

# UNIVERSITY CALENDAR • 2017-2018

## SUMMER II TERM 2017

*M.Ed., M.A. in Counseling, and M.S. in Kinesiology*

MAY 18	THURSDAY	Admissions deadline for application to receive a "Permit to Register" for Summer II 2017
JUNE 1	THURSDAY	Deadline to clear the Business Office (payment in full). Students who have not made payment (cleared) the Business Office could have their schedules cancelled*
JUNE 5	MONDAY	Classes begin; LATE REGISTRATION BEGINS
JUNE 5	MONDAY	Last day to withdraw and receive 100% tuition/fee refund
JUNE 6	TUESDAY	LATE REGISTRATION ENDS (Last day to add a class for academic credit)
JUNE 6	TUESDAY	Last day to withdraw and receive 80% tuition/fee refund
JUNE 7	WEDNESDAY	Last day to withdraw and receive 60% tuition/fee refund
JUNE 8	THURSDAY	Last day to withdraw and receive 45% tuition/fee refund
JUNE 12	MONDAY	Last day to withdraw and receive 25% tuition/fee refund
JULY 3-4	MON-TUES	University Closed
JULY 6	THURSDAY	Last day to drop a course or withdraw
JULY 7	FRIDAY	Final exams
JULY 10	MONDAY	Final grades due at noon

## SUMMER ONLINE TERM 2017

JUNE 1	THURSDAY	Deadline to clear the Business Office (payment in full) Students who have not made payment (cleared) the Business Office could have their schedules cancelled*
JUNE 5	MONDAY	Classes begin
JUNE 6	TUESDAY	Last day to withdraw and receive 100% tuition/fee refund
JUNE 8	THURSDAY	Last day to withdraw and receive 85% tuition/fee refund
JUNE 12	MONDAY	Last day to withdraw and receive 60% tuition/fee refund
JUNE 14	WEDNESDAY	Last day to withdraw and receive 45% tuition/fee refund
JUNE 19	MONDAY	Last day to withdraw and receive 25% tuition/fee refund
JULY 24	MONDAY	Final exams
JULY 28	FRIDAY	Final grades due at noon
AUG 18	FRIDAY	Official date of Late summer graduation (no commencement exercises)

## SUMMER 2017 FLEX TERM II

*M.B.A. & B.A.S.*

JUNE 21	WEDNESDAY	Deadline to clear the Business Office (payment in full) Students who have not made payment (cleared) the Business Office could have their schedules cancelled*
JUNE 22	THURSDAY	Admissions deadline for application to receive a "Permit to Register" for Summer II 2017
JUNE 26	MONDAY	Classes begin; LATE REGISTRATION BEGINS
JUNE 27	TUESDAY	Last day to withdraw and receive 100% tuition/fee refund
JUNE 28	WEDNESDAY	LATE REGISTRATION ENDS (Last day to add a class for academic credit)
JUNE 29	THURSDAY	Last day to withdraw and receive 85% tuition/fee refund
JULY 3-4	MON-TUES	University Closed
JULY 6	THURSDAY	Last day to withdraw and receive 60% tuition/fee refund
JULY 11	TUESDAY	Last day to withdraw and receive 45% tuition/fee refund
JULY 13	THURSDAY	Last day to withdraw and receive 25% tuition/fee refund
AUG 4	FRIDAY	Last day to drop a course or withdraw
AUG 8	TUESDAY	Final exams

AUG 14 .....MONDAY .....Final grades due at noon  
 AUG 18 .....FRIDAY .....Official date of Late summer graduation (no commencement exercises)

### SUMMER III TERM 2017

*M.Ed., M.A. in Counseling, and M.S. in Kinesiology*

JULY 6.....THURSDAY .....Deadline to clear the Business Office (payment in full) Students who have not made payment (cleared) the Business Office could have their schedules cancelled\*

JULY 10.....MONDAY .....Classes begin; LATE REGISTRATION BEGINS  
 JULY 10.....MONDAY .....Last day to withdraw and receive 100% tuition/fee refund  
 JULY 11.....TUESDAY .....LATE REGISTRATION ENDS (Last day to add a class for academic credit)  
 JULY 11.....TUESDAY .....Last day to withdraw and receive 80% tuition/fee refund  
 JULY 12.....WEDNESDAY .....Last day to withdraw and receive 60% tuition/fee refund  
 JULY 13.....THURSDAY .....Last day to withdraw and receive 45% tuition/fee refund  
 JULY 17.....MONDAY .....Last day to withdraw and receive 25% tuition/fee refund  
 AUG 10.....THURSDAY .....Last day to drop a course or withdraw  
 AUG 11.....FRIDAY .....Final exams  
 AUG 14.....MONDAY .....Final grades due at noon

### AUGUST MINI TERM IA 2017 (1 WEEK)

AUG 2 .....WEDNESDAY .....Deadline to clear the Business Office (payment in full); Students who have not made payment (cleared) the Business Office could have their schedules cancelled\*

AUG 6 .....SUNDAY .....Residence halls open 1:00 p.m.  
 AUG 7 .....MONDAY .....Classes begin. (Last day to add a class for academic credit)  
 AUG 7 .....MONDAY .....Last day to withdraw and receive 100% tuition/fee refund  
 AUG 8 .....TUESDAY .....Last day to withdraw and receive 50% tuition/fee refund  
 AUG 10.....THURSDAY .....Last day to drop a course or withdraw  
 AUG 11.....FRIDAY .....Final exams  
 AUG 21.....MONDAY .....Final grades due by close of business today

### AUGUST MINI TERM II 2017 (2 WEEK)

AUG 2 .....WEDNESDAY .....Deadline to clear the Business Office (payment in full); Students who have not made payment (cleared) the Business Office could have their schedules cancelled\*

AUG 6 .....SUNDAY .....Residence halls open 1:00 p.m.  
 AUG 7 .....MONDAY .....Classes begin; LATE REGISTRATION BEGINS  
 AUG 7 .....MONDAY .....Last day to withdraw and receive 100% tuition/fee refund  
 AUG 8 .....TUESDAY .....Last day to withdraw and receive 80% tuition/fee refund  
 AUG 8 .....TUESDAY .....LATE REGISTRATION ENDS (Last day to add a class for academic credit)  
 AUG 9 .....WEDNESDAY .....Last day to withdraw and receive 40% tuition/fee refund  
 AUG 15.....TUESDAY .....Last day to drop a course or withdraw  
 AUG 18.....FRIDAY .....Final exams  
 AUG 28.....MONDAY .....Final grades due by close of business today

### AUGUST MINI TERM IB 2017 (1 WEEK)

AUG 9 .....WEDNESDAY .....Deadline to clear the Business Office (payment in full); Students who have not made payment (cleared) the Business Office could have their schedules cancelled\*

AUG 14.....MONDAY .....Classes begin. (Last day to add a class for academic credit)  
 AUG 14.....MONDAY .....Last day to withdraw and receive 100% tuition/fee refund  
 AUG 15.....TUESDAY .....Last day to withdraw and receive 50% tuition/fee refund  
 AUG 17.....THURSDAY .....Last day to drop a course or withdraw

AUG 18 .....FRIDAY .....Final exams  
 AUG 28 .....MONDAY .....Final grades due by close of business today

### FALL TERM 2017

JULY 30-AUG 2...SUN-WED.....Tiger Camp events  
 AUG 1 .....TUESDAY .....Deadline to clear the Business Office; Students who have not made payment (cleared) the Business Office could have their schedules cancelled\* (payment due in full or payment made according to chosen payment plan)  
 AUG 15 .....TUESDAY .....1st payment due if participating in the 4 payment deferred plan\*  
 AUG 16 .....WEDNESDAY .....Welcome Week move-in 8:00 a.m. to 12 p.m.  
 AUG 16-20.....WED-SUN .....Welcome Week events  
 AUG 17 .....THURSDAY .....Admissions Office deadline for applicants to receive a "Permit to Register" for Fall 2017  
 AUG 18 .....FRIDAY .....Advising & Registration for all new students not already registered  
 AUG 19-20.....SAT-SUN.....Residence halls open for returning students 1:00 p.m. - 4:00 p.m.  
 AUG 21 .....MONDAY .....Classes begin; LATE REGISTRATION BEGINS  
 AUG 22 .....TUESDAY .....Last day to withdraw and receive 100% tuition/fee refund  
 AUG 29 .....TUESDAY .....LATE REGISTRATION ENDS (Last day to add a class for academic credit)  
 AUG 29 .....TUESDAY .....Last day to change a meal plan for Fall 2017  
 AUG 29 .....TUESDAY .....Last day to withdraw and receive 85% tuition/fee refund  
 SEPT 1 .....FRIDAY .....2nd payment due if participating in the 5 payment plan\*  
 SEPT 1 .....FRIDAY .....Last day to withdraw and receive 60% tuition/fee refund  
 SEPT 4.....MONDAY .....Labor Day Holiday  
 SEPT 8.....FRIDAY .....Convocation, 10 a.m, Ornelas Spiritual Life Center  
 SEPT 8.....FRIDAY .....Last day to withdraw and receive 45% tuition/fee refund  
 SEPT 15.....FRIDAY .....Last day to withdraw and receive 25% tuition/fee refund  
 SEPT 22-23 .....FRI-SUN .....Family Weekend  
 OCT 1 .....SUNDAY .....Payment due according to chosen payment plan  
 OCT 5-6 .....THURS-FRI.....Fall Break - No Classes  
 OCT 9-13.....MON-FRI.....Mid-semester period  
 OCT 11 .....WEDNESDAY .....Application deadline for graduation in Spring 2018 commencement program  
 OCT 13-14 .....FRI-SUN .....Homecoming  
 OCT 16 .....MONDAY .....Mid-term grades due at noon  
 OCT 23 .....MONDAY .....Advance Registration for Spring 2018 begins  
 NOV 1 .....WEDNESDAY .....Payment due according to chosen payment plan  
 NOV 10 .....FRIDAY .....Last day to drop a course or withdraw  
 NOV 21 .....TUESDAY .....Residence halls close 6:00 p.m.  
 NOV 22-24.....WED-FRI.....Thanksgiving - University Holiday – University Closed  
 NOV 26 .....SUNDAY .....Residence halls open 1:00 p.m.  
 NOV 28 .....TUESDAY .....Christmas on the Hill, 6:30 p.m.  
 DEC 1 .....FRIDAY .....Payment due according to chosen payment plan  
 DEC 1 .....FRIDAY .....Last regular class day  
 DEC 4-7.....MON-THUR.....Final exams  
 DEC 6.....WEDNESDAY .....Final grades for Fall graduates due at noon  
 DEC 8.....FRIDAY .....Rehearsal for Fall Commencement 10:00 a.m.  
 DEC 9.....SATURDAY.....Fall Commencement, 10:00 a.m., Ornelas Spiritual Life Center; Official graduation date; Residence halls close at 6:00 p.m.  
 DEC 11 .....MONDAY .....Final grades due at noon  
 DEC 22- JAN 2.....Christmas & New Year's - University Holidays – University Closed

**FALL 2017 FLEX TERM I***M.B.A & B.A.S*

AUG 1 .....	TUESDAY .....	Deadline to clear the Business Office (payment in full); Students who have not made payment (cleared) the Business Office could have their schedules cancelled*
AUG 17 .....	THURSDAY .....	Admissions Office deadline for applicants to receive a "Permit to Register" for Fall 2017 Flex I
AUG 21 .....	MONDAY .....	Classes begin; LATE REGISTRATION BEGINS
AUG 22 .....	TUESDAY .....	Last day to withdraw and receive 100% tuition/fee refund
AUG 23 .....	WEDNESDAY .....	LATE REGISTRATION ENDS (Last day to add a class for academic credit)
AUG 24 .....	THURSDAY .....	Last day to withdraw and receive 85% tuition/fee refund
AUG 28 .....	MONDAY .....	Last day to withdraw and receive 60% tuition/fee refund
AUG 30 .....	WEDNESDAY .....	Last day to withdraw and receive 45% tuition/fee refund
SEPT 1 .....	FRIDAY .....	Last day to withdraw and receive 25% tuition/fee refund
SEPT 22 .....	FRIDAY .....	Last day to drop a course or withdraw
OCT 9 .....	MONDAY .....	Final exams
OCT 13 .....	FRIDAY .....	Final grades due at noon

**FALL 2017 FLEX TERM II***M.B.A. & B.A.S.*

OCT 11 .....	WEDNESDAY .....	Deadline to clear the Business Office (payment in full); Students who have not made payment (cleared) the Business Office could have their schedules cancelled*
OCT 12 .....	THURSDAY .....	Admissions Office deadline for applicants to receive a "Permit to Register" for Fall 2017 Flex Term II
OCT 16 .....	MONDAY .....	Classes begin; LATE REGISTRATION BEGINS
OCT 17 .....	TUESDAY .....	Last day to withdraw and receive 100% tuition/fee refund
OCT 18 .....	WEDNESDAY .....	LATE REGISTRATION ENDS (Last day to add a class for academic credit)
OCT 19 .....	THURSDAY .....	Last day to withdraw and receive 85% tuition/fee refund
OCT 19-20 .....	THURS-FRI .....	Fall Break - No Classes
OCT 23 .....	MONDAY .....	Last day to withdraw and receive 60% tuition/fee refund
OCT 25 .....	WEDNESDAY .....	Last day to withdraw and receive 45% tuition/fee refund
OCT 27 .....	FRIDAY .....	Last day to withdraw and receive 25% tuition/fee refund
NOV 10 .....	FRIDAY .....	Last day to drop a course or withdraw
NOV 21 .....	TUESDAY .....	Residence halls close at 6:00 p.m.
NOV 22-24 .....	WED-FRI .....	Thanksgiving – University Closed
DEC 5 .....	TUESDAY .....	Final exams
DEC 6 .....	WEDNESDAY .....	Final grades for Fall graduates due at noon
DEC 11 .....	MONDAY .....	Final grades due at noon

**DECEMBER MINI-TERM 2017 (1 WEEK)**

DEC 6 .....	WEDNESDAY .....	Deadline to clear the Business Office (payment in full); Students who have not made payment (cleared) the Business Office could have their schedules cancelled*
DEC 11 .....	MONDAY .....	Classes begin.
DEC 11 .....	MONDAY .....	Last day to withdraw and receive 100% tuition/fee refund
DEC 12 .....	TUESDAY .....	Last day to withdraw and receive 50% tuition/fee refund
DEC 14 .....	THURSDAY .....	Last day to drop a course or withdraw
DEC 15 .....	FRIDAY .....	Final exams
DEC 21 .....	THURSDAY .....	Final grades due by close of business today

**WINTER MINI-TERM 2017**

DEC 6.....	WEDNESDAY	.....Deadline to clear the Business Office (payment in full); Students who have not made payment (cleared) the Business Office could have their schedules cancelled*
DEC 11.....	MONDAY	.....Classes begin.
DEC 11.....	MONDAY	.....Last day to withdraw and receive 100% tuition/fee refund
DEC 12.....	TUESDAY	.....Last day to withdraw and receive 80% tuition/fee refund
DEC 12.....	TUESDAY	.....LATE REGISTRATION ENDS (Last day to add a class for academic credit)
DEC 13.....	WEDNESDAY	.....Last day to withdraw and receive 40% tuition/fee refund
DEC 18- JAN 5.....		.....No scheduled classes
JAN 8.....	MONDAY	.....Last day to drop a course or withdraw
JAN 8.....	MONDAY	.....Classes resume
JAN 12.....	FRIDAY	.....Final exams for Winter Mini-Term
JAN 15.....	MONDAY	.....Martin Luther King Jr Day – University Holiday
JAN 22.....	MONDAY	.....Final grades due by close of business today

**JANUARY MINI-TERM 2018**

JAN 4.....	THURSDAY	.....Deadline to clear the Business Office (payment in full); Students who have not made payment (cleared) the Business Office could have their schedules cancelled
JAN 8.....	MONDAY	.....Classes begin.
JAN 8.....	MONDAY	.....Last Day to withdraw and receive 100% tuition/fee refund
JAN 9.....	TUESDAY	.....Last Day to withdraw and receive 50% tuition/fee refund
JAN 11.....	THURSDAY	.....Last day to drop a course or withdraw
JAN 12.....	FRIDAY	.....Final exams
JAN 15.....	MONDAY	.....Martin Luther King Jr Day - University Holiday
JAN 22.....	MONDAY	.....Final grades due by close of business today

**SPRING 2018 FLEX TERM I***M.B.A. & B.A.S.*

DEC 29.....	FRIDAY	.....Deadline to clear the Business Office (payment in full); Students who have not made payment (cleared) the Business Office could have their schedules cancelled
JAN 4.....	THURSDAY	.....Admissions Office deadline for applicants to receive a “Permit to Register” for Spring 2018 Flex Term I
JAN 8.....	MONDAY	.....Classes begin; LATE REGISTRATION BEGINS
JAN 15.....	MONDAY	.....Martin Luther King, Jr Day - University Holiday
JAN 9.....	TUESDAY	.....Last day to withdraw and receive 100% tuition/fee refund
JAN 10.....	WEDNESDAY	.....LATE REGISTRATION ENDS (Last day to add a class for academic credit)
JAN 11.....	THURSDAY	.....Last day to withdraw and receive 85% tuition/fee refund
JAN 16.....	TUESDAY	.....Last day to withdraw and receive 60% tuition/fee refund
JAN 18.....	THURSDAY	.....Last day to withdraw and receive 45% tuition/fee refund
JAN 22.....	MONDAY	.....Last day to withdraw and receive 25% tuition/fee refund
FEB 9.....	FRIDAY	.....Last day to drop a course or withdraw
FEB 27.....	TUESDAY	.....Final exams
MAR 2.....	FRIDAY	.....Final grades due at noon

**SPRING TERM 2018**

DEC 29.....	FRIDAY	.....Deadline to clear the Business Office (payment in full); Students who have not made payment (cleared) the Business Office could have their schedules cancelled* (payment due in full or payment made according to chosen payment plan)
JAN 10.....	WEDNESDAY	.....1st payment due if participating in the 4 payment deferred plan*

JAN 11.....	THURSDAY .....	Admissions Office deadline for applicants to receive a "Permit to Register" for Spring 2018
JAN 11.....	THURSDAY .....	Residence halls open for new freshmen and transfer students 1:00 p.m. - 4:00 p.m.
JAN 12.....	FRIDAY .....	Advising and registration for all students not already registered 8:30 a.m. - 3:30 p.m.
JAN 13-14.....	SAT-SUN.....	Residence halls open for returning students 1:00 p.m. - 4:00 p.m.
JAN 15.....	MONDAY .....	Martin Luther King, Jr Day - University Holiday - No classes
JAN 16.....	TUESDAY .....	Classes begin; LATE REGISTRATION BEGINS
JAN 17.....	WEDNESDAY .....	Last day to withdraw and receive 100% tuition/fee refund
JAN 24.....	WEDNESDAY .....	LATE REGISTRATION ENDS (Last day to add a class for academic credit)
JAN 24.....	WEDNESDAY .....	Last day change a meal plan for Spring 2018
JAN 24.....	WEDNESDAY .....	Last day to withdraw and receive 85% tuition/fee refund
JAN 29.....	MONDAY .....	Last day to withdraw and receive 60% tuition/fee refund
FEB 1.....	THURSDAY .....	2nd payment due if participating in the 5 payment plan*
FEB 5.....	MONDAY .....	Last day to withdraw and receive 45% tuition/fee refund
FEB 12.....	MONDAY .....	Last day to withdraw and receive 25% tuition/fee refund
MAR 1.....	THURSDAY .....	Payment due according to chosen payment plan
MAR 5-9.....	MON-FRI.....	Mid-semester period
MAR 9.....	FRIDAY .....	Application deadline for graduation in Fall 2018 commencement program
MAR 9.....	FRIDAY .....	Residence halls close 6:00 p.m.
MAR 12-16.....	MON-FRI.....	Spring Break - University Holidays
MAR 18.....	SUNDAY .....	Residence halls open 1:00 p.m.
MAR 19.....	MONDAY .....	Mid-term grades due at noon
MAR 30-APR 2.....	FRI-MON.....	Easter Holidays - University Closed (Classes resume Tuesday the 3rd)
APR 1.....	SUNDAY .....	Payment due according to chosen payment plan
APR 3.....	TUESDAY .....	Advance Registration for Fall 2018 begins
APR 12.....	THURSDAY .....	Connexus – No class. Offices Open.
APR 13.....	FRIDAY .....	Last day to drop a course or withdraw
MAY 1.....	SUNDAY .....	Payment due according to chosen payment plan
MAY 4.....	FRIDAY .....	Last regular class day
MAY 7-10.....	MON-THUR.....	Final exams.
MAY 9.....	WEDNESDAY .....	Final grades for Spring graduates due at noon
MAY 11.....	FRIDAY .....	Rehearsals for Spring Commencement 10:00 a.m. and 2:00 p.m.
MAY 12.....	SATURDAY.....	Spring Commencement 10:00 a.m. and 2:00 p.m. Ornelas Spiritual Life Center; Official graduation date; Residence halls close at 6:00 p.m.
MAY 14.....	MONDAY .....	Final Grades due at noon
<b>SPRING BREAK MINI TERM 2018</b>		
MAR 8.....	THURSDAY .....	Deadline to clear the Business Office (payment in full); Students who have not made payment (cleared) the Business Office could have their schedules cancelled
MAR 12.....	MONDAY .....	Classes begin.
MAR 12.....	MONDAY .....	Last day to withdraw and receive 100% tuition/fee refund
MAR 13.....	TUESDAY .....	Last day to withdraw and receive 50% tuition/fee refund
MAR 15.....	THURSDAY .....	Last day to drop a course or withdraw
MAR 16.....	FRIDAY .....	Final exams
MAR 26.....	MONDAY .....	Final grades due at noon

**SPRING 2018 FLEX TERM II***M.B.A. & B.A.S.*

FEB 28.....	WEDNESDAY .....	Deadline to clear the Business Office (payment in full); Students who have not made payment (cleared) the Business Office could have their schedules cancelled
MAR 1.....	THURSDAY .....	Admissions Office deadline for applicants to receive a "Permit to Register" for Spring 2018 Flex Term II
MAR 5.....	MONDAY .....	Classes begin; LATE REGISTRATION BEGINS
MAR 6.....	TUESDAY .....	Last day to withdraw and receive 100% tuition/fee refund
MAR 7.....	WEDNESDAY .....	LATE REGISTRATION ENDS (Last day to add a class for academic credit)
MAR 8.....	THURSDAY .....	Last day to withdraw and receive 85% tuition/fee refund
MAR 9.....	FRIDAY .....	Residence halls close at 6:00 p.m.
MAR 12-16.....	MON-FRI.....	Spring Break - University Holidays
MAR 18.....	SUNDAY .....	Residence halls open 1:00 p.m.
MAR 19.....	MONDAY .....	Last day to withdraw and receive 60% tuition/fee refund
MAR 21.....	WEDNESDAY .....	Last day to withdraw and receive 45% tuition/fee refund
MAR 23.....	FRIDAY .....	Last day to withdraw and receive 25% tuition/fee refund
MAR 30-APR 2	FRI-MON.....	Easter Holidays - University Closed (Classes resume Tuesday the 3rd)
APR 13.....	FRIDAY .....	Last day to drop a course or withdraw
MAY 1.....	TUESDAY .....	Final exams
MAY 4.....	FRIDAY .....	Final grades due at noon

**EXTENDED SUMMER 2018***M.A. in Counseling*

MAY 2.....	WEDNESDAY .....	Deadline to clear the Business Office (payment in full); Students who have not made payment (cleared) the Business Office could have their schedules cancelled
MAY 7.....	MONDAY.....	Classes begin; LATE REGISTRATION BEGINS
MAY 8.....	TUESDAY .....	Last day to withdraw and receive 100% tuition/fee refund
MAY 9.....	WEDNESDAY .....	LATE REGISTRATION ENDS (Last day to add a class for academic credit)
MAY 10.....	THURSDAY .....	Last day to withdraw and receive 80% tuition/fee refund
MAY 14.....	MONDAY.....	Last day to withdraw and receive 60% tuition/fee refund
MAY 16.....	WEDNESDAY .....	Last day to withdraw and receive 45% tuition/fee refund
MAY 21.....	MONDAY.....	Last day to withdraw and receive 25% tuition/fee refund
JUNE 22.....	FRIDAY .....	Last day drop a course or withdraw
JULY 16.....	MONDAY.....	Final grades due at noon

**SUMMER 2018 FLEX TERM I***M.B.A. & B.A.S.*

MAY 2.....	WEDNESDAY .....	Deadline to clear the Business Office (payment in full); Students who have not made payment (cleared) the Business Office could have their schedules cancelled
MAY 7.....	MONDAY.....	Classes begin; LATE REGISTRATION BEGINS
MAY 8.....	TUESDAY .....	Last day to withdraw and receive 100% tuition/fee refund
MAY 9.....	WEDNESDAY .....	LATE REGISTRATION ENDS (Last day to add a class for academic credit)
MAY 10.....	THURSDAY .....	Last day to withdraw and receive 80% tuition/fee refund
MAY 14.....	MONDAY.....	Last day to withdraw and receive 60% tuition/fee refund
MAY 16.....	WEDNESDAY .....	Last day to withdraw and receive 45% tuition/fee refund
MAY 21.....	MONDAY.....	Last day to withdraw and receive 25% tuition/fee refund
JUNE 12.....	TUESDAY .....	Last day to drop a course or withdraw
JUNE 22.....	FRIDAY .....	Final exams
JUNE 25.....	MONDAY.....	Final grades due at noon

**MAY MINI TERM IA 2018 (1 WEEK)**

MAY 9 .....	WEDNESDAY .....	Deadline to clear the Business Office (payment in full); Students who have not made payment (cleared) the Business Office could have their schedules cancelled
MAY 13 .....	SUNDAY .....	Residence halls open 1:00 p.m.
MAY 14 .....	MONDAY .....	Classes begin. (Last day to add a class for academic credit)
MAY 14 .....	MONDAY .....	Last day to withdraw and receive 100% tuition/fee refund
MAY 15 .....	TUESDAY .....	Last day to withdraw and receive 50% tuition/fee refund
MAY 17 .....	THURSDAY .....	Last day to drop a course or withdraw
MAY 18 .....	FRIDAY .....	Final exams for May Mini-Week I
MAY 28 .....	MONDAY .....	Final grades due at noon

**MAY MINI TERM II 2018 (2 WEEK)**

MAY 9 .....	WEDNESDAY .....	Deadline to clear the Business Office (payment in full); Students who have not made payment (cleared) the Business Office could have their schedules cancelled
MAY 13 .....	SUNDAY .....	Residence halls open 1:00 p.m.
MAY 14 .....	MONDAY .....	Classes begin; LATE REGISTRATION BEGINS
MAY 14 .....	MONDAY .....	Last day to withdraw and receive 100% tuition/fee refund
MAY 15 .....	TUESDAY .....	Last day to withdraw and receive 80% tuition/fee refund
MAY 15 .....	TUESDAY .....	LATE REGISTRATION ENDS (Last day to add a class for academic credit)
MAY 16 .....	WEDNESDAY .....	Last day to withdraw and receive 40% tuition/fee refund
MAY 22 .....	TUESDAY .....	Last day to drop a course or withdraw
MAY 25 .....	FRIDAY .....	Final exams for May Term II
JUN 4 .....	MONDAY .....	Final grades due at noon

**MAY MINI TERM III 2018 (3 WEEK)**

MAY 9 .....	WEDNESDAY .....	Deadline to clear the Business Office (payment in full); Students who have not made payment (cleared) the Business Office could have their schedules cancelled
MAY 13 .....	SUNDAY .....	Residence halls open 1:00 p.m.
MAY 14 .....	MONDAY .....	Classes begin; LATE REGISTRATION BEGINS
MAY 14 .....	MONDAY .....	Last day to withdraw and receive 100% tuition/fee refund
MAY 15 .....	TUESDAY .....	LATE REGISTRATION ENDS (Last day to add a class for academic credit)
MAY 15 .....	TUESDAY .....	Last day to withdraw and receive 80% tuition/fee refund
MAY 16 .....	WEDNESDAY .....	Last day to withdraw and receive 40% tuition/fee refund
MAY 28 .....	MONDAY .....	Last day to drop a course or withdraw
MAY 31 .....	THURSDAY .....	Last class day
JUNE 1 .....	FRIDAY .....	Final exams for May term; Residence halls close at 6:00 p.m.
JUNE 4 .....	MONDAY .....	Final grades due at noon
JUNE 8 .....	FRIDAY .....	Early summer graduation date (no commencement exercises)

**SUMMER I TERM 2018***M.Ed., M.A. in Counseling, and M.S. in Kinesiology*

MAY 2 .....	WEDNESDAY .....	Deadline to clear the Business Office (payment in full); Students who have not made payment (cleared) the Business Office could have their schedules cancelled
MAY 14 .....	MONDAY .....	Classes begin; LATE REGISTRATION BEGINS
MAY 14 .....	MONDAY .....	Last day to withdraw and receive 100% tuition/fee refund
MAY 15 .....	TUESDAY .....	LATE REGISTRATION ENDS (Last Day to add a class for academic credit)
MAY 15 .....	TUESDAY .....	Last day to withdraw and receive 80% tuition/fee refund
MAY 16 .....	WEDNESDAY .....	Last day to withdraw and receive 60% tuition/fee refund
MAY 17 .....	THURSDAY .....	Last day to withdraw and receive 45% tuition/fee refund

MAY 21 .....MONDAY .....Last day to withdraw and receive 25% tuition/fee refund  
 JUNE 14 .....THURSDAY .....Last day to drop a course or withdraw  
 JUNE 15 .....FRIDAY .....Final exams  
 JUNE 18 .....MONDAY .....Final grades due at noon

**MAY MINI TERM IB 2018 (1 WEEK)**

MAY 16 .....WEDNESDAY .....Deadline to clear the Business Office (payment in full); Students who have not made payment (cleared) the Business Office could have their schedules cancelled  
 MAY 21 .....MONDAY .....Classes begin. (Last day to add a class for academic credit)  
 MAY 21 .....MONDAY .....Last day to withdraw and receive 100% tuition/fee refund  
 MAY 22 .....TUESDAY .....Last day to withdraw and receive 50% tuition/fee refund  
 MAY 24 .....THURSDAY .....Last day to drop a course or withdraw  
 MAY 25 .....FRIDAY .....Final exams for May Mini-Week II  
 JUN 4.....MONDAY .....Final grades due at noon

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

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# GRADUATE ADMISSION POLICIES AND PROCEDURES

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

## GENERAL ADMISSION POLICIES AND PROCEDURES

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

1. Hold an earned undergraduate degree from a U.S. college or university accredited by a regional accrediting agency or one recognized by the U.S. Department of Education and CHEA (Applicants with degrees from foreign universities will have to undergo a transcript equivalency evaluation).
2. Have a minimum cumulative overall grade point average of 2.75 or a minimum grade point average of 3.00 in their last 60 hours of undergraduate course work.
3. Students who have earned undergraduate degrees from foreign universities may be asked to submit evidence of a minimum score of 550 (paper-based), 213 (computer-based), or 79 (Internet-based) on the Test of English as a Foreign Language (TOEFL).
4. Exhibit good character, in the judgment of the University. East Texas Baptist University reserves the right to deny admission to any individual who has been convicted or adjudicated of a felony or a Class A (or equivalent) misdemeanor.
5. Be in agreement with the University's mission.
6. Meet additional program requirements or criteria established by the applicant's desired program or field of study.

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

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

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

## CONTINGENT ADMISSION

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

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

## PROVISIONAL ADMISSION

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

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

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

## CONCURRENT ENROLLMENT

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

## TRANSFER OF CREDITS

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

Admitted students may request acceptance of transfer hours provided:

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

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

## PROGRAM SPECIFIC ADMISSION REQUIREMENTS

### Master of Arts in Counseling

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

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

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

Provisional admission to the Master of Arts in Counseling may be granted to applicants who

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

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

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

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

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

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

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

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

- A minimum cumulative overall grade point average of 2.75.
- A minimum grade point average of 3.00 in the field of religion.

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

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

### Master of Business Administration

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

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

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

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

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

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

College and University Leadership:

1. Submit two letters of recommendation

Curriculum and Instruction:

1. Submit two letters of recommendation

Educational Leadership:

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

Sports and Exercise Leadership:

1. Submit two letters of recommendation

Teacher Certification:

1. Have a current, satisfactory criminal background check.
2. Must have a minimum cumulative overall grade point average of 2.75 in previous undergraduate/ graduate coursework (as required by the Texas Education Agency).
3. Candidates will complete a formal interview with the program director and/or dean
4. Those wishing to obtain teacher certification are required to meet certain course and/or testing criteria based on the desired certification level:
  - Elementary certification (EC-6) applicants must have twenty-four hours in content area courses that include a combination of hours in mathematics,

science, social studies, and English/language arts/reading or have passed the PACT exam in their teaching field. Elementary applicants not having twenty-four hours in a combination of these content areas will be required to take additional undergraduate courses for admittance consideration. These undergraduate hours will not count toward the master's degree. Students cannot enroll in graduate courses or be admitted until they have fulfilled these content knowledge requirements.

- All-level (EC-12) and secondary certification (8-12) applicants must have twenty-four undergraduate hours in the content area they wish to teach, with twelve of these hours being upper-level (junior level or higher), or pass the PACT in their content area. All-level or secondary applicants who do not meet the twenty-four hour requirement must take additional undergraduate hours to fulfill this requirement. These undergraduate hours will not count toward the master's degree. Students cannot enroll in graduate courses or be admitted until they have fulfilled these content knowledge requirements.

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

### **Master of Science in Kinesiology**

Full admission to the Master of Science in Kinesiology program may be granted to applicants who meet the University's minimum graduate admission criteria, satisfy the program prerequisites listed below, and receive the endorsement of the Program Director or Dean. Program prerequisites require KINE 3311 Exercise Physiology or similar course; KINE 3312 Kinesiology & Applied Anatomy or similar course; BIOL1421 or BIOL 2401 Anatomy & Physiology I or similar course. The applicant must earn a final grade of "B" or better in all courses. Any deficiency in hours must be satisfied by taking appropriate undergraduate kinesiology-related courses. Substitution and/or equivalency decisions for prerequisite courses or transfer of any graduate hours must receive the approval of the Program Director or Dean.

In addition to the University's minimum criteria for graduate programs, the admission process for the Master of Science in Kinesiology requires the applicant to:

1. Submit two letters of recommendation

Provisional admission to the Master of Science in Kinesiology program may be granted to applicants under special circumstances. One of those circumstances would be applicants who lack the required English proficiency, but who are otherwise qualified for admission to the program. Students granted provisional admission under this circumstance must enroll in the Intensive English Program (IEP) until they achieve the required level of English fluency as measured by the TOEFL, IELTS, or other measurement prescribed by the IEP Director. All International students enrolled in the IEP must maintain full-time status by enrolling in a combination of ESOL, undergraduate, and graduate courses as recommended by the IEP Director and approved by the graduate program director. Provisionally admitted students must have at least a 2.50 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.

## GRADUATE STUDENT POLICIES

*ALL POLICIES LISTED PREVIOUSLY IN THE CATALOG APPLY TO GRADUATE STUDENTS, EXCEPT IN CASES WHERE A SPECIFIC POLICY IS LISTED IN THIS SECTION*

### ACADEMIC LOAD

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

### ACADEMIC PROBATION/DISMISSAL FROM PROGRAM

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

### PROCEDURE FOR PARTICIPATION IN A COMMENCEMENT CEREMONY

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

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

## DEGREE REQUIREMENTS

### GENERAL REQUIREMENTS FOR A GRADUATE DEGREE

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

### TIME LIMIT FOR ALL DEGREES

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

### PROCEDURE FOR AWARDING OF DEGREE

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

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

## FINANCES

The fees below are for the academic year June 1, 2017 to May 31, 2018. The University reserves the right to change any of these charges at the beginning of any semester or term, provided economic conditions justify the change.

### TUITION

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

### GRADUATE STUDENT FEE

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

### BOARD (FALL AND SPRING SEMESTERS)

14-Meal Plan with \$100 Flex Dollars .....	\$1,832 per semester**
10-Meal Plan with \$150 Flex Dollars .....	\$1,765 per semester**
5-Meal Plan with \$250 Flex Dollars.....	\$1,534 per semester**
Summer (May, June, July) terms .....	No Meal service available

\*\* Does Not Include Applicable Sales Tax

### CAMPUS HOUSING

Deposit.....	\$200
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#### Ornelas

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

#### University Apartments

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

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

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

#### University Park Row Houses

3 Bedroom (6 person unit) .....	\$2,425 per semester
1 Bedroom (2 person unit) .....	\$2,500 per semester

### APPLICATION FEE

Application Fee.....	\$50
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### DEPARTMENTAL FEES

#### Education

Clinical Teaching Fee (if applicable, one or two semesters).....	\$500
Principal Fee (practicum fee - two required) .....	\$475
Internship Fee (if applicable, per semester - two semesters required) ..	\$500

#### Religion

Binding Fee .....	\$75
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### OTHER FEES

Criminal Background Check Fee .....	\$25
Parking Fee.....	\$100 per year, \$50 per semester

Late Graduation Filing Fee .....	\$50
Laundry Fee .....	\$65 per semester
Online Education Fee .....	\$50 per course
Returned Check Fee.....	\$25
Transcript Request Fee .....	\$5 per copy

### DEFERRED PAYMENT OPTION FEES

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

### FACILITIES AND SERVICES/GRADUATE STUDENT FEE

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

### FLEX DOLLARS

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

### PAYMENT OF CHARGES

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

### REGISTRATION - PAYMENT REQUIREMENTS

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

### UNIVERSITY BOOKSTORE

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

### STUDENT ACCOUNTS

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

### DELINQUENT ACCOUNTS

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

on all delinquent accounts.

## REFUNDS

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

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

### FALL AND SPRING SEMESTER REFUND SCHEDULE

#### Tuition and Room Refunds

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

#### Board Refunds

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

### SUMMER I, II, AND III TERM REFUND SCHEDULE

#### Tuition and Room Refunds

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

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

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

## GRADUATE SATISFACTORY ACADEMIC PROGRESS

The Higher Education Act of 1965, as amended by Congress, mandates that institutions of higher education monitor the academic progress of students who receive federal financial aid. East Texas Baptist University has established the following minimum standards to be eligible for and continue to receive federal financial aid. This policy reflects the changes to federal regulations that were effective as of July 1, 2011. The financial aid award year is fall, spring, May, and summer terms.

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

Students must successfully complete fifty-percent of the hours in which they are enrolled each term. Students must maintain a minimum 2.75 cumulative grade point average on all graduate work.

### Appeal Process

Financial aid ineligibility decisions may be appealed, but must be done in writing within six weeks of being placed on financial aid suspension. Supporting documentation is required with each

appeal. The Admissions and Financial Aid Committee will review appeals as needed and will notify the student of its decision. All appeals should be sent to the Financial Aid Office at ETBU.

### **FINANCIAL AID**

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

### **SCHOLARSHIPS**

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

### **VETERANS ASSISTANCE**

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

# GRADUATE PROGRAMS

## MASTER OF ARTS IN COUNSELING

DR. DAVID DEEL

*Program Director*

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

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

### MISSION STATEMENT

In keeping with the mission and values of the East Texas Baptist University, the Master of Arts in Counseling program at ETBU integrates Christian faith and academic rigor to prepare graduates for the challenges of a professional role in clinical mental health counseling. The program will provide a variety of academic and practical experiences from which graduates will gain knowledge and skill in theory, assessment, intervention and treatment methods as well as personal and professional growth. Upon graduation, graduates will be prepared to complete the National Counselor Examination and initiate the process of becoming a licensed professional counselor.

### GRADUATION REQUIREMENTS

For the Master of Arts in Counseling, students will complete a total of 60 graduate credit hours with a grade of “C” or higher and maintain at least a 2.75 grade point average. Students must complete all requirements for the degree within five years of being granted full admission.

### DISMISSAL FROM PROGRAM

1. Students who fail to achieve full admission after the completion of nine graduate hours will be dismissed from the program.
2. Students who fail to maintain at least a 2.75 grade point average will be placed on probation and will have one semester to raise the grade point average. Following that semester, failure to regain at least a 2.75 grade point average will result in dismissal from the program.
3. Students who earn a grade of “D” or “F” in any one course may be dismissed from the program based on a recommendation from the Program Director and Dean.

### CURRICULUM

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

COUN 5300 Foundations in Clinical Mental Health Counseling  
COUN 5301 Theories of Counseling and Psychotherapy  
COUN 5305 Group Counseling and Psychotherapy  
COUN 5309 Introduction to Assessment  
COUN 5312 Lifespan Development  
COUN 5316 Advanced Psychopathology

COUN 5321 Research Design and Statistics  
COUN 5327 Sociocultural Factors for Counseling Professionals  
COUN 5330 Professional Issues and Ethics for Practice  
COUN 5335 Techniques of Counseling and Psychotherapy  
COUN 6301 Marriage and Family Therapy  
COUN 6305 Career Counseling Across the Lifespan  
COUN 6313 Counseling Practicum I  
COUN 6326 Addictions Counseling  
COUN 6350 Counseling Internship I  
COUN 6352 Counseling Internship II

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

COUN 5302 Introduction to Play Therapy  
COUN 5303 Counseling Children and Adolescents  
COUN 6303 Fundamentals of Cognitive-Behavioral Therapy  
COUN 6320 Psychopharmacology: Implications for Diagnosis and Treatment of  
    Psychopathology  
COUN 6322 Counseling Related to Issues of Trauma and Crisis  
COUN 6324 Advanced Ethics for Professional Practice  
COUN 6351 Evidence-Based Practices of Faith Integration in Counseling

# MASTER OF ARTS IN RELIGION

## MASTER OF ARTS IN CHRISTIAN MINISTRY

DR. R. WARREN JOHNSON

*Program Director*

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

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

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

### MISSION STATEMENT

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

### STATEMENT OF PHILOSOPHY

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

### GRADUATION REQUIREMENTS

For the Master of Arts in Religion and the Master of Arts in Christian Ministry, students will complete a total of 36-37 graduate credit hours with a grade of "C" or higher and maintain at least a 2.75 grade point average. Students must complete all requirements for the degree within five years of being granted full admission.

### DISMISSAL FROM PROGRAM

1. Students who fail to achieve full admission after the completion of nine graduate hours will be dismissed from the program.
2. Students who fail to maintain at least a 2.75 grade point average will be placed on probation and will have one semester to raise the grade point average. Following that semester, failure to regain at least a 2.75 grade point average will result in dismissal from the program.
3. Students who earn a grade of "D" or "F" in any one course may be dismissed from the program based on a recommendation from the Program Director and Dean.

### CURRICULUM FOR THE MASTER OF ARTS IN RELIGION

The Master of Arts in Religion is a two-year program focused on preparing students for further theological study and church-related vocations; it consists of 36-37 semester hours in which four

hours may be earned by completing a thesis or advanced ministry project. This curriculum provides opportunities for intensive study in Christian scriptures, theology, and ministry at the graduate level. Students may enter the program during any fall or spring term.

Bible and Theology Foundations – 21 hours from the following:

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

Ministry Foundations – 15 hours from the following:

- RLGN 5301 Early Childhood Ministry
- RLGN 5302 Elementary Children's Ministry
- RLGN 5303 Family Ministry
- RLGN 5350 Leadership and the Educational Ministry of the Church
- RLGN 5352 Selected Topics in Ministry
- RLGN 5355 Spiritual Formation: Scripture, Tradition, and Practice
- RLGN 5360 World Christianity
- HIST 5300 The Baptists
- PSYC 5300 Understanding the Contemporary Mind and Religion

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

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

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

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

## CURRICULUM FOR THE MASTER OF ARTS IN CHRISTIAN MINISTRY

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

Ministry Foundations – 9 hours from the following:

- RLGN 5301 Early Childhood Ministry
- RLGN 5302 Elementary Children's Ministry
- RLGN 5303 Family Ministry

RLGN 5350 Leadership and the Educational Ministry of the Church

RLGN 5352 Selected Topics in Ministry

RLGN 5355 Spiritual Formation: Scripture, Tradition, and Practice

RLGN 5360 World Christianity

HIST 5300 The Baptists

PSYC 5300 Understanding the Contemporary Mind and Religion

Bible and Theology Foundations – 6 hours from the following:

RLGN 5310 The Christian Life in the Letters of Paul

RLGN 5311 Christianity and Contemporary Culture

RLGN 5320 Old Testament Theology

RLGN 5330 New Testament Theology

RLGN 5331 New Testament Ecclesiology

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

RLGN 5341 Biblical Theology

RLGN 5342 Selected Topics in Theology

Foundations Electives – 9 hours from the following:

Any Bible and Theology Foundations courses

Any Ministry Foundations courses

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

Electives – 12 hours from the following:

Any Bible and Theology Foundations courses

Any Ministry Foundations courses

Any MBAE, KINE, and COUN graduate courses up to 6 hours

Business Leadership – 12 hours from the following:

RLGN 5350 Leadership and the Educational Ministry of the Church

Any 9 hours from the Master of Business Administration curriculum

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

RLGN 5350 Leadership and the Educational Ministry of the Church

KINE 5301 Current Trends and Issues in Sports and Exercise Settings

KINE 5304 Sports and Exercise Psychology

KINE 5305 Principles of Advanced Human Performance

Spiritual Guidance – 12 hours from the following:

RLGN 5355 Spiritual Formation: Scripture, Tradition, and Practice

9 hours from the following Master of Arts in Counseling curriculum:

COUN 5301 Theories of Counseling and Psychotherapy

COUN 5303 Counseling Children and Adolescents

COUN 5305 Group Counseling and Psychotherapy

COUN 5312 Lifespan Development

COUN 6301 Marriage and Family Therapy

COUN 6305 Career Counseling Across the Lifespan

COUN 6326 Addictions Counseling

COUN 6351 Evidence-Based Practices of Faith Integration in Counseling

Children's Ministry—12 hours

RLGN 5350 Leadership and the Educational Ministry of the Church

RLGN 5301 Early Childhood Ministry

RLGN 5302 Elementary Children's Ministry

RLGN 5303 Family Ministry

# MASTER OF BUSINESS ADMINISTRATION

DEN MURLEY

*Program Director*

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

## STATEMENT OF PHILOSOPHY

The Master of Business Administration (MBA) in Entrepreneurial Leadership is designed to integrate business theory and application. The curriculum provides students with the opportunity to expand their knowledge in theoretical thinking and current research in the field of business, and then demonstrate an understanding of that knowledge through the development of business enterprises. Students using this method become intimately aware of the skills necessary to lead and manage a business.

## GRADUATION REQUIREMENTS

For the MBA in Entrepreneurial Leadership, students will complete a total of 33 graduate credit hours with a grade of "C" or higher and maintain at least a 2.75 grade point average. Students must complete all requirements for the degree within five years of being granted full admission.

## DISMISSAL FROM PROGRAM

1. Students who fail to achieve full admission after the completion of two Flex Terms will be dismissed from the program.
2. Students who fail to maintain at least a 2.75 grade point average will be placed on probation and will have one semester to raise the grade point average. Following that semester, failure to regain at least a 2.75 grade point average will result in dismissal from the program.
3. Students who earn a grade of "D" or "F" in any one course may be dismissed from the program based on a recommendation from the Program Director and Dean.

## CURRICULUM

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

### Semester 1

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

### Semester 2

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

### Semester 3

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

### Semester 4

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

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

# MASTER OF EDUCATION

DR. P. J. WINTERS

*Program Director*

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

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

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

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

## STATEMENT OF PHILOSOPHY

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

For students enrolled in 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 Canvas.

## PLAN OF STUDY

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

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

EDUC 5302 Educational Psychology and Learning Theory

EDUC 5312 Research Methods

EDUC 5332 Research Applications in the Classroom

EDUC 5387 Texas School Law OR EDUC 5350 Language Acquisition \*

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

Foundation Courses for the Educational Leadership Track – 12 hours

EDUC 5322 Curriculum Design, Assessment and Evaluation

EDUC 5312 Research Methods

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

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

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

Six Hours:

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

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

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

EDUC 5322 Curriculum Design, Assessment and Evaluation  
 EDUC 5323 Adapting Curriculum for Diverse Learners  
 EDUC 5324 Curriculum Leadership  
 EDUC 5325 Academic Coaching  
 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

Educational Leadership Track (only for students pursuing the Educational Leadership Track) – 18 hours

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

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

seminar format is designed to be a bridge between educational theory and practical application in the school classroom. EDUC 5102 is designed to prepare students to pass the state teacher certification test.

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

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

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

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

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

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

1. Meet the screening criteria for admission and gain approval to the program.
 

All general and specific admission requirements for the Master of Education program (certification tracks) in line with the State Board of Educator Certification and the Texas Education Agency must be met along with approval from the ETBU Department of Teacher Education.
2. Develop a certification plan.
 

After meeting the screening criteria and being accepted into the program, students will meet with a graduate advisor to discuss their goals as a teacher. The advisor will advise students of the specific coursework, student teaching or internship, and tests that must be completed.
3. Complete the student teaching requirement (Option 1).
 

If this option is chosen, the advisor or a field experience supervisor will assist in finding an appropriate clinical teaching placement, and will guide students through this process. Students holding bachelor's degrees may qualify for a one-year paid internship as part of a post-baccalaureate program. If you qualify for a paid internship, please proceed to step 4.
4. Obtain a teaching position and apply for a Probationary Certificate (Option 2).
 

If determined that students are eligible for a teaching internship based on progress and completion of any appropriate tests, an eligibility statement for employment purposes will be provided. Students will need to secure a teaching assignment at the grade level and in the subject area of their target certificates. Once a position has been secured, students will have an experienced, certified mentor assigned to work with them and additional supervision will be provided.

If a teaching position has been secured for the internship, students will need to apply online for a Probationary Certificate, valid for one calendar year to meet state certification rules for students and the school. Students will need to create an online account, apply, pay fees, and meet

the requirements for a criminal background check. The ETBU Department of Teacher Education will need to make recommendation online for the appropriate certificate.

5. Register for and complete the appropriate examinations.  
Students must be authorized to register for examinations when they are at the appropriate point in the program. This will vary based on the type of program they are enrolled in. Persons in post-baccalaureate programs may be allowed to complete the content subject tests earlier than persons in an undergraduate program. Testing fees by the state and/or testing organization will apply.
6. Complete all requirements for a Standard Certificate.  
Students will need to complete all coursework, clinical teaching or internship, and examination requirements indicated on their certification plans.
7. Apply for the Standard Certificate.  
Upon completion of all requirements, students will need to apply online. When qualifications are met, the program will recommend you online for the Standard Certificate. A criminal background check will be conducted prior to issuance of any certificate. All first-time applicants for an initial credential must be fingerprinted as part of a national criminal background check. A fingerprinting fee, certification fees, and/or other fees will be charged by the state.
8. Become a certified teacher.  
When a student's certificate is approved, it will be posted to the agency website. Students will be notified by email when your certificate is official.

### **GRADUATION REQUIREMENTS**

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

Students must complete all credit hours with a grade of "C" or higher and maintain at least a 2.75 grade point average. Students must complete all requirements for the degree within five years of starting the program.

### **DISMISSAL FROM PROGRAM**

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

1. Failure to maintain at least a 2.75 grade point average.
2. Earning a grade of "D" or "F" in any one class.

# MASTER OF EDUCATION IN COLLEGE AND UNIVERSITY LEADERSHIP

DR. P.J. WINTERS

*Program Director*

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

## STATEMENT OF PHILOSOPHY

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

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

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

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

## GRADUATION REQUIREMENTS

For the Master of Education in College and University Leadership, there are 30 graduate credit hours required. Students must complete all credit hours with a grade of “C” or higher and maintain at least a 2.75 grade point average. Students must complete all requirements for the degree within five years of starting the program.

## DISMISSAL FROM PROGRAM

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

1. Failure to maintain at least a 2.75 grade point average.
2. Earning a grade of “D” or “F” in any one class.

## CURRICULUM

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

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

# MASTER OF EDUCATION IN SCHOOL COUNSELING\*

DR. JOAN STRUTTON

*Program Director*

The Master of Education in School Counseling\* is a 48 hour program that seeks to provide students with a strong foundation for school counselor positions in Texas public schools. Upon completion of the required program, students will be eligible to sit for the TExES exam in school counseling.

The courses for the Master of Education in School Counseling\* will be delivered utilizing traditional face-to-face, web-enhanced, and accelerated summer seminar formats. The curriculum will provide students substantive training in human growth and development, abnormal human behavior, assessment techniques, counseling theories and techniques, lifestyle and career development, socio-cultural factors, integration of faith in counseling, and professional issues. Additionally, students will take courses promoting their capacities for research consumption, applied research methodology, and program evaluation. The program curriculum also includes a careful focus upon current legal, social, governmental, and economic issues facing school counseling professionals. Courses are richly supported by contemporary literature of the discipline that prepares the students to seek Texas state certification as a school counselor.

## 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 outsider 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 a supervised practicum necessary for certification as a school counselor

## GRADUATION REQUIREMENTS

For the Master of Education in School Counseling\*, there are 48 graduate credit hours required. Students must complete all credit hours with a grade of “C” or higher and maintain at least a 2.75 grade point average. Students must complete all requirements for the degree within five years of starting the program.

## DISMISSAL FROM PROGRAM

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

1. Failure to maintain at least a 2.75 grade point average.
2. Earning a grade of “D” or “F” in any one class.

## CURRICULUM

The M.Ed. in School Counseling\* is a 48 credit hour program consisting of 16 courses. The following courses constitute the M.Ed. in School Counseling\* curriculum:

- EDSC 5300 Foundations in Clinical Mental Health Counseling
- EDSC 5301 Theories of Counseling and Psychotherapy
- EDSC 5303 Counseling Children and Adolescents
- EDSC 5305 Group Counseling and Psychotherapy
- EDSC 5309 Introduction to Assessment
- EDSC 5312 Lifespan Development
- EDSC 5327 Sociocultural Factors for Counseling Professionals
- EDSC 5330 Professional Issues and Ethics for Practice

EDSC 5335 Techniques in Psychotherapy  
EDSC 6303 Fundamentals of Cognitive Behavioral Therapy  
EDSC 6305 Career Counseling Across the Lifespan  
EDSC 6306 School Counseling  
EDSC 6307 Practicum for School Counseling  
EDSC 6322 Counseling Related to Issues of Trauma and Crisis  
EDSC 6326 Addictions Counseling  
EDUC 5312 Research Methods

\*The University anticipates offering this degree effective January 2018, contingent upon Approval from the State Board for Educator Certification in Texas.

# MASTER OF SCIENCE IN KINESIOLOGY

**DR. JOSEPH D. BROWN**

*Dean, Frank S. Groner School of Professional Studies*

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

## STATEMENT OF PHILOSOPHY

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

## GRADUATION REQUIREMENTS

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

Students must complete all credit hours with a grade of "C" or higher and maintain at least a 2.75 grade point average. Students must complete all requirements for the degree within five years of starting the program.

## DISMISSAL FROM PROGRAM

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

1. Failure to maintain at least a 2.75 grade point average.
2. Earning a grade of "D" or "F" in any one class.

## CURRICULUM

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

Fall

KINE 5305 Principles of Advanced Human Performance

KINE 5308 Sports and Exercise Leadership

Spring

KINE 5304 Sports and Exercise Psychology

KINE 5312 Research Methods

Summer I

KINE 5309 Sport and Exercise Nutrition

KINE 5310 Motor Learning and Control

Summer II

KINE 5301 Current Trends and Issues in Sports and Exercise Settings

KINE 5307 Measurement and Evaluation

Summer III

KINE 5302 Sports Management and Marketing

KINE 5303 Coaching Behaviors and Sports Preparation

## DUAL ACADEMIC PROGRAMS

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

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

B.A. Undergraduate Requirements

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

#### Departmental Requirements for Religion Majors:

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

- \* HIST 2311 Western Civilization I or 2312 Western CivilizationII
- \* PSYC 2301 Introduction to Psychology or SOCI 1301 Introduction to Sociology
- HIST 3309 History of Christianity or HIST 3310 History of Baptists
- RLGN 1353 Introduction to Philosophy
- RLGN 1340 The Calling and Practice of Ministry

#### Departmental Recommendations for Religion Majors:

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

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

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

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

Choice of Any RLGN 5000-Level Courses 6

Electives (to total 120 hours)

**Total: Minimum one hundred twenty (120) semester hours**

<b>M.A.R. Graduate Requirements (30 Hours)</b> .....	<b>30</b>
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Bible and Theology Foundations (15 hours from the following).....	15
RLGN 5310 The Christian Life in the Letters of Paul	
RLGN 5311 Christianity and Contemporary Culture	
RLGN 5320 Old Testament Theology	
RLGN 5330 New Testament Theology	
RLGN 5331 New Testament Ecclesiology	
RLGN 5340 Peoples, Theology, and Literature of the Ancient Near East and Israel	
RLGN 5341 Biblical Theology	
RLGN 5342 Selected Topics in Theology	
Ministry Foundations (9 hours from the following).....	9
RLGN 5301 Early Childhood Ministry	
RLGN 5302 Elementary Children's Ministry	

RLGN 5303 Family Ministry	
RLGN 5350 Leadership and the Educational Ministry of the Church	
RLGN 5352 Selected Topics in Ministry	
RLGN 5355 Spiritual Formation: Scripture, Tradition, and Practice	
RLGN 5360 World Christianity	
HIST 5300 The Baptists	
PSYC 5300 Understanding the Contemporary Mind and Religion	
Additional Foundations Course (6 hours from the following) .....	6
Any Bible and Theology Foundations courses	
Any Ministry Foundations courses	

**Total: Minimum one hundred fifty (150) credit hours for Accelerated Degree**

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

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

**B.A. Undergraduate Requirements**

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

**Departmental Requirements for Religion Majors:**

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

- \* HIST 2311 Western Civilization I or 2312 Western Civilization II
- \* PSYC 2301 Introduction to Psychology or SOCI 1301 Introduction to Sociology
- HIST 3309 History of Christianity or HIST 3310 History of Baptists
- RLGN 1353 Introduction to Philosophy
- RLGN 1340 Calling and Practice of Ministry

**Departmental Recommendations for Religion Majors:**

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

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

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

**Total: Minimum one hundred twenty (120) semester hours**

<b>M.A.C.M. Graduate Requirements (30 Hours)</b> .....	<b>30</b>
Ministry Foundations (9 hours from the following) .....	9
RLGN 5301 Early Childhood Ministry	

RLGN 5302 Elementary Children's Ministry  
 RLGN 5303 Family Ministry  
 RLGN 5350 Leadership and the Educational Ministry of the Church  
 RLGN 5352 Selected Topics in Ministry  
 RLGN 5355 Spiritual Formation: Scripture, Tradition, and Practice  
 RLGN 5360 World Christianity  
 HIST 5300 The Baptists  
 PSYC 5300 Understanding the Contemporary Mind and Religion  
 Bible and Theology Foundations (6 hours from the following)..... 6  
     RLGN 5310 The Christian Life in the Letters of Paul  
     RLGN 5311 Christianity and Contemporary Culture  
     RLGN 5320 Old Testament Theology  
     RLGN 5330 New Testament Theology  
     RLGN 5331 New Testament Ecclesiology  
     RLGN 5340 Peoples, Theology, and Literature of the Ancient Near East and Israel  
     RLGN 5341 Biblical Theology  
     RLGN 5342 Selected Topics in Theology  
 Additional Foundations Course (3 hours from the following)..... 3  
     Any Bible and Theology Foundations courses  
     Any Ministry Foundations courses

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

- Electives – 12 hours from the following:
  - Any Bible and Theology Foundations courses
  - Any Ministry Foundations courses
  - Any MBAE, KINE, and COUN graduate courses
- Business Leadership – 12 hours from the following:
  - RLGN 5350 Leadership and the Educational Ministry of the Church
  - Any 9 hours from the Master of Business Administration curriculum
- Children's Ministry - 12 hours from the following:
  - RLGN 5301 Early Childhood Ministry
  - RLGN 5302 Elementary Children's Ministry
  - RLGN 5303 Family Ministry
  - RLGN 53050 Leadership and the Educational Ministry of the Church
- Sports and Recreation Ministry – 12 hours from the following:
  - RLGN 5350 Leadership and the Educational Ministry of the Church
  - KINE 5301 Current Trends and Issues in Sports and Exercise Settings
  - KINE 5304 Sports and Exercise Psychology
  - KINE 5305 Principles of Advanced Human Performance
- Spiritual Guidance – 12 hours from the following:
  - RLGN 5355 Spiritual Formation: Scripture, Tradition, and Practice
 Nine (9) hours from the following:
  - COUN 5301 Theories of Counseling and Psychotherapy
  - COUN 5303 Counseling Children and Adolescents
  - COUN 5305 Group Counseling and Psychotherapy
  - COUN 5312 Lifespan Development
  - COUN 6301 Marriage and Family Therapy
  - COUN 6305 Career Counseling Across the Lifespan
  - COUN 6326 Addictions Counseling
  - COUN 6351 Evidence-Based Practices of Faith Integration in Counseling

**Total: Minimum one hundred fifty (150) credit hours for Accelerated Degree**

The integrated Master of Arts in Christian Ministry (M.A.C.M.) and Master of Business Administration (M.B.A.) program is designed to prepare students to serve in roles requiring both theological education and administrative skills. Examples of such positions include church administra-

tors, denomination/associational leaders, leaders of missions organizations, and leaders of faith-based service organizations. Integration is achieved in two ways. First, students are able to pursue both degrees simultaneously, creating a synergism between the two curricula. Second, pursuing these two degrees separately would require a total of 69 hours of course work; by recognizing 9 hours of the M.B.A. coursework as fulfilling the concentration requirement in the M.A.C.M, the total coursework for the integrated program is 60 hours.

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

<b>M.A.C.M. Requirements (36 Hours)</b> .....	<b>36</b>
(9 hours common to both the M.A.C.M. degree and the M.B.A. degree)	
Ministry Foundations (9 hours from the following) .....	9
RLGN 5301 Early Childhood Ministry	
RLGN 5302 Elementary Children’s Ministry	
RLGN 5303 Family Ministry	
RLGN 5352 Selected Topics in Ministry	
RLGN 5355 Spiritual Formation: Scripture, Tradition, and Practice	
RLGN 5360 World Christianity	
HIST 5300 The Baptists	
PSYC 5300 Understanding the Contemporary Mind and Religion	
Bible and Theology Foundations (6 hours from the following) .....	6
RLGN 5310 The Christian Life in the Letters of Paul	
RLGN 5311 Christianity and Contemporary Culture	
RLGN 5320 Old Testament Theology	
RLGN 5330 New Testament Theology	
RLGN 5331 New Testament Ecclesiology	
RLGN 5340 Peoples, Theology, and Literature of the Ancient Near East and Israel	
RLGN 5341 Biblical Theology	
RLGN 5342 Selected Topics in Theology	
Foundations Electives (9 hours from the following) .....	9
Any Bible and Theology Foundations courses	
Any Ministry Foundations courses	
Business Leadership (12 hours from the following) .....	12
RLGN 5350 Leadership and the Educational Ministry of the Church	
Any 9 hours from the Master of Business Administration curriculum	
NOTE: The 9 hours from the M.B.A. curriculum are common to both degrees.	
<b>M.B.A. Requirements (33 hours)</b> .....	<b>33</b>
(9 hours common to both the M.B.A. degree and the M.A.C.M. degree)	
Semester 1	
MBAE 5301 Entrepreneurial Leadership	
MBAE 5302 Economics and the Free Market	
Semester 2	
MBAE 5303 Marketing Concepts and Strategies	
MBAE 5304 Social Media Information Systems	
MBAE 5312 Business Research and Decision Making	
Semester 3	
MBAE 5306 Managerial Accounting	
MBAE 5307 Financial Concepts and Processes	
MBAE 5313 Leading and Managing Change	
Semester 4	
MBAE 5309 Strategic Human Resource Management	
MBAE 5310 Strategic Management	
MBAE 5311 Formulating and Implementing Strategy	
<b>Total Minimum sixty (60) credit hours for the Integrated M.A.C.M./M.B.A.</b>	

# GRADUATE LEVEL PROFESSIONAL DEVELOPMENT

DR. P.J. WINTERS

*Program Director*

## STATEMENT OF PHILOSOPHY

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

## Principalship Courses:

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

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

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

## Superintendency Courses:

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

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

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

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

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

# COURSE DESCRIPTIONS

## BUSINESS

### **MBAE 5301 Entrepreneurial Leadership**

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

### **MBAE 5302 Economics and the Free Market**

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

### **MBAE 5303 Marketing Concepts and Strategies**

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

### **MBAE 5304 Social Media Information Systems**

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

### **MBAE 5306 Managerial Accounting**

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

### **MBAE 5307 Financial Concepts and Processes**

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

### **MBAE 5309 Strategic Human Resource Management**

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

### **MBAE 5310 Strategic Management**

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

### **MBAE 5311 Formulating and Implementing Strategy**

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

**MBAE 5312 Business Research and Decision Making**

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

**MBAE 5313 Leading and Managing Change**

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

**COUNSELING****COUN 5300 Foundations in Clinical Mental Health Counseling**

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

**COUN 5301 Theories of Counseling and Psychotherapy**

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

**COUN 5302 Introduction to Play Therapy**

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

**COUN 5303 Counseling Children and Adolescents**

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

**COUN 5305 Group Counseling and Psychotherapy**

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

**COUN 5309 Introduction to Assessment**

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

**COUN 5312 Lifespan Development**

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

**COUN 5316 Advanced Psychopathology**

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

**COUN 5321 Research Design and Statistics**

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

**COUN 5327 Sociocultural Factors for Counseling Professionals**

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

**COUN 5330 Professional Issues and Ethics for Practice**

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

**COUN 5335 Techniques in Counseling and 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.

**COUN 6301 Marriage and Family Therapy**

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

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

### **COUN 6303 Fundamentals of Cognitive-Behavioral Therapy**

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

### **COUN 6305 Career Counseling Across the Lifespan**

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

### **COUN 6313 Counseling Practicum I**

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

### **COUN 6320 Psychopharmacology: Implications for Diagnosis and Treatment of Psychopathology**

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

### **COUN 6322 Counseling Related to Issues of Trauma and Crisis**

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

### **COUN 6324 Advanced Ethics for Professional Practice**

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

### **COUN 6326 Addictions Counseling**

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

### **COUN 6350 Counseling Internship I**

Internship I is an extension of COUN 6313 Counseling Practicum I and will build on skills and experience developed in practicum, and will identify strengths and growth areas relative to counseling core competencies, and focus on expanding the depth and diversity of the student's profes-

sional experience. This internship requires the student to complete 300 clock hours of supervised internship, a minimum of 120 hours of which must be direct service.

### **COUN 6351 Evidence-Based Practices of Faith Integration in Counseling**

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

### **COUN 6352 Counseling Internship II**

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

## **SCHOOL COUNSELING**

### **EDSC 5300 Foundations in Clinical Mental Health Counseling (Same as COUN 5300)**

This course is cross-listed with COUN 5300. See the Counseling listing.

### **EDSC 5301 Theories of Counseling and Psychotherapy (Same as COUN 5301)**

This course is cross-listed with COUN 5301. See the Counseling listing.

### **EDSC 5303 Counseling Children and Adolescents (Same as COUN 5303)**

This course is cross-listed with COUN 5303. See the Counseling listing.

### **EDSC 5305 Group Counseling and Psychotherapy (Same as COUN 5305)**

This course is cross-listed with COUN 5305. See the Counseling listing.

### **EDSC 5309 Introduction to Assessment (Same as COUN 5309)**

This course is cross-listed with COUN 5309. See the Counseling listing.

### **EDSC 5312 Lifespan Development (Same as COUN 5312)**

This course is cross-listed with COUN 5312. See the Counseling listing.

### **EDSC 5327 Sociocultural Factors for Counseling Professionals (Same as COUN 5327)**

This course is cross-listed with COUN 5327. See the Counseling listing.

### **EDSC 5330 Professional Issues and Ethics for Practice (Same as COUN 5330)**

This course is cross-listed with COUN 5330. See the Counseling listing.

### **EDSC 5335 Techniques in Counseling & Psychotherapy (Same as COUN 5335)**

This is a cross-listed course with COUN 5335. See the Counseling listing.

### **EDSC 6303 Fundamentals of Cognitive-Behavioral Therapy (Same as COUN 6303)**

This course is cross-listed with COUN 6303. See the Counseling listing.

### **EDSC 6305 Career Counseling Across the Lifespan (Same as COUN 6305)**

This course is cross-listed with COUN 6305. See the Counseling listing.

### **EDSC 6306 School Counseling**

This course is an in-depth study of a comprehensive school counseling and guidance program. It will introduce students to the field of professional school counseling and address the theoretical foundations, knowledge, and skills to prepare the student to implement a counseling program in an educational (K-12) setting. Emphasis is placed on the components of a comprehensive school guidance program and basic roles of the counselor as required by the Texas Education Agency (TEA).

### **EDSC 6307 Practicum for School Counseling**

This course involves supervised professional activities in guidance and counseling. Major emphasis is placed on the student's involvement in successful practices in an educational setting. Students must have met all academic and professional standards of practice before placement. Major importance is

placed on the integration of theoretical and conceptual principles, as well as professional and personal skill development. This course involves on-site experiences occurring in a school setting with supervision by on-site and university supervisors.

**EDSC 6322 Counseling Related to Issues of Trauma and Crisis (Same as COUN 6322)**

This course is cross-listed with COUN 6322. See the Counseling listing.

**EDSC 6326 Addictions Counseling (Same as COUN 6326)**

This course is cross-listed with COUN 6326. See the Counseling listing.

**EDUCATION**

**EDUC 5102 TExES Preparation**

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

**EDUC 5103 Superintendent Practicum and Test Preparation One**

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

**EDUC 5104 Superintendent Practicum and Test Preparation Two**

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

**EDUC 5302 Educational Psychology and Learning Theory**

The field of educational psychology has gained form from a variety of learning and developmental theories. In this course, multiple theories of development, motivation, behavior, and learning will be examined in depth. The question, “how do humans learn?” is at the heart of these theories, and students are invited to construct, deconstruct, and reconstruct their personal theories of learning throughout the course. Students will also consider what constitutes learning. A variety of topics including the effectiveness of intrinsic and extrinsic motivators; student engagement; the nature of intelligence and creativity; the relationships between teaching and learning; differences in learning among diverse groups; and issues of testing, assessment, and accountability will be considered. In considering all such topics, a common theme continues to emerge. How do psychological principles illuminate processes of learning and teaching? In this course, we consider how theory, research, and practice inform each other in order to improve the efforts of educators. The activities and assignments for this course will be tailored to fit the program in which the student is enrolled.

**EDUC 5312 Research Methods**

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

**EDUC 5313 The Superintendency**

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

**EDUC 5314 Curriculum and Instruction Leadership**

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

**EDUC 5315 Human Resource Leadership and Financial Management**

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

**EDUC 5316 Organizational Leadership and Community Relations**

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

**EDUC 5321 Curriculum Planning with Technology**

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

**EDUC 5322 Curriculum Design, Assessment and Evaluation**

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

**EDUC 5323 Adapting Curriculum for Diverse Learners**

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

**EDUC 5324 Curriculum Leadership**

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

**EDUC 5325 Academic Coaching**

This course is designed to offer a straightforward plan to help site-based administrators and instructional coaches collaborate to bring out the best in teachers, build a strong and cohesive staff, and achieve greater student academic success. A strength-based school improvement model will be the focus of the learning. Students will learn how to work with teachers to help them work together and maximize teacher effectiveness and efficiency. The academic coaching model will focus on self-reflection, planning, goal setting, and a feedback based walk-through model to mirror the state’s current teacher evaluation system.

**EDUC 5331 Education Research**

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

**EDUC 5332 Research Applications in the Classroom**

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

**EDUC 5333 Technology in Today's Classroom**

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

**EDUC 5340 Studies in Effective Classroom Management and Instructional Strategies**

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

**EDUC 5341 Curriculum and Assessment I with Internship**

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

**EDUC 5342 Curriculum and Assessment I**

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

**EDUC 5343 Curriculum and Assessment II with Internship**

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

**EDUC 5344 Curriculum and Assessment II with Clinical Teaching**

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

observations and portfolios; test construction and design; grading procedures; and reporting practices including self-assessment, student conferences and parent conferences as a part of designing effective instructional delivery systems. Students will complete fourteen (14) weeks of clinical teaching during the semester.

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

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

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

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

#### **EDUC 5350 Language Acquisition**

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

#### **EDUC 5380 Strategic Operations**

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

#### **EDUC 5381 School Finance**

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

#### **EDUC 5382 Administration of Special Programs**

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

#### **EDUC 5384 The Principal**

This course is designed to focus on the skills, practices, and understandings to be an effective principal. Instruction in this course will emphasize competencies necessary for leadership and management

of the school. It will also focus on the Principal's role in developing an effective learning community.

### **EDUC 5385 Practicum I**

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

### **EDUC 5386 Practicum II**

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

### **EDUC 5387 School Law**

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

## **HIGHER EDUCATION**

### **HIED 5301 Governance, Administration, and Leadership**

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

### **HIED 5302 Higher Education Law and Finance**

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

### **HIED 5303 Christian Servant Leadership**

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

### **HIED 5304 Philosophy and Trends in Higher Education**

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

### **HIED 5305 Fundamentals of Educational Research and Institutional Assessment**

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

**HIED 5306 Teaching and Learning: Strategies for Student Success**

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

**HIED 5307 Student Affairs Leadership**

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

**HIED 5308 The Community College**

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

**HIED 5309 Enrollment Management: Recruitment and Retention**

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

**HIED 5310 Academic Leadership**

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

**HISTORY****HIST 5300 The Baptists**

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

**KINESIOLOGY****KINE 5301 Current Trends and Issues in Sports and Exercise Settings**

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

**KINE 5302 Sports Management and Marketing**

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

**KINE 5303 Coaching Behaviors and Sports Preparation**

This course examines various aspects of sports preparation and coaching behavior. Emphases will be placed upon analyzing various coaching behaviors and styles, examining and discussing the ideal styles to use in diverse settings, and preparing workouts, practices, and game plans dependent upon those styles. The role of the sports or exercise coach as a leader and role model will also be heav-

ily emphasized. Discussing assigned topics, organizing and giving topical presentations, examining principles related to sports and exercise fields, and applying those principles to program planning will be emphasized.

#### **KINE 5304 Sports and Exercise Psychology**

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

#### **KINE 5305 Principles of Advanced Human Performance**

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

#### **KINE 5306 Practicum: Sports and Exercise Leadership**

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

#### **KINE 5307 Measurement and Evaluation**

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

#### **KINE 5308 Sports and Exercise Leadership**

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

#### **KINE 5309 Sports and Exercise Nutrition**

This course will offer insight into the role of sport nutrition and performance related nutrition education. Students will be introduced to and become familiar with the terms and tools relevant to nutrition, including an examination of nutrition for aerobic and anaerobic sports. The course will focus on basic nutrition concepts and the application of nutrition planning for performance enhancement. In addition, the course will cover case studies for team nutrition implementation.

#### **KINE 5310 Motor Learning and Control**

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

#### **KINE 5312 Research Methods**

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

## MUSIC

### **MUSI 5300 Christian Worship and the Contemporary Church**

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

## PSYCHOLOGY

### **PSYC 5300 Understanding the Contemporary Mind and Religion**

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

### **PSYC 6308 Psychology Practicum I**

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

### **PSYC 6309 Psychology Practicum II**

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

## READING

### **READ 5317 Developing Literacy Skills**

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

### **READ 5318 Reading in the Content Area**

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

## RELIGION

### **RLGN 5301 Early Childhood Ministry**

During the first five years of a child's life, foundations are laid for a lifetime of learning and growth. This course will combine knowledge, theory, and practical application to enable the student to work with young children in any church setting. This study will include a review of the characteristics of early childhood. Students will study the practical skills needed to provide age appropriate learning experiences and activities for children birth through five years of age. Attention will be

given to planning and operating programs for this age group in the church and during the week.

**RLGN 5302 Elementary Children's Ministry**

This is a survey class to help students learn how to develop a quality ministry to children in grades 1-6 and their families. The course will include a review of the characteristics of children from first through the sixth grade. Students will study the practical skills of providing age appropriate learning experiences and activities for the children teaching ministry of the church. Special consideration will be given to developing lay leadership for children's ministry.

**RLGN 5303 Family Ministry**

This course will survey what the church can do to minister to the family as a unit, not just as the individual parts of preschoolers, children, youth, parents, or guardians. Students will explore biblical foundations of family ministry. Students will have the opportunity to learn skills related to understanding the social context and cultural contexts of families and give them a foundation for designing and carrying out ministry with and through the family.

**RLGN 5310 The Christian Life in the Letters of Paul**

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

**RLGN 5311 Christianity and Contemporary Culture**

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

**RLGN 5320 Old Testament Theology**

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

**RLGN 5330 New Testament Theology**

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

**RLGN 5331 New Testament Ecclesiology**

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

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

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

**RLGN 5341 Biblical Theology**

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

**RLGN 5342 Selected Topics in Theology**

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

**RLGN 5350 Leadership and the Educational Ministry of the Church**

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

**RLGN 5352 Selected Topics in Ministry**

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

**RLGN 5355 Spiritual Formation: Scripture, Tradition, and Practice**

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

**RLGN 5360 World Christianity**

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

**RLGN 6101 Thesis/Ministry Project 1**

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

**RLGN 6301 Thesis/Ministry Project 2**

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

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