.....	100%
During the second day of class.....	80%
During the third day of class.....	60%
During the fourth day of class.....	45%
During the fifth day of class.....	25%
After the fifth day of class.....	0%

For official refund dates for each term, see the University Calendar. The date of withdrawal upon which refunds are based will be the date that the completed withdrawal card is presented to the Registrar for processing.

Students are cautioned that withdrawal from courses or failure to maintain satisfactory academic progress toward a degree may cause partial or total loss of financial aid, VA benefits, and NCAA eligibility requirements.

GRADUATE SATISFACTORY ACADEMIC PROGRESS

The Higher Education Act of 1965, as amended by Congress, mandates that institutions of higher education monitor the academic progress of students who receive federal financial aid. East Texas

Baptist University has established the following minimum standards to be eligible for and continue to receive federal financial aid. This policy reflects the changes to federal regulations that were effective as of July 1, 2011. The financial aid award year is fall, spring, May, and summer terms.

Full-time status requires the student be enrolled in a minimum of six hours of graduate courses during traditional 15-week semesters (or across two 8-week terms in fall or spring). Satisfactory academic progress will be monitored at the end of each semester, eight-week term, or summer term, and is accomplished through the following measures dependent upon the program in which the student is enrolled:

Master of Arts in Counseling, Master of Arts in Christian Ministry, Master of Arts in Religion, Master of Business Administration, and Master of Science in Kinesiology

Students must successfully complete fifty-percent of the hours in which they are enrolled each term. Students must maintain a minimum 2.50 cumulative grade point average on all graduate work.

Master of Education, Master of Education in College and University Leadership

Students must successfully complete fifty-percent of the hours in which they are enrolled each term. Students must maintain a minimum 3.00 cumulative grade point average on all graduate work.

Appeal Process

Financial aid ineligibility decisions may be appealed, but must be done in writing within six weeks of being placed on financial aid suspension. Supporting documentation is required with each appeal. The Admissions and Financial Aid Committee will review appeals as needed and will notify the student of its decision. All appeals should be sent to the Financial Aid Office at ETBU.

FINANCIAL AID

Based on the individual's application and eligibility, East Texas Baptist University will determine appropriate student awards and will send the applicant an online award letter identifying the financial aid offered. Problems may arise, whether within or beyond the student's control, which prevent identified financial aid awards from materializing (e.g., failure of the student to comply promptly with instructions, rejection of the applicant by an outside agency, and changes in federal or state regulations or funding). Therefore, the University reserves the right to review and modify any awards because of changes in an individual's financial status, changes in eligibility requirements, lack of satisfactory academic progress, limited federal or state funding, or any other unforeseen events. In any such event, the Financial Aid Office will assist to the best of its capability, but the student remains fully responsible for all charges. A financial aid recipient is responsible for determining, before registration, whether personal resources plus financial aid will be sufficient to meet expenses.

SCHOLARSHIPS

For information on departmental, program, or University scholarships, please contact the Office of Financial Aid or the appropriate graduate Program Director.

VETERANS ASSISTANCE

Students eligible to receive VA benefits must apply for them with the Regional Processing Office (RPO) for our region in Muskogee, Oklahoma. Once a student's aid, Chapter, and percentage of eligibility have been determined by VA, the student will be issued a Certificate of Eligibility. This original document, along with official copies of ALL military transcripts, and the form DD-214, must be delivered to the Office of the Registrar before any student can be processed for certification. The Muskogee RPO can be contacted by calling 1-888-442-4551, and additional help or information can be found at the VA's website located on the internet at www.gibill.va.gov. The amount of a student's VA benefits plus ETBU scholarships may not exceed the cost of tuition.

GRADUATE PROGRAMS

MASTER OF ARTS IN COUNSELING

DR. DAVID DEEL

Program Director

The Master of Arts in Counseling is a 60-credit hour* graduate program designed to meet the educational requirements to become a Licensed Professional Counselor (LPC). The curriculum is consistent with LPC licensure laws in Texas.

The courses for the Master of Arts in Counseling will be delivered utilizing traditional face-to-face, web-enhanced, and accelerated summer seminar formats. The curriculum will provide students substantive training in human growth and development, abnormal human behavior, assessment techniques, counseling theories and techniques, lifestyle and career development, socio-cultural factors, integration of faith in counseling, and professional issues. Additionally, students will take courses promoting their capacities for research consumption, applied research methodology, and program evaluation. The program curriculum also includes a careful focus upon current legal, social, governmental, and economic issues facing counseling professionals. Courses are richly supported by contemporary literature of the discipline that prepares the students to seek licensure as a professional counselor and for independent practice. Additionally, in response to emerging trends of the field, an evidence-based perspective is utilized throughout the curriculum when instructing upon applied research, intervention, and faith integration.

STATEMENT OF PHILOSOPHY

The nature of graduate education is to foster an environment with the student as an active participant in the learning process as leader, scholar and practitioner. As a result, more time is spent on the review of literature of the discipline with much of that reading being completed outside class. The activities of the course are more writing intensive and applied in nature. In turn, this includes an increased expectation of independent learning, which requires students to search for outside resources to bring to class to inform discussion and professional development.

In counseling, the personhood and the interventions of the counselor are both essential aspects of the helping relationship. Thus, students will engage in significant self-reflection and experiential learning during their preparation. This requires appropriate self-care outside of the class environment and significant rehearsal and practice both within and beyond the classroom. In an effort to promote integration of scholastic and practice competencies, students will also complete supervised practica necessary for licensure.

GRADUATION REQUIREMENTS

For the Master of Arts in Counseling, students will complete a total of 60 graduate credit hours* with a grade of “C” or higher and maintain at least a 2.50 grade point average. Students must complete all requirements for the degree within five years of being granted full admission.

DISMISSAL FROM PROGRAM

1. Students who fail to achieve full admission after the completion of nine graduate hours will be dismissed from the program.
2. Students who fail to maintain at least a 2.50 grade point average will be placed on probation and will have one semester to raise the grade point average. Following that semester, failure to regain at least a 2.50 grade point average will result in dismissal from the program.
3. Students who earn a grade of “D” or “F” in any one course may be dismissed from the program based on a recommendation from the Program Director and Dean.

CURRICULUM

The Master of Arts in Counseling consists of 60 semester hours*. Students may enter the program during any Fall, Spring, Summer I, or Summer II term.

- COUN 5300 Foundations in Clinical Mental Health Counseling
- COUN 5301 Theories of Counseling and Psychotherapy
- COUN 5303 Counseling Children and Adolescents
- COUN 5305 Group Counseling and Psychotherapy
- COUN 5309 Introduction to Assessment
- COUN 5312 Lifespan Development
- COUN 5316 Advanced Psychopathology
- COUN 5321 Research Design and Statistics
- COUN 5327 Sociocultural Factors for Counseling Professionals
- COUN 5330 Professional Issues and Ethics for Practice
- COUN 6301 Marriage and Family Therapy
- COUN 6305 Career Counseling Across the Lifespan
- COUN 6313 Counseling Practicum I
- COUN 6350 Counseling Internship I
- COUN 6352 Counseling Internship II
- COUN 6322 Counseling Related to Issues of Trauma and Crisis
- COUN 6326 Addictions Counseling

Students must complete 9 hours from the following group of courses:

- COUN 5302 Introduction to Play Therapy
- COUN 6303 Fundamentals of Cognitive-Behavioral Therapy
- COUN 6320 Psychopharmacology: Implications for Diagnosis and Treatment of Psychopathology
- COUN 6324 Advanced Ethics for Professional Practice
- COUN 6351 Evidence-Based Practices of Faith Integration in Counseling

*The University anticipates increasing the number of required credit hours to 60 effective Fall 2016. The increase in hours is contingent upon the regional accrediting agency, the Southern Association of Colleges and School Commission on Colleges, approving the increase.

MASTER OF ARTS IN RELIGION

MASTER OF ARTS IN CHRISTIAN MINISTRY

DR. R. WARREN JOHNSON

Program Director

Within the graduate program, all instruction and learning activities are designed to build a community of scholarly ministers. Course content will be delivered in the context of faculty lectures, group discussions, concept papers, seminar readings of literature in the discipline, research activities, faculty/student interactions, and student presentations. Students will engage in real world applications of unique issues and concepts inherent in their calling, and will study advanced approaches to the challenges facing the contemporary church, as well as global ministry themes.

The religion courses for the Master of Arts in Religion and the Master of Arts in Christian Ministry will be delivered in traditional semesters via face-to-face classroom settings. Due to the nature of ministry, the development of social, personal, and relational skills is critical. Direct face-to-face educational interaction has been found to be one of the more effective strategies for honing these skills through watching, listening, and communicating with others.

Faculty assigned to teach in the Master of Arts in Religion and the Master of Arts in Christian Ministry programs are experienced in teaching in the college classroom environment, as well as applying course content in the pastoral and ministerial setting. Faculty also participate in research and scholarship that promote inquiry in the classroom.

Students electing to complete the thesis option in the field of religion will choose a thesis director from among the religion faculty. The thesis director will work individually with the student throughout the semester to construct and carry out the analysis of the research question, and assist the student in preparing to write and defend the thesis project.

MISSION STATEMENT

Through advanced biblical, theological, and practical study, the School of Christian Studies graduate programs seek to equip men and women to become Christian servant leaders who possess the knowledge and skills necessary to fulfill their calling in the Kingdom of God.

STATEMENT OF PHILOSOPHY

The nature of graduate education is to foster an environment with the student as an active participant in the learning process as leader, researcher, and practitioner. Significant time is spent on the review of the literature of the discipline. The activities of the course are writing intensive, engage the biblical text more closely and thoroughly than is typical in an undergraduate course, require careful, detailed analysis of diverse and conflicting interpretations, incorporate reflective thought on the part of the student, include an increased expectation of independent research, and necessitate a search for additional resources to bring to class to inform discussion. At their discretion students may work in collaborative groups to complete the course goals and objectives, but each student must be prepared to participate personally in seminar discussions and presentations.

GRADUATION REQUIREMENTS

For the Master of Arts in Religion and the Master of Arts in Christian Ministry, students will complete a total of 36-37 graduate credit hours with a grade of "C" or higher and maintain at least a 2.50 grade point average. Students must complete all requirements for the degree within five years of being granted full admission.

DISMISSAL FROM PROGRAM

1. Students who fail to achieve full admission after the completion of nine graduate hours will be dismissed from the program.
2. Students who fail to maintain at least a 2.50 grade point average will be placed on probation and will have one semester to raise the grade point average. Following that semester, failure to regain at least a 2.50 grade point average will result in dismissal from the program.

3. Students who earn a grade of “D” or “F” in any one course may be dismissed from the program based on a recommendation from the Program Director and Dean.

CURRICULUM FOR THE MASTER OF ARTS IN RELIGION

The Master of Arts in Religion is a two-year program focused on preparing students for further theological study and church-related vocations; it consists of 36-37 semester hours in which four hours may be earned by completing a thesis or advanced ministry project. This curriculum provides opportunities for intensive study in Christian scriptures, theology, and ministry at the graduate level. Students may enter the program during any fall or spring term.

Bible and Theology Foundations – 21 hours from the following:

- RLGN 5310 The Christian Life in the Letters of Paul
- RLGN 5311 Christianity and Contemporary Culture
- RLGN 5320 Old Testament Theology
- RLGN 5330 New Testament Theology
- RLGN 5331 New Testament Ecclesiology
- RLGN 5340 Peoples, Theology, and Literature of the Ancient Near East and Israel
- RLGN 5341 Biblical Theology
- RLGN 5342 Selected Topics in Theology

Ministry Foundations – 15 hours from the following:

- RLGN 5350 Leadership and the Educational Ministry of the Church
- RLGN 5352 Selected Topics in Ministry
- RLGN 5355 Spiritual Formation: Scripture, Tradition, and Practice
- RLGN 5360 World Christianity
- HIST 5300 The Baptists
- PSYC 5300 Understanding the Contemporary Mind and Religion

Thesis Option (4 hours) – Students may elect to complete a thesis (requiring completion of both of the following courses). Completion of RLGN 6101 and RLGN 6301 will substitute for one Bible and Theology Foundations course or for one Ministry Foundations course.

- RLGN 6101 Thesis/Ministry Project 1
- RLGN 6301 Thesis/Ministry Project 2*

* RLGN 6301 requires the successful completion of a thesis or ministry project report.

- A thesis or ministry project report must be determined to be “Acceptable” on all criteria identified in the grading rubric (available online in the Manual for Research Theses and Ministry Project Reports) in order for the student to receive credit (grade of CR) in RLGN 6301 Thesis/Ministry Project 2.
- If the student submits a thesis/report determined to be anything other than “Acceptable” on any of the criteria in the grading rubric (or does not submit a thesis/report at all), the student will have the following options:
 - (a) The student may request that the professor give the student an Incomplete for the course. The student must complete the thesis/report by the due date determined by the professor to receive credit (CR) for the course. The student who fails to satisfy this requirement will be given the opportunity to choose one of the two options below.
 - (b) The student will receive a grade of NC (no credit) for the course and reregister for RLGN 6301 Thesis/Ministry Project 2 for the next semester.
 - (c) The student will receive a grade of NC (no credit) for the course and register for an elective course to complete graduation requirements for the MAR degree.

CURRICULUM FOR THE MASTER OF ARTS IN CHRISTIAN MINISTRY

The Master of Arts in Christian Ministry is a two-year program focused on the application of the principles of ministry; it consists of 36 semester hours in which four hours may be earned by completing a thesis or advanced ministry project. This curriculum provides opportunities for intensive study in Christian scriptures, theology, and ministry at the graduate level. Students may enter the program during any fall or spring term.

Ministry Foundations – 9 hours from the following:

- RLGN 5350 Leadership and the Educational Ministry of the Church
- RLGN 5352 Selected Topics in Ministry
- RLGN 5355 Spiritual Formation: Scripture, Tradition, and Practice
- RLGN 5360 World Christianity
- HIST 5300 The Baptists
- PSYC 5300 Understanding the Contemporary Mind and Religion

Bible and Theology Foundations – 6 hours from the following:

- RLGN 5310 The Christian Life in the Letters of Paul
- RLGN 5311 Christianity and Contemporary Culture
- RLGN 5320 Old Testament Theology
- RLGN 5330 New Testament Theology
- RLGN 5331 New Testament Ecclesiology
- RLGN 5340 Peoples, Theology, and Literature of the Ancient Near East and Israel
- RLGN 5341 Biblical Theology
- RLGN 5342 Selected Topics in Theology

Foundations Electives – 9 hours from the following:

- Any Bible and Theology Foundations courses
- Any Ministry Foundations courses

To complete the degree, students must choose the following group of electives or one of the following concentrations:

Electives – 12 hours from the following:

- Any Bible and Theology Foundations courses
- Any Ministry Foundations courses
- Any MBAE, KINE, and COUN graduate courses up to 6 hours

Business Leadership – 12 hours from the following:

- RLGN 5350 Leadership and the Educational Ministry of the Church
- Any 9 hours from the Master of Business Administration curriculum

Sports and Recreation Ministry – 12 hours, including all of the following:

- RLGN 5350 Leadership and the Educational Ministry of the Church
- KINE 5301 Current Trends and Issues in Sports and Exercise Settings
- KINE 5304 Sports and Exercise Psychology
- KINE 5305 Principles of Advanced Human Performance

Spiritual Guidance – 12 hours from the following:

- RLGN 5355 Spiritual Formation: Scripture, Tradition, and Practice
- 9 hours from the following Master of Arts in Counseling curriculum:

- COUN 5301 Theories of Counseling and Psychotherapy
- COUN 5303 Counseling Children and Adolescents
- COUN 5305 Group Counseling and Psychotherapy
- COUN 5312 Lifespan Development
- COUN 6301 Marriage and Family Therapy
- COUN 6305 Career Counseling Across the Lifespan
- COUN 6326 Addictions Counseling
- COUN 6351 Evidence-Based Practices of Faith Integration in Counseling

MASTER OF BUSINESS ADMINISTRATION

DEN MURLEY

Program Director

The graduate program curriculum will be composed of 33 credit hours and designed for a cohort of students to begin each fall and spring semester, and progress through the sixteen month program. Instruction will be delivered using face-to-face interaction, and online interaction through the Blackboard learning management system. All courses are eight weeks long. Accomplished entrepreneurs will serve as guest lecturers, advisors to the students, and as members of review panels charged with providing independent assessment of students' assignments.

STATEMENT OF PHILOSOPHY

The Master of Business Administration (MBA) in Entrepreneurial Leadership is a four semester program designed to integrate business theory and application. The curriculum provides students with the opportunity to expand their knowledge in theoretical thinking and current research in the field of business, and then demonstrate an understanding of that knowledge through the development of business enterprises. Students using this method become intimately aware of the skills necessary to lead and manage a business. Typical classroom activities will include lecture, group and individual activities, development of a business plan, student presentations and discussions of the course related materials and related experiences.

GRADUATION REQUIREMENTS

For the MBA in Entrepreneurial Leadership, students will complete a total of 33 graduate credit hours with a grade of "C" or higher and maintain at least a 2.50 grade point average. Students must complete all requirements for the degree within five years of being granted full admission.

DISMISSAL FROM PROGRAM

1. Students who fail to achieve full admission after the completion of two Flex Terms will be dismissed from the program.
2. Students who fail to maintain at least a 2.50 grade point average will be placed on probation and will have one semester to raise the grade point average. Following that semester, failure to regain at least a 2.50 grade point average will result in dismissal from the program.
3. Students who earn a grade of "D" or "F" in any one course may be dismissed from the program based on a recommendation from the Program Director and Dean.

CURRICULUM

The MBA in Entrepreneurial Leadership is a 33 credit hour program consisting of 11 courses delivered over four semesters. Students typically begin in the Fall and take the courses in a prescribed sequence. The following courses constitute the MBA curriculum:

Semester 1

- MBAE 5301 Entrepreneurial Leadership
- MBAE 5302 Economics and the Free Market

Semester 2

- MBAE 5303 Marketing Concepts and Strategies
- MBAE 5304 Social Media Information Systems
- MBAE 5312 Business Research and Decision Making

Semester 3

- MBAE 5306 Managerial Accounting
- MBAE 5307 Financial Concepts and Processes
- MBAE 5313 Leading and Managing Change

Semester 4

- MBAE 5309 Strategic Human Resource Management
- MBAE 5310 Strategic Management
- MBAE 5311 Formulating and Implementing Strategy

Students will explore leadership as a process involving leaders, followers and the situation. Particular emphasis will be placed on developing an entrepreneurial and intrapreneurial mindset.

MASTER OF EDUCATION

DR. P. J. WINTERS

Program Director

The Master of Education is a 12-month program designed to develop educational leaders within a Christian framework. The program requires 12 hours of foundational courses and at least 18 hours from one of the four tracks.

Two of the tracks enable students to take certification examinations. Students pursuing the teacher certification track will be able to take one of the certification exams, EC-6, 4-8 , or 7-12, depending on their plan of study. In addition, these students will also learn classroom management strategies, curriculum development, implementation, and assessment, as well as the educational theories upon which these strategies are based. The second certification track will enable students to take the principal certification exam and prepare to serve as a school administrator. Students who already have a master's degree and would like principal certification can enroll to take only the 18 hours needed to take the examination.

The students pursuing the curriculum and instruction track will study curriculum development, assessment, and evaluation. Students pursuing this track will also develop skills needed to take leadership roles helping other teachers develop curriculum to better meet the needs of the students in their school. The curriculum will provide students information on current legal rulings and issues but will also expand their knowledge in theoretical thinking and current research in the field.

The students pursuing the sports and exercise leadership track will be prepared for leadership roles in sports related fields.

STATEMENT OF PHILOSOPHY

The nature of graduate education is to foster an environment with the student as an active participant in the learning process as leader, researcher, and practitioner. As a result, more time is spent on the review of literature of the discipline with much of that reading being completed outside class. The activities of the course are more writing intensive, use case analysis, incorporate a reflective portfolio approach to authentic assessment, include an increased expectation of independent learning, and promote a search for outside resources to bring to class to inform discussion.

For students enrolled in five-week summer seminar courses, knowledge is compacted and presented in an adult learning, accelerated format. It is necessary for much of the student work to be completed outside of the weekly seminar and class learning teams also meet in extended sessions to complete the course goals and objectives.

Students in both summer seminar and traditional semester courses will receive supplemental course instruction and faculty facilitation with online tools within Blackboard LMS.

PLAN OF STUDY

The courses that comprise the curriculum for the Master of Education degree were designed by the faculty of the School of Education to meet current United States Department of Education requirements as stated in the Higher Education Act, Texas Education Agency rules and regulations, Texas Standards, as well as area market demands. Students will take 12 credit hours of foundation courses and a minimum of 18 credit hours of courses specific to their chosen track.

Foundation Courses for the Teacher Certification, Curriculum and Instruction, and Sports and Exercise Leadership Tracks – 12 hours

EDUC 5302 Educational Psychology and Learning Theory

EDUC 5331 Education Research

EDUC 5332 Research Applications in the Classroom

EDUC 5387 Texas School Law OR EDUC 5350 Language Acquisition *

* International students will take EDUC 5350 instead of EDUC 5387.

Foundation Courses for the Principal Certification Track – 12 hours

EDUC 5322 Curriculum Design, Assessment and Evaluation

EDUC 5331 Education Research

EDUC 5333 Technology in Today's Classroom
EDUC 5387 Texas School Law

Teacher Certification Track (only for students pursuing certification) – 18 hours

READ 5318 Reading in the Content Area
EDUC 5333 Technology in Today's Classroom
EDUC 5340 Studies in Effective Classroom Management and Instructional Strategies
EDUC 5102 TExES Preparation**
READ 5317 Developing Literacy Skills

Six Hours:

EDUC 5341 Curriculum and Assessment I with Internship and
EDUC 5343 Curriculum and Assessment II with Internship
OR
EDUC 5342 Curriculum and Assessment I with Clinical Teaching and
EDUC 5344 Curriculum and Assessment II
OR
EDUC 5345 Curriculum and Assessment I with Half-Day Clinical Teaching and
EDUC 5346 Curriculum and Assessment II with Half-Day Clinical Teaching

** EDUC 5102 is required for teacher certification but does not count toward the required thirty hours for the Master of Education.

Curriculum and Instruction Track (only for students pursuing the Curriculum and Instruction Track) – 18 hours

EDUC 5321 Curriculum Planning with Technology
EDUC 5322 Curriculum Design, Assessment and Evaluation
EDUC 5323 Adapting Curriculum for Diverse Learners
EDUC 5324 Curriculum Leadership
EDUC 5333 Technology in Today's Classroom
READ 5318 Reading in the Content Area

Sports and Exercise Leadership Track (only for students pursuing the Sports and Exercise Leadership Track) – 18 hours

KINE 5301 Current Trends and Issues in Sports and Exercise Settings
KINE 5302 Sports Management and Marketing
KINE 5303 Coaching Behaviors and Sports Preparation
KINE 5304 Sports and Exercise Psychology
KINE 5305 Principles of Advanced Human Performance
KINE 5306 Practicum: Sports and Exercise Leadership

Principal Certification Track (only for students pursuing the Principal Certification Track) – 18 hours

EDUC 5380 Strategic Operations
EDUC 5381 School Finance
EDUC 5382 Administration of Special Programs
EDUC 5384 The Principal
EDUC 5385 Practicum I
EDUC 5386 Practicum II

Instruction for the courses in the curriculum for the Master of Education will be web-supported with course content delivered in a face-to-face seminar setting. Web support will consist of posting content area lectures, review of literature in the discipline, and external links to support material; discussion boards; electronic submission of assignments; and communication tools for virtual real-time support. Students will be required to attend weekly on-campus seminars as part of each course. Seminar sessions will be reserved for direct instruction, case studies, collaborative projects, discussion, clarification, and application of course content within the context of the P-12 school setting. The seminar format is designed to be a bridge between educational theory and practical application in the

school classroom. EDUC 5102 is designed to prepare students to pass the state teacher certification test.

Students in the teacher certification track will complete a two semester internship or one semester clinical teaching assignment in a regional P-12 partnership school. Each student will be assigned an individual mentor teacher during the internship/clinical teaching experience that will work with the intern/clinical teacher to deliver quality instruction and assess the intern/clinical teacher in the areas of instructional competency identified by state and national standards.

Students in the Teacher Certification Track, Curriculum and Instruction Track, and Sports and Exercise Leadership Track will take two research courses. The first course is offered in the spring semester and the second is offered during the Summer I semester. The second of these courses will culminate in the development of a research proposal that includes an introduction to the research problem, a comprehensive literature review, and a methodology section. This required proposal will detail a research design utilizing quantitative or qualitative methods suitable for investigation at the graduate level.

Students in the Principal Certification Track will only take the first research course that is offered in the spring semester. These students will complete an action research project during the second course in their practicum experience.

PROCESS FOR CERTIFICATION (PERTAINS TO THOSE PURSUING SECONDARY OR ELEMENTARY CERTIFICATION)

East Texas Baptist University's Master of Education degree with a certification track allows a person with a bachelor's degree or higher to complete the requirements for an educator certificate by completing a graduate course of study while meeting the requirements for teacher certification in the state of Texas. All certification requirements are subject to the Texas Education Agency (TEA) standards, rules, and regulations. TEA has the authority to suspend, revoke, or refuse to issue a teaching certificate to 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. All state agency and testing fees related to the attainment of certification in the state of Texas are the responsibility of the student.

Steps to Becoming a Texas Educator through East Texas Baptist University's Master of Education program (Teacher Certification Track):

1. Meet the screening criteria for admission and gain approval to the program.
All general and specific admission requirements for the Master of Education program (certification tracks) in line with the State Board of Educator Certification and the Texas Education Agency must be met along with approval from the ETBU Department of Teacher Education.
2. Develop a certification plan.
After meeting the screening criteria and being accepted into the program, students will meet with a graduate advisor to discuss their goals as a teacher. The advisor will advise students of the specific coursework, student teaching or internship, and tests that must be completed.
3. Complete the student teaching requirement (Option 1).
If this option is chosen, the advisor or a field experience supervisor will assist in finding an appropriate clinical teaching placement, and will guide students through this process. Students holding bachelor's degrees may qualify for a one-year paid internship as part of a post-baccalaureate program. If you qualify for a paid internship, please proceed to step 4.
4. Obtain a teaching position and apply for a Probationary Certificate (Option 2).
If determined that students are eligible for a teaching internship based on progress and completion of any appropriate tests, an eligibility statement for employment purposes will be provided. Students will need to secure a teaching assignment at the grade level and in the subject area of their target certificates. Once a position has been secured, students will have an experienced, certified mentor assigned to work with them and additional supervision will be provided.
If a teaching position has been secured for the internship, students will need to apply online for a Probationary Certificate, valid for one calendar year to meet state certification rules for students and the school. Students will need to create an online account, apply, pay fees, and meet the requirements for a criminal background check. The ETBU Department of Teacher Education will

need to make recommendation online for the appropriate certificate.

5. Register for and complete the appropriate examinations.

Students must be authorized to register for examinations when they are at the appropriate point in the program. This will vary based on the type of program they are enrolled in. Persons in post-baccalaureate programs may be allowed to complete the content subject tests earlier than persons in an undergraduate program. Testing fees by the state and/or testing organization will apply.

6. Complete all requirements for a Standard Certificate.

Students will need to complete all coursework, clinical teaching or internship, and examination requirements indicated on their certification plans.

7. Apply for the Standard Certificate.

Upon completion of all requirements, students will need to apply online. When qualifications are met, the program will recommend you online for the Standard Certificate. A criminal background check will be conducted prior to issuance of any certificate. All first-time applicants for an initial credential must be fingerprinted as part of a national criminal background check. A fingerprinting fee, certification fees, and/or other fees will be charged by the state.

8. Become a certified teacher.

When a student's certificate is approved, it will be posted to the agency website. Students will be notified by email when your certificate is official.

GRADUATION REQUIREMENTS

For the Master of Education, there are 30 graduate credit hours required. Students will complete 12 foundation hours in education, and then the student's selected track will require a minimum of 18 credit hours beyond the foundation courses. The teacher certification track requires an additional one credit hour course to prepare students to take the state teacher certification exams. This course will not count toward the master's degree.

Students must complete all credit hours with a grade of "C" or higher and maintain at least a 3.00 grade point average. Students must complete all requirements for the degree within five years of starting the program.

DISMISSAL FROM PROGRAM

Students may be dismissed from the program for the following reasons:

1. Failure to maintain at least a 3.00 grade point average.
2. Earning a grade of "D" or "F" in any one class.

MASTER OF EDUCATION IN COLLEGE AND UNIVERSITY LEADERSHIP

DR. P.J. WINTERS

Program Director

The M.Ed. in College and University Leadership* will give students a broad experience in higher education administration and leadership. Students will be prepared to accept entry level administrative positions at community colleges and universities.

STATEMENT OF PHILOSOPHY

The nature of graduate education is to foster an environment with the student as an active participant in the learning process as leader, researcher, and practitioner. As a result, more time is spent on the review of literature of the discipline with much of that reading being completed outside class. The activities of the course are more writing intensive, use case analysis, incorporate a reflective portfolio approach to authentic assessment, include an increased expectation of independent learning, and promote a search for outside resources to bring to class to inform discussion.

The curriculum is designed as an ongoing 18-month program. The primary audience targeted for enrollment in the program are individuals who currently work in community colleges, universities, and high schools who desire to work effectively in middle-level administration in higher education. The program has a projected initial class of eight full-time students.

Instruction will be delivered using a hybrid model with the face-to-face component taking place on the ETBU campus at One Tiger Drive in Marshall, Texas. Courses will be offered in eight-week terms during the fall and spring semesters and seven-week terms during the summer. The face-to-face component will be delivered through intensive all-day Saturday sessions with a web-based learning management system providing support for the hybrid format. Graduate faculty will serve as advisors to the students and as mentors for research projects.

Students in both summer and traditional semester courses will receive supplemental course instruction and faculty facilitation with online tools within Blackboard LMS.

GRADUATION REQUIREMENTS

For the Master of Education in College and University Leadership, there are 30 graduate credit hours required. Students must complete all credit hours with a grade of “C” or higher and maintain at least a 2.50 grade point average. Students must complete all requirements for the degree within five years of starting the program.

DISMISSAL FROM PROGRAM

Students may be dismissed from the program for the following reasons:

1. Failure to maintain at least a 2.50 grade point average.
2. Earning a grade of “D” or “F” in any one class.

CURRICULUM

The M.Ed. in College and University Leadership is a 30 credit hour program consisting of 10 courses delivered over four semesters. The following courses constitute the M.Ed. curriculum:

- HIED 5301—Governance, Administration, and Leading
- HIED 5302—Higher Education Law and Finance
- HIED 5303—Christian Servant Leadership
- HIED 5304—History and Philosophy of Higher Education
- HIED 5305—Fundamentals of Educational Research and Institutional Assessment
- HIED 5306—Teaching and Learning: Strategies for Student Success
- HIED 5307—Student Affairs Leadership
- HIED 5308—The Community College
- HIED 5309—Enrollment Management: Recruitment and Retention
- HIED 5310—Academic Leadership

*The University anticipates offering this degree effective Fall 2016, contingent upon approval from the regional accrediting agency, the Southern Association of Colleges and School Commission on Colleges.

MASTER OF SCIENCE IN KINESIOLOGY

DR. JOSEPH D. BROWN

Dean, Frank S. Groner School of Professional Studies

The Master of Science Kinesiology* is 30 hour credit program designed as a comprehensive study of the varied aspects of human movement. Movement across the lifespan is observed and studied from mechanical, physiological, psychological, administrative, behavioral, instructional, and professional points of view.

STATEMENT OF PHILOSOPHY

The coursework for the degree is designed to provide students with background knowledge and experience for professional careers in a variety of areas including clinical exercise science, fitness and health promotion, teacher education, sports administration, performance enhancement/sport psychology, sport marketing, and/or to prepare students for further graduate study in one or more of the sub disciplines of kinesiology: biomechanics, exercise physiology, motor control/learning, philosophical perspectives, sports psychology, or administration.

GRADUATION REQUIREMENTS

For the Master of Science in Kinesiology, there are 30 graduate credit hours required.

Students must complete all credit hours with a grade of “C” or higher and maintain at least a 2.50 grade point average. Students must complete all requirements for the degree within five years of starting the program.

DISMISSAL FROM PROGRAM

Students may be dismissed from the program for the following reasons:

1. Failure to maintain at least a 2.50 grade point average.
2. Earning a grade of “D” or “F” in any one class.

CURRICULUM

The Master of Science in Kinesiology is a 30 credit hour program consisting of 10 courses delivered over two semesters and three summer terms. Students may begin the sequence of courses in any semester.

Fall

- KINE 5305 Principles of Advanced Human Performance
- KINE 5308 Sports and Exercise Leadership*

Spring

- KINE 5304 Sports and Exercise Psychology
- KINE 5312 Research Methods*

Summer I

- KINE 5309 Sport and Exercise Nutrition*
- KINE 5310 Motor Learning and Control*

Summer II

- KINE 5301 Current Trends and Issues in Sports and Exercise Settings
- KINE 5307 Measurement and Evaluation*

Summer III

- KINE 5302 Sports Management and Marketing
- KINE 5303 Coaching Behaviors and Sports Preparation

*The University anticipates offering this degree effective Fall 2016, contingent upon approval from the regional accrediting agency, the Southern Association of Colleges and School Commission on Colleges.

DUAL ACADEMIC PROGRAMS

The B.A. in Religion/M.A. in Religion is an accelerated and integrated degree designed to prepare students to pursue terminal degrees and to serve in a variety of church and church-related vocational contexts, church staff positions, para-church ministries, and denominational service. The accelerated degree will provide students a seamless interface between undergraduate and graduate degrees. Through Christ-centered quality higher education, students will focus on the theological, biblical, historical, and practical dimensions of 21st century Christian ministry.

REQUIREMENTS FOR THE ACCELERATED B.A. IN RELIGION AND M.A.R.

B.A. Undergraduate Requirements

General Education Requirements	50
English 1301, 1302, and three hours sophomore literature	9
Fine Arts (three hours from music, theatre, fine arts, art, or equivalent)	3
Modern Language (at least one semester second year, all hours in same language)	11
Religion 1320 and 1330	6
History	3
Social Science (CJUS, ECON, GEOG, POSC, PSYC, SOCI).....	3
Political Science 2305	3
Physical Activity - KINE 1238	2
Science (must be lab science)	4
Mathematics	3
Speech 1311	3

Departmental Requirements for Religion Majors:

* denotes course(s) which can also meet General Education Requirements

- * HIST 2321 Survey of Civilizations I or 2322 Survey of Civilizations II
- * PSYC 2301 Introduction to Psychology or SOCI 1301 Introduction to Sociology
- HIST 3309 History of Christianity or HIST 3310 History of Baptists
- RLGN 1353 Introduction to Philosophy
- RLGN 1340 The Calling and Practice of Ministry

Departmental Recommendations for Religion Majors:

* denotes course(s) which can also meet General Education Requirements

- * ENGL 2331 World Literature
- * GREK 2311 New Testament Greek I (required for Biblical Studies Concentration)
- * GREK 2312 New Testament Greek II (required for Biblical Studies Concentration)
- * GREK 3311 New Testament Greek Syntax (required for Biblical Studies Concentration)
- * GREK 4310 New Testament Greek Exegesis (required for Biblical Studies Concentration)

Religion Major (as shown in Catalog for B.A. in Religion) 38

Minor or Concentration as required for B.A. in Religion (minimum of 18 hours) 18

Choice of Any RLGN 5000-Level Courses 6

Electives (to total 120 hours)

Total: Minimum one hundred twenty (120) semester hours

M.A.R. Graduate Requirements (30 Hours)

Ministry Foundations (9 hours from the following)..... 9

 RLGN 5350 Leadership and the Educational Ministry of the Church

 RLGN 5352 Selected Topics in Ministry

 RLGN 5355 Spiritual Formation: Scripture, Tradition, and Practice

 RLGN 5360 World Christianity

 HIST 5300 The Baptists

 PSYC 5300 Understanding the Contemporary Mind and Religion

Bible and Theology Foundations (6 hours from the following)..... 6

 RLGN 5310 The Christian Life in the Letters of Paul

- RLGN 5311 Christianity and Contemporary Culture
- RLGN 5320 Old Testament Theology
- RLGN 5330 New Testament Theology
- RLGN 5331 New Testament Ecclesiology
- RLGN 5340 Peoples, Theology, and Literature of the Ancient Near East and Israel
- RLGN 5341 Biblical Theology
- RLGN 5342 Selected Topics in Theology

Total Minimum Credit Hours Required for Accelerated Degree: 150

The B.A. in Religion/M.A. in Christian Ministry is an accelerated/integrated degree designed to prepare students to serve in a variety of church and church-related vocational contexts, church staff positions, para-church ministries, and denominational service. The accelerated degree will provide students a seamless interface between undergraduate and graduate degrees. Through Christ-centered quality higher education, students will focus on the theological, biblical, historical, and practical dimensions of 21st century Christian ministry.

REQUIREMENTS FOR THE ACCELERATED B.A. IN RELIGION AND M.A.C.M.

B.A. Undergraduate Requirements

General Education Requirements	50
English 1301, 1302, and three hours sophomore literature	9
Fine Arts (three hours from music, theatre, fine arts, art, or equivalent)	3
Modern Language (at least one semester second year, all hours in same language)	11
Religion 1320 and 1330	6
History	3
Political Science 2305	3
Social Science (CJUS, ECON, GEOG, POSC, PSYC, SOCI).....	3
Physical Activity - KINE 1238	2
Science (must be lab science)	4
Mathematics.....	3
Speech 1311	3

Departmental Requirements for Religion Majors:

- * denotes course(s) which can also meet General Education Requirements
- * HIST 2321 Survey of Civilizations I or 2322 Survey of Civilizations II
- * PSYC 2301 Introduction to Psychology or SOCI 1301 Introduction to Sociology
- HIST 3309 History of Christianity or HIST 3310 History of Baptists
- RLGN 1353 Introduction to Philosophy
- RLGN 1340 Calling and Practice of Ministry

Departmental Recommendations for Religion Majors:

- * denotes course(s) which can also meet General Education Requirements
- * ENGL 2331 World Literature
- * GREK 2311 New Testament Greek I (required for Biblical Studies Concentration)
- * GREK 2312 New Testament Greek II (required for Biblical Studies Concentration)
- * GREK 3311 New Testament Greek Syntax (required for Biblical Studies Concentration)
- * GREK 4310 New Testament Greek Exegesis (required for Biblical Studies Concentration)

Religion Major (as shown in Catalog for B.A. in Religion).....	38
Minor or Concentration as required for B.A. in Religion (minimum of 18 hours).....	18
Choice of Any RLGN 5000-Level Courses	6
Electives (to total 120 hours)	

Total: Minimum one hundred twenty (120) semester hours

M.A.C.M. Graduate Requirements (30 Hours)	30
Ministry Foundations (9 hours from the following).....	9
RLGN 5350 Leadership and the Educational Ministry of the Church	
RLGN 5352 Selected Topics in Ministry	

RLGN 5355 Spiritual Formation: Scripture, Tradition, and Practice
 RLGN 5360 World Christianity
 HIST 5300 The Baptists
 PSYC 5300 Understanding the Contemporary Mind and Religion
 Bible and Theology Foundations (6 hours from the following)..... 6
 RLGN 5310 The Christian Life in the Letters of Paul
 RLGN 5311 Christianity and Contemporary Culture
 RLGN 5320 Old Testament Theology
 RLGN 5330 New Testament Theology
 RLGN 5331 New Testament Ecclesiology
 RLGN 5340 Peoples, Theology, and Literature of the Ancient Near East and Israel
 RLGN 5341 Biblical Theology
 RLGN 5342 Selected Topics in Theology
 Additional Foundations Course (9 hours from the following) 9
 Any Bible and Theology Foundations courses
 Any Ministry Foundations courses

To complete the degree, students have the option to choose from electives or one of the three following concentrations below:

- Electives – 12 hours from the following:
 - Any Bible and Theology Foundations courses
 - Any Ministry Foundations courses
 - Any MBAE, KINE, and COUN graduate courses
- Business Leadership – 12 hours from the following:
 - RLGN 5350 Leadership and the Educational Ministry of the Church
 - Any 9 hours from the Master of Business Administration curriculum
- Sports and Recreation Ministry – 12 hours from the following:
 - RLGN 5350 Leadership and the Educational Ministry of the Church
 - KINE 5301 Current Trends and Issues in Sports and Exercise Settings
 - KINE 5304 Sports and Exercise Psychology
 - KINE 5305 Principles of Advanced Human Performance
- Spiritual Guidance – 12 hours from the following:
 - RLGN 5355 Spiritual Formation: Scripture, Tradition, and Practice
 - COUN 5301 Theories of Counseling and Psychotherapy
 - COUN 5303 Counseling Children and Adolescents
 - COUN 5305 Group Counseling and Psychotherapy
 - COUN 5312 Lifespan Development
 - COUN 6301 Marriage and Family Therapy
 - COUN 6305 Career Counseling Across the Lifespan
 - COUN 6326 Addictions Counseling
 - COUN 6351 Evidence-Based Practices of Faith Integration in Counseling

Total Minimum Credit Hours Required for Accelerated Degree: 150

The integrated Master of Arts in Christian Ministry (M.A.C.M.) and Master of Business Administration (M.B.A.) program is designed to prepare students to serve in roles requiring both theological education and administrative skills. Examples of such positions include church administrators, denomination/associational leaders, leaders of missions organizations, and leaders of faith-based service organizations. Integration is achieved in two ways. First, students are able to pursue both degrees simultaneously, creating a synergism between the two curricula. Second, pursuing these two degrees separately would require a total of 69 hours of course work; by recognizing 9 hours of the M.B.A. coursework as fulfilling the concentration requirement in the M.A.C.M., the total coursework for the integrated program is 60 hours.

REQUIREMENTS FOR THE INTEGRATED M.A.C.M./M.B.A.

M.A.C.M. Requirements (36 Hours)..... 36
 (9 hours common to both the M.A.C.M. degree and the M.B.A. degree)

Ministry Foundations (9 hours from the following)	9
RLGN 5352 Selected Topics in Ministry	
RLGN 5355 Spiritual Formation: Scripture, Tradition, and Practice	
RLGN 5360 World Christianity	
HIST 5300 The Baptists	
PSYC 5300 Understanding the Contemporary Mind and Religion	
Bible and Theology Foundations (6 hours from the following)	6
RLGN 5310 The Christian Life in the Letters of Paul	
RLGN 5311 Christianity and Contemporary Culture	
RLGN 5320 Old Testament Theology	
RLGN 5330 New Testament Theology	
RLGN 5331 New Testament Ecclesiology	
RLGN 5340 Peoples, Theology, and Literature of the Ancient Near East and Israel	
RLGN 5341 Biblical Theology	
RLGN 5342 Selected Topics in Theology	
Foundations Electives (9 hours from the following)	9
Any Bible and Theology Foundations courses	
Any Ministry Foundations courses	
Business Leadership (12 hours from the following)	12
RLGN 5350 Leadership and the Educational Ministry of the Church	
Any 9 hours from the Master of Business Administration curriculum	
NOTE: The 9 hours from the M.B.A. curriculum are common to both degrees.	
M.B.A. Requirements (33 hours).....	33
(9 hours common to both the M.B.A. degree and the M.A.C.M. degree)	
Semester 1	
MBAE 5301 Entrepreneurial Leadership	
MBAE 5302 Economics and the Free Market	
Semester 2	
MBAE 5303 Marketing Concepts and Strategies	
MBAE 5304 Social Media Information Systems	
MBAE 5312 Business Research and Decision Making	
Semester 3	
MBAE 5306 Managerial Accounting	
MBAE 5307 Financial Concepts and Processes	
MBAE 5313 Leading and Managing Change	
Semester 4	
MBAE 5309 Strategic Human Resource Management	
MBAE 5310 Strategic Management	
MBAE 5311 Formulating and Implementing Strategy	
Total Minimum Credit Hours Required for the Integrated M.A.C.M./M.B.A.: 60	

GRADUATE LEVEL PROFESSIONAL DEVELOPMENT

DR. P.J. WINTERS

Program Director

STATEMENT OF PHILOSOPHY

The nature of graduate education is to foster an environment with the student as an active participant in the learning process as leader, researcher, and practitioner. As a result, more time is spent on the review of literature of the discipline with much of that reading being completed outside class. The activities of the course are more writing intensive, use case analysis, incorporate a reflective portfolio approach to authentic assessment, include an increased expectation of independent learning, and promote a search for outside resources to bring to class to inform discussion.

Principalship Courses:

Students with a master's degree wishing to prepare for the state principal certification exam only (and not pursue an additional master's degree) will take the following courses*:

- EDUC 5380 Strategic Operations
- EDUC 5381 School Finance
- EDUC 5382 Administration of Special Programs
- EDUC 5384 The Principal
- EDUC 5385 Practicum I
- EDUC 5386 Practicum II

* Students who did not have a course in Texas school law in their master's program will need to take EDUC 5387 Texas School Law in addition to the 18 hours listed above.

Superintendency Courses:

Students with a master's degree and principal certification wishing to prepare for the state superintendent certification exam only (and not pursue an additional master's degree), will take the following courses*:

- EDUC 5313 The Superintendency**
- EDUC 5314 Curriculum and Instruction Leadership**
- EDUC 5315 Human Resource Leadership and Financial Management**
- EDUC 5316 Organizational Leadership and Community Relations**
- EDUC 5103 Superintendent Practicum and Test Preparation One**
- EDUC 5104 Superintendent Practicum and Test Preparation Two **

* Students who did not have a course in Texas school law in their master's program will need to take EDUC 5387 Texas School Law in addition to the 18 hours listed above.

**Pending approval by the Texas Education Agency and State Board for Educator Certification

In addition to the completion of these courses, students seeking the principal or superintendent certification need to fulfill all other state requirements as listed in current law and regulations. These requirements may change due to modifications instituted by the Texas Education Agency and State Board for Educator Certification.

COURSE DESCRIPTIONS

BUSINESS

MBAE 5301 Entrepreneurial Leadership

This course is a study of leadership principles and their application in business organizations.

MBAE 5302 Economics and the Free Market

The study of economic thought and action as it influences individual and market behavior. Included in the course is a study of how markets determine what is produced and what is allocated, analytical approaches to economic data for decision making, and a study of the impact on producers and consumers that monetary and fiscal policies play.

MBAE 5303 Marketing Concepts and Strategies

This course focuses on the strategic development of new products in entrepreneurial and entrepreneurial ventures. Specifically, this will include idea generation and screening, business and environmental analysis, product development, test marketing, and commercialization from the perspective of the entrepreneur. These concepts will all be brought together by the students as they develop a strategic marketing plan with a recommended implementation.

MBAE 5304 Social Media Information Systems

This course utilizes social media and mobile technology as part of a business plan for modern companies. Emphasis will be placed on mobile application development, business page development on Facebook (or similar social network), business use of Twitter, web site development, and e-commerce.

MBAE 5306 Managerial Accounting

This course will enable students to use accounting applications as they relate to the corporate form of business. A special emphasis will be placed on the entrepreneurial/managerial role in accounting applications.

MBAE 5307 Financial Concepts and Processes

This course is designed for the student planning an entrepreneurial career rather than embarking upon a career in finance. The course will develop skills necessary to evaluate opportunities and manage resources. Financial tools and applications will be developed for evaluating new projects and products. Emphasis will be placed on stock and bond valuation, capital budgeting, cost of capital, company valuation and efficient markets.

MBAE 5309 Strategic Human Resource Management

This course is a study of human resources management from a theoretical and practical view. Students will learn the essential HR functions, including legal requirements, recruiting, developing, and retaining human resources. Students will apply that knowledge in specific ways by creating original job descriptions, a staffing plan, and a compensation strategy for use in an entrepreneurial setting.

MBAE 5310 Strategic Management

This course is the capstone of the MBA program and incorporates all concepts taught in the curriculum. The course includes a study of strategies that successful businesses have employed and the methodology used for sound decision making. Research methodology incorporates the use of specific analysis of markets, industry competitive analysis, SWOT, financial analysis, etc. in order to evaluate the effectiveness of leadership decision making.

MBAE 5311 Formulating and Implementing Strategy

This course will combine knowledge gained from previous courses pertaining to the management of small business. There will be in-depth coverage of selected topics in leadership, economics, finance, human resources, business research, and marketing. Students will gain firsthand awareness of the management skills, knowledge, and behaviors employed by successful entrepreneurial leaders through in-depth discussions with practicing entrepreneurs and investors. Students will

have the option of building a business plan for a proposed business venture conducted under the supervision of the instructor.

MBAE 5312 Business Research and Decision Making

This course uses research tools, employs research concepts and techniques to enable leaders to make informed decisions. Students will locate data sources, gather primary and secondary data, perform analysis using appropriate statistical techniques to effectively interpret and solve specific business problems. The focus is on essential tools for the investigation of business phenomena where chance variation is a factor. Use of statistical software such as SPSS, Minitab, or Excel is included.

MBAE 5313 Leading and Managing Change

This course develops the skills needed for leading change. In this course, students will analyze the forces that drive organizations to change, examine impediments to change, and survey a range of approaches for making organizational change more effective. The principle objective of this course is to develop an understanding of change processes and provide students with practical skills for managing and leading change.

COUNSELING

COUN 5300 Foundations in Clinical Mental Health Counseling

This course is an introduction to the field of counseling. It includes an examination of the basic skills of counseling and therapy, the origins and applications of various therapeutic approaches, the professional roles and ethical issues that affect the practice of counseling and psychology. This course provides opportunities to explore various issues in counseling such as; career counseling and development, multiculturalism, school counseling, grief, suicide, child abuse, substance abuse, and other contemporary issues.

COUN 5301 Theories of Counseling and Psychotherapy

This course is designed to provide students with an understanding of the major counseling theories and practices. Several of the major theories of counseling will be examined with an emphasis on four areas: key concepts of the theory, its beliefs about the therapeutic process, the role of the counselor, and how to apply the theory to helping a client change. Each theory will be analyzed for its uniqueness and similarity with the other approaches and applied to case examples.

COUN 5302 Introduction to Play Therapy

This course is designed to (1) assist those mental health/education professionals and graduate students who work with children in understanding the fundamental tenets of play therapy, (2) help mental health/education professionals and graduate students develop an effective philosophy of and approach to play therapy, (3) increase mental health/education professionals' and graduate students' understanding of the inner world and behavior of children, (4) help mental health/education professionals and graduate students connect with children on a feeling level, (5) promote self-awareness and self-understanding, (6) increase mental health/education professionals' and graduate students' understanding of child development, particularly with children ages three to nine, (7) enhance mental health/education professionals' and graduate students' sensitivity to and acceptance of others, and (8) equip mental health/education professionals and graduate students with beginning-level play therapy skills.

COUN 5303 Counseling Children and Adolescents

This course is a didactic and experiential course that prepares graduate students to work with the specific needs of children and adolescents. This course will focus on developmental needs, specific therapeutic interventions, and common emotional issues of children and adolescents. Group and individual counseling techniques will be practiced and treatment options will be covered. Experiential Component: Sand, miniatures, sweater box, musical instruments, Crayola, paints, paper, glue, dress-up costumes, magazines, and other materials that interest the student concerning expressive arts therapy modalities.

COUN 5305 Group Counseling and Psychotherapy

A study of group dynamics, process, theoretical applications, techniques and leadership skills in an experiential setting. This course traces the major theoretical orientations in group psychotherapy/counseling. Students will learn to apply group approaches to the treatment of mental health problems.

COUN 5309 Introduction to Assessment

This course provides an overview of various approaches to assessment and procedures for evaluation. Special emphasis is given to counseling decision-making, and treatment planning. Theoretical and applied material will be integrated in order to provide the student with an understanding of the context of assessment and evaluation. Emphasis will be placed on equipping students to understand technical terms in professional journals, test manuals, and test reports.

COUN 5312 Lifespan Development

This course provides an advanced overview of current research and theory on life-span human development, and will enhance students' understanding of significant developmental changes that occur over the life span. Emphasis will be placed on standard physical, cognitive, emotional, and social development as well as on issues such as diversity and socialization in relation to perceptions of human development. Professional, clinical, legal, and ethical issues will also be addressed.

COUN 5316 Advanced Psychopathology

This course will provide an overview of psychopathology and treatment planning with an emphasis on children and adolescents. An interactive, developmental perspective for conceptualizing psychopathology as well as resilience will be employed. In particular, the influence of development, neurobiological mechanisms, and contextual features on the emergence, exacerbation, and alleviation of psychopathology will be discussed. Contemporary diagnostic and treatment issues will be critically reviewed.

COUN 5321 Research Design and Statistics

A review of the research methods used in counseling. Included are experiences in searching research literature databases, understanding basic statistics and using statistical software, planning research, and communicating research findings. Students also will participate in a community action project involving implementing and assessing a prevention project, an advocacy project, or counseling outreach project. A written paper and presentation of the community action project will be presented to faculty and peers in a spring semester research forum.

COUN 5327 Sociocultural Factors for Counseling Professionals

This course provides students with an understanding of the social and cultural context of relationships, issues, and trends in multicultural and diverse societies. Students will study principles related to socialization and the influence of group dynamics upon individual thoughts, feelings, and behaviors. In addition, students will learn how multicultural and pluralistic trends and treatment strategies are related to such factors as culture, race, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, disability, family values, religious and spiritual values, socioeconomic status, and unique characteristics of individuals, couples, families, and communities.

COUN 5330 Professional Issues and Ethics for Practice

This course provides a survey of professional identity, ethical standards, and legal codes for mental health counselors and therapists. Topics will include: the history and philosophy of the counseling profession; knowledge of professional roles including consultation and group work; and moral principles and virtues in counseling practice, training, supervision, and consultation.

COUN 6301 Marriage and Family Therapy

This course provides an overview of marital and family counseling from a systems perspective. An overview of the predominant systems theories essential in working with couples and families will be presented. Special emphasis is given to evidence based treatments and the current research on

attachment theory and the role of attachment in couple and family distress. Students will become familiar with attachment issues, working from an emotion focused perspective, and they will gain proficiency in assessment and intervention. Students also will engage in learning exercises and role-plays in order to facilitate application of course content.

COUN 6303 Fundamentals of Cognitive-Behavioral Therapy

This course focuses on the theoretical, historical, philosophical and technical bases of cognitive behavior therapy. Specific treatments for various psychological disorders will be reviewed, and clinical skills will be developed through the discussion of case presentations and practice.

COUN 6305 Career Counseling Across the Lifespan

Students will be introduced to career development and the importance of various facets of career counseling. Emphasis is given to developmental considerations and the role of testing, educational and career development program planning and implementation. Technology-based career development applications and strategies will be explored. The interrelationships among and between work, family and other life role factors will be considered with a special emphasis on ethical issues as well as issues of personal faith and values.

COUN 6313 Counseling Practicum I

Counseling psychology supervised field experience in counseling and/or assessment. The practicum experience is designed to give student counselors the opportunity to put into practice the skills and knowledge they are developing throughout their counseling program. Students will meet weekly to review cases, discuss theory, interventions, and new techniques.

COUN 6320 Psychopharmacology: Implications for Diagnosis and Treatment of Psychopathology

This course will provide an overview of neurobiology and neurophysiology as it relates to psychoactive substances. This course will discuss the primary psychiatric disorders and the medications commonly used to treat these disorders, with an emphasis upon disorders identified in current Diagnostic and Statistical Manual of Mental Disorders. Students in this course will gain an understanding of how these drugs work, what effects and side effects they have, and how to work with clients as they receive both medical and counseling services. Prerequisite: Permission of the instructor.

COUN 6322 Counseling Related to Issues of Trauma and Crisis

This course will look at the dynamics and treatment of developmental and situational crises, trauma, and grief. Students will learn crisis intervention theories and be able to apply multiple models of intervention to various problems, such as suicide, sexual assault, domestic violence, substance abuse, school violence, abuse, divorce, grief and loss, and disaster relief. Primary skills of psychological first aid will additionally be taught. *Prerequisite: Permission of the instructor.*

COUN 6324 Advanced Ethics for Professional Practice

Explores the range of ethical issues that professionals may encounter within the field of psychology during independent practice. Through lecture, discussion, reading, and role-plays, students will explore such issues as the interrelation between professional ethical codes, ethical decision-making, and records management. Additionally, a survey of applicable rules, laws, and statutes related to professional practice will be undertaken, and an emphasis on relevant business and family law will be included. *Prerequisite: Permission of the instructor.*

COUN 6326 Addictions Counseling

This course will provide an in-depth study of the theories and etiology of addictions and addictive behaviors including strategies for assessment and diagnosis, prevention, intervention, and treatment across the lifespan across a variety of settings. Coverage will include but not be limited to gambling, sexual, eating, alcohol, and drug-related addictions. *Prerequisite: Permission of the instructor.*

COUN 6350 Counseling Internship I

Internship I is an extension of COUN 6313 Counseling Practicum I and will build on skills and experience developed in practicum, and will identify strengths and growth areas relative to counseling core competencies, and focus on expanding the depth and diversity of the student's professional experience. This internship requires the student to complete 300 clock hours of supervised internship, a minimum of 120 hours of which must be direct service.

COUN 6351 Evidence-Based Practices of Faith Integration in Counseling

In this course, students explore personal and professional issues of faith and spirituality as they pertain to clinical competency in professional counseling. Students will have an opportunity to learn about frameworks for faith integration in professional practice. The course provides students with an overview of several common approaches to mental health counseling from a faith perspective that have been well-supported in research.

COUN 6352 Counseling Internship II

Internship II is an extension of Internship I and requires the student to complete an additional 300 clock hours of supervised internship, a minimum of 120 hours of which must be direct service. Internship II will build on strengths and improve growth areas identified in Practicum and Internship I. Focus will continue on client care, professional development and will add preparation for taking the National Counselor Examination.

EDUCATION

EDUC 5102 TExES Preparation

This course is designed to prepare students for the Pedagogy and Professional Responsibilities (PPR) exam. Students must pass the PPR practice exam to pass this course. Must be taken concurrently with EDUC 5341 or EDUC 5342 or EDUC 5345.

EDUC 5103 Superintendent Practicum and Test Preparation One

This practicum course in education administration is the first of two field-based courses in which students have an opportunity to apply or demonstrate acquired knowledge and skills in a real world setting. Critical issues relating to district leadership and management are examined in the practicum experience. A minimum of 80 hours of activities are undertaken that relate to the superintendent as the community leader, instructional leader, and administrative leader of the school district. All activities must be related to the State Board for Educator Certification (SBEC) standards and competencies taught in the program preparation curriculum and tested in the Superintendent Certificate Exam. An additional 10 hours of class time is devoted to preparation for the Superintendent certification exam.

EDUC 5104 Superintendent Practicum and Test Preparation Two

This practicum course in education administration is the second of two field-based courses in which students have an opportunity to apply or demonstrate acquired knowledge and skills in a real world setting. Critical issues relating to district leadership and management are examined in the practicum experience. A minimum of 80 hours of activities are undertaken that relate to the superintendent as the community leader, instructional leader, and administrative leader of the school district. All activities must be related to the State Board for Educator Certification (SBEC) standards and competencies taught in the program preparation curriculum and tested in the Superintendent Certificate Exam. An additional 10 hours of class time is devoted to preparation for the Superintendent certification exam.

EDUC 5302 Educational Psychology and Learning Theory

The field of educational psychology has gained form from a variety of learning and developmental theories. In this course, multiple theories of development, motivation, behavior, and learning will be examined in depth. The question, "how do humans learn?" is at the heart of these theories, and students are invited to construct, deconstruct, and reconstruct their personal theories of learning throughout the course. Students will also consider what constitutes learning. A variety of topics including the effectiveness of intrinsic and extrinsic motivators; student engagement; the nature of intelligence and creativity; the relationships between teaching and learning; differences in learning among diverse groups; and issues of testing, assessment, and accountability will be considered. In considering all such topics, a common theme continues to emerge. How do psychological principles

illuminate processes of learning and teaching? In this course, we consider how theory, research, and practice inform each other in order to improve the efforts of educators. The activities and assignments for this course will be tailored to fit the program in which the student is enrolled.

EDUC 5312 Research Methods

This course introduces students to quantitative and qualitative methods for conducting meaningful inquiry and research. Students will gain an overview of research intent and design, methodology and technique, format and presentation, and data management and analysis informed by commonly used statistical and qualitative methods.

EDUC 5313 The Superintendency

Students will study the basic functions, duties responsibilities and current problems confronting practicing school superintendents. Special consideration will be given to strategic planning, student activities, ethics and ethical decision making, public information and collaborative decision making.

EDUC 5314 Curriculum and Instruction Leadership

Students will study the basic issues in strategic curriculum and instruction leadership. Various district curriculum planning methods will be analyzed and discussed. A heavy emphasis will be placed on using research based methods for planning instructional delivery systems and the examination of data to determine best practice for district wide decisions.

EDUC 5315 Human Resource Leadership and Financial Management

This course examines how to manage human resources effectively in the dynamic legal, social, and economic environment currently impacting educational institutions. This course also examines the concepts and theories that form the foundation of public school finance in America. Special consideration will be given to the following topics: formulation and implementation of human resource strategy; job analysis; methods of recruitment and selection; techniques for training and development; performance appraisal; compensation and benefits; and the evaluation of the effectiveness of human resource management frameworks and practices; taxation, revenue sources, legislative issues, risk management; school bonds; salaries; and indebtedness.

EDUC 5316 Organizational Leadership and Community Relations

This course focuses on how skills and abilities in leadership and management can be developed and applied by individuals in order to make a difference in organizations, communities, or societies. The course will also present concepts and specific techniques in school-community relations involving the development and maintenance of purposeful programs of communication and collaboration between school personnel and the community.

EDUC 5321 Curriculum Planning with Technology

This course offers the continued and deeper application of current and emerging technology tools in the design, development, and assessment of integrated, interdisciplinary, inclusive curricula. Along with the other courses in the Curriculum and Instruction Program this course will focus on development of integrated curriculum units. This course prepares students to be curriculum leaders at the campus and district level.

EDUC 5322 Curriculum Design, Assessment and Evaluation

This course examines classical as well as current theories of curriculum development and design. Practical applications of curriculum assessment and other determinants are considered. A systemic evaluation process of curriculum is emphasized.

EDUC 5323 Adapting Curriculum for Diverse Learners

This course will focus on the unique needs of diverse learners in the general education classroom. Topics covered include differentiation of instruction, response to intervention, and creating accommodations and modifications according to the needs of the learner. Research on adapting curriculum for diverse learners will be examined from the perspective of a graduate student. As a result of taking this course, students will be provided the tools necessary to become campus leaders in the adaptation of curriculum for diverse learners.

EDUC 5324 Curriculum Leadership

This course will focus on assisting teachers to define, plan, implement, and assess the P-12 Curricula. This course will also explore human resources available to schools and leaders. School leaders today must demonstrate “facilitative leadership” in order to be effective. The job of school leader is increasingly complex. The development of leadership capacity within one’s own self and others will be considered so that leadership challenges can be met effectively.

EDUC 5331 Education Research

This course will focus on methods used to conduct research in education. Topics covered will include: organizing, analyzing, and interpreting data, descriptive statistics, inferential statistics, qualitative research in education, and ethical issues related to education research. An emphasis is placed on interpreting existing research for application purposes as a classroom teacher.

EDUC 5332 Research Applications in the Classroom

This course will focus on developing a complete research proposal that includes an introduction to the research problem, a comprehensive literature review, and a methodology section. The required proposal will detail a research design utilizing either quantitative or qualitative methods suitable for implementation as a classroom teacher and representing graduate level work. *Prerequisite: EDUC 5331*

EDUC 5333 Technology in Today’s Classroom

This course will develop technology literacy skills for teaching. Students will demonstrate the use of technology in communicating, collaborating, and teaching. Knowledge and proficiencies needed to confidently incorporate existing and emerging educational technologies into candidates’ future classrooms will be taught. Emphasis will be on integrating technology applications to support content area teaching. Assignments and activities will be tailored to fit the track that student is taking.

EDUC 5340 Studies in Effective Classroom Management and Instructional Strategies

This course examines instructional methods and strategies that emphasize theoretical and practical applications of the teaching-learning processes along with the major instructional and managerial roles of classroom teachers. Emphasis is given to planning for instruction, relating instruction to learning outcomes, classroom organization and management, discipline management and performance of diverse learners. Teaching methods and techniques using group processes, and those oriented toward the individual, are identified and demonstrated through lesson planning, cooperative learning techniques and utilization of multimedia and technology. The activities and assignments for this course will be tailored to fit the master’s track in which the student is enrolled. The course consists of online assignments and weekly meetings on campus.

EDUC 5341 Curriculum and Assessment I with Internship

This is a seminar course that offers an exploration of the principles of curriculum and lesson planning. Basic models of instruction including direct instruction, discovery and experiential learning, concept induction, concept attainment, and differentiated instruction to address the needs, interests and abilities of diverse students are investigated. Designing developmentally appropriate assessments is also introduced. Students will complete the first half of a full year internship during this semester.

EDUC 5342 Curriculum and Assessment I

This is a seminar course that offers an exploration of the principles of curriculum and lesson planning. Basic models of instruction including direct instruction, discovery and experiential learning, concept induction, concept attainment, and differentiated instruction to address the needs, interests and abilities of diverse students are investigated. Designing developmentally appropriate assessments is also introduced.

EDUC 5343 Curriculum and Assessment II with Internship

This is a synthesis seminar course that offers the continued and deeper application of constructivist principles to the design and development of integrated, interdisciplinary, inclusive and culturally responsive curricula. This course is designed to help teachers improve their assessment and evaluation literacy. An emphasis is placed on the various approaches to assessment including performance tasks,

observations and portfolios; test construction and design; grading procedures; and reporting practices including self-assessment, student conferences and parent conferences as a part of designing effective instructional delivery systems. Students will complete the second half of a full year internship.

EDUC 5344 Curriculum and Assessment II with Clinical Teaching

This is a synthesis seminar course that offers the continued and deeper application of constructivist principles to the design and development of integrated, interdisciplinary, inclusive and culturally responsive curricula. This course is designed to help teachers improve their assessment and evaluation literacy. An emphasis is placed on the various approaches to assessment including performance tasks, observations and portfolios; test construction and design; grading procedures; and reporting practices including self-assessment, student conferences and parent conferences as a part of designing effective instructional delivery systems. Students will complete fourteen (14) weeks of clinical teaching during the semester.

EDUC 5345 Curriculum and Assessment I With Half-Day Clinical Teaching

This is a seminar course that offers an exploration of the principles of curriculum and lesson planning. Basic models of instruction including direct instruction, discovery and experiential learning, concept induction, concept attainment, and differentiated instruction to address the needs, interests, and abilities of diverse students are investigated. Designing developmentally appropriate assessments is also introduced. Students will complete fourteen (14) weeks of half (1/2) day clinical teaching during the semester. To receive credit for clinical teaching a student must complete this course as well as EDUC 5346. *Perequisites: EDUC 5302, EDUC 5333, READ 5318, and READ 5333.*

EDUC 5346 Curriculum and Assessment II With Half-Day Clinical Teaching

This is a synthesis seminar course that offers the continued and deeper application of constructivist principles to the design and development of integrated, interdisciplinary, inclusive, and culturally responsive curricula. This course is designed to help teachers improve their assessment and evaluation literacy. An emphasis is placed on the various approaches to assessment including performance tasks, observations and portfolios; test construction and design; grading procedures; and reporting practices including self-assessment, student conferences and parent conferences as a part of designing effective instructional delivery systems. Students will complete fourteen (14) weeks of half (1/2) day clinical teaching during the semester. To receive credit for clinical teaching, a student must complete EDUC 5345 during the fall semester as well as this course. *Prerequisite: Successful completion of EDUC 5345.*

EDUC 5350 Language Acquisition

This course examines theories of second language acquisition and practical application of theories to second language teaching and learning. Students will be able to recognize the processes through which languages are acquired in both formal and informal contexts. This course will also consist of an interdisciplinary survey of theory and practice, paying close attention to how the application of all aspects of language acquisition relate to institutional learning. *Prerequisite: Entrance into the Curriculum and Instruction Track*

EDUC 5380 Strategic Operations

This course provides students with an overview of strategic operations in public school management theory and research. Long range planning and development will be the key topics. The course assumes management as a phenomenon embedded within particular contexts of school-based decision making and governance. Information from the educational administration and corporate perspectives of management will focus attention on the improvement of communication and implementation of tasks associated with the delivery of services in public schools.

EDUC 5381 School Finance

In this course students will focus on the role of the principal in the management of public school campus finances. Emphasis will be placed on planning, development, and implementation of finances as well as budgeting, purchasing, human resources, and business office management. The course will include a focus on the processes and procedures that most effectively and equitably meet the identified instructional needs of the building and specifically supports increased student achievement as specified in the campus improvement plan.

EDUC 5382 Administration of Special Programs

Administration of Special Programs prepares students to administer special and compensatory education programs. The course emphasizes the basic concepts, issues, problems, and procedures in administration of special and compensatory programs. Students will be exposed to real world issues in the form of case studies and group projects.

EDUC 5384 The Principal

This course is designed to focus on the skills, practices, and understandings to be an effective principal. Instruction in this course will emphasize competencies necessary for leadership and management of the school. It will also focus on the Principal's role in developing an effective learning community.

EDUC 5385 Practicum I

This practicum course in education administration is the first of two field-based courses in which students have an opportunity to apply or demonstrate acquired knowledge and skills in a real world (public school) setting. Critical issues relating to school leadership and management are examined in the practicum experience. Approximately 75 hours of activities are undertaken that relate to the principal as the school community leader, instructional leader, and administrative leader of the campus. All activities must be related to the State Board for Educator Certification (SBEC) standards and competencies taught in the program curriculum and tested in the Principal Certificate.

EDUC 5386 Practicum II

This practicum course in education administration is the second of two field-based courses in which students have an opportunity to apply or demonstrate acquired knowledge and skills in a real world (public school) setting. Critical issues relating to school leadership and management are examined in the practicum experience. Approximately 75 hours of activities are undertaken that relate to the principal as the school community leader, instructional leader, and administrative leader of the campus. Additionally, an action research project will be completed as the culminating activity. All activities must be related to the State Board for Educator Certification (SBEC) standards and competencies taught in the program curriculum and tested in the Principal Certificate. *Prerequisite: Completion of EDUC 5385 with a grade of "B" or higher.*

EDUC 5387 School Law

This course is designed to develop and improve the students' knowledge and understanding of the basic legal parameters that impact organization and control of the Texas and American school systems.

HIGHER EDUCATION

HIED 5301 Governance, Administration, and Leadership

This course examines organizational theories, models, policies, and cultures; external and internal governance and management processes; leadership theories and practices; critical roles and responsibilities; and principal administrative functions affecting various college and university administrative and instructional units.

HIED 5302 Higher Education Law and Finance

This course examines case law on issues of access, student rights, employment, church and state, private sector, liability, academic freedom, and civil rights. Additionally, this course examines revenue, fund-raising and development, types of expenditures, tuition and financial aid policies, budgeting and accounting practices.

HIED 5303 Christian Servant Leadership

This course is designed to prepare the student for effective leadership in his/her profession by introducing key aspects of servant leadership from research literature and from Scripture. The student will be challenged not only to understand the key ideas associated with servant leadership but also to apply those ideas to his/her own life and to differentiate between a biblical approach to servant leadership and a secular approach.

HIED 5304 Philosophy and Trends in Higher Education

This course provides a history of the U.S. system of higher education through an overview of that system and its scope, a survey of the philosophical missions and purposes served by U.S. colleges and universities, and an investigation of some of the pressing policy questions and emerging practice issues confronting these institutions.

HIED 5305 Fundamentals of Educational Research and Institutional Assessment

This course introduces students to quantitative and qualitative methods for conducting meaningful inquiry, research, and assessment in higher education. Students will focus on research intent and design, methodology and technique, format and presentation, data management, and evaluation informed by commonly used statistical and qualitative methods.

HIED 5306 Teaching and Learning: Strategies for Student Success

This course consists of an examination of various teaching methods and learning strategies for the college student. An examination of adult learning styles, assessment methods, and differentiation of instruction for all students is emphasized.

HIED 5307 Student Affairs Leadership

This course is an overview of basic functions and professional issues in student affairs work. Pertinent concepts of administration and student development are introduced. The functions of and relationships between various student services departments are discussed with special emphasis given to institutional policies, planning, and coordination to support housing and dining, recreation services, activities and organizations, and career services.

HIED 5308 The Community College

This course is designed to familiarize students with one of the largest segments of higher education. Topics include, but are not limited to, governance, history of the community college, community college finance, and community college legal policy.

HIED 5309 Enrollment Management: Recruitment and Retention

Students will examine strategic enrollment management processes, financial aid, diversity issues, and methods to align marketing and recruitment efforts with institutional mission and goals. The course also emphasizes the importance of the partnership between academic affairs and student affairs in developing retention strategies.

HIED 5310 Academic Leadership

This course will focus on the academic structure and leadership of the university. Students will examine challenges and opportunities in developing and enhancing undergraduate, graduate, and non-traditional programs that support institutional missions.

HISTORY

HIST 5300 The Baptists

This graduate level colloquium examines the historical origins, development, theology, polity, and mission of the Baptist denomination, with attention to the historic Baptist groups and denominations, their presence around the world, and the varieties of Baptist expressions through the churches, conventions, and other organizations. The colloquium will involve readings in primary source materials and significant secondary works, with close focus given to the Southern and Texas Baptists.

KINESIOLOGY

KINE 5301 Current Trends and Issues in Sports and Exercise Settings

This course surveys current trends and issues in various sports and exercise settings. Emphases will be placed upon analyzing modern research and contemporary issues related to the preferred occupations of the students enrolled in the course. Discussing assigned topics, organizing and giving topical presentations, examining principles related to sports and exercise fields, and applying those principles to program planning, administration, and supervision will be emphasized.

KINE 5302 Sports Management and Marketing

This course will offer insight into the role of sports in the marketing world's ongoing effort to connect with consumers. Students will be introduced to and become familiar with the terms and tools relevant to leadership in the sports industry, including an examination of the difference between the use of sports for marketing and the use of marketing in sports. The course will focus on five basic marketing concepts and their innovative application in the business of sports. In addition, the course will cover basic management techniques for a variety of leadership positions within Kinesiology careers.

KINE 5303 Coaching Behaviors and Sports Preparation

This course examines various aspects of sports preparation and coaching behavior. Emphases will be placed upon analyzing various coaching behaviors and styles, examining and discussing the ideal styles to use in diverse settings, and preparing workouts, practices, and game plans dependent upon those styles. The role of the sports or exercise coach as a leader and role model will also be heavily emphasized. Discussing assigned topics, organizing and giving topical presentations, examining principles related to sports and exercise fields, and applying those principles to program planning will be emphasized.

KINE 5304 Sports and Exercise Psychology

This course provides students with an in-depth view of theoretical and applied aspects of sport and exercise psychology. This course considers the many facets of sport and exercise psychology in review fashion, with special attention given to the use of this information by leaders in sports and exercise settings. The course will also include a focus upon both historical and contemporary developments throughout those applied settings.

KINE 5305 Principles of Advanced Human Performance

This course will explore the principles necessary to design, implement, and administrate a safe and effective strength and conditioning program. The course will address the exercise goals of clients in a variety of settings, including those with goals towards individual sports, team sports, and personal wellness. It is strongly recommended, but not required, that students have at minimum basic knowledge of human anatomy and physiology before taking this course.

KINE 5306 Practicum: Sports and Exercise Leadership

This course includes a minimum of 150 hours of applied activities in field-based settings, including but not limited to leadership roles in coaching, sports administration, and exercise settings. The practicum experience is intended to provide the educational link between more closely supervised university faculty- or campus-related instruction and the independence of the real-world setting. Permission from the faculty member assigned to the course is required for enrollment. *Prerequisite: Permission from the faculty member assigned to the course is required for enrollment.*

KINE 5307 Measurement and Evaluation

This course is designed to give the student knowledge of essential principles of measurement and evaluation in Kinesiology. Experiences are provided to help the student understand basic concepts relating to classification of data, samples and populations, hypothesis testing, and probability statements. Appropriate statistical measures and research methods will be included, as well as related computer assisted technology.

KINE 5308 Sports and Exercise Leadership

This course examines leadership in a variety of sport and exercise settings. Emphases will be placed upon specific settings based upon those enrolled in the course. Exploring the various factors in applied leadership and the discussion of ethical implications are among the most-important objectives. Discussing assigned topics, organizing and giving topical presentations, examining principles related to sports and exercise fields, and applying those principles to program planning will be emphasized.

KINE 5309 Sports and Exercise Nutrition

This course will offer insight into the role of sport nutrition and performance related nutrition education. Students will be introduced to and become familiar with the terms and tools relevant to nutrition, including an examination of nutrition for aerobic and anaerobic sports. The course will focus on

basic nutrition concepts and the application of nutrition planning for performance enhancement. In addition, the course will cover case studies for team nutrition implementation.

KINE 5310 Motor Learning and Control

This course develops an understanding of the cognitive, behavioral, neurophysiological and biomechanical approaches to motor skill learning. Areas of study include feedback manipulation, motor programming, dynamic systems theory, generalizability of schema, and compatibility analysis. Particular attention is given to the mechanisms underlying skill acquisition and the role of practice and feedback on performance.

KINE 5312 Research Methods

This course introduces students to quantitative and qualitative methods for conducting meaningful inquiry and research. Students will gain an overview of research intent and design, methodology and technique, format and presentation, and data management and analysis informed by commonly used statistical and qualitative methods.

MUSIC

MUSI 5300 Christian Worship and the Contemporary Church

In this course students will examine the purpose and practices of Christian worship. Attention will be given to developing a philosophy of communal worship based on Biblical principles, and skills to plan worship services effectively for a congregation.

PSYCHOLOGY

PSYC 5300 Understanding the Contemporary Mind and Religion

The focus of this course is on the meaning religion has for an individual in today's world. Utilizing a synthesis of classic and contemporary research on religious thought, feeling, belief, and behaviors, the course will explore a three-dimensional model of different ways of being a religious person. The course is not concerned with purely conceptual or philosophical discussions of religion, but seeks to provide a comprehensive evaluation from an empirical perspective.

PSYC 6308 Psychology Practicum I

225 clock hours of supervised experience in a setting in which psychological testing is provided. This elective practicum experience is necessary in order to meet the established criteria for state licensing requirements for Licensed Psychological Associates. Each student may choose a practicum experience with approval from the practicum instructor verifying that the experience will be supervised by a Licensed Psychologist who is not related to the student. The practicum experience is designed to give students the opportunity to put into practice the skills and knowledge they have learned regarding psychological assessment. Students will meet weekly to review cases, discuss assessment theory, and develop techniques. *Prerequisite: Permission of the instructor.*

PSYC 6309 Psychology Practicum II

225 clock hours of supervised experience in a setting in which psychological testing is provided. This elective practicum experience is necessary in order to meet the established criteria for state licensing requirements for Licensed Psychological Associates. Each student may choose a practicum experience with approval from the practicum instructor verifying that the experience will be supervised by a Licensed Psychologist who is not related to the student. The practicum experience is designed to give students the opportunity to put into practice the skills and knowledge they have learned regarding psychological assessment. Students will meet weekly to review cases, discuss assessment theory, and develop techniques. *Prerequisite: Permission of the instructor.*

READING

READ 5317 Developing Literacy Skills

This course includes a review of the current theoretical approaches that form the conceptual foundations of teaching reading and the methodologies by which they are applied in the elementary school. Topics include the developmental stages of reading, including word recognition skills, fluency, comprehension, integration of the language arts, and vocabulary development. Ways of organizing and managing reading instruction are also covered.

READ 5318 Reading in the Content Area

This course will focus on theories and methodologies of teaching reading as it applies to the major content areas. Pre-reading, during reading, and post-reading strategies will be explored along with different methods of teaching comprehension, vocabulary, word identification skills in the content area, fluency, and study skills. This course will also include techniques of teaching spelling, grammar, and writing as an integrated part of the content area. It is part of the core courses required for the curriculum & instruction track and certification track.

RELIGION

RLGN 5310 The Christian Life in the Letters of Paul

An in-depth study of the ethical theology, methodology, and instruction of the Apostle Paul. The course gives significant attention to literary and contextual issues in determining how the Apostle Paul sought to shape the lives of his converts for the purpose of witness in the world to live as God intends. Particular focus will be directed to the Christological, Ecclesial, and Eschatological dimensions of Pauline moral discourse.

RLGN 5311 Christianity and Contemporary Culture

A multi-directional study of the relationship between Christianity and contemporary culture, including analysis of various understandings of "culture," a survey of biblical and historical models for the relationship of Christian faith and practice to broader cultural settings, analysis and evaluation of various methods of theological interpretation of cultural texts and trends, and application of such methods to selected expressions of contemporary North American culture.

RLGN 5320 Old Testament Theology

An advanced survey of the nature, history, methods, and themes of Old Testament theology. The Old Testament teaching about God, creation, the land, anthropology, hamartiology, soteriology, community, leaders, and eschatology will be treated as well as the relationship between the Old Testament and the New Testament.

RLGN 5330 New Testament Theology

A study of the major theological themes of the New Testament. The focus of the course will be on the exegesis of critical New Testament texts as the basis for New Testament Theology. Attention will be given to the question of the theological coherence of the New Testament canon.

RLGN 5331 New Testament Ecclesiology

A study of the church as presented in the New Testament. The focus of the course will be on the exegesis of critical New Testament texts, examining the purpose, function, organization, and leadership of the church.

RLGN 5340 Peoples, Theology, and Literature of the Ancient Near East and Israel

A study of the archaeology, historical geography, religion, manners and customs, economics, social concerns, and literature of the Ancient Near East and Israel.

RLGN 5341 Biblical Theology

An advanced survey of the nature, history, methods, and themes of biblical theology. The topics of God, creation, anthropology, hamartiology, soteriology, ecclesiology, and eschatology will be treated both synchronically and diachronically.

RLGN 5342 Selected Topics in Theology

A thorough study of a topic selected from the disciplines that comprise theological studies (including Hebrew, Greek, biblical archaeology, biblical studies, biblical theology, systematic theology, ethics, and philosophy). Students will be required to engage in a detailed study of the topic, including examination of standard works and current research on the subject. Analysis and synthesis of the material will be incorporated into a course project. This course may be repeated for credit when the topic changes.

RLGN 5350 Leadership and the Educational Ministry of the Church

This course identifies the educational leadership needs of a church. An examination will be made of Bible study, discipleship, and mission education and action needs for adults, youth, children, and preschoolers in a church. Emerging twenty-first century educational and ministry needs will be examined.

RLGN 5352 Selected Topics in Ministry

A thorough study of a topic selected from the disciplines that comprise ministry studies (including homiletics, evangelism, discipleship, spiritual development, pastoral studies, missions, Baptist tradition, and leadership). Students will be required to engage in a detailed study of the topic, including examination of standard works and current research on the subject. Analysis and synthesis of the material will be incorporated into a course project. This course may be repeated for credit when the topic changes.

RLGN 5355 Spiritual Formation: Scripture, Tradition, and Practice

This course examines various traditions, disciplines, and practices of Christian spirituality in the context of their historical development and explores how these influence contemporary spiritual formation. Classical readings from spiritual pioneers will highlight the interconnectedness of scripture, faith, and practice, and will serve as an intellectual foundation for the students' own experience of spiritual formation. Students will also read and study scripture from a devotional perspective and will practice, both individually and communally, the spiritual disciplines that have shaped the Church. All instruction, study, and practices have the goal of promoting personal and spiritual formation as a vital component of the Christian life and ministry.

RLGN 5360 World Christianity

Study of the recent growth of worldwide Christianity with a particular emphasis on the perspective and contributions offered by Christians from Africa, Asia and Latin America. Attention will be given to recent theological developments; key historic, demographic, and cultural themes; and emerging partnership opportunities.

RLGN 6101 Thesis/Ministry Project 1

This course is the preparation of a prospectus for a research thesis/ministry project. A completed prospectus will include a clear statement of the focus of the thesis/project and a survey of the professional literature relevant to the thesis/project. This course will be graded on a credit/no credit basis. *Prerequisite: Permission of the Program Director*

RLGN 6301 Thesis/Ministry Project 2

This course consists of the completion of a graduate research thesis or ministry project, including the submission of a research thesis/project report in both written and oral formats. This course will be graded on a credit/no credit basis. *Prerequisite: Successful completion of RLGN 6101.*

SPIRITUAL DEVELOPMENT

The University Chaplain seeks to meet the spiritual needs of the student body and is available to students for counseling and conversation. The Spiritual Development office is responsible for planning, organizing, developing, and enabling the spiritual growth and health of the campus community. While the School of Christian Studies provides the curricula for the teaching of Biblical and theological material, the University Chaplain and Vice President for Spiritual Development provides opportunities to put those teachings into practice.

Chapel programs are generally held each Monday and Wednesday at 10:00 a.m. during fall and spring semesters in Ornelas Spiritual Life Center. The programs provide a community experience for the campus family. Chapel programs are not required for graduate students, but open to all campus constituencies, and contribute to the integration of faith and learning.

Faculty work with program curriculum to provide an intentional integration of faith in the learning environment. Students are encouraged to examine course concepts in light of a Christian worldview.

Church attendance, Bible study, and local church affiliation are strongly encouraged for all students.

The Baptist Student Ministry exists to help students come to know Jesus Christ personally and then to grow in grace and knowledge of Him. The BSM sponsors student led worship services and a network of discipleship and Bible study groups. There is also a variety of other ongoing ministries which help the student mature spiritually with emphasis on practical ministries and leadership training. The BSM sponsors an off-campus fall retreat and encourages student participation in summer and semester missions. Offices of the BSM are located in Ornelas Spiritual Life Center.

A missionary-in-residence furloughs in the missionary home provided by ETBU. The missionary-in-residence provides a model and encouragement for students who are working through a call to vocational missionary service. The missionary-in-residence contributes to campus-wide spiritual and academic events. Local WMU groups help furnish the missionary home. The missionary-in-residence has an office in the Ornelas Spiritual Life Center.

The Great Commission Center serves to encourage the development of all students, faculty and staff as Kingdom citizens. This is accomplished by actively seeking to help people see their vocational choice as a divine calling. To achieve this mission, the Great Commission Center engages in three primary tasks: promote missions and ministries, prepare individuals for serving, and provide opportunities for service. The offices of the Great Commission Center are located in the Ornelas Spiritual Life Center.

STUDENT AFFAIRS

The Vice President for Student Affairs provides leadership for student life, assisted by the Dean of Students, Assistant Dean, Director of Residence Life, Director of Student Activities, and Director of Intramural Sports. Student Affairs also serves as a liaison with the Student Government Association, Student Foundation, Freshmen Class Council, Spirit Program, and a number of campus organizations, sororities, and fraternities.

Services provided by the Student Affairs office include student housing, food service, the student center, summer camps, intramural sports, new student orientation, welcome week, student conduct, ID cards, game rooms, student activities, and counseling services. Additional information related to Student Affairs is located in the *Student Handbook*. The objective of Student Affairs is to assist students in developing intellectually, socially, physically and spiritually, enabling them to become effective citizens, leaders, and personal ambassadors for Christ and His kingdom.

STUDENT ACTIVITIES AND SERVICES

BOOKSTORE - The University Bookstore sells textbooks, related books, and materials for all courses. Gifts and personal items are also available.

EMAIL is provided to every student at ETBU. This address is considered an official means of notification for the students. Each student is responsible for regularly checking his or her email, forwarding to a personal account, and keeping his or her ETBU account updated and active.

INTERCOLLEGIATE ATHLETICS is provided through membership in Division III of the National Collegiate Athletic Association (NCAA). The University is also a member of the American Southwest Conference. The University fields varsity teams and engages in intercollegiate athletics for both men and women. Men's intercollegiate athletics include soccer, basketball, baseball, cross-country, and football. Women's intercollegiate athletics include softball, volleyball, basketball, soccer, and cross-country.

INTRAMURAL SPORTS are coordinated through Student Affairs. This program is broad and inclusive, for both men and women. More information about intramurals is provided in the Student Handbook and in the Intramural Sports Handbook.

LOST AND FOUND articles may be retrieved in the Student Affairs office in the Ornelas Student Center. Articles found on campus should be brought to Student Affairs where they may be identified and claimed by their owners. Items left unclaimed may be donated.

MAMYE JARRETT LIBRARY is a center of activity on campus. The library's primary purpose is to support the curriculum of the University by collecting, organizing, and providing access to materials that will aid students, faculty and staff in their research and informational needs. The current collection contains over 120,000 volumes of books and periodicals and over two million electronic resources. Librarians provide assistance with research and library instruction for many classes. In addition, the library offers periodic programs and events that contribute to the educational and cultural life of the university. The Jarrett Library web pages contain links to TigerCat (the online catalog), information about the library, circulation policies and procedures, electronic resources, evaluated Internet sites, tutorials, and guides for research. The library is open daily and evenings during the academic terms. Electronic resources are available 24 hours a day from the campus network. These resources can be reached at <http://www.etbu.edu/library>.

RESIDENTIAL LIFE - To be eligible for housing, students must be enrolled as a full-time graduate student or receive permission from Student Affairs. In order to maintain consistency within the peer groups in residence halls, the University has limited space available for students age 25 and older on a first-come, first-served basis.

GRADUATE AND NON-TRADITIONAL STUDENT HOUSING is available within the Van Zandt apartment community for graduate students, married students without children, and non-traditional undergraduates who are 24 years of age and above, based on space availability. In order to maintain consistency within the traditional undergraduate peer groups in residence

halls, the University has limited space available for single graduate and non-traditional students age 24 and older on a first-come, first-served basis.

The Van Zandt Street Apartments (Sims-Webb, Cobb, and Gardner Apartments) feature unfurnished one bedroom apartments. All apartments are equipped with ranges and refrigerators. The University provides internet service, cable television, natural gas, electricity, water, and trash collection. In addition, campus houses owned by ETBU are available for graduate and non-traditional students. These unfurnished houses are rented on a monthly basis. All utilities are paid by the University with the exception of the local phone and internet services. Rent will be billed to the student's account and is due on the first of each month. Rent for long semesters will be billed in one lump sum, but can be paid monthly; June, July, and August are billed separately. To be eligible, students must be registered for a minimum of nine (9) semester hours per fall or spring semester and for a minimum of one (1) semester hour during other terms. (Exceptions must be requested in writing to the Vice President for Student Affairs.)

SAFETY AND SECURITY - All residential halls are secured and are only accessible by valid ETBU ID. The University maintains surveillance cameras throughout the campus. The University utilizes off-duty Marshall Police Department officers to provide security for the campus. Student officers monitor parking and traffic. All vehicles operated on the University campus must be registered with University Safety and Security.

VEHICLE REGISTRATION forms may be picked up in the Business Office in Marshall Hall. Fines for traffic violations may also be paid at the Business Office.

STUDENT INSURANCE /HEALTH SERVICES - Student athletes are required to purchase the medical insurance provided by the University, or provide proof of equivalent medical coverage. Non-athletes are encouraged to purchase medical insurance, but it is not required. The University offers optional medical insurance for non-athletes. For questions concerning student insurance, please contact Student Affairs.

DREAD AND INFECTIOUS DISEASES - East Texas Baptist University does not illegally discriminate on the basis of disability, including dread and infectious diseases. Students with contagious, infectious, long-term, life threatening, or other serious diseases may continue to enjoy the benefits of all aspects of the University's educational program as long as, with reasonable accommodation, they are physically and mentally qualified to participate in the programs without undue risk to their own health or that of other students or employees of the University. In its effort to accommodate a disability, it may be necessary for the University to request additional medical information from the student. The failure of any student to cooperate in obtaining necessary medical information may result in disciplinary action. After consultation with public health experts, University officials will determine the ability of the institution to reasonably accommodate students with contagious diseases. Their determinations will be based on consideration of various factors. Among the factors to be considered are:

1. The duration of the risk.
2. The nature and severity of the potential harm.
3. The likelihood that the potential harm will occur.
4. The imminence of the potential harm.

STUDENT GUIDELINES

East Texas Baptist University strives to enhance the personal growth of each student. It is the belief of East Texas Baptist University that individual growth and maturity imply increased self-direction and responsibility. In a community of individuals dedicated to the common cause of Christian education, it becomes necessary for each member to subscribe to and support a body of rules and regulations designed to protect the rights and privileges of each member. By voluntarily becoming a member of this community, the individual agrees to support and abide by these same regulations.

Students are responsible for knowing and abiding by the rules and regulations contained in the *University Catalog* and the *Student Handbook*. Students must also abide by the additional rules and regulations found in the *Guide to Residential Living, Parking and Traffic Regulations and Information*, and any rules posted throughout the year in the residence halls or other student housing facilities.

A full discussion of the rules and regulations may be found in the *Student Handbook*. The following selected ones should be especially noted:

1. The use or possession of illegal drugs is prohibited. Students are required to be in compliance with all local, state, and federal laws regarding controlled substances including, but not limited to, their sale, use, possession, or manufacture.
2. The possession or consumption of alcoholic beverages on or about campus is prohibited.
3. The possession or use of tobacco on campus is prohibited.
4. The on-campus possession of firearms, explosives, or fireworks is prohibited, with the exception of the transportation and storage of firearms and ammunition by concealed handgun license holders in private vehicles (as described in SB1907).
5. Sexual misconduct, including premarital sexual relations, is a violation of the Student Code of Conduct. Sexual misconduct may include cohabitation, overnight visitation with someone of the opposite sex, or other sexual conduct not in keeping with University standards and our Christian heritage.
6. Hazing is not permitted.
7. Gambling is not permitted.
8. Cheating and plagiarism are violations of the Academic Integrity Policy (see Academic Discipline Section).
9. Dress code and behavior regulations listed in the *Student Handbook* are to be observed. Personal attire that is in good taste and in keeping with the standards conducive to a positive Christian learning environment is expected for class attendance and university business.
10. Students arrested by law enforcement officials for suspected criminal activity or for the alleged commission of a crime may also be subject to disciplinary action in accordance with University guidelines, in addition to any penalties assessed by any civil entity.
11. Students who marry while enrolled in the University are required to inform Student Affairs in order to update personal records.

STUDENT ORGANIZATIONS

East Texas Baptist University offers opportunities for students to identify with and participate in the organization(s) of their choice. Student Affairs is directly responsible for assisting each organization and for administering the guidelines for student organizations.

STUDENT PUBLICATIONS

THE BEACON is the Arts and Literary magazine sponsored by the School of Humanities. It showcases poetry, prose, photography, graphic arts, and artistic pieces from staff, faculty, and students.

THE COMPASS is the University newspaper, published during the fall and spring semesters by a student staff, under the supervision of an advisor from the Department of Communication Studies. It represents a voice of the student body and publishes current news on campus life.

THE MARTIAN, the University yearbook records all phases of University life.

Staff applications for *THE COMPASS* and *THE MARTIAN* are made to the Chair of the faculty advisor of each publication.

PERSONNEL

PRESIDENT'S CABINET

J. Blair Blackburn, A.A., B.S., M.S., Ed.D., *President*
Scott Bryant, B.A., M.Div., Ph.D., *Vice President for Spiritual Development*
Kevin Caffey, B.A., M.Ed., *Vice President for Enrollment and Administrative Affairs*
Ned Calvert, B.B.A., M.B.A., *Senior Vice President for Administration and Finance*
Heather Hadlock, B.B.S., M.Ed., Ed.D., *Vice President for Student Affairs*
Ryan Erwin, B.A., M.Ed., *Vice President for Athletics and Athletic Director*
Susan Rossman, B.S., M.N.A., *Interim Vice President for Advancement*
Thomas Sanders, B.A., M.A.R.E., Ph.D., *Provost and Vice President for Academic Affairs*

DEANS COUNCIL

Joseph D. Brown, B.S., M.S., Ph.D., *Dean of the Frank S. Groner School of Professional Studies*
Bryan Fitts, B.A., *Assistant Director of Institutional Research**
Rebekah Grigsby, B.S., M.S., D.N.P., *Dean of the School of Nursing*
Barry Hale, B.A., *Director of Institutional Technology**
Colleen Halupa, B.S., M.S., Ed.D., *Dean of Online Education*
John L. Harris, B.A., M.Div., Ph.D., *Dean of the School of Christian Studies*
Den Murley, B.S., M.B.A., *Director of Graduate Admissions**
Dennis Robertson, B.A., M.A., Ph.D., *President of Faculty Senate**
Lynn New, B.S., M.Div., M.A., Ph.D., *Dean of the School of Natural and Social Sciences*
Kelley Paul, B.S., M.A., *Director of Student Success**
Cynthia Peterson, B.A., B.S.Ed., M.L.S., *Director of Library Services**
Emily Prevost, B.A., M.A., Ph.D., *Assistant Provost*
Thomas Sanders, B.A., M.A.R.E., Ph.D., *Provost and Vice President for Academic Affairs*
John Sargent, B.A., M.S., Ed.D., *Dean of the School of Education*
Jerry L. Summers, B.A., M.Div., Ph.D., *Dean of the School of Humanities*
Thomas R. Webster, B.M., M.M., Ph.D., *Dean of the School of Communication and Performing Arts*
Chris Wood, B.A., *Registrar**

* *non-voting*

GRADUATE FACULTY 2016-2017

BASHAW, JENNIFER, Assistant Professor of Religion, '12
B.A., Baylor University; M.Div., George W. Truett Theological Seminary; Ph.D., Fuller Theological Seminary
BENEFIELD, ROBERT L., Professor of Psychology and Criminal Justice, '01
B.A., Louisiana Tech University; M.A., New Mexico State University; Ph.D., Southern Illinois University
BROWN, JOSEPH D., Professor of Kinesiology and Dean of the Frank S. Groner School of Professional Studies '15
B.S., Florida Southern College; M.S., Louisiana Tech University; Ph.D., Texas A&M University
DEEL, DAVID, Assistant Professor of Psychology, '13
B.A., University of Texas at Tyler; M.A., Southwestern Baptist Theological Seminary; Ph.D., Northcentral University

- DUCKWORTH, KRISTY, Assistant Professor of Teacher Education, '14
B.S., East Texas Baptist University; M.Ed., University of Texas at Tyler; Ed.D., Stephen F. Austin State University
- FAIRWEATHER, KEN Associate Professor of Marketing, '12
B.A., Moody Bible Institute; M.B.A., Amberton University; D.B.A., Nova Southeastern University
- GENTSCH, KAREN, Professor of Teacher Education, '02
B.S., M.S., M.S.L.S., Ed.D, Texas A&M-Commerce
- GREER, JEREMY, Assistant Professor of Religion, '15
B.A., Ouachita Baptist University; M.Div., Southwestern Baptist Theological Seminary; Ph.D., B.H. Carroll Theological Institute
- HAMBY, JAMES, Assistant Professor of Accounting, '10
B.A., Louisiana State University; M.B.A., Louisiana Tech University; Ed.D., Vanderbilt University
- HARRIS, JOHN L., Professor of Religion and Dean of School of Christian Studies, '95
B.A., Central Baptist College; M.Div., Ph.D., Southwestern Baptist Theological Seminary; additional graduate study at Brite Divinity School, Texas Christian University
- HOLLOWAY, JEPH, Professor of Religion, '01
B.A., Georgia State University; M.Div., Ph.D., Southwestern Baptist Theological Seminary; additional graduate study at Duke University and Columbia Theological Seminary
- JOHNSON, RICK L., Professor of Religion, '03
B.A., Louisiana College; M.Div., Ph.D., Southwestern Baptist Theological Seminary; additional graduate study at University of Texas at Arlington, Brown University, Rice University, Wayland Baptist University, Eberhard Karls Universität, Tübingen, Germany
- JOHNSON, R. WARREN, Professor of Religion, '05
B.S., University of Southwestern Louisiana; M.Div., Ph.D., New Orleans Baptist Theological Seminary; additional graduate study at Massachusetts Institute of Technology
- LINSTRUM, KAREN, Associate Professor of Counseling Education, '15
B.S.E., M.A., Baylor University; M.S., University of North Texas, Ph.D., Texas A&M University-Commerce
- MANNING, LASHONDRA, Assistant Professor of Counseling Education, '15
B.S., M.A., Stephen F. Austin State University, Ph.D., Texas A&M University-Commerce
- MAYS, KATHLEEN, Associate Professor of Management, '09
A.B.A., East Texas Baptist College; B.B.A., University of Texas at Tyler; M.B.A., Troy State University; D.B.A., Anderson University
- MCREE, LACI, Assistant Professor of Kinesiology, '11
B.S., East Texas Baptist University; M.S., University of North Texas; Ph.D., Texas Woman's University
- MILLS, WILLIAM GARY, Professor of Computer Science, '84
B.S., M.S., Ed.D., East Texas State University; additional graduate study at University of Utah and Utah State University
- NEW, LYNN, Professor of Psychology and Dean of School of Natural and Social Sciences, '86
B.S., Texas A&M University; M.Div., Southwestern Baptist Theological Seminary; M.A., Stephen F. Austin State University; Ph.D., The University of Texas at Austin
- NISSLEY, GERALD, Associate Professor of Psychology, '11
B.A., Messiah College, M.S., Millersville University, Psy.D., Capella University
- PREVOST, EMILY, Assistant Provost
Assistant Professor of Religion and Leadership Development '12
B.A., M.A. Hardin-Simmons University; Ph.D., Dallas Baptist University
- SANDERS, THOMAS, Provost and Vice President for Academic Affairs

Associate Professor of Religion, '13

B.A., Baylor University; M.A.R.E., Southwestern Baptist Theological Seminary; Ph.D., Dallas Baptist University

SARGENT, JOHN ARTHUR, Professor of Teacher Education, '03

B.A., University of Massachusetts, M.S., Binghamton University; Ed.D., Louisiana Tech University

STRUTTON, JOAN, Associate Professor of Counseling Education, '15

B.S., M.S., Texas A&M University-Texarkana; Ph.D., Texas A&M University-Commerce

SUMMERS, JERRY L., Sam B. Hall Jr. Endowed Professor of History and Dean of School of Humanities, '91

B.A., Baylor University; M.Div., Southern Baptist Theological Seminary; Ph.D., University of North Texas; additional graduate study at Regent's Park College, University of Oxford

WALKER, WILL, Associate Professor of Kinesiology, '07

B.S.E., East Texas Baptist University; M.Ed., University of Texas-Tyler; Ph.D., University of Arkansas-Fayetteville

WATTS, TYLER, Assistant Professor of Economics, '14

B.A., Hillsdale College; M.A., Ph.D., George Mason University

WINTERS, PATRICK J., Associate Professor of Teacher Education, '14

B.M., Southern Methodist University; M.Ed., Texas A&M University-Texarkana; Ed.D., Stephen F. Austin State University

PART-TIME FACULTY

BELL, MARGIE, Education, '14

B.S., University of Tennessee at Knoxville; M.Ed., Centenary College of Louisiana; Ed. D., Louisiana Tech University

FEEZELL, JOHN T., Business, '13

B.A., Pasadena College (now Point Loma Nazarene University); M.A., Ph.D., Claremont Graduate University

RAY, SCOTT, Professor of Business and Dean of Fred Hale School of Business, Moore Chair, '11

B.S., M.B.A., LeTourneau University, D.B.A., Nova Southeastern University

RETIRED FACULTY

DOOLEY, DONNA H. (LUBCKER), Professor of Teacher Education and Dean of School of Education, '98 (Retired 2015)

B.A., M.S., Ed.D., Louisiana Tech University

OGDEN, JANE, Professor of Psychology, '95 (Retired 2014)

B.A., M.A., Ph.D., University of Texas at Austin

WHITE, DAVID C., Professor of Religion, '83 (Retired 2013)

B.S., Northeastern Oklahoma State University; M.R.E., Ph.D., Southwestern Baptist Theological Seminary; additional study at New Orleans Baptist Theological Seminary

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