

EAST TEXAS BAPTIST UNIVERSITY

One Tiger Drive • Marshall, Texas 75670-1498



GRADUATE
ACADEMIC **C**CATALOG **G**
June 1, 2012 - May 31, 2013

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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.

This catalog contains information, policies, and procedures which are intended to be accurate as of the time of publication. Errors and/or omissions may be corrected at any time. East Texas Baptist University does not guarantee the contents or policies contained herein, but strives to uphold them and make only changes which are in the student's best interest or necessary for the good of the University.

The University retains the right to terminate or change any of its policies, programs, 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. 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.

TABLE OF CONTENTS

UNIVERSITY CALENDAR.....	4
UNIVERSITY INFORMATION	8
ADMISSION AND ENROLLMENT.....	16
ACADEMIC POLICIES.....	19
FINANCES	24
FINANCIAL AID	27
ACADEMIC PROGRAM.....	28
<i>Master of Arts in Counseling</i>	28
<i>Master of Arts in Counseling Course Descriptions</i>	30
<i>Master of Arts in Religion</i>	32
<i>Master of Arts in Religion Course Descriptions</i>	34
<i>Master of Education</i>	36
<i>Master of Education Course Descriptions</i>	40
SPIRITUAL DEVELOPMENT	44
STUDENT AFFAIRS	45
PERSONNEL	48
INDEX.....	51
CAMPUS MAP.....	53

EAST TEXAS BAPTIST UNIVERSITY**SUMMER II TERM 2012**

- JUNE 4 MONDAY Deadline to clear the Business Office (payment in full)
 JUNE 5 TUESDAY Classes begin; Last day to withdraw and receive 100% tuition/fee refund
 JUNE 6 WEDNESDAY Last day to withdraw and receive 80% tuition/fee refund
 JUNE 7 THURSDAY Last day to withdraw and receive 60% tuition/fee refund
 JUNE 11 MONDAY Last day to withdraw and receive 45% tuition/fee refund
 JUNE 12 TUESDAY Last day to withdraw and receive 25% tuition/fee refund
 JUNE 28 THURSDAY Last day to drop a course or withdraw
 JULY 4 WEDNESDAY Independence Day- University Holiday
 JULY 5 THURSDAY Final examinations
 JULY 9 MONDAY Final grades due at noon

SUMMER III TERM 2012

- JULY 9 MONDAY Deadline to clear the Business Office (payment in full)
 JULY 10 TUESDAY Classes begin; Last day to withdraw and receive 100% tuition/fee refund
 JULY 11 WEDNESDAY Last day to withdraw and receive 80% tuition/fee refund
 JULY 12 THURSDAY Last day to withdraw and receive 60% tuition/fee refund
 JULY 16 MONDAY Last day to withdraw and receive 45% tuition/fee refund
 JULY 17 TUESDAY Last day to withdraw and receive 25% tuition/fee refund
 AUG 2 THURSDAY Last day to drop a course or withdraw
 AUG 9 THURSDAY Final examinations
 AUG 10 FRIDAY Official date of summer graduation (no commencement exercises)
 AUG 13 MONDAY Final grades due at noon

FALL SEMESTER 2012

- JULY 31 TUESDAY Deadline to clear the Business Office (payment in full or 1st payment of the semester if participating in the deferred payment plan); Students who have not cleared the Business Office will have their schedules dropped *
 AUG 16 THURSDAY Admissions Office deadline for applicants to receive a "Permit to Register" for Fall
 AUG 16 THURSDAY Residence halls open for first-time freshmen and transfer students 8:00 a.m. - 12:00 p.m.
 AUG 17 FRIDAY Advising and Registration for all new students not already registered
 AUG 17 FRIDAY Residence halls open for returning students 9:00 a.m. – 12:00 p.m.
 AUG 18 SATURDAY Residence halls open for returning students 1:00 p.m. – 3:00 p.m.
 AUG 19 SUNDAY Residence halls open for returning students 2:00 p.m. – 4:00 p.m.
 AUG 20 MONDAY Classes begin; LATE REGISTRATION BEGINS
 AUG 21 TUESDAY Last day to withdraw and receive 100% tuition/fee refund
 AUG 28 TUESDAY LATE REGISTRATION ENDS (Last day to add a class for academic credit)
 AUG 31 FRIDAY 2nd payment of the semester due if participating in the deferred payment plan *
 AUG 31 FRIDAY Last day to withdraw and receive 85% tuition/fee refund
 SEPT 4 TUESDAY Last day to withdraw and receive 60% tuition/fee refund
 SEPT 7 FRIDAY Convocation; Trustee Meeting

SEPT 11	TUESDAY	Last day to withdraw and receive 45% tuition/fee refund
SEPT 18	TUESDAY	Last day to withdraw and receive 25% tuition/fee refund
SEPT 30	SUNDAY	3rd payment of the semester due if participating in the deferred payment plan *
OCT 1.....	MONDAY.....	Application deadline for Fall 2012 graduation and to participate in Fall 2012 graduation ceremony
OCT 5.....	FRIDAY	Deadline to meet all academic and non-academic requirements for December 2012 graduation ceremony participation
OCT 8-12.....	MON-FRI	Mid-semester period
OCT 15	MONDAY.....	Mid-term grades due at noon
OCT 19-20...	FRI-SAT	Homecoming
OCT 29.....	MONDAY	Registration for Spring 2013 begins
OCT 31	WEDNESDAY	4th payment of the semester due if participating in the deferred payment plan *
NOV 9.....	FRIDAY	Last day to drop a course or withdraw
NOV 16.....	FRIDAY	Classes dismissed for Thanksgiving Holiday at 5:00 p.m.; cafeteria service ends with evening meal; Residence halls close 6:00 p.m.
NOV 19-23 ..	MON-FRI	Thanksgiving– No classes; University Holidays 21-23
NOV 25.....	SUNDAY	Residence halls open 3:00 p.m.
NOV 30.....	FRIDAY	5th payment of the semester due if participating in the deferred payment plan *
DEC 7.....	FRIDAY	Last regular class day
DEC 10-13...	MON-THUR.....	Final examinations
DEC 14.....	FRIDAY	Rehearsal for Fall Commencement 10:00 a.m.; cafeteria service ends with evening meal
DEC 15.....	SATURDAY.....	Fall Commencement, 10:00 a.m., Ornelas Spiritual Life Center; Official graduation date; Residence halls close 3:00 p.m.
DEC 17.....	MONDAY.....	Final grades due at noon
DEC 24- DEC 28		Christmas- University Holidays
DEC 31 – JAN 1	MON-TUES ...	New Years Day– University Holidays

SPRING SEMESTER 2013

DEC 31.....	MONDAY	Deadline to clear the Business Office (payment in full or 1st payment of the semester if participating in the deferred payment plan) *
JAN 3	THURSDAY	Admissions Office deadline for applicants to receive a "Permit to Register" for Spring 2013
JAN 3	THURSDAY	Residence halls open for new freshmen and transfer students 8:00 a.m. – 12:00 noon
JAN 4	FRIDAY.....	Residence halls open for returning students 9:00 a.m. – 12:00 p.m.
JAN 4	FRIDAY.....	Advising and registration for all students not already registered 8:30 a.m. – 3:30 p.m.
JAN 5	SATURDAY	Residence halls open for returning students 1:00 p.m. – 3:00 p.m.
JAN 6	SUNDAY	Residence halls open for returning students 2:00 p.m. – 4:00 p.m.
JAN 7.....	MONDAY	Classes begin; LATE REGISTRATION BEGINS
JAN 8	TUESDAY.....	Last day to withdraw and receive 100% tuition/fee refund
JAN 15	TUESDAY.....	Last day to withdraw and receive 85% tuition/fee refund
JAN 15	TUESDAY.....	LATE REGISTRATION ENDS (Last day to add a class for academic credit)

JAN 18.....	FRIDAY.....	Last day to withdraw and receive 60% tuition/fee refund
JAN 18.....	FRIDAY.....	Trustee Meeting
JAN 21.....	MONDAY.....	Martin Luther King, Jr Day- University Holiday
JAN 25.....	FRIDAY.....	Last day to withdraw and receive 45% tuition/fee refund
JAN 31.....	THURSDAY.....	2nd payment of the semester due if participating in the deferred payment plan *
FEB 1.....	FRIDAY.....	Last day to withdraw and receive 25% tuition/fee refund
FEB 4.....	MONDAY.....	Application deadline for Spring and Summer 2013 graduation and to participate in Spring 2013 graduation ceremony
FEB 8.....	FRIDAY.....	Deadline to meet all academic and non-academic requirements for Spring 2013 graduation ceremony participation
FEB 28.....	THURSDAY.....	3rd payment of the semester due if participating in the deferred payment plan *
FEB 25- MAR 1...	MON-FRI.....	Mid-semester period
MAR 4.....	MONDAY.....	Mid-term grades due at noon
MAR 8.....	FRIDAY.....	Cafeteria service ends with evening meal; Residence halls close 6:00 pm
MAR 11-15...	MON-FRI.....	Spring Break- University Holidays
MAR 17.....	SUNDAY.....	Residence halls open 3:00 p.m.
MAR 18.....	MONDAY.....	Registration for Fall 2013 begins
MAR 29.....	FRIDAY.....	Good Friday- University Holiday
MAR 31.....	SUNDAY.....	4th payment of the semester due if participating in the deferred payment plan *
APR 4.....	THURSDAY.....	Last day to drop a course or withdraw
APR 26.....	FRIDAY.....	Last regular class day
APR 30.....	TUESDAY.....	5th payment of the semester due if participating in the deferred payment plan *
APR 29-MAY 2...	MON-THUR.	Final examinations
MAY 3.....	FRIDAY.....	Rehearsals for Spring Commencement 10:30 a.m. and 1:30 p.m.; cafeteria service ends with evening meal
MAY 3.....	FRIDAY.....	Trustee Meeting
MAY 4.....	SATURDAY.....	Spring Commencement, 10:30 a.m. and 1:30 p.m., Ornelas Spiritual Life Center; Official graduation date; Residence halls close 3:00 p.m.
MAY 6.....	MONDAY.....	Final Grades due at noon

SUMMER I TERM 2013 (Tentative)

APR 19.....	FRIDAY.....	Last day to register for Summer Terms Master of Education classes
APR 24.....	WEDNESDAY.....	Deadline to clear the Business Office (payment in full)
APR 30.....	TUESDAY.....	Classes begin; Last day to withdraw and receive 100% tuition/fee refund
MAY 2.....	THURSDAY.....	Last day to withdraw and receive 80% tuition/fee refund
MAY 3.....	FRIDAY.....	Last day to withdraw and receive 60% tuition/fee refund
MAY 6.....	MONDAY.....	Last day to withdraw and receive 45% tuition/fee refund
MAY 7.....	TUESDAY.....	Last day to withdraw and receive 25% tuition/fee refund
MAY 24.....	FRIDAY.....	Last day to drop a course or withdraw
MAY 31.....	FRIDAY.....	Final examinations
JUNE 3.....	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 State Board for Educator Certification (SBEC). The University holds memberships in the International Association of Baptist Colleges and Universities, the Association of Texas Colleges and Universities, the Independent Colleges and Universities of Texas, the Texas Association of Colleges for Teacher Education, the Texas Association of Music Schools, American Association of Collegiate Registrars & Admissions Officers (AACRAO), Texas Association of Collegiate Registrars & Admissions Officers (TACRAO), and Texas Association of Collegiate Veterans Programs Officials (TACVPO), the Council for Christian Colleges and Universities, and the National Collegiate Athletic Association.

EAST TEXAS BAPTIST UNIVERSITY

2012 - 13 GRADUATE CATALOG

THE EAST TEXAS BAPTIST UNIVERSITY 2012-13 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:

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

STUDENTS WITH DISABILITIES

The complete disabilities policy can be found on the ETBU web site under *Current Students: Advising: Disability Accommodation Information*.

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. 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 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 accommodation. 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. The deadline for providing documentation is 60 days prior to the beginning of the initial semester, to allow time to provide reasonable accommodation and adequate coordination of services. 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 3 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, accommodation(s) 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 counseling and some tutoring are also available. At the student's request and upon receipt of a signed consent form, the appropriate faculty will be notified of recommended specific accommodation(s). The student will then meet with his or her instructors to discuss the accommodation(s). It is expected that students will update their requests for accommodation(s) each semester by completing and returning the 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 oppor

tunities for students with disabilities. Students who receive academic auxiliary aids and services from the university, based on the university's assessment of the need related to the academic program, 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

Our vision is to provide "A World of Opportunity in a Community of Faith."

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 preeminence 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

Academic instruction at East Texas Baptist University began in 1917 with the inaugural session of a two-year institution known as College of Marshall. The campaign to launch the college had begun in 1911 and was led by William Thomas Tardy, pastor of Marshall's First Baptist Church. 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 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.

For the first building, Marshall Hall, contractors broke ground on July 5, 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.

The first freshman class registered in 1917 under President Henry Eugene Watters (1916-1918). The college boasted a teaching faculty of nine members. By the academic year 1918-19, some 300 students were enrolled in either a junior college or an academy curriculum. With World War I raging, a student cavalry unit drilled regularly on the college grounds.

New dormitories soon encircled the classic campus quadrangle. 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 structure-swere dismantled during the 1970s and 1980s.

In 1984, the University Charter revision changed the institutional name to East Texas Baptist University. However, by 1985, enrollment gains had eroded. During the interim presidency of Dr. Harvey Lewis (1985-86), the University met various deferred maintenance and operating needs.

Former president of two other Baptist institutions from 1961 to 1986, Dr. Robert Craig (1986- 1992), 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 Hall, 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 to develop 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, 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 brings a wide range of experience in student life and higher education to East Texas Baptist University. Under Dr. Oliver's leadership, the University renewed approval to offer graduate programs. In 2011, the new 32,000 square foot Louise H. and Joseph Z. Ornelas Student Center opened.

As the University seeks to streamline academic planning and to continue development of its academic and co-curricular programs, the task remains, as always, to affirm and focus the ETBU mission, to see God active in all its parts, and to sustain faithfully the ethical, spiritual, and intellectual foundations of a truly Christian liberal arts education.

During 2012, the University will celebrate its 100th anniversary. The centennial celebration will include a special gala held during homecoming weekend.

PRESIDENTS OF THE INSTITUTION

Thurman C. Gardner	1913-16	Harvey Daniel Bruce.....	1942-60
Henry Eugene Watters.....	1916-18	Howard Clifton Bennett	1960-76
John Strother Humphreys.....	1918-21	Jerry Floyd Dawson.....	1976-85
M. E. Hudson.....	1921-24	Harvey D. Lewis (Acting President)	1985-86, 1992
J. Wesley Smith (Acting President).....	1924-25, 1926-28	Robert E. Craig	1986-92
J. B. Oliver	1925-26	Bob E. Riley	1992-2009
Frank Shelby Groner.....	1928-42	Samuel W. "Dub" Oliver.....	2009-Present

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 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 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.

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 physical education classrooms, six offices for staff, four racquetball courts, and an exercise area equipped with technologically advanced training equipment.

EVERLYN LINEBERRY HALL was completed in 1961 and provides gracious 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 provides accommodations for freshman men and an apartment for the director. 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 School of Education.

HOWARD C. BENNETT STUDENT COMMONS, a two-story structure originally constructed in 1973, underwent a complete renovation in 2011 making it one of the most attractive and functional

buildings on campus. The new and 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 the beautiful 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 School of Fine 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 Sub-Connections.

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 was made possible by the generosity of Mamye Jarrett, a longtime resident of Garrison, Texas. The library occupied the building in 1979. In addition to over 125,000 volumes of books, periodicals, and audiovisual materials and some 10,000 pieces of microfiche the library also has access to over 120,000 electronic books, databases, full-text and electronic journals, and streaming audio and video, bringing the total number of available resources to over 245,000. In addition, over 1 million digital images are available through several databases. Electronic resources are available outside of the library through the campus network and proxy server. Available services include research assistance, Interlibrary Loan, instruction in library usage, private and group study rooms and areas, and a large number of computers for study and research. The library also maintains a virtual presence on the ETBU web site.

MARSHALL HALL, a four-story fireproof 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 spacious classroom, laboratory, and office facilities for the Department of Behavioral Sciences, as well as serving as the University Administrative Center.

MEADOWS HALL, was first completed in 1949 and received its third major renovation, re-opening for the Fall 1999 semester. It houses the Murphy Instructional Technology Center, classrooms, and the Department of Mathematics. The Center includes a multi-media classroom, mathematics learning center, and technology training center.

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

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 with separate facilities for men and women. 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 there.

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, Departments of Communication, Languages and Literature, and History and Political Science.

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

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 100 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.

WARREN F. KEYS GYMNASIUM, built in 1960, provides additional space for intercollegiate athletics, intramural games, physical education 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 ADMISSION

All students seeking admittance to any graduate program at East Texas Baptist University will make application through the University's Office of Admissions. The Office of Admissions' staff will work closely with the Program Director or Coordinator for the desired graduate program to coordinate the completion of the program candidate's admissions materials. The Office of Admissions oversees the approval of the University admissions process and will assist the respective graduate Program Director or Coordinator 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 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 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. Submit a recent score (within the last five years) on the GRE or GMAT for review. 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.

TRANSFER OF CREDITS

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, Program Coordinator, 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 or Coordinator complete information about the course including goals, requirements, and assessments.

Students may be granted up to a maximum of six 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, have a combined score on the verbal and quantitative sections of the GRE of at least 300 (or its equivalent) or a score at or above the 50th percentile on the verbal section, 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 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 three letters of recommendation.
2. Complete an interview with the Program Director and at least one other graduate program faculty member 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.

Students granted provisional admission must maintain a 2.50 grade point average during their first 9 hours of graduate work to be eligible to receive full admission and continue their graduate study. If, after 9 hours, a student fails to achieve 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

Full admission to the Master of Arts in Religion may be granted to applicants who meet the University's minimum graduate admission criteria, have a combined score on the verbal and quantitative sections of the GRE of at least 300 (or its equivalent) or a score at or above the 50th percentile on the verbal section, satisfy the program prerequisites listed below, and receive the endorsement of the Program Coordinator. 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 Coordinator.

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

1. Submit three 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.
3. Affirm his or her commitment, by signature, to abide by the Religion Department Academic Honor Code.

Provisional admission to the Master of Arts in Religion may be granted to applicants who have the program prerequisites, receive the endorsement of the Program Coordinator, 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.
- A GRE score of at least 300 (or its equivalent) or a score at or above the 50th percentile on the verbal section.

Students granted provisional admission must maintain a 2.50 grade point average during their first 9 hours of graduate work to be eligible to receive full admission and continue their graduate study. If, after 9 hours, a student fails to achieve 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 Coordinator, there is sufficient evidence to clearly suggest the potential for success in a graduate-level program. An interview may be required at the discretion of the Program Coordinator.

Master of Education

In addition to the University's minimum criteria for graduate programs, the admission process for the Master of Education requires the applicant to submit the appropriate form and \$25.00 fee to have a criminal background check completed. East Texas Baptist University will process the criminal background checks.

Full admission to the Master of Education may be granted to applicants who meet the University's minimum graduate admission criteria and the following qualifications:

1. Have an acceptable combined score on the verbal and quantitative sections of the GRE as determined by the East Texas Baptist University School of Education.
2. Have a current, satisfactory criminal background check.
3. Have a minimum cumulative overall grade point average of 2.60 in previous undergraduate / graduate coursework.

Additional admittance requirements for teacher certification track:

1. Applicants must complete at least thirty hours of observation in a Texas public school classroom in the level and content area chosen before being admitted. The observations must have taken place within the previous twelve months.
2. Those wishing to obtain teacher certification are required to meet certain course and/or testing criteria. 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 they must pass the Pre-Admissions Content Test (PACT). Elementary applicants not having twenty-four hours in a combination of these content areas, or who do not pass the PACT, 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 this content knowledge requirement. 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). 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 the twenty-four hour requirement.
3. Provide proof of a clear Tuberculosis (TB) test.

Provisional admission to the Master of Education program may be granted to applicants under special circumstances. 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.

Students must be granted admission to the program prior to enrolling in courses. An exception is possible for students currently enrolled as undergraduates completing a bachelor's degree in the spring semester. These students can make application and begin taking courses in the first graduate term. Once graduation is verified and all requirements are met, full admittance to the program is possible.

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 6 hours of graduate courses during traditional 15-week semesters and a minimum of 3 hours of graduate courses during summer terms. To be eligible for financial aid, a student must be enrolled in a minimum of 3 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% of the semester without academic penalty. A student may not withdraw from a course after exceeding the number of absences allowed according to the Class Attendance Policy in this catalog.

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

A student may be placed on Academic Probation at the end of any semester or term in which the student fails to maintain "Good Academic Standing" (as defined on page 27). He or she has one semester to raise his or her cumulative GPA to the required minimum, thus removing the probation. Students on Academic Probation and/or those not making satisfactory academic progress as defined on page 27 of this catalog are not eligible for participation in NCAA Div III athletics and may not be eligible for federal/state financial aid.

ACADEMIC SUSPENSION

Students who fail to make satisfactory progress toward a degree after being placed on or continued on Academic Probation will be suspended from attending classes at East Texas Baptist University. The terms of the suspension will be clearly defined in a letter informing the student of his or her suspension.

Students on Academic Suspension will be eligible to re-enroll at the University after one regular semester. Summer terms may be used to correct the conditions of probation or suspension. Reinstated students will be placed on Academic Probation during the first semester of reinstatement and must remove the grade point deficiency within one year or be subject to a second suspension. Students placed on Academic Suspension for the second time will not be eligible to re-enroll until two regular semesters have elapsed. Students will not be allowed to re-enroll at the University following a third academic suspension.

Credit courses taken at another institution while the student is on academic suspension from the University will not be accepted.

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 atten-

dance requirements may be required. Students should carefully follow all requirements contained in the course syllabi. 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.

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.....	Withdrew	
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

Regular University course numbers contain four digits. The first digit indicates the course level; 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.

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 Coordinator, 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, Program Coordinator, or Dean. Authorization forms are available in the Registrar's Office and online.

DEFINING AND AWARDING CREDIT HOURS

A credit hour can be defined as a unit of measure that gives value to the level of instruction, academic difficulty, and time requirements for a course taken at an institution of higher education. The credit hour is an approximate measure of a quantity of student learning. The Carnegie Unit has been recognized by institutions of higher education as part of a process to establish a standard measure of faculty workloads, costs of instruction, and rates of educational efficiencies as well as a measure of student work for transfer students.

At East Texas Baptist University, traditional lecture-based courses are taught using a 1 credit hour to 1 class hour of instruction ratio for a period of a 15 week semester. Additional time is spent outside of the classroom in preparation for instruction and participation by both the student and faculty.

Web-enhanced courses may incorporate more outside class time to meet the learning and instructional goals for the course and less synchronous class activities. These requirements for earning credit load will be specifically addressed in the course syllabus or course description and evaluated according to the ability of the student to meet the course learning outcomes.

Summer courses are taught in a 5-week, compacted format and are web-enhanced. The time spent outside of class in learning teams, projects and web-based instruction plus the weekly didactic on-campus instructional seminars compose the determination for awarding appropriate course credit.

Practicum, clinical and experiential course credit loads may be determined by a mix of didactic and/or field placement hours, as well as industry standard levels of credit. These requirements for earning credit load will be specifically addressed in the course syllabus or course description and evaluated according to the ability of the student to meet the course learning outcomes.

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 semester 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 written request to the appropriate Program Director or Coordinator. The written appeal should include all pertinent facts and copies of papers, grades, etc. The Program Director or Coordinator will meet with the student and the faculty member to gather additional information as needed and attempt to resolve the issue. The Program Director or Coordinator will communicate the results in writing to the student and the faculty member. The Program Director or Coordinator 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 appeal 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 or Coordinator, 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 (4) grade points per credit

hour, “B” earns three (3) grade points per credit hour, “C” earns two (2) grade points per credit hour, and “D” earns one (1) 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 (12) 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 (4) 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 (2-3) 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 (30) 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 deadline stated in the University Calendar at the front of this catalog:

1. Submitted an application for graduation before the published deadline.
2. 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 3 hours of academic credit beyond current enrollment.

FINANCES

The fees below are for the academic year June 1, 2012 to May 31, 2013. 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)	\$ 600 per hour
Master of Arts in Religion (credit or audit)	\$ 714 per hour
Master of Arts in Counseling (credit or audit)	\$ 714 per hour

BOARD (Fall and Spring Semesters)

10-Meal Plan with \$250 DB	\$ 1,560 per semester**
10-Meal Plan with \$50 DB	\$ 1,425 per semester**
5-Meal Plan with \$350 DB	\$ 1,365 per semester**

No Meal service available during Summer (May, June, July) terms

** Does Not Include Applicable Sales Tax

CAMPUS HOUSING

Deposit

Ornelas	\$ 200
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Ornelas

Fall and Spring Terms	\$ 1,695 per term
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May, June, and July Terms	\$ 380 per term
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University Apartments

Fall and Spring Terms	\$ 1,750 per term
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May, June, and July Terms	\$ 380 per term
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Van Zandt Apartments (per month includes utilities and cable TV)	
1 bedroom.....	\$ 570
2 bedroom.....	\$ 615
Houses (per month includes utilities).....	\$ 650-825

APPLICATION FEE

Application Fee	\$ 50
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DEPARTMENTAL FEES

RELIGION

Thesis Fee.....	\$ 75
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EDUCATION

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

OTHER FEES

Criminal Background Check Fee (required for Master of Education)	\$ 25
Health Insurance, Student	quote from vendor
Parking Fee.....	\$ 50 per year
	\$ 30 per semester
Laundry Fee	quote from vendor
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/GENERAL 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.

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 (5) 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. 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:

A class day (or day of class) is defined as any weekday for which regular classes are scheduled.

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 (10) 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%

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 U. S. Department of Education guidelines require the Financial Aid Office at ETBU to monitor satisfactory academic progress (SAP) for students receiving Federal financial aid. For SAP purposes, "academic year" in this document is defined as consecutive fall, spring, and summer semesters. A student must meet BOTH the minimum GPA requirement AND the minimum hour completion to be in "good academic standing." Satisfactory academic progress will be monitored at the end of each semester, and is accomplished through the following measures dependent upon the program in which the student is enrolled:

Master of Arts in Counseling

Students enrolled full-time in traditional 15-week semesters (minimum of 6 hours per semester) must

successfully complete at least 6 hours each semester. Students enrolled in less than 6 hours in any semester must successfully complete all hours in which they are enrolled. Students must maintain a minimum 2.50 cumulative grade point average on all graduate work.

Master of Arts in Religion

Students enrolled full-time (minimum of 6 hours per semester) must successfully complete at least 6 hours each semester. Students enrolled less than full-time must successfully complete all hours enrolled in each semester. Students must maintain a minimum 2.50 cumulative grade point average on all graduate work.

Master of Education

Students enrolled in the Master of Education program must successfully complete all hours enrolled in each semester. Students must maintain a minimum 3.00 cumulative grade point average on all graduate work. Students must be enrolled in a minimum of 6 hours per semester to be considered full-time.

Appeal Process

Financial aid ineligibility decisions may be appealed, but must be done in writing within 6 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 or Coordinator.

VETERANS ASSISTANCE

Students who have eligibility for veterans benefits will receive them while in attendance at ETBU. All VA students should contact the Veterans Administration or the ETBU Registrar for further information and application forms. Any veteran applying for VA benefits is required to submit all military transcripts.

GRADUATE PROGRAMS

MASTER OF ARTS IN COUNSELING

Dr. Lynn New
Dean of the School of Natural and Social Sciences

Dr. Gerald Nissley
Program Director

East Texas Baptist University anticipates offering the Master of Arts in Counseling degree effective fall of 2012. This proposed degree program is contingent upon the regional accrediting agency, the Southern Association of Colleges and Schools Commission on Colleges, approving the University to offer the degree.

The Master of Arts in Counseling is a 48-credit hour graduate program designed to meet the educational requirements to become a Licensed Professional Counselor (LPC). The proposed curriculum is consistent with LPC licensure laws in Texas, Louisiana, and Arkansas, among other states.

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 student substantive training in human growth and development, abnormal human behavior, assessment techniques, counseling theories and techniques, lifestyle and career development, sociocultural 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 48 graduate credit hours with a grade of "C" or higher and maintain 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 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 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 48 semester hours. Students may enter the program during any fall, spring, or summer term.

- PSYC 5301 Theories of Psychotherapy
- PSYC 5303 Techniques in Psychotherapy
- PSYC 5305 Group Psychotherapy
- PSYC 5309 Introduction to Assessment
- PSYC 5312 Lifespan Development
- PSYC 5316 Advanced Psychopathology
- PSYC 5321 Research Design and Program Evaluation
- PSYC 5327 Sociocultural Factors for Counseling Professionals
- PSYC 5330 Professional Issues and Ethics for Practice
- PSYC 6301 Marriage and Family Therapy
- PSYC 6303 Fundamentals of Cognitive-Behavioral Therapy
- PSYC 6305 Career Counseling Across the Lifespan
- PSYC 6307 Behavior Modification
- PSYC 6313 Counseling Practicum I
- PSYC 6315 Counseling Practicum II
- PSYC 6351 Evidence-Based Practices of Faith Integration in Counseling

COURSE DESCRIPTIONS

PSYCHOLOGY

PSYC 5301 Theories of 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.

PSYC 5303 Techniques in Psychotherapy

This course emphasizes the stages of the helping relationship. Students practice basic attending and communication skills, including questioning, reflection of feelings and meaning, summarization, focusing, and self-disclosure. Therapy skills are introduced through didactic, demonstration, and experiential learning situations. Students will be rated on oral communication and clinical skills in application of various techniques.

PSYC 5305 Group 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.

PSYC 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.

PSYC 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.

PSYC 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.

PSYC 5321 Research Design and Program Evaluation

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.

PSYC 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 character-

istics, education, disability, family values, religious and spiritual values, socioeconomic status, and unique characteristics of individuals, couples, families, and communities.

PSYC 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.

PSYC 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.

PSYC 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.

PSYC 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.

PSYC 6307 Behavior Modification

This course provides an introduction to behavior analysis and learning principles derived from an analysis of scientific research. Principles and procedures in the course curriculum include reinforcement, extinction, differential reinforcement, punishment, stimulus control, issues of discrimination and generalization, shaping, fading, prompting, concept formation, stimulus equivalence, respondent learning, conditioned reinforcement, schedules of reinforcement, and behavioral definitions.

PSYC 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.

PSYC 6315 Counseling Practicum II

This course is designed to be a continuation of Practicum I with greater emphasis on comprehensive clinical definitions and carefully written reports, in accordance with the standards of the profession. Students present a minimum of three videotaped counseling experiences, supplemented with a case summary.

PSYC 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.

MASTER OF ARTS IN RELIGION

Dr. John Harris
Dean of the School of Christian Studies

Dr. R. Warren Johnson
Program Coordinator

Within the graduate program, all instruction and learning activities are designed to build a community of scholars. 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 with their calling, and will study advanced approaches to the challenges facing the contemporary church, as well as global ministry themes.

The courses for the Master of Arts in Religion 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 are experienced in teaching in the college classroom environment, as well as applying course content in the pastoral and ministerial setting. Faculty will also participate in research and scholarship that promote inquiry in the classroom.

Students electing to complete the thesis option will choose a thesis director from among the program 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.

All program courses will be web-supported using the University's Toolbox software. Students will be able to access syllabi, course assignments, and other relevant course materials through the University's intranet.

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.

HONOR CODE

As part of the process for providing students a high-quality education, a sense of ethics, and a responsible spiritual and social consciousness, the Religion Department Academic Honor Code was formed. As a requirement for continued admission, all religion majors will affirm their commitment, by their signature, to abide by the following code:

Having read the Religion Department Academic Honor Code, I pledge to keep it, avoiding all academic dishonesty and conducting myself in ways that honor God. I will be respectful of others; I will maintain a high level of personal integrity, moral purity, and honor; I will take seriously my academic commitment to God and to those who support me financially and emotionally; and I will seek excellence and professionalism in everything I do.

The complete Academic Honor Code, including descriptions of responsibilities and procedures regarding those who fail to uphold the code, can be found at http://www.etbu.edu/academicSchools/School_of_Christian_Studies/Religion/Honor_Code.htm

GRADUATION REQUIREMENTS

For the Master of Arts in Religion, students will complete a total of 30 graduate credit hours with a grade of "C" or higher and maintain a 2.50 grade point average. All students will complete the same 27 hours with an option to complete either a thesis/ministry project for three credit hours or three additional hours of graduate course work in religion. 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 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 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 Coordinator and Dean.

CURRICULUM

The Master of Arts in Religion is a two-year program consisting of 30 semester hours in which three 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. The curriculum consists of biblical-theological studies, ministry studies, and a selection of either a thesis/ministry project or one additional biblical-theological course.

Biblical-Theological Studies – 12 hours

- ♦ RLGN 5310 Ethics in the Letters of Paul
- ♦ RLGN 5320 Old Testament Theology
- ♦ RLGN 5330 New Testament Theology
- ♦ RLGN 5340 Biblical Backgrounds

Ministry Studies – 15 hours

- ♦ RLGN 5350 Leadership and the Educational Ministry of the Church
- ♦ RLGN 5360 World Christianity
- ♦ MUSI 5300 Christian Worship and the Contemporary Church
- ♦ HIST 5300 The Baptists
- ♦ PSYC 5300 Understanding the Contemporary Mind and Religion

Thesis/Ministry Project or One additional Biblical-Theological Course – 3 hours

- ♦ RLGN 6101 Thesis/Ministry Project 1 and RLGN 6201 Thesis/Ministry Project 2
- ♦ Or select one course from the following:
 - RLGN 5311 Christianity and Contemporary Culture
 - RLGN 5331 New Testament Ecclesiology
 - RLGN 5341 Biblical Theology

COURSE DESCRIPTIONS

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.

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.

RELIGION

RLGN 5310 Ethics 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 Biblical Backgrounds

A study of the archaeology, historical geography, religion, manners and customs, economics, social concerns, and literature of the Old and New Testaments, the Ancient Near East, and the Greco-Roman world.

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 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 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 Religion Master of Arts 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 Coordinator.*

RLGN 6201 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: Credit in RLGN 6101.*

MASTER OF EDUCATION

Dr. Donna Lubcker
Dean of the School of Education

Dr. Joseph D. Brown
Associate Dean of the School of Education

Dr. Paul Vickers
Program Director

Dr. Will Walker
Program Coordinator
Sports and Exercise Leadership Track

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.

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 been 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 Master of Education is a 12-month program designed to develop educational leaders within a Christian framework. Students pursuing the certification track will also learn classroom management strategies, curriculum development, implementation, and assessment, as well as the educational theories upon which these strategies are based.

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 as well as gain the opportunity to pursue national exercise training certification.

The courses that comprise the curriculum for the Master of Education 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.

Core Courses – 12 hours

- + EDUC 5301 Legal issues, Professional Development, and Diverse Learners
- + EDUC 5302 Educational Psychology and Learning Theory
- + EDUC 5331 Teachers as Researchers
- + EDUC 5332 Research Applications in the Classroom

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
- + Three hours from the following depending on the level of certification chosen:
 - READ 5317 Reading in the Elementary School (Elementary)
 - EDUC 5326 The Adolescent Learner (Secondary)

- all level students choose one of the two, READ 5317 or EDUC 5326
- ♦ EDUC 5102 TExES Preparation*
- ♦ 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 Student Teaching and
 - EDUC 5344 Curriculum and Assessment II

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

* Course required for Master of Education with teacher certification but does not count toward the required thirty hours.

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 certification test.

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

All students will take two research courses. The first course is offered during the spring semester and the second is offered during the final (Summer I) semester. The second of these courses will be one of the final courses for the Master of Education. This course will culminate in the student 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 quantitative or qualitative methods suitable for implementation as a classroom teacher and representing graduate level work.

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 State Board for Educator Certification (SBEC) and the Texas Education Agency (TEA) standards, rules, and regulations. The State Board for Educator Certification 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 student 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, student 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 core hours in education, and then the student's selected track will require a minimum of 18 credit hours beyond the

core. The certification track requires an additional one credit hour course to prepare students to take the state 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.

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

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

COURSE DESCRIPTIONS

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.

EDUC 5301 Legal issues, Professional Development, and Diverse Learners

This course will provide students with an in-depth exploration of the field of teaching through a focus on current trends and their historical precursors, legal issues specific to the teaching profession, with special attention to the Code of Ethics for Texas Teachers, and the importance of sources for continued professional development. An extensive study of the characteristics of diverse learners, including special needs, gifted and talented and English Language Learners (ELL) and legislation and requirements related to teaching students in these special populations will also comprise a significant portion of the course. Assignments will be tailored to be beneficial to both those new to the teaching profession and those who have teaching experience.

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 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 5326 The Adolescent Learner

This course will focus on the unique characteristics of the adolescent learner. Covered topics include learning through engagement, immersion in the learning process, demonstration of learning, responsibility for learning, learning through approximation, learning through response, and engagement through the development of the learning process. Research on the adolescent learner will be examined from the perspective of a graduate student. As a result of taking this course, students will be given the tools necessary for them to become campus wide leaders in adolescent learning.

EDUC 5331 Teachers as Researchers

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 educational 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 with Student 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 student teaching during the semester.

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, observa-

tions 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

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.

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. Upon the successful completion of this course, students will have been presented with the prerequisite information to successfully take the National Strength and Conditioning Association (NSCA) Certified Strength and Conditioning Specialist (CSCS) exam. 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 200 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.*

READING

READ 5317 Reading in the Elementary School

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.

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. The three emphases of the GCC include: student leadership development (including the Leadership Minor and the Student Leadership Institute), strategic mission initiatives, and community ministries. 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, the Director of Residence Life, the Director of Student Activities, and the Director of Intramural Sports. Student Affairs also serves as a liaison with the Student Government Association, the Varsity Cheerleaders, Tigerline, 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, student orientation, the student judicial system, ID cards, game rooms, and student insurance. 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. Gift 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.

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 125,000 volumes of books and periodicals and over 120,000 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.

FAMILY HOUSING is available for married student couples and families. The Van Zandt Street Apartments (Sims-Webb, Cobb, and Gardner Apartments) feature 24 one-bedroom apartments with 640 square feet of floor space and 16 two-bedroom apartments with over 700 square feet of floor space. Each apartment is equipped with range, refrigerator, and central heat and air. Some two-bedroom units also have dishwashers and garbage disposals. The University provides Internet service, cable television, natural gas, electricity, water, and trash collection. Campus houses owned by ETBU are located adjacent to campus. These houses are unfurnished and are rented on a monthly basis to married students and families. All utilities are

paid by the University with the exception of local phone service. 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. See the Student Handbook for the current pet policy.

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 the Office of 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 possession or consumption of alcoholic beverages on or about campus is prohibited.
2. 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. For the purpose of complying with the legal certification requirements of the U.S. Department of Education for Drug-Free Schools, each student is required to be familiar with the contents of a pamphlet and to provide a signature attesting to this fact.
3. Gambling in any form is not permitted.
4. The on-campus possession of firearms, explosives, or fireworks is prohibited.
5. Hazing in any form is not permitted.

6. Students who marry while enrolled in the University are required to inform the Student Affairs office in order to update personal records.
7. 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.
8. Cheating and plagiarism are violations of academic discipline (see Academic Discipline Section).
9. Personal and corporate moral responsibility demands the highest standards of biblical sexuality in keeping with our Christian heritage.
10. Students arrested by law enforcement officials for suspected criminal activity or for the alleged commission of a crime will also be subject to disciplinary action in accordance with University guidelines, in addition to any penalties assessed by any civil entity.

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 a journal of student prose, poetry and photography. It is published each spring by the School of Humanities. It includes winning submissions to the Era Miller Writing Contest sponsored by Sigma Tau Delta, as well as writing from ETBU students of all classes and disciplines.

The COMPASS is the University newspaper, published bi-weekly during the fall and spring semesters by a student staff, under the supervision of an advisor from the Department of Communication. 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 Department of Communication.

PERSONNEL

BOARD OF TRUSTEES

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Mr. Ray Delk, Vice Chair
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TERM EXPIRES 2012

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INDEX

A cademic Discipline.....	19	G eneral Admission Policies and Procedures.....	16
Academic Load.....	19	General Requirements for a Graduate Degree.....	24
Academic Policies.....	19	Grade Appeals Process.....	22
Academic Probation.....	20	Grade Point Average.....	22
Academic or Course Withdrawals.....	19	Grade Reports.....	23
Academic Integrity.....	19	Graduate Faculty.....	49
Academic Suspension.....	20	Graduate Programs.....	28
Accreditations and Memberships.....	7	Graduation Requirements, Counseling.....	28
Administration.....	48	Graduation Requirements, Education.....	38
Administrative Withdrawal.....	20	Graduation Requirements, Religion.....	32
Admission Process.....	16	Graduate Satisfactory Academic Progress.....	26
Admission Requirements, Program Specific.....	17		
Alumni Association.....	13	H istory, Course Descriptions.....	34
Application Fee.....	25	History of ETBU.....	11
		Honor Code, Religion Department.....	32
B aptist Heritage.....	10	Housing.....	45
Board (Fall and Spring).....	24		
Board of Trustees.....	48	I ncomplete Work.....	23
Bookstore.....	25	Intercollegiate Athletics.....	45
		Intramural Sports.....	45
C ampus Housing.....	45		
Campus Information.....	13	K inesiology, Course Descriptions.....	42
Campus Map.....	53		
Class Attendance.....	20	L ost and Found.....	45
Course Descriptions, Education.....	40	Library.....	45
Course Descriptions, History.....	34		
Course Descriptions, Kinesiology.....	42	M ayme Jarrett Library.....	45
Course Descriptions, Music.....	34	Master of Arts, Counseling.....	28
Course Descriptions, Psychology.....	30	Master of Arts, Religion.....	32
Course Descriptions, Reading.....	43	Master of Education.....	36
Course Descriptions, Religion.....	34	Mission Statement.....	10
Course Grades.....	21	Music, Course Descriptions.....	34
Course Numbering.....	21		
Course Prerequisites.....	21	N on-Discrimination.....	8
Course Substitutions.....	21		
Credit Hours, Defining and Awarding.....	22	P arking Fee.....	25
Curriculum, Master of Arts in Counseling.....	29	Payment of Charges.....	25
Curriculum, Master of Arts in Religion.....	33	President's Cabinet.....	48
Curriculum/Plan of Study, Master of Education.....	36	Procedure for Awarding of Degree.....	24
		Procedure for Participating in a Graduation Ceremony.....	24
D erferred Payment Option Fees.....	25	Process for Certification, Teacher Education.....	37
Degree Requirements.....	24	Program Specific Admissions Requirements.....	17
Delinquent Accounts.....	26	Psychology, Course Descriptions.....	30
Departmental Fees.....	25		
Disabilities.....	9	R eadng, Course Descriptions.....	43
Dread and Infectious Diseases.....	46	Refund Schedule.....	26
Dropping/Adding Courses.....	22	Registration.....	23
		Religion, Course Descriptions.....	34
E ducation, Course Descriptions.....	40	Residential Life.....	45
Email Service.....	45		
		S afety and Security.....	46
F aculty, Graduate.....	49	Satisfactory Academic Progress.....	26
Family Housing.....	45	Scholarships.....	27
Fees.....	25	Semester Hours.....	23
FERPA.....	8	Spiritual Development.....	44
Finances.....	24		
Financial Aid.....	27		

Student Accounts.....26
 Student Activities and Services45
 Student Affairs45
 Student Guidelines46
 Student Insurance and Health Guidelines46
 Student Life45
 Student Organizations.....47
 Student Publications47

Time Limit for Degree Completion24
 Transcripts23
 Transfer of Credit Policies16
 Tuition.....24

University Calendar4
 University Council.....49
 University Governance and Administration.....48
 University Mission10

Veterans Benefits.....27
 Vision Statement10

Withdrawal from a Course19
 Withdrawal from the University19

